FY2023-2024 Grant Guidelines & Application Process Q&A Document

Instructions: Please submit any questions that you have regarding the AEFLA grants, State grants, Perkins grants or WTCS Apply Portal to [grants@wtcsystem.edu](mailto:grants@wtcsystem.edu). We will review and then post the questions and responses to them in the appropriate sections below. Note that general questions will be listed first followed by AEFLA, State, Perkins and then WTCS Apply Portal.

# GENERAL QUESTIONS (applies to all grant categories)

## Will all FY23-24 grants be submitted through the WTCS Apply Portal?

Yes, the grant applications, any revisions and the triannual reports will all be submitted through the Apply Portal.

## Where can we find the FY23-24 grant applications?

Please go to the WTCS Apply Portal website at wtcs.smapply.io

# AEFLA (applies to all AEFLA grant categories)

## Where can I find the funding charts for the five AEFLA grant categories for the FY 2023-2024 grant applications?

The funding charts for the Five AEFLA grant categories have been posted on the [MyWTCS](https://mywtcs.wtcsystem.edu/grants-data-reporting/grants/adult-education-and-family-literacy-act-aefla/aefla-documents/) website.

## Where can I find the FY 2023-2024 AEFLA Maintenance of Effort (MOE) amount for the Comprehensive grant?

The FY 2023-2024 AEFLA MOE amount has been posted on the [MyWTCS](https://mywtcs.wtcsystem.edu/grants-data-reporting/grants/adult-education-and-family-literacy-act-aefla/aefla-documents/) website.

# STATE (applies to all state grant categories)

## When is the blackout date for questions regarding the State grant categories?

All blackout dates for questions relating to the following grants are one week prior to the application due date.

* State Grants - the blackout date is Friday, January 6, 2023, at 4 pm
* WAT Grants - the blackout date is Monday, April 24, 2023, at 4 pm
* IET Development and Expansion Grant - the blackout date is Friday, March 10, 2023, at 4 pm

# Career Pathway

## On the application consortium was an option, there is no mention of consortium applications in the guidelines. Are consortium applications accepted? If so, what are the limitations for the dollar amount and number of applications as lead or as a member?

Career Pathways grant applications should indicate “consortium” if the project meets the definition of Consortia as identified in the Glossary of Terms in the 2023-24 State Grant Guidelines. Dollar limitations for all applications are identified in the Funds Available and Additional Limitations section of the Career Pathways grant guidelines.

## Can 20-level certificates be included as allowable pathways in the Career Pathways grants?

Only WTCS-approved career pathway certificates are allowable under Career Pathways grant funded projects.

# Completion

## Can you please clarify, does “Increase/close gaps in …” mean “Increase rate of successful completion/transition/graduation…” or “Close gaps (between the special populations) in rate of successful completion/transition/graduation….”

This means increase rate of successful completion, transition from semester to semester, graduation, completion of a WTCS Pathway Certificate or AE/ELL course OR close gaps between identified populations in rate of successful completion, transition, graduation, etc.

## 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” is removed, and under funds available and additional limitations “pre-enrollment activities” use to allow an exception for transition services for students with disabilities. It appears that exception has been removed.

Yes, this is true. In 22-23 transition services will not be allowable in the Completion grant. It will still be allowable in Perkins Student Success grant.

## The Completion grant application looks like the Perkins applications, is this still a competitive grant?

Yes, this is a competitive grant and will be scored using the rubric posted on MyWTCS.

## If transition services for students with disabilities are no longer allowable in the Completion grant, are other disability resource services such as academic support for enrolled students still allowable?

Yes, all disability services for enrolled students are allowable in the Completion grant.

## What years should I use for the data chart to get the average for retention, completion and successful course completion?

Please use 2017, 2019 and 2019 data from the Student Success Dashboard for retention, completion and successful course completion

## Can we choose to have a measurable objective that is both to increase an indicator and close gaps within that indicator?

Yes, a measurable objective could be in both to:

* Increase course completion overall by X%, and
* Close gap between X population and all student course completion rate of x%.

## Is it allowable to propose activities that serve all students?

Yes, this is allowable, but keep in mind the goal of the grant is to close gaps for underserved populations. Be sure to make the connection between how the activity for all students will be especially impactful or important to populations experiencing gaps.

## Can you give a measurable objective example for course completion with a 2.0 or greater?

Increase successful course completion for students with disabilities by X% (with success being completion with a 2.0 or greater).

