



# State Grants

## 2020-21

### Grant Guidelines

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All applications with the exception  
of the Emergency Assistance,  
Apprentice-Related Instruction and  
Workforce Advancement Training  
Grant are due [January 16, 2020](#)

*Dr. Morna K. Foy, President*

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# **Section 1 - Grant Category Descriptions and Policies**

# Overview

The Wisconsin Technical College System (WTCS) invites Wisconsin technical colleges and other eligible Wisconsin agencies, when applicable, to apply for State grant funds to support projects during the program year of July 1, 2020 - June 30, 2021.

State funds provide support for specific areas of focus within the technical colleges identified by WTCS. Guidelines for the distribution of funds made available through state grant appropriations are approved annually by the System Board. Please review each program for unique criteria and compliance requirements.

**State grant applications are due by [January 16, 2020](#) with the exception of WTCS Emergency Assistance Grants. Emergency Assistance Grants are due on [March 15, 2020](#) after WTCS shares the 2020-21 allocations.**

## Requirements

If an eligible applicant elects to accept State grant funding, the recipient must comply with all requirements set forth in these guidelines and all applicable rules and policies prescribed by WTCS. These requirements include grant application formatting, program evaluations, data collection and reporting requirements, as well as compliance with state Single Audit guidelines, standards and procedures. In addition, grant recipients must comply with any and all requests for printed or electronic copies of products created as a result of State grant funding.

Applications can only be submitted in the identified priority areas. They will only be considered for approval if they meet the criteria and sufficient funds are available. Please note that the WTCS Office may require revisions to applications before final approval.

## Client Reporting System

All technical colleges that receive WTCS-administered grants must report course enrollment information using the Client Reporting System.

**Enrolled** students receiving two or more hours of services must be reported in Client Reporting. There are a number of grant activities, such as professional growth and curriculum development, that are not to be reported in the Client Reporting System. **However, the outcomes of all activities will be reported in narrative form via the submission of triannual reports.**

The [Client Reporting Manual](#) was developed to provide guidance and assistance to colleges and other applicants. Questions related to specific reporting requirements should be directed to the grant manager(s).

Questions regarding the Client Reporting System and the technical reporting requirements should be directed to WTCS Administrative Services Coordinator **Anna Richter** at 608-267-2485 or [anna.richter@wtcsystem.edu](mailto:anna.richter@wtcsystem.edu).

## Grant Suspension and Termination

If it is determined that the funded grant will either not meet the stated goals and/or the grant recipient has failed to comply with the terms of the grant, WTCS may, upon notice to the grant recipient, suspend or terminate a grant in part or in whole.

### Suspension

WTCS staff will provide written notice of suspension to the recipient and the recipient's president or executive director. The notice will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date of suspension. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to resolve the reason(s) for the suspension. No funds shall be spent or reimbursed during the suspension. WTCS staff will provide written notice of the end of the suspension to the recipient.

### Termination

***WTCS-Initiated Termination*** – If a suspended grant does not come into compliance, the grant will be terminated by WTCS. WTCS staff will provide written notice of the termination to the recipient. The notice will state the reason(s) for the termination and an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.

***Grant Recipient-Initiated Termination*** – If a grant recipient intends to terminate a grant, written notice must immediately be sent to the grant manager(s) and [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu). The notice will state the reason(s) for the termination together with an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.

**Cases of suspension and termination may affect future awards to the grant recipient.**

## Copyrights

When material eligible for copyright protection is developed with WTCS-administered state grant funds, an applicant is free to copyright the materials or permit others to do so; however, WTCS retains an irrevocable right to reproduce, publish or otherwise use the work for its purposes.

## Product Request Authority

All State grant recipients must comply with any and all requests made by WTCS staff for printed or electronic products created using State grant funding.

## What Regulations Apply to State Grant Programs?

1. Ch. 38, Wis. Stats.
2. State Single Audit Guidelines, Standards and Procedures. This document is available from:  
WI Department of Administration  
Document Sales and Distribution Section  
P.O. Box 7840  
Madison, WI 53707-7840  
(608) 266-3358 (General Information)

## Acknowledgment of State Grant Funds

When issuing statements, press releases, requests for proposals, bid solicitations, and/or other documents describing projects or programs funded in whole or in part with State grant funds, all grantees shall clearly state the dollar amount of State grant funds in the project and acknowledge the receipt of State grant funds in the statement.

## Web Resources

WTCS provides grant information and the Client Reporting System User Guide on-line. Check the grant home page regularly for new or updated information.: <http://mywtcs.wtcsystem.edu/grants>.

The Client Reporting Manual is also on-line:

<http://mywtcs.wtcsystem.edu/data-systems-grp/data-system-manuals/client-reporting-system>

Questions regarding grants, applications and guidelines should be directed to the WTCS Grants Team via email at [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu).

## State Project Numbers List

Category	Appropriation / Purpose
Career Pathways	124-121
Core Industry	124-131
Developing Markets	124-141
Completion	124-161
Work-Based Learning Grants to Tribal Colleges	180-111
Apprentice-Related Instruction	124-111
Emergency Assistance	104-111
Professional Growth	124-151
Workforce Advancement Training (WAT)	124-171

**PROJECT NUMBER:**    **XX – XXX – XXX – XXX**  
                                  **(Applicant ID) - (Activity) - (Appropriation) - (Purpose)**

**APPLICANT ID:** assigned by WTCS

**ACTIVITY:** assigned internally by the college applying for the grant

**APPROPRIATION:** reference chart above

**PURPOSE:** reference chart above

# Uniform Guidelines

Many WTCS State grants have similar requirements. Those components are described in this section. For any additional components, limitations or exceptions, please see the individual grant category sections.

## State Grant Limitations

The following standard uniform limitations are for all state grants. Any exceptions to this list will be noted under individual grant category descriptions.

1. All State grant awards are made on a competitive basis, except where noted.
2. Applications will only be accepted from WTCS colleges, Wisconsin tribal colleges and eligible Wisconsin agencies, where noted.
3. Projects will be funded up to 100 percent of the total approved project costs, except where noted.
4. Subcontracting is allowed for services with partners (such as community-based organizations, other educational institutions, businesses, correctional institutions, etc.) that have demonstrated effectiveness in providing support to students. Subcontracting expenses may be funded up to 25 percent of the total approved project costs.
5. Administrative costs will be allowed up to five percent of the total approved project costs.
6. All travel must comply with district travel policy. Out-of-state travel may be funded if it is clearly related to the grant objectives. No funds will be awarded for international travel.
7. Supply items may be funded up to 20 percent of the total approved project costs.
8. Funds may not be used for direct student tuition reimbursement.
9. There will be no direct student payments outside of emergency assistance service payments.
10. Hospitality costs (i.e. food, drink) are only allowed where noted.

## Curriculum Development

In accordance with grant requirements, approved curriculum deliverables must be uploaded to the WTCS WIDS Repository allowing for dissemination to WTCS colleges. Specific curriculum products will vary according to goals of the funded project(s). More detailed curriculum resources (ex., DACUM charts, linking matrices, performance assessment tasks, learning plans, handouts, PowerPoint presentations, etc.) may be required based on scope of the approved project. Grantees may contact WIDS for guidance in curriculum deliverables.

**Any curriculum created will be developed in and made available via the WTCS WIDS Repository at <https://wtcsystem.wids.org>.**

*Grant applications must state that curriculum created with funding will be developed in WIDS and shared via posting at the WTCS WIDS Repository site.*

## State Application Components

When completing the *WTCS Grant Application Form (State)*, please refer to the uniform application components listed below. Any additional or unique application components will be provided in the individual grant category sections.

### 15. Abstract (200 words or less)

- Project purpose
- Significant objectives addressed in the grant
- Brief summary of key grant activities

### 16. Statement of Need (1,500 words or less)

- Define the issue(s) to be addressed in your local service area and the beneficiaries whose needs you intend to meet. Use local data (including Client Reporting) whenever available.
- Identify gaps and/or challenges in current services and/or activities that, if not addressed, may persist.
- If this is a continuing grant, include data on effectiveness if funded in a previous year.

### 17. Goals, Objectives and Activities

- Refer to recommended format on grant application.

### 18. Overall Monitoring and Evaluation Process

*Note:* Unless otherwise specified, the combined total submitted materials responding to **Application Components 15 – 18** should not exceed 10 pages.

## Application Review

Applications will be reviewed using the Review Criteria Rubric. All forms and documents pertaining to grants, including the Review Criteria Rubric, are available online at:

<http://mywtcs.wtcsystem.edu/grants/grant-application-forms/>

## Data Collection and Reports

All applicants shall comply with WTCS data submission requirements in the timeframe required. Reporting requirements are as follows:

1. Client Reporting requirements apply to all grant categories except Professional Growth and Tribal Work-Based Learning grants.
2. Grantee requirements for **Client Reporting** include:
  - complying with the established WTCS Client Reporting requirements;
  - monitoring data continuously; **and**
  - submitting data **as required**.

Reference the Client Reporting Manual for reporting deadlines: [Client Reporting Manual](#).

3. Triannual Report submissions must be received by the following dates:
  - **First term Triannual Report** (July 1 – October 31) must be received on or before November 15, 2020



- **Second term Triannual Report** (November 1 – February 28) must be received on or before March 15, 2021
- **Third term Triannual Final Report** (March 1 – June 30) must be received on or before November 1, 2021

Submit Triannual Reports electronically to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu)

All required forms are located at: <http://mywtcs.wtcsystem.edu/grants/grant-application-forms>

# **WTCS State Grant Categories**

# Career Pathways

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to create, expand and/or implement career pathways. Career Pathways offer an efficient and student-centered approach to training and education by successfully articulating the appropriate secondary, adult basic education, postsecondary education and training, career and academic advising, and supportive services needed to enter and progress in a career. This term generally refers to a series of connected education and training strategies and support services that enable individuals to secure stackable, industry-relevant credentials and obtain employment within an occupational area and advance to higher levels of education and employment in that area.