# Core Industry

## Regarding the scoring rubric – Section 3 Monitoring and Evaluation, which criteria is being assessed by reviewers as being monitored and evaluated: Measurable Objectives and/or Activities?

Monitoring and Evaluation pertains to Measurable Objectives. The competitive part of writing this section is to adequately describe how the appropriate data is being used to monitor and evaluate the success of the Measurable Objectives; describing the management and monitoring of activities through this lens is not required, but could, in some cases, help to create a clearer picture of how Measurable Objectives will be assessed for success.

## Can Professional Learning include reimbursement of tuition to a faculty member to obtain their Masters in their program area? Due to our articulation agreements with 4-years, we are seeing that some programs are now requiring specific transferred courses be taught by an instructor with their Masters due to their program accreditation.

Professional learning (PL) encompasses a wide variety of qualifying activities and can be attended in-person, hybrid and/or online. Examples of professional learning can include – but are not limited to – industry, train-the-trainer and/or technical training; equipment and/or software application training; professional development seminars; credential attainment such as certifications, diplomas, degrees, etc.; other continuing education.

Applicants must make the case and present evidence that any professional learning written into a grant:

• Is necessary and reasonable

• Supports grant outcomes and ultimately benefits students

• Occurs during the life of the grant

## Can Core Industry funds be used to expand an existing 1-year technical diploma program to a 2-year associate degree?

Expanding programming in high-demand fields within a college district is a fundamental purpose of Core Industry grants. The activity of expanding an existing program from a smaller to a larger credential fits within this definition and would be allowable as per grant guidelines for program aid codes 10, 11, 30, 31, 32, 50, and 61.

Additional guidelines:

•The larger credential must be approved at or before the January WTCS Board meeting of the grant application year.

•The larger credential must have a parent-child relationship to the grant’s primary program (the smaller credential), OR result in the suspension of the smaller credential via Title/Number Change process upon the sunset of the grant (in cases where an existing technical diploma has been determined unviable and has expanded into a larger credential).

•The primary program (i.e. the smaller credential that will expand into the larger credential) must be embedded within the new parent program, whether prior to the grant application or as an activity under the grant outcomes and performed during the grant period, OR suspended via Title/Number Change process upon the sunset of the grant.

## I have an allowable expense question for you as it relates to Core.  In the guideline under allowable activities “Instructional Delivery” is listed. I noticed in the Developing Markets guidelines an allowable activity is to “provide Instruction for a one-time delivery.”  I was just curious, is there a difference? For example, in Core when you refer to instructional delivery are you just referring to in-class time and in Developing Markets are you referring to both in an out of class time or workload as it is a new program?  Or do they both mean the same thing and account for any costs associated with instruction (delivery, office hours, prep, etc.). Hopefully this makes sense, if not please let me know. Thanks!

Both mean the same thing and account for any costs associated with instruction (delivery, office hours, prep, etc.).

# Developing Markets

## If a program was offered to students for the first time in January 2022, is it eligible under Developing Markets? Or must it have started prior to January 2022? (so offered in Summer 2022, Fall 2022, Spring 2023?)

The interpretation is that the 1 year is from the date of the January System Board meeting, so in this case (FY 23-24) that would be January 2022.

## 

# IET Development & Expansion

## IET programs must be focused on a WTCS-approved postsecondary credential. Where can I find a list of my college’s approved credentials?

Below are the steps to run a list of all the approved programs:

The first step is to select the “Go to WTCS Portal” button and log into the WTCS Portal (website: [Data Access | (wtcsystem.edu)](https://mywtcs.wtcsystem.edu/grants-data-reporting/data-access/)). If you are unable to access the WTCS Portal, contact your college Data Access Coordinator to request access. ([Data Access Coordinators | (wtcsystem.edu)](https://mywtcs.wtcsystem.edu/grants-data-reporting/data-access/data-access-coordinators/)).

After you are logged into the WTCS Portal, select the “All Approved Programs” link on the left side of the screen

Graphical user interface, text, application, chat or text message

Description automatically generated

The last step is to run report PGM303 to see a list of all approved programs. This list can then be analyzed to identify short term credentials.

Graphical user interface, text, application

Description automatically generated

1. Does “Cost of instruction for occupational courses, student support services, and student course materials associated with the IET” mean that only workforce training for a specific occupation (component 3 of IET) will be supported – or are “student support services” intended to cover the two other required components of IET: “adult education and literacy services and workforce preparation services”?