### Funds Available and Additional Limitations

1. \$4,000,000 will be available for these purposes.
2. Projects will be funded at 75 percent of the total approved project cost.
3. A limit of two individual applications and one consortium application per district may be submitted. Consortium for this category refers to two or more WTCS colleges, a WTCS College and business partner, or WTCS college and K12 district(s) working collaboratively with each party contributing to the cost sharing amount. The maximum combined award for two individual grants is \$300,000, for a total combined project cost of \$400,000. The maximum award for a consortium grant is \$450,000, for a total project cost of \$600,000.
4. Grant project(s) will be funded for one year.
5. Duties of all project staff must be clearly described within the application in addition to the budget.
6. No funding is permitted for Dean or Associate Dean positions.
7. All WTCS pathway program(s) and credentials included in the project must be in approved status by the System Office, identified by program name, number and date of official approval (i.e. Medical Assistant, 31-509-1, approved 03-01-2013) entered as the first item in the abstract section of the WTCS Grant Application Form (this information will not be counted in word limit). Program revisions in pending or disapproved status at the time of application are not allowed.
8. Individual programs may not be funded more than two consecutive fiscal years.
9. Major/Minor equipment (purchased or leased) may be funded up to 10 percent of the total approved project costs.
10. Building and remodeling costs including furniture and decorating materials are not allowed.
11. Conference related costs are limited to opportunities for the individuals identified in allowable activities, #3.
12. Hospitality costs, including food and beverages, is limited to no more than \$500 per grant application.
13. Mileage, local and/or statewide, funding is limited to no more than \$1,000 per grant application.
14. The page limitation for non-consortium applications is 10 pages per application.
15. The page limitation for consortium applications is 15 pages per application.

## Measurable Objectives

Each application Goal, must include one or more of the following Measurable Objectives:

1. ABE/ELL educational level gains
2. High school diploma or equivalency attainment
3. Dual credit
4. Persistence in a career pathway
5. Attainment of a pathway credential
6. Employer engagement related to student employment and/or persistence within a pathway
7. Credit for prior learning gains, including transfer credits, military coursework, articulated high school credits and assessment of experiential learning
8. Reduction in equity gaps
9. Entrance of non-traditional students into a pathway

**The following elements are key to the development and/or enhancement of successful Career Pathways. Please address two or more of these elements in your application.**

1. Identifying multiple career pathway entry points; stacked credentials, career pathway bridge, high school dual enrollment.
2. Identifying multiple career pathway exit points; including obtaining a credential, employment, or continuing into a subsequent program.
3. Student support services in the classroom and beyond.
4. Addressing student re-engagement following an exit point.
5. Identifying how the grant activities will directly engage local and regional stakeholder partners.

## Allowable Activities

These State grant funds are intended to support activities that create, expand and/or implement career pathways. Examples of allowable grant activities include:

1. Develop new, innovative and/or expanded instruction.
2. Develop and/or maintain supportive services for technical college students.
3. Provide professional learning opportunities for faculty and instructional staff to develop the expertise needed to offer the proposed instruction.
4. Establish new dual credit agreements.
5. Implement alternative instructional methodologies.
6. Provide instructional and career pathway-related development and planning to actively engage stakeholder partners.
7. Provide career pathway student support services.
8. Support new or innovative pathway-related career exploration activities.
9. Support career pathway-focused learning activities, including, but not limited to, internships, service learning, mentoring, job coaching and job shadowing.

### **WTCS Contact:**

Scott DuBenske - [scott.dubenske@wtcsystem.edu](mailto:scott.dubenske@wtcsystem.edu)

# Completion

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to create, expand and/or implement innovative strategies through direct services to students enrolled in post-secondary courses or ABE/ELL as defined in [Administrative Bulletin 12-04](#), as well as students who transition through career pathways. The primary goal is to support students considered at-risk, which may include but is not limited to students with disabilities, students of color, military service members and first-generation students through specific completion points, such as course completion, completion of subsequent semesters, and completion of programs or WTCS Pathway Certificates.

### Funds Available and Additional Limitations

1. \$3,000,000 will be available for these purposes.
2. Projects will be funded at 75 percent of the total approved project cost.
3. The maximum amount of the award is \$225,000; for a total project cost of \$300,000.
4. Equipment (purchase or lease) may be funded up to 10 percent of the total approved project costs.
5. No funds will be awarded for general outreach; recruitment events; pre-enrollment activities (except transition services for students with disabilities); financial aid services; occupational, ABE, or ELL instruction; remedial instruction; testing fees; and curriculum development.
6. Payment of student tuition, fees, supplies, books and materials are not allowed.
7. Costs related to special events that include meals, promotional materials, and/or high-cost speakers are not allowed.

### Measurable Objectives

The objectives in this grant support and align with your college completion goals. The Guided Pathway Domains that are most closely aligned with the purpose of this grant include Domain 3, Keeping Students on the Path, and 4, Ensuring Students are Learning. Grant objectives include:

1. Successful completion of courses with success defined as a minimum grade of 2.0.
2. Successful transition from semester to semester (with a GPA of 2.0).
3. Graduation from a program.
4. Completion of WTCS Pathway Certificate, reported on the S9 record via client reporting.
5. If applicants provide transition services for individuals with disabilities, the applicant will also report the enrollment in a program or course within one year of the provision of pre-enrollment transition/retention services.
6. Completion of ABE/ELL courses (73, 74, 75, 76, 77 and 78) as well as courses at the 30, 31, 32, 10, 20 and 50 level, if applicable.

## Allowable Activities

Examples of allowable grant activities include:

1. Provide high impact activities such as support groups, common reads and other success skill building efforts.
2. Provide counseling and/or career services which may include personal, educational and career development support as well as proactive behavioral and crisis intervention services.
3. Provide specific targeted services based on student need such as financial literacy, career assessment and planning services, student success and study skills workshops and support groups.
4. Provide required accommodation services including, but not limited to, assistive technology, adaptive equipment, instructional aids and devices.
5. Provide specialized transition services for individuals with disabilities from secondary schools as well as adults from the community. Transition services may include, but are not limited to, individualized program planning, career exploration, study skills training and enrollment assistance. This activity includes its own measures. See objective number five (5) above.
6. Provide ongoing career development services such as internships, service learning, mentoring, job shadowing and/or portfolio development.
7. Provide individual and/or group tutoring and/or supplemental instruction.
8. Provide assistance to students (not to exceed \$500 per student, per academic year). A completed Methods for Distributing Emergency Payments Form must be attached to the application if funds for these services are requested. Required forms are available on-line: <https://mywtcs.wtcsystem.edu/grants/grant-application-forms>.
9. Provide and participate in professional learning opportunities designed to inform and reflect on best practices for serving.

## Additional Application Components

There are additional required components that must be included with any application to the Completion grant category. The special instructions for the additional components are as follows:

- Complete and submit the Completion Grant Data Chart (page 13) with your grant application. Embed the completed chart in your grant narrative statement of need section. Proposed grant activities should be clear in their focus on addressing equity gaps presented in this data chart.
- If emergency assistance funding is requested, a completed **Methods for Distributing Emergency Payments Form** (page 15) must be submitted.
- If applying for (and subsequently receiving) funds from this grant, an S4 Client Reporting Record must be established and submitted for students served.
- To improve clarity of activity descriptions we recommend you describe staff and expenses associated with activities in the following way:
  - STAFF TITLE @X% FTE in this grant, for example 80% in Activity A and 20% in Activity B
  - Total staff time must equal 100% even if staff are part time.
  - Also, identify supply expense and type that are associated with the activity in the descriptions.

## Completion Grant Data Chart

Sample subpopulations of students are included. You may customize the populations used in the chart based upon your experience with your own students and populations who are not succeeding.

Student Population	Retention (3-year Average)			Program Completion in 3-years (3-year Average)			Successful Course Completion (3-year Average)		
	Yes	n	No/n	Yes	n	No/n	Yes	n	No/n
<i>Example Statewide data – 2016, 2017, 2018 Average</i>									
All Students	73.7%	94,302		38.3%	41,334		83.9%	123,633	
American Indian or Alaskan Native	67.2%	2,615		28.1%	473		74.3%		
Asian	76.8%	3,527		29.7%	1,475		85.2%		
Black or African American	64.5%	7,749		14.7%	3,668		68.5%		
Hispanic or Latino	71.0%	7,505		24.7%	3,473		77.2%		
Native Hawaiian or other Pacific Islander	72.8%	86		37.6%	46		82.1%		
Two or more races	73.5%	2,203		23.1%	1,080		74.6%		
White	75.7%	68,002		37.5%	29,289		86.5%		
Disability	77.7%	7,649	73.3% 38,442	23.3%	2,892	34.0% 15,109	77.4%	26,689	84.5% 114,738
Economic Disadvantage	79.8%	39,164	69.3% 55,138	22.6%	17,249	40.9% 24,086	78.9%	45,265	86.9% 78,701
First-Generation									
Other									
Other									

Yes and No columns may not add up to 100 – we are looking for the students in each population that met the outcome (Yes) compared to the students that are not part of the target population that met the outcome (No)

Completing the Grant Data Chart: Data Source - Student Success Tableau Dashboard – Adjust settings to reflect your college and the three most recent years for each item below. The examples below are the WTCS statewide numbers.

1. Retention – Fall to Spring Retention Tab (for all students).
  - Average the percentage for the last three years of data available.
    - All Students:  $2016-73.1\% + 2017-73.7\% + 2018-74.2\% = 221/3 = 73.7\%$
  - Average the “n” for the last three years of data available.
    - All Students:  $2016-97,670 + 2017-93,641 + 2018-91,594 = 282,905/3 = 94,302$
2. Retention – Fall to Spring Retention by Student Characteristics Tab (for each target population).
  - Average the percentage for the last three years of data available and the “n” as shown above.
    - American Indian or Alaskan Native:  
 $2016-66.6\% + 2017-66.3\% + 2018-68.6\% = 201.5/3 = 67.2\%$
    - Asian:  
 $2016-76.2\% + 2017-77.2\% + 2018-76.9\% = 230.3/3 = 76.8\%$
    - Black or African American:  
 $2016-64.1\% + 2017-63.9\% + 2018-65.4\% = 193.4/3 = 64.5\%$
3. Program Completion within 3 Year(s) Tab (for all students).
  - When you open the dashboard, Program Completion within 3 Years is the default setting. Repeat the steps shown above.
4. Program Completion within 3 Year(s) by Student Characteristics Tab (for each target population).
  - Repeat the steps shown above.

5. 2.0 GPA or Greater Tab (for all students).
  - Repeat the steps shown above.
6. 2.0 GPA or Greater by Student Characteristics Tab (for each target population).
  - Repeat the steps shown above.

#### Understanding and using the Chart:

- The all student number is a reference point, an average of all student populations.
- Populations that have a yes/no information available - If the number in the yes column is less than the no column, a gap exists.
- For Race/Ethnicity populations, gaps are determined by comparing each of the population outcomes to each other. The larger difference between the student groups, the greater the gap and room for improvement.
- Another point of analysis is to compare all special populations and race/ethnicity numbers to each other, in the example above, the economically disadvantaged group is having the best retention outcomes of any population, what strategies used could be expanded to other populations?
- If any population has a very small number, the percentage may vary greatly with the addition or subtraction of a few people. Keep this in mind when writing activities.
- Proposed grant activities should be clear in their focus on addressing equity gaps presented in this data chart.
- If your grant activities are not addressing the largest gaps evident in the chart, give rationale and how these gaps are being addressed.

#### **WTCS Contacts:**

Colleen Larsen - [colleen.larsen@wtcsystem.edu](mailto:colleen.larsen@wtcsystem.edu)



## **Methods for Distributing Emergency Payments**

**Required Attachment only if the grant proposal includes an emergency support services activity.**

### **Direct Payments for Emergency Assistance**

1. Describe how participant eligibility for receipt of direct emergency payments will be established and the method the applicant will use to determine whether or not a participant is an eligible participant.
2. Describe the process the applicant intends to use to select eligible participants to receive direct emergency payments and the amount each participant will receive.
3. Identify who or what agency will be the recipient of the direct emergency payment(s); e.g., the participant, applicant, etc.

# Core Industry

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to help ensure that WTCS-approved programs in core industry areas provide industry-relevant education and training using rigorous curricula, current technology and related services. Programs must be open for student enrollments and have been offered for one year or more (January 23, 2019 or earlier). These grants may expand programming in high-demand fields within the college district.

### Funds Available and Additional Limitations

1. \$6,000,000 will be available for these purposes.
2. Applications may be written for a one-year or two-year grant period.
3. A limit of two individual applications per district, totaling a maximum award of \$500,000. The maximum amount of the award is the same whether it's a one- or two-year individual grant.
4. Colleges can participate in an unlimited number of inter-district consortium applications. They can submit as lead, only one inter-district consortium application, for a maximum award of \$750,000. The maximum amount of the award is the same whether it's a one- or two-year consortium grant.
5. Intended purpose of technology purchases/upgrades must be specified in the application.
6. Facility costs are not allowed. This includes ongoing maintenance, building construction, rent and remodeling unless directly tied to installation of new equipment.
7. Assets from this grant can be utilized by other programs within the recipient college(s).
8. Equipment (purchase or lease) may be funded up to 50 percent of the total approved project costs.
9. The application should pertain to one program and should have the program name and number identified within the application's title. Two-year grant applications will only refer to one program for the length of the grant. Core Industry grants are applicable only to aid codes 10, 30, 31, 32 and 61.
10. Funds from the grant category cannot be used to develop a new program.
11. The page limitation for non-consortium applications is 10 pages per application.
12. The page limitation for consortium applications is 15 pages per application.

## Measurable Objectives

### Curriculum Development

Describe developing the curriculum, including a description of how the modification or development of this curriculum will support the attainment of necessary skills and knowledge within the program.

### Instructional Services

Describe how the identified Instructional Services address the following:

1. Implementing the use of new equipment or technology.
2. Adapting curriculum for approved programs, including technical or methodological changes in program delivery.
3. Delivering instruction in newly developed or modified curriculum and expanding upon delivery methods for existing approved programs.
4. Providing support services, such as: advising, tutoring, Adult Basic Education (ABE) and/or related activities.

## Allowable Activities

Examples of allowable grant activities include:

1. Purchase and/or lease of technologies and/or equipment.
  - The purchase of technology and equipment **must have documented support by advisory focus group or ad hoc committee members.**
  - Project activities must provide for the integration of technology and/or equipment into new or existing curriculum.
2. Provide professional learning opportunities for staff in the use of technologies and/or equipment relevant to the core industry area.
3. Adapt alternative curriculum delivery options (e.g., accelerated programs or on-line delivery).
4. Purchase instructional materials and/or software.
5. Provide instruction in credit-bearing courses that result from curriculum and/or instructional modifications or adaptations.
6. Provide support services.

## Additional Application Components

Additional application components must be addressed when applying for the Core Industry grant category with the *WTCS Grant Application Form (State)*:

1. Describe any additional funding that is being coordinated to support this project. Including AEFLA, Perkins, or other federal funds.
2. Identify the basis on which the occupational area has been identified as a “core industry” by the district.
3. Describe the industry drivers that necessitate the changes in the core industry programming being sought.

4. Provide documented evidence (advisory committee, DACUM, industry focus group, survey, letters of support, etc.) showing industry support for the proposed grant application, including program curriculum modification and/or equipment/technology purchase.
5. Provide ad hoc or advisory committee roster (with name and affiliated organization) and minutes of relevant meetings. Minutes should be current (within the past 365 days) and have pertinent information highlighted.

**WTCS Contacts:**

Jim Mackey – [james.mackey@wtcsystem.edu](mailto:james.mackey@wtcsystem.edu)

Danika Woods – [danika.woods@wtcsystem.edu](mailto:danika.woods@wtcsystem.edu)

# Developing Markets

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to support programs **new** to the district that have received **final program approval by the System Board at or before the January 2020** meeting, and that have achieved program accreditation or is in the process of receiving accreditation. These funds can be used for: development of curriculum and related instructional material; technology and software; the purchase of equipment; staff development; and the delivery of instruction.

### Funds Available and Additional Limitations

1. \$1,500,000 will be available for these purposes.
2. Applications may be written for a one-year or two-year grant period.
3. A limit of two individual applications per district, totaling a maximum award of \$200,000. The maximum amount of the award is the same whether it's a one- or two-year individual grant.
4. Equipment (purchase or lease) may be funded up to 50 percent of the total approved project costs.
5. Service agreements and other fees are not allowed.
6. Remodeling and building expenses are not allowed.
7. Instruction costs are allowable up to a one-time delivery of the entire program.
8. The program cannot have been offered to students at the time of application.

### Measurable Objectives

#### Design Curriculum

Development of relevant, rigorous post-secondary curriculum (and related instructional materials), technology/software and assessment strategies to support the attainment of knowledge and skills necessary for degree and diploma programs.

#### Deliver Professional Learning

Activities that develop or enhance instructional staff skills and knowledge. This may include the creation and/or implementation of pedagogical strategies to improve instructional technique.

#### Provide Instruction

Delivery of curriculum by qualified faculty using appropriate technology and instructional equipment in programs that are new to the district.

## Allowable Activities

Examples of allowable grant activities include:

1. Implement a new program, including the cost of informational materials to support student enrollments in the program.
2. Expand curriculum, including the development of a DACUM, along with strategies to facilitate the development, implementation, and assessment of industry validated skills including Technical Skill Attainment assessment strategies.
3. Provide professional learning opportunities for faculty and staff that directly relate to the development and/or enhancement of district instructional staff skills and knowledge. This may include the development and/or implementation of pedagogical strategies to improve instructional techniques.
4. Provide instruction for a one-time delivery of newly developed curriculum.
5. Create an advisory committee; all Wisconsin Technical College System Board approved programs must have an advisory committee.

### **WTCS Contacts:**

Tim Weir - [timothy.weir@wtcsystem.edu](mailto:timothy.weir@wtcsystem.edu)

Danika Woods – [danika.woods@wtcsystem.edu](mailto:danika.woods@wtcsystem.edu)

# Work-Based Learning Grants to Tribal Colleges

## Targeted Funds

CSDA #292.180

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds for Work-Based Learning Grants to tribal colleges to provide occupational training and/or work-based learning experiences to youth and/or adults at Lac Courte Oreilles Ojibwa Community College and the College of Menominee Nation.

### Funds Available and Additional Limitations

1. \$594,000 in gaming revenue will be available in each year of the biennium for these purposes.
2. Grants are awarded on a formula basis, with each grant award totaling \$297,000.
3. Applications will only be accepted from the tribal land grant colleges of Lac Courte Oreilles Ojibwa Community College and the College of Menominee Nation.
4. Equipment (purchase or lease) may be funded up to 10 percent of the total approved project costs.
5. Administrative costs will be allowed up to eight percent of the total approved project costs.

### Allowable Activities

Examples of allowable grant activities include:

1. Provide youth apprenticeship opportunities for high school age youth and/or adults.
2. Provide other work-based learning for high school age youth.
3. Provide employability skills for high school age youth.
4. Provide basic skills and/or occupational skills training for incumbent workers in order to upgrade job skills.
5. Provide basic skills and/or occupational skills training for unemployed adults in order to increase opportunities for locating and retaining employment.
6. Provide occupational training for high demand occupations.
7. Establish and support the development of programs of study including existing program improvement/expansion, development and/or implementation of new programs and/or increase the rigor of work-based learning programs.
8. Promote access and participation in nontraditional occupational training and/or employment.
9. Provide counseling and/or career services which may include personal, educational and career development support as well as proactive behavioral and crisis intervention services.
10. Provide specific targeted services based on student need such as financial literacy, career assessment and planning services, student success and study skills workshops and support groups.
11. Provide ongoing career development services such as internships, service learning, mentoring, job shadowing and/or portfolio development.

### WTCS Contact:

Alejandro Nuñez - [alejandro.nunez@wtcsystem.edu](mailto:alejandro.nunez@wtcsystem.edu)

# **Individual Grant Categories with Additional Documentation Requirements**



# Apprentice-Related Instruction

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds for the development and maintenance of System-wide apprenticeship curricula and direct support for contractually- required apprentice-related instruction that cannot be provided through normal district budgeting processes. These projects allow WTCS to respond to cyclical industry demands with current occupational curriculum, to provide a supply of skilled workers for rapidly- developing industries, and to ensure continuity of apprenticeship training during periods of temporary expansion or contraction of labor demand.

### Funds Available and Additional Limitations

\$500,000 will be available for both System-wide Apprenticeship Curricula and Direct Instruction Support.

#### Systemwide Apprenticeship Curricula

1. On an invitation-only basis, a single award will be granted to one Wisconsin technical college to act as fiscal agent and manage grant activities that support the development and maintenance of System-wide apprenticeship curricula. Subcontracting with WIDS is required.
2. Major/minor equipment (purchase or lease) is not allowed.
3. Activities will reflect WTCS priorities in consultation with the System-wide Apprenticeship Curriculum Committee.
4. No advertising or marketing costs are allowed.

#### Direct Instruction Support

1. Funds will be made available on an invitation-only basis for activities that support direct instruction for apprentices.
2. Applications will only be accepted from WTCS colleges. Subcontracting is not allowed.
3. Grant awards are made on an ongoing basis. Grant projects will be funded for one year.
4. Colleges may use grant funds to offset additional costs associated with status as the primary district in a collaborative program agreement and incidental costs related to convening stakeholder meetings.

## Objectives

### 1. Systemwide Apprenticeship Curricula

- Ensure that industry (State Apprenticeship Committee) approved apprenticeship curricula are used for all WTCS programs of apprentice-related instruction (Aid Code 50).
- Ensure that the curricula in use by the districts are aligned with statewide standards, as approved by the State Trade Apprenticeship Advisory Committees.
- Review and revise curricula, on a five-year rotational basis, and as otherwise needed.
- Provide for the adaptation of curriculum for alternative delivery (e.g., accelerated programs, on-line delivery, etc.).
- Develop articulation agreements with outside institutions for Associate of Applied Science degree credit for apprenticeship completion.

### 2. Direct Instruction Support

- Promote inter-district collaborative partnerships for the regional delivery of apprenticeship-related instruction.
- Support classroom delivery (instructor salary, fringe, travel expenses) not possible through normal district budget process.
- Respond to industry demand outside of normal budget process. This industry demand could be due to:
  - Unanticipated growth in demand for apprentice-related instruction classes resulting in the need to add or split additional sections at a district.
  - Unanticipated growth in demand for apprentice-related instruction resulting in the need to replicate a program at another district.
  - Emerging demand for new, rapidly emerging apprenticeship programs in response to demand from multiple employers seeking related instruction for their apprentices.
  - Support for low-enrollment programs in which colleges are obligated to complete apprentices and enrollments fall below district minimum class size.
  - Customized instruction for single-employer sponsors, provided related instruction will be kept open to apprentices and journey workers from similar employers. Closed instruction is subject to contracting provisions *Wis. Stat.* 38.14(3)(c)2.

## Measurable Outcomes

### Systemwide Apprenticeship Curricula

1. Increase the number of programs with industry-validated curriculum. For apprenticeship, this process includes formal review by the Department of Workforce Development-Bureau of Apprenticeship Standards' (BAS) designated State Trade Apprenticeship Advisory Committee.
2. Increase the number of WTCS program outcome summaries, competency profiles, course outcome summaries and supporting curriculum materials, and share all such materials created with WTCS partners through the WTCS-WIDS Repository – Apprenticeship section.

3. Increase the number of State Trade Apprenticeship Advisory Committee approved curricula posted or linked to the BAS website [[www.wisconsinapprenticeship.org](http://www.wisconsinapprenticeship.org)] for existing trade information and standards.

### **Direct Instruction Support**

4. Document the number of sections served efficiently.
5. Document the number of apprentices served.
6. Document the hours of related instruction provided. Number of related instruction hours taught.
7. Document the number of apprentices continuing or completing their program of apprentice-related Instruction.

## **Allowable Activities**

Examples of allowable grant activities include:

### **Systemwide Curriculum Development**

1. Develop and maintain WTCS apprenticeship curriculum in the WTCS WIDS Repository.
2. Document approved and vetted curricula on the DWD-BAS website.
3. Develop new curriculum products to meet industry needs.
4. Review existing curriculum products and make changes in response to industry- identified needs.
5. Develop and implement targeted WTCS apprentice-related courses and units. Courses must be either systemwide Paid Related Instruction (PRI) or systemwide Unpaid Related Instruction (URI).
6. Align statewide curriculum and program activities. Alignment may refer to aligning curriculum courses and outcomes across colleges or aligning outcomes to external industry validated standards.
7. Create course outcome summaries (above-the-line) and learning plans (below-the-line) for targeted trades.
8. Implement alternative instructional methodologies (i.e., flipped classrooms, online accelerated, etc.) to enhance student success.
9. Encourage and assess use of curriculum through professional growth activities for faculty and distribution of approved statewide curriculum products.
10. Adapt or modify non-WTCS developed curriculum (instructor or industry-owned) to meet current standards and formats used by the technical colleges (WIDS).
11. Develop WTCS CPL (Credit for Prior Learning) models and articulation agreements with non-WTCS institutions and industry associations with focus on Associate of Applied Science degree completion.
12. Develop assessments of industry-based apprenticeship instructor training.

### **Direct Instruction Support**

13. Support classroom delivery (i.e., instructor salary, fringe, and travel expenses) not possible through normal district budget process. This can include expenses for instructors traveling among colleges in support of regional delivery.
14. Cover incidental expenses related to annual meetings of stakeholders to discuss projected enrollments and industry training needs.

15. Cover incidental expenses related to ongoing operation of collaborative partnerships for the regional delivery of apprentice-related instruction.

## Additional Application Components

The following special instructions are in addition to the general instructions in [Section 2](#) of this guidelines document. An application to the Apprentice-Related Instruction grant category shall include the following:

1. **WTCS Grant Application Form (State)**

16. **Statement of Need** (1,500 words or less):

Include the following for Systemwide curriculum:

Example for Systemwide Curriculum:

Program	Program Participation with Enrollments
Plumbing Apprentice	12 Colleges, 302 Apprentices
Cook-Chef Apprenticeship Program Alignment State Model	2 Colleges, 15 Apprentices

Describe involvement of apprenticeship partners, including Department of Workforce Development-Bureau of Apprenticeship Standards, including local and/or state apprenticeship committees. Include the approval date of the WTCS Apprenticeship Coordinators Council.

Describe only those activities supported with State grant funds.

## Application Review

Applications for both System-wide Apprenticeship Curricula and Direct Instruction Support will be reviewed by the grant manager in consultation with the WTCS Apprenticeship Coordinators Council.

## Data Collection and Reports

All applicants funded under this category shall comply with WTCS data submission requirements in the timeframe required. ***Failure to meet grant expectations and the requirements listed below may result in grant suspension or termination.*** The requirements include the following:

1. **Client Reporting System applies to Apprentice-Related Instruction Grants**

- a. **Direct Instruction Support:** Participant data must be reported in the Client Reporting System and applicants must have outcome data documented in their participant files.

- b. **Systemwide Curriculum:** All curriculum materials developed will be made available on the WTCS WIDS Repository. State Trade Committee approved curriculum will be made available on the DWD-BAS website.
2. **Triannual Report** submissions must be received by the following dates:
- a. **First term Triannual Report** (July 1 – October 31) **is not required for either Direct Instruction Support or Systemwide Apprenticeship Curricula grants.**
  - b. **Second term Triannual Report** (November 1 – February 28) must be received on or before *March 15, 2021* **and is required only for Direct Instruction Support grants.**
  - c. **Third term Triannual Report** (March 1 – June 30) must be received on or before *November 1, 2021* **and is required for both Direct Instruction Support and Systemwide Apprenticeship Curricula.**

Submit Triannual Reports electronically to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu)

Forms are located at: <http://mywtcs.wtcsystem.edu/grants/grant-application-forms>

**WTCS Contact Person:**

Nancy Nakkoul - [nancy.nakkoul@wtcsystem.edu](mailto:nancy.nakkoul@wtcsystem.edu)

Scott DuBenske - [scott.dubenske@wtcsystem.edu](mailto:scott.dubenske@wtcsystem.edu)

# Emergency Assistance

## Request for Proposals

CSDA #292.104

Due March 15, 2020 after funding formula is released

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to offer emergency assistance grants to eligible Pell recipients (defined below) who experience unforeseen financial emergencies. The goal is to assist eligible students who are experiencing unplanned events that may affect their ability to stay in school.

### Funds Available and Additional Limitations

1. \$320,000 will be available for these purposes.
2. Grant allocations will be made when FY 2020-21 Emergency Assistance Grant distribution amounts are established, which will be communicated to the colleges in late February 2020. Requests for proposals are not due until March 15, 2020.
3. No administrative costs allowed.
4. Each technical college must designate an employee with the authority to disburse the student emergency assistance grant funds to eligible students.
5. Eligible student means a student enrolled in a technical college whose expected family contribution, as defined in s.39.437 (3) (a), is less than \$5,000.
6. Financial emergency means an unplanned event causing an unanticipated expense that would cause an eligible student to not complete the term. No funds shall be used to cover the following types of expenses: tuition, textbooks, student fees, alcohol, tobacco, groceries, entertainment, legal services and/or legal violations resulting in fines/forfeitures.
7. Eligible students MUST apply to request funds and provide written proof (such as a bill, receipt, etc.) identifying the nature and amount of the expense as well as the third party to whom this amount is owed.
8. A decision on student applications and disbursement of grant funds to a student, if a grant is awarded, shall be made within five (5) business days of the student's application.
9. A technical college may NOT award more than two (2) grants to the same student in any academic year.
10. If a student applies for a second grant in the same academic year, a technical college shall require the student to undergo a financial counseling session with a financial aid professional before the grant may be awarded.
11. The total of all emergency grants made to a student in the same academic year may NOT exceed \$500.
12. Student emergency assistance grant funds may only be disbursed in the following ways:
  - a. By check made payable to the student and delivered to the student.
  - b. By check made payable to the third-party identified and delivered to the third party or to the student.
  - c. By electronic fund transfer or other electronic deposit to an account maintained by the student at a financial institution.

13. Emergency Assistance grant funds cannot be sub granted or otherwise transferred to any other organization or entity.
14. Funds may NOT be disbursed in cash.

A college may request additional funding if its account balance reaches \$1,000 as many times as this occurs while WTCS funding remains available. Requests must be made in \$5,000 increments. A college may submit a revision request for additional funds by increasing the total grant amount by \$5,000, signing and dating, and submitting to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu).

Please note “Emergency Grant Funds Request” in the subject line when submitting a revision. There is no need to submit additional forms or documentation. WTCS will confirm receipt of the request and if funds remain, will process the revision. If no additional funding is available, WTCS staff will notify the requestor.

## Allowable Activities

Provide emergency financial assistance to students facing unanticipated medical expenses, vehicle repairs, dependent care, housing, utilities and/or transportation. Not to exceed \$500 per student, per academic school year.

## Additional Application Components

1. An application for the Emergency Assistance Grant must include the following:
  - a. Detail the student application process, including disbursement procedures.
  - b. Identify the person (name and contact information) with the authority to disburse emergency grant funds to eligible students.
  - c. Establish and submit an S4 client reporting record for those **who apply for and receive funds under this grant**. Create another mechanism to record information on applicants who do not receive funds as well as the purposes of their requests. This information is needed for reporting purposes.

Grant application is located at: <http://mywtcs.wtcsystem.edu/grants/grant-application-forms>

2. Triannual reports must include the following information, preferably in a simple, consistent format that includes:
  - a. Number of student emergency grants awarded;
  - b. Number of student emergency grant requests denied;
  - c. Number of students receiving student emergency grants (unduplicated);
  - d. Total amount of student emergency grant funds awarded;
  - e. Student emergency grant fund balance;
  - f. Number of students who received a student emergency grant and completed a degree or credential;
  - g. Number of students who received a student emergency grant and transferred to another postsecondary institution;
  - h. Number of students who received a student emergency grant and did not complete the term in which the grant was awarded; and
  - i. Most frequently identified reasons for student emergency grant requests.
3. A final report, due no later than June 30, 2021 should use the [Emergency Assistance Grant Final Report Template](#) and include the following information for July 1, 2020 – June 30, 2021:

- a. Number of student emergency grants awarded;
- b. Number of student emergency grant requests denied;
- c. Number of students receiving student emergency grants (unduplicated);
- d. Total amount of student emergency grant funds awarded;
- e. Student emergency grant fund balance;
- f. Number of students who received a student emergency grant and completed a degree or credential;
- g. Number of students who received a student emergency grant and transferred to another postsecondary institution;
- h. Number of students who received a student emergency grant and did not complete the term in which the grant was awarded; and
- i. Most frequently identified reasons for student emergency grant requests.

**WTCS Contacts:**

Julie Tyznik – [julie.tyznik@wtcsystem.edu](mailto:julie.tyznik@wtcsystem.edu)

Request Revision Information: [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu)



# Professional Growth

## Targeted Funds

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to support professional growth activities and occupational competency training. Grants in this category will be awarded for programs that promote the following:

1. Instructor awareness of and expertise in a wide variety of newly emerging technologies
2. Integration of learning technologies in curriculum and instruction
3. Use of instructional methods that incorporates emerging technologies

### Funds Available and Additional Limitations

1. \$1,000,000 will be available for these purposes.
2. Grant awards are made on a formula basis.
3. A limit of one application for Professional Growth funds and one application for Occupational Competency funds may be submitted per district.
4. Obtain written approval from WTCS regarding your concept proposal. **This step should be completed and approved by December 6, 2019.**
  - a. The concept proposal should include the goals and brief description of the activities proposed, as well as the budget amounts anticipated. A promising practice has been to email a draft of the grant application to the Professional Growth grant managers, Mandy Johnson and Kristin Long, at [fgas@wtcsystem.edu](mailto:fgas@wtcsystem.edu).

### Professional Growth

1. A 50 percent match is required. For example, if the state award requested is \$50,000, required match is \$25,000 for a total project cost of \$75,000.
2. No payment for substitute instructors will be allowed.
3. Budget Line 2.0 Salaries/Fringe:
  - a. One (1) position may be funded through the grant project. The position funded must directly support professional learning activities. Multiple positions are not allowed.
  - b. Stipends for college employees are limited up to 60 percent of the total project cost.
4. Budget Line 6.0 Software:
  - a. Software costs are limited to 40 percent of the total grant project cost.
5. Budget Line 8.0 Other:
  - a. Stipends, contractual services and honorariums budgeted for non-college employees should be included in line 8.0, "Other" on the grant budget.
  - b. Any item that is not classifiable in Budget lines 1.0 – 7.0 may be classified as "Other." "Other" costs are limited to 40 percent of the total grant project cost.
6. Budget Lines 1.0, 3.0, 4.0, 5.0 and 7.0 follow Uniform Guidelines.

## **Occupational Competency Program**

1. Occupational Competency funding will be up to 20 percent of the total grant allocation amount for each district. For example, if the grant allocation is \$50,000, the maximum funding for the Occupational Competency grant would be \$10,000.
2. Projects will be funded up to 50 percent of the total approved project cost. For example, if the grant request is \$5,000, required match is \$5,000 for a total project cost of \$10,000.
3. Funds shall only be used to partially pay the salaries and fringe benefits of technical college faculty participating in the program.
4. Budget Lines 1.0, 3.0, 4.0, 5.0, 6.0, 7.0 and 8.0 will not be used for occupational competency grant.
5. Businesses participating in the project shall certify that no current employee of the business will be terminated or laid-off from employment as a result of participation in the program.

## **Measurable Objectives**

Grant objectives should be data informed to support and align with System-wide and college priorities. Examples of measurable objectives include:

### **Professional Growth**

1. Increase professional learning activities relevant to the college's academic and student services initiatives.
2. Increase retention and engagement of part-time/adjunct faculty through professional learning.
3. Increasing student success and completion through faculty professional learning.
4. Increase/maintain peer coaching and/or mentoring programs.
5. Increase/maintain staff orientation and/or onboarding programs.
6. Enhance innovative instructional methodologies.
7. Purchase new instructional materials or equipment that supports professional growth aligned to college goals.

### **Occupational Competency**

1. Update occupational competency resulting from participation in the program.
2. Improve knowledge and skills in occupational area resulting from participation in the program.
3. Provide technological updates and advancements to education department resulting from participation in the program.

## **Allowable Activities**

Allowable Activities must promote the following:

1. Build instructor awareness of and expertise in a wide variety of newly emerging technologies (e.g., training for new software/hardware to be used in programs, attending webinars or seminars focused on emerging trends in higher education, etc.). Activities must detail how the research of new technologies will be presented to faculty and staff.
2. Integrate the learning of new technologies into curriculum and instruction. Activities must detail how professional growth and/or Occupational Competency Program activities will integrate to the classroom environment.
3. Practice instructional methods that incorporate emerging technologies.

4. Implementation of Systemwide and/or college priorities (e.g., professional learning related to guided pathways, advancing equitable outcomes for students; culturally responsive practices and creating inclusive classroom environments; enhancements/innovations to the college's Faculty Quality Assurance System; etc.)

### **Professional Growth**

Examples of allowable grant activities include:

1. Develop, enhance and/or maintain a peer coaching/mentoring program.
2. Develop, enhance and/or maintain a program to ensure that staff maintains currency with new skills and knowledge in their content area.
3. Develop and/or deliver professional learning activities aligned to Systemwide and college priorities.
4. Support the availability of online coursework.
5. Develop and/or participate in a faculty and/or staff learning community.
6. Review and assess the current mentoring, professional learning, diversity and/or orientation/onboarding programs.
7. Develop and/or participate in workshops.
8. Purchase, develop and/or integrate new instructional materials or software necessary to provide professional learning activities.

### **Occupational Competency**

Examples of allowable grant activities may include:

1. Enroll in temporary work experiences to stay informed on the current roles and operations of related business or industry.
2. Develop, enhance and/or maintain contemporary knowledge base regarding related business or industry.
3. Development and/or participation in a faculty and staff learning community.

## **Additional Application Components**

Due to differing match calculations for the Occupational Competency and Professional Growth grants, it will be necessary to have two (2) separate Standard Financial Reports (SFR), and two separate grant applications. Please note the specific requirements for each below:

1. Technical College faculty participating in the Occupational Competency program will be required to submit the [Occupational Competency Participant Portfolio](#) to the district office contact within 60 days of completion of participation.
2. The [Occupational Competency Participant Tracking form](#) (Excel) must be submitted and updated along with each triannual report to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu).

### **WTCS Contacts:**

Mandy Johnson - [mandy.johnson@wtcsystem.edu](mailto:mandy.johnson@wtcsystem.edu)

Kristin Long - [kristin.long@wtcsystem.edu](mailto:kristin.long@wtcsystem.edu)

## FY21 Professional Growth Allocation

<u>District Name</u>	<u>Faculty &amp; Prof.</u> <u>Nonfaculty # *</u>	<u>Faculty &amp; Prof.</u> <u>Nonfaculty %</u>	<u>Prof. Dev. Staff</u> <u>Allocation</u>	<u>Prof. Dev. Base</u> <u>Allocation</u>	<u>Total Prof. Dev.</u> <u>Allocation</u>
1 Chippewa Valley	372.1	6.86%	\$ 24,680	\$ 40,000	\$ 64,680
2 Western Wisconsin	256.0	4.72%	\$ 16,980	\$ 40,000	\$ 56,980
3 Southwest Wisconsin	96.5	1.78%	\$ 6,401	\$ 40,000	\$ 46,401
4 Madison Area	659.7	12.15%	\$ 43,756	\$ 40,000	\$ 83,756
5 Blackhawk	172.0	3.17%	\$ 11,408	\$ 40,000	\$ 51,408
6 Gateway	483.5	8.91%	\$ 32,069	\$ 40,000	\$ 72,069
8 Waukesha County Area	397.1	7.32%	\$ 26,338	\$ 40,000	\$ 66,338
9 Milwaukee Area	906.3	16.70%	\$ 60,111	\$ 40,000	\$ 100,111
10 Moraine Park	200.6	3.70%	\$ 13,305	\$ 40,000	\$ 53,305
11 Lakeshore	165.2	3.04%	\$ 10,957	\$ 40,000	\$ 50,957
12 Fox Valley	503.8	9.28%	\$ 33,415	\$ 40,000	\$ 73,415
13 Northeast Wisconsin	518.8	9.56%	\$ 34,410	\$ 40,000	\$ 74,410
14 Mid-State	158.1	2.91%	\$ 10,486	\$ 40,000	\$ 50,486
15 Northcentral	249.7	4.60%	\$ 16,562	\$ 40,000	\$ 56,562
16 Nicolet Area	113.2	2.09%	\$ 7,508	\$ 40,000	\$ 47,508
17 Wisconsin Indianhead	175.1	3.23%	\$ 11,614	\$ 40,000	\$ 51,614
<b>Total</b>	<b>5,427.7</b>	<b>100.00%</b>	<b>\$ 360,000</b>	<b>\$ 640,000</b>	<b>\$ 1,000,000</b>
* Position Classes: Counselor, Librarian, Instructional Specialist, Professional Non-Faculty, and Instructor					
Fiscal Year 2018					

# Occupational Competency Participant Portfolio

As stated in the Professional Growth Guidelines, technical college faculty participating in the Occupational Competency program will be required to submit a written portfolio evaluation describing the work experience received and the specific applications of that work experience within the faculty member's teaching assignment(s).

Each participant must complete a portfolio describing their experience and how their participation in the program will impact their classroom environment. The participants must also provide feedback indicating the employer's perspective on the relevance or efficacy of the Occupational Competency program within their field. Portfolios can include photos, documents, or other content created while taking part in the program.

Each portfolio should address how program participation:

1. Improved instruction.
2. Improved skills in the occupational area.
3. Updated or advanced the use of technology in the specific education department.
4. Developed, enhanced and/or maintained business/industry knowledge.
5. Affected participation in a faculty and/or staff learning community.

Technical college faculty participating in the Occupational Competency program will be required to submit the [Occupational Competency Participant Portfolio](#) to the district (college) office contact within 60 days of completion of participation.

The [Occupational Competency Participant Tracking form](#) (Excel) must be submitted and updated along with each triannual report to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu).

## **WTCS Contact:**

Mandy Johnson - [mandy.johnson@wtcsystem.edu](mailto:mandy.johnson@wtcsystem.edu)

# Workforce Advancement Training (WAT)

## Request for Proposals

CSDA #292.124

### Purpose

The Wisconsin Technical College System (WTCS) Board awards Workforce Advancement Training (WAT) funds to promote increased investment in the skill development of incumbent workers, improving Wisconsin businesses' productivity and competitiveness, augmenting the state's economic base, supporting career pathways and expanding technical college training and technical assistance services to businesses and industry.

Grants will be awarded to upgrade the skills and productivity of employees of established businesses operating in Wisconsin, with the additional objective of supporting regional workforce and economic development. Training under these grants must focus on occupational skills but can include a combination of occupational, academic, and employability topics or courses. Grants will also be awarded for market expansion or business diversification services for established Wisconsin businesses.

### Funds Available and Additional Limitations

1. \$4,000,000 will be available for these training purposes, including \$3,500,000 for General Businesses and \$500,000 for Small Businesses.
2. Applications will only be accepted from Wisconsin Technical College System Districts and consortia of districts. (The limitations and allowable activities in these guidelines apply to all districts in a consortium.)
3. Districts and consortia may apply for grant funds of \$2,500 to \$200,000 per application.
4. Initial applications are due May 1, 2020.
5. Districts may submit a maximum of 8 applications for consideration of 2020-21 funds by May 1, 2020.
6. Grant applications to serve a single business are limited to a maximum of 10 pages.
7. Grant applications to serve a consortium of businesses are limited to a maximum of 12 pages.
8. If WTCS requires revisions to an initial grant application, revisions must be received by WTCS within five (5) business days of notification of the need for revision. Required revisions received after five (5) business days may result in the delay of grant awards.
9. Grant applications to serve employers previously served under a WAT Grant will be accepted; however, if funding requests exceed funds available, WTCS may give preference to proposals involving employers not previously served.

10. Applications may involve training services or technical assistance for an individual employer or multiple employers (“consortia”). Grant applications to serve a consortium of employers under a single grant should have a consistent training theme to be funded, and the majority of training delivered should be received by all consortium employers. Examples include training for similar skills or knowledge (e.g., welding, industrial maintenance, OSHA, MSSC, etc.) or employers from the same industry sector (Wood Product Manufacturing, Industrial Machinery Manufacturing, Agricultural, etc.) or another reasonable grouping.
11. Purchase or lease of instructional materials, software or equipment may be funded up to 25 percent (25%) of the total allowable project cost. Instructional material costs for nationally portable, industry skills certifications are allowed and not subject to the 25 percent (25%) limitation.
12. While costs related to obtaining nationally portable, industry skills certifications are allowed, other assessment costs are not allowed.
13. Staff development costs directly related to the delivery of the instruction up to 15 percent (15%) of total allowable salary and fringe benefit costs are allowed.
14. Grant activities may start at any time during the fiscal year after the initial application deadline; however, it is expected that training will begin within 90 days of the award of funds. Districts must designate June 30, 2021 or August 31, 2021 as the end date for grants on an original application. The project end date may be extended by (up to) November 30, 2021 through a formal revision request.
15. The contract with the business may include costs not covered by the grant as consistent with normal district contracted training policy and practice.
16. Remodeling and building expenses are not allowed.
17. Formal budget revisions resulting in a change to the State Administered Funds amount will not be accepted after May 31, 2021.

## **Allowable Activities**

Examples of allowable grant activities include:

1. Assessing the learning needs of employees to determine knowledge and skills needed to more effectively perform current or future job assignments.
2. Developing curriculum that applies directly to employees’ occupational tasks.
3. Providing professional learning opportunities for college instructional staff to develop the expertise needed to offer proposed training.
4. Purchasing supplies, equipment, video, computer software, or other instructional materials directly related to the instructional activities completed under the grant. (Allowable expenses may be funded up to the policies and percentages listed in the limitations section.)
5. Supporting basic skills or English Language Learning (ELL) instruction directly related to the occupational skill training provided under the grant.

6. Providing technical assistance to an employer that will result in the advancement of existing employees through a career pathway or hiring of new employees.

## Additional Application Components

A WAT grant application must include the following:

- **WTCS Grant Application Form (WAT)**

- **Salary and Fringe Rates**

For faculty and staff salary and fringe costs, use projected actual costs to estimate salary and fringe costs. For grant purposes, the contract rate may not include overhead or indirect costs. *As with all WTCS grants, reimbursements will be made based on actual expenditures.*

- **Attachment A: Small Business Certification Statement**

When applying for Small Business funds, colleges are required to verify that all participating businesses meet the WAT Grant Small Business definition. Please complete attachment A and submit it along with the WAT grant application.

## Data Collection and Reports

All WAT grant recipients must comply with WTCS data submission requirements in the timeframe required:

- **Workforce Advancement Training Grant Final Report**

Final report is due **90 days** after the delivery of training. Final reports not received within 90 days after the delivery of training may result in withholding of future WAT grant funds until the data submission requirements are met.

- **Standard Financial Report (SFR 1)**

The final Standard Financial Report is due 45 days after the end of the award period.

- **Contract Reporting System applies to all Workforce Advancement Training Grants**

- **Client Reporting System requirements for Workforce Advancement Training Grants**

Data elements on the Client Grant Demographic Record typically required for clients receiving services from any grant activity *do not* have to be reported.

Grant activity records must be submitted only if they are being used to report WAT grant numbers. In that case, only the grant number and basic identifier fields should be reported. An alternative to submitting grant activity records is to report the WAT grant number on the WTCS Course Approval System.

- **WTCS Economic Impact Survey**

All employers receiving services under this grant category are **required** to complete the web-based WTCS Economic Impact Survey for contract training within 120 days of completion of training. **Employers who do not complete the survey within 120**



days of the completion of training may not be eligible to participate in subsequent WAT funded training.

- Applicants *must* use the current WAT Grant application form.

Submit applications and reports electronically to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu)

WATG application forms are located at: <https://mywtcs.wtcsystem.edu/grants/grant-application-forms>

**WTCS Contact:**

Scott DuBenske – [scott.dubenske@wtcsystem.edu](mailto:scott.dubenske@wtcsystem.edu)

## **Section 2 - Grant Application Process and Related Information**

This section includes forms needed to apply for State grant funds, application instructions and additional information such as definitions, instructions for reporting grant activities and accomplishments, funding levels, and WTCS contacts.

# Grant Applications

## Grant Application Submission

Applicants **must** submit grant applications in a PDF format to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu) **no later than 4 p.m. on January 16, 2020**, unless otherwise noted. Late applications will not be accepted. It is recommended that grant application be submitted **three to five days** in advance of the deadline. The WTCS Office accepts ***electronic submissions only***; no paper applications will be accepted.

### Application Requirements:

Each grant application (**one PDF document**) must include the following components in the order specified.

1. WTCS Grant Application Form (State/Emergency Assistance)
2. Budget
3. Standard Financial Report (SFR-1)
4. Compliance forms – one set per college, per fiscal year:
  - [Assurances – Non-Construction Programs](#)
  - [Certification Regarding Lobbying ED80-013](#)
  - [Certification Regarding Debarment ED80-0014](#)
5. [Subrecipient Self-Assessment Risk Questionnaire](#) – please complete and submit to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu) by October 31 each year
6. Additional attachments required by the grant category guidelines

This file should be named with the 11-digit grant project number followed by an underscore and the date of submission (Example: **15-301-146-121\_1.17.20**). The first **five** (5) digits of the project number **must not** be duplicated.

Forms are located at: [WTCS Grant Application Forms](#).

### Application Review and Scoring

WTCS coordinates the application review process. A panel of reviewers, selected for their experience in the field, will review and score the applications based on the criteria in the grant application rubrics, unless otherwise noted under the grant category.

Reference the MyWTCS website to view the grant application rubrics.

<http://mywtcs.wtcsystem.edu/grants/grant-application-forms>

WTCS staff develop recommendations to take one of three actions on all grant applications: 1) approved, 2) approved with revisions, or 3) disapproved. The WTCS President and Vice Presidents review these recommendations. Final recommendations are presented to the WTCS Board for final approval. Applicants will receive official notification of the grant award(s) from WTCS staff.

### Appeal Procedures

Applicants may request an administrative hearing to review the decision process of the WTCS Board with respect to an application for state grant funds. This hearing is not to review the merits of the

grant proposal, but to determine whether the review process was conducted in a fair and equitable manner for all grant proposals in the category for which an appeal is requested.

The request **must be** made in writing and **must be** submitted to the WTCS President within 30 days of WTCS Board action. The request must identify the action for which the hearing is desired. All written communications should be addressed to President, Wisconsin Technical College System (WTCS), 4622 University Avenue, P.O. Box 7874, Madison, WI 53707-7874.

Within 30 days of receipt of a request for an administrative hearing, the WTCS President will appoint a hearing examiner and hold a hearing on the appeal. The hearing will be recorded and minutes or a transcript will be provided on request. Within 10 days of the administrative hearing, the applicant petitioner will be informed in writing of the action taken on its appeal and related reasons. A more complete description of the WTCS Board's procedures and requirements for holding an administrative hearing are detailed in Chapter TCS 4, Wisconsin Administrative Code, and Chapter 227, Wisconsin Statutes.

### **Request an Application Review**

WTCS staff provide technical assistance in response to questions regarding grant applications. To schedule assistance, a request must be made in writing and submitted to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu) within two weeks after receiving the grant notification.

### **Revising a Funded Application**

After receiving a grant award, applicants may identify a need to revise the grant. Grant recipients **should discuss changes** with the appropriate WTCS grant manager(s) **prior** to submitting a formal revision, if one is required.

A revision **must be** submitted if the project budget changes within a budget line by **20 percent or more**.

Sometimes, the cost of budgeted items changes, although there are no changes to outputs and/or activities. If the change is **less than** 20 percent within a budget line item, **no approval is required**; however, recipients **must notify** the WTCS grant manager(s) of the changes by e-mail and in the appropriate Triannual Report(s).

To prepare and submit a revision, use the following procedures:

1. Update the **WTCS Grant Application Form (STATE)**.
2. Enter current date.
3. Select **YES** for entry #5 on the form.
4. Make changes to the grant application narrative, Budget and/or Standard Financial Report (SFR) as necessary.
5. **DO NOT DELETE any text**, instead - **underline** new text and ~~strikethrough~~ existing text that is no longer applicable.
6. Do not include attachments.
7. Submit an electronic copy of each **entire** revised application as **one PDF document**.
8. Include a short description on what the revision pertains to in the body of the email.

Revisions should be e-mailed to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu). Name the e-mail attachment using the original file naming structure, revision number and date. For example, **01-567-124-191R1\_4.3.20**. Subsequent revisions for the same project number should end in **R2, R3**, etc.

All revisions, budgets and grants **must** be discussed with and **approved by** the WTCS grant manager(s) prior to being submitted to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu). All formal revisions must be approved by WTCS prior to implementation. Recipients are notified of an approved revision/modification by e-mail.

## Planned State Grant Funds Available for FY 2020-21

Grant Category	Amount
Apprentice-Relate Instruction	\$500,000
Career Pathways	\$4,000,000
Completion	\$3,000,000
Core Industry	\$6,000,000
Developing Markets	\$1,500,000
Emergency Assistance	\$320,000
Professional Growth	\$1,000,000
Workforce Advancement Training	\$4,000,000
Work-Based Learning for Tribal Colleges	\$594,000
Total State Grant Funds Available	<u>\$20,914,000</u>

# Glossary of Terms

**Ad-hoc Advisory Committee:** A group consisting of knowledgeable, prominent and credible members in their field, typically employers, from within and outside the technical college, operating without a formalized committee structure.

**Administration:** Non-instructional activities necessary and reasonable for the proper and efficient management of a grant, including the supervision of project activities, coordination, and administrative support. Administration does not include curriculum development activities, personnel development, or research activities. Administrative costs encompass both direct charges allocable to the specific grant and allocable indirect charges. Any cost, indirect or direct, that supports the management of the grant is administrative in nature.

**Adult Basic Education (ABE):** Instruction at the 0 - 8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy and employability skills needed to function effectively in the community. The curricula of beginning and intermediate ABE courses shall assist adult students in the development of the skills necessary to process both written and oral information, and to derive meaning from the information that can be applied to specific tasks. See [Administrative Bulletin 12-04](#).

**Adult Secondary Education (ASE):** Instruction that delivers competencies, academic or occupational, comparable to that offered in secondary schools (grades 9.0-12.9). ASE is typically used for students who are working toward a high school equivalency diploma, as well as for students who have a diploma but who need additional preparation to continue with their postsecondary or career goals. Includes *developmental* courses, which are specifically designed for individuals who, upon seeking admission to a post-secondary program, are substantially deficient in foundation competencies. Developmental courses also serve individuals who wish to strengthen foundation competencies before applying for admission to a postsecondary program. Also includes *remedial* courses, which are designed for individuals whose deficiencies in foundation competencies are not extensive enough to warrant denying them admission to a postsecondary program. Each remedial course consists of portions of an approved developmental course, selected to efficiently address a student's specific deficiencies.

**Advanced Technical Certificates:** System Board approved certificates (9-12 credits) that include at least six (6) credits of advanced technical occupational content. These certificates will address emerging knowledge and skill training needs for projected long-term job growth.

**Advisory Committee:** A committee comprised of knowledgeable prominent and credible members in their field of expertise, usually employers, from within and outside the technical college.

**Aid Codes(s):** The first two digits of a program and course number.

**Alignment:** A process to create comparison matrices and/or to compare program curricula. For credit transfer, technical colleges are expected to demonstrate how program curriculum compares to System-wide approved program curriculum through the use of a matrix comparing courses, competencies, or program outcomes. Program alignment is a professional development activity in

which the instructors from the program work together to create matrices. [See also System-wide Aligned Curriculum]

**Apprenticeship:** A structured program of work-based training for skilled occupations determined to be apprenticeable by the Department of Workforce Development (DWD-BAS) or the federal USDOL (Department of Labor) Office of Apprenticeship (USDOL-OA). Apprenticeship combines structured on-the-job learning under the supervision of experienced (journey) workers with related classroom instruction. Apprentices are full-time workers, sponsored by employers, employer associations, or labor/management groups that hire and train to industry standards described in a multi-party agreement administered by DWD-BAS. WTCS colleges provide the related instruction portion of most apprenticeship programs. Stand-alone apprentice-related instruction is designated as Aid Code 50, also known as paid related instruction (PRI).

**Approved System Board Program:** Technical Diplomas or Associate Degree programs approved by the WTCS Board. Advanced Technical Certificates, WTCS Pathway Certificates and Embedded Technical Diplomas are approved by WTCS staff through using an administrative process on behalf of the WTCS Board.

**Articulation Agreements-High School to College:** Course-to-Course agreements created to allow high school students to take college-level courses and earn dual credit while still in high school. These agreements are facilitated by technical college Career Prep Coordinators in partnership with high schools.

**Assistive Technology Device:** Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. [20 U.S.C. Chapter 33, Section 1401 (25)].

**Career Clusters:** An organizing tool that groups occupations and industries to identify the education needed to enter and advance in a particular career field, using validated standards that ensure opportunities for all students, regardless of career goals and interests.

**Career Pathways:** A series of connected educational programs, training strategies, and related support services that allow individuals to secure industry-relevant certification, obtain employment within an occupational area, and advance to higher levels of future education and/or employment within a targeted occupational area.

**Career Pathway Bridge:** Educational ‘on-ramp’ that allows adults in need of basic skills or English Language Learning to access and succeed in a career pathway. Bridges consist of courses that link basic and occupational skills development to accelerate the transition from pre-college to college-level work.

**Case Management:** A process used to identify, manage and verify (as necessary) specific activities of each individual participating in programs to ensure attainment of program goals.

**Client Reporting:** One of three primary WTCS databases used to manage student records, as well as the grant activities of the 16 Wisconsin technical colleges.

**Community-Based Organization (CBO):** A private, non-profit organization of demonstrated effectiveness that is representative of communities (or significant segments of communities) and that



provides job training services. It can also be defined as an organization of demonstrated effectiveness serving non-reservation Indians (including the National Urban Indian Council), as well as Tribal governments and Native Alaskan groups.

**Competitive Grants:** Grant applications scored using established grant criteria within a particular category.

**Consortia:** An alliance or association of interested entities, including a district and an external partner.

**Core Industries:** Vary by region within the state and are defined by the college district based on one or more defining characteristics that include but are not limited to:

- Large number of employees
- Identified as a “driver industry” by DWD or other external evaluator
- Significant corporate tax base
- In existence for at least five years, usually longer
- Provides a long-standing service needed in the community
- Significant local/regional/statewide economic impact
- Projected high employment demand
- Projected increase market demand
- Projected increase in production capacity
- Other economic indicator (specify)

**Cost Sharing:** Percentage of total grant activity costs contributed by grantee. For example, if grant funds may be awarded up to 75 percent of the cost of a project, the grantee must provide the remaining 25 percent of the project cost).

**Credit-for-Prior-Learning (CPL):** Practice used by colleges at or close to the time of a student’s admission to award institutional credit for demonstrated competency mastery learned in other settings.

**Curriculum Materials:** Instructional and related or supportive material, including materials using advanced learning technology.

**DACUM:** Acronym for “Developing a Curriculum.”

**Diversity:** An array of experience including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experience. Diversity services focus on addressing the specific needs of students that identify as members of historically under-represented and/or under-served populations as defined by federal, state, and local law.

**English Language Learning (ELL):** A program of instruction designed to 1) help eligible individuals who are English language learners achieve competence in reading, writing and speaking the English language; 2) aid eligible individuals in the attainment of a secondary school diploma or its recognized equivalent; and 3) transition eligible individuals to postsecondary education and training or employment.

**Equipment-Minor:** tangible property (other than land and/or buildings) used in the operations of business. Any item(s), which cost up to \$4999 and has a useful life expectancy of two or more years.

**Equipment-Major:** tangible property (other than land and/or buildings) used in the operations of business. Any item, which cost \$5000 or more and has a useful life expectancy of two or more years.

**Formula Grants:** Grant funds distributed based on a proportional allocation for a technical college that may vary from year to year based on changing circumstances within the defined criteria.

**Four-Year Articulation Agreements:** Program-to-program partnerships with four-year public and private colleges and universities. (Source: <http://www.witechcolleges.org/transfer/agreements.php>)

**General Business:** For WAT Grant purposes, refers to any qualified business that has not been certified as a small business.

**High Demand Fields:** Occupations identified in a particular geographic region based on labor market information and employer-identified need. The Department of Workforce Development provides statewide occupational projections on its website.

**Individuals with Disabilities:** Individuals with any disability as defined in section 3(2) of the Americans With Disabilities Act of 1990 and its amendments, which includes any individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; has a record of an impairment; or is regarded as having an impairment. Disability categories include cognitively disabled, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities.

**Instructional Materials:** Materials or content which provide the core information that students will experience, learn and apply during the training session. Examples of instructional materials include, but are not limited to textbooks, readings, multimedia components and study guides.

**Inter-district Collaboration:** A consortium of multiple WTCS colleges working cooperatively on a proposed grant project.

**Match:** Match means the specific portion of the project costs that are not funded by WTCS. Match requires the grantee to provide additional funds according to a specified percentage (for example, a requirement of 50 percent matching funds is determined by multiplying the grant funds by 50 percent).

**Military Service Member:** A person who has served or is serving on active duty under honorable conditions in the U.S. armed forces, in forces incorporated as part of the U.S. armed forces, in the National Guard, or in a reserve component of the U.S. armed forces.

**Modification:** A change in grant-funded project spending that shifts funds between budget line items, resulting in less than a 20 percent change in the receiving line item or a change in project activities. The WTCS grant category manager(s) must be notified of modifications by e-mail and in the appropriate Triannual Report(s). If the change is 20 percent or more in the receiving line item, see Revision definition.

**Program Modification:** A change of 20 percent or more of an existing program curriculum.

**Programs of Study:** A sequence of instruction, based on recommended standards and knowledge and skills, that provides career preparation and consists of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences. Local teams consisting of all education and employment stakeholders involved develop Programs of Study.

**Revision:** A change in grant-funded project spending that shifts funds between budget line items, resulting in an increase or decrease of 20 percent or more. The WTCS grant manager(s) must be notified of, and approve, all revisions by submitting a formal grant revision. If there is less than a 20 percent change in the receiving line item, see Modification definition.

**Small Business:** For WAT Grant purposes, refers to a business that certifies that it employs 250 or fewer workers or has an annual gross income of \$10,000,000 or less.

**State Trade Apprenticeship Advisory Committee:** Industry stakeholders regularly convened by the Bureau of Apprenticeship Standards through standing State Trade Apprenticeship Advisory Committees. These committees advise the Bureau on the content, structure and delivery of apprenticeship training for their trade. Each committee typically meets twice per year, in spring and fall.

**Stipend:** A fixed sum of money paid for services or to defray expenses. Stipends include mentor fees, internships, honoraria, contract fees for presenters and/or facilitators, fellowships and other similar payments.

**Supplies:** A tangible item of an expendable nature that is consumed, worn out or deteriorated in use or any item that loses its identity through fabrication or incorporation into a different or more complex unit or substance. General-purpose consumable items that commonly have a shorter life span in use than equipment and machines, which are stocked for recurring uses.

**Sustainability Plan:** A plan for activities to be carried out beyond the grant period.

**Systemwide Aligned Curriculum:** System-wide aligned curriculum allows faculty throughout the System to identify and adopt best practices, facilitates student transfer of credits, and increases employer confidence that all graduates are meeting comparable competencies. Alignment of System-wide curriculum includes alignment of core program outputs, course number, course title, course description, course competencies, performance standards, course prerequisites, and course credits. Curriculum can be aligned at both the course and program level.

**Transition Services Activity Description:** Provide specialized transition services for students with disabilities from secondary schools as well as adults from the community. Transition services may include but are not limited to individualized program planning, career exploration, study skills training and enrollment assistance. This activity includes its own output measure.

**Transition Services for Students with Disabilities:** A coordinated set of activities designed within an output-oriented postsecondary approved programs-process which promotes movement from secondary education or the community to postsecondary approved programs or from postsecondary

programs to related employment. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's disabilities, preferences and interests.

**Tutoring Services/Academic Coaching:** Instructional assistance with regard to specific lessons or questions that does not constitute a course enrollment and does not generate FTEs.

**Wisconsin Bureau of Apprenticeship Standards (BAS):** A unit within the Wisconsin Department of Workforce Development (DWD) that has specific responsibility for administering apprenticeship program standards.

**WTCS WIDS Repository:** Formerly known as Curriculum Bank, the WTCS Worldwide Instructional Design System (WIDS) repository is an on-line site (<https://wtcsystem.wids.org>) used to support the development and sharing of certain curriculum projects. In many grant categories, it is required that curriculum products be developed in WIDS and posted to the WTCS WIDS Repository, allowing other colleges and partners access to them. Additional information is available in the specific grant guidelines or from the grant manager(s).

**Youth Apprenticeship Program:** A work-based learning program registered with the Department of Workforce Development (DWD) Bureau of Workforce Training that provides a structured occupational experience for high school students who have reached the age of 16 and have junior status.

# WTCS Contacts

If questions arise concerning the preparation of applications or with project management, the following members of the WTCS Office staff can be contacted.

<b>Applications, Revisions, General Guidelines Information and Triannual Reports</b>	<a href="mailto:grants@wtcsystem.edu">grants@wtcsystem.edu</a>	
<b>Apprentice-Related Instruction</b>	Nancy Nakkoul <a href="mailto:nancy.nakkoul@wtcsystem.edu">nancy.nakkoul@wtcsystem.edu</a> Scott DuBenske <a href="mailto:scott.dubenske@wtcsystem.edu">scott.dubenske@wtcsystem.edu</a>	(608) 266-8669 (608) 266-0025
<b>Audit Information</b>	Michelle Rudman <a href="mailto:michelle.rudman@wtcsystem.edu">michelle.rudman@wtcsystem.edu</a>	(608) 266-1433
<b>Client Reporting System</b>	Anna Richter <a href="mailto:anna.richter@wtcsystem.edu">anna.richter@wtcsystem.edu</a>	(609) 267-2485
<b>Career Pathways</b>	Scott DuBenske <a href="mailto:scott.dubenske@wtcsystem.edu">scott.dubenske@wtcsystem.edu</a>	(608) 266-0025
<b>Completion</b>	Colleen Larsen <a href="mailto:colleen.larsen@wtcsystem.edu">colleen.larsen@wtcsystem.edu</a>	(608) 266-3738
<b>Core Industry</b>	Jim Mackey <a href="mailto:james.mackey@wtcsystem.edu">james.mackey@wtcsystem.edu</a> Danika Woods <a href="mailto:danika.woods@wtcsystem.edu">danika.woods@wtcsystem.edu</a>	(608) 266-0790 (608) 266-1599
<b>Developing Markets</b>	Tim Weir <a href="mailto:timothy.weir@wtcsystem.edu">timothy.weir@wtcsystem.edu</a> Danika Woods <a href="mailto:danika.woods@wtcsystem.edu">danika.woods@wtcsystem.edu</a>	(608) 266-0995 (608) 266-1599
<b>Emergency Assistance</b>	Julie Tyznik <a href="mailto:julie.tyznik@wtcsystem.edu">julie.tyznik@wtcsystem.edu</a>	(608) 261-6538
<b>Fiscal Information and Budget Revisions</b>	Troy Brown <a href="mailto:troy.brown@wtcsystem.edu">troy.brown@wtcsystem.edu</a>	(608) 266-7573
<b>Professional Growth</b>	Mandy Johnson <a href="mailto:mandy.johnson@wtcsystem.edu">mandy.johnson@wtcsystem.edu</a> Kristin Long <a href="mailto:kristin.long@wtcsystem.edu">kristin.long@wtcsystem.edu</a>	(608) 266-1287 (608) 266-2318

**Workforce Advancement Training (WAT)**

Scott DuBenske  
[scott.dubenske@wtcsystem.edu](mailto:scott.dubenske@wtcsystem.edu)

(608) 266-0025

**Work-Based Learning Grants to Tribal Colleges**

Alejandro Nunez  
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(608) 261-4593

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The Wisconsin Technical College System does not discriminate on the basis of age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States, or this state or use or nonuse of lawful products off the employer's premises during nonworking hours. The WTCS is in compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VI of the 1964 Civil Rights Act as amended, Title IX of the Education Amendments of 1972 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, Title II of the Americans with Disabilities Act of 1990 as amended, Title VII of the 1964 Civil Rights Act as amended, the Age Discrimination Act of 1975 as amended, and Wisconsin Fair Employment Law. Inquiries regarding equal opportunity may be directed to the Affirmative Action Officer, Wisconsin Technical College System, P.O. Box 7874, Madison, Wisconsin 53707-7874; telephone (608) 267-9745 or Wisconsin Relay System at 711. Website: <https://mywtcs.wtcsystem.edu>

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