All three components are covered.

1. Are the State IET grants funded at 100%?

Yes, these grants will be funded at 100%.

## Does the “cost of instruction for occupational courses…” include team teaching instructional costs (both occupational and adult ed) to deliver the occupational course?

Yes

## To reduce admin costs (and if it makes sense for strategy), can we submit one application with multiple IETs, rather than through multiple grant applications?

Applicants can choose if they want to submit a single application with multiple IETs or one application for each IET (multiple applications).

## Can professional development be provided to non-college partners?

Yes, professional development can be provided to non-college partners. However, grant funds cannot be used for food related costs.

## What are allowable expenses that can be charged to the grant for coordinating teams to support the design and development of IET?

Examples of allowable expenses include supporting faculty/staff costs for working on IET planning and/or integrated curriculum, convening costs, etc. Food related cost is not an eligible expense item.

## Can promotion be considered as an allowable cost?

Yes, promotion is an allowable cost for this grant as long as it targets IET opportunities and populations that may be interested in these opportunities. However, it will be limited to 10% of the total project cost for FY2023-2024. Additionally, funded applicants will need to report on the results of the promotional strategies that were used.

## Do we need to align the IET to DWD Hotjobs information or can we use local labor market information?

The proposed IET must be in a WTCS approved postsecondary credential with demonstrated labor market value.

## Is embedded career guidance and the cost of the 2 other required components of IET (not just workforce training) adult education and literacy services and workforce preparation services allowable as support costs - or is there some expectation that the college leverage other funds to provide these components?

All three components are allowable costs. However, the guidelines do ask if and how other funds/resources will be coordinated to help support this project.

## Are instructional equipment/technology considered as an allowable cost for this grant?

Yes, but the total equipment cost (equipment major and minor together) is limited to 20% of the total approved project cost. Additionally, applicants must be able to explain how the expenditure is connected to the development and expansion of the proposed IET.

## Can these funds be used to pay tuition? Updated 9-20-22

This grant funding can pay for cost of instruction for a student’s IET, for several important reasons we must never characterize this as “it will pay for tuition”. Applicants should consistently talk about supporting “cost of instruction”. If the grant is paying for the cost of instruction, then the students are exempt from tuition, this is done by coding the student/class in client reporting. For client reporting, if everyone in the class is funded by the grant, they would use code 29. If only one or two students in a class are funded by the grant, they would use code 69. If the grant is paying for the cost of instruction, then you can’t charge the students tuition (double dipping).

## Does the IET Development and Expansion grant opportunity need to focus on developing a new IET or can the purpose be to enhance an existing IET?

Colleges can submit grant applications to develop a new IET or to enhance/expand existing IET(s).

## Do IETs need to utilize college course and pathways, or can it be customized training?

The IET that is being proposed will need to utilize college course and pathways.

## Are we looking for general career/employment advancement, or is it more focused on WTCS programs/credentials?

The IET needs to be focused on WTCS program/credentials.

## Would faculty learning communities be considered an eligible expense under the grant?

Yes.  The grant guidelines identify one allowable activity as “Coordinating teams to support the design and development of IET.”  Grant applications must clearly describe connections between budget items and measurable objectives.

## Could some funding be used for a college to create overall system for supporting all of the IET’s the college is running under one umbrella? This might be a case manager who could assist students in entering and succeeding in the new IET created by this grant as well as previously launched IET’s?

Yes. Please make sure to clearly describe connections between budget items and the measurable objectives in the application.

## We are planning to include the cost of instruction of both Adult Basic Education as well as occupational manufacturing training (Aid codes 10 and 31) into the IET Development & Expansion grant.  Is there a WTCS rule that makes it mandatory for colleges to charge tuition from students for Aid code 10 and 31, even if the cost of instruction is funded by a grant source? Would that be considered double dipping since we are receiving grant funds to pay the cost of instruction, and then charging students tuition on top of it?  We are trying to minimize this barrier for our students in IET programs.

WTCS has provided a Table H exemption for the IET Development & Expansion grant.  As a result, if colleges use funding from this grant to pay for the cost of instructions, they should not be charging tuition for students.

## Can we submit a grant application for an IET that involves pre-apprenticeship and the beginning of a credential?

Yes, this is allowable as long as the pre-apprenticeship integration includes an initial postsecondary course.

## Are students books an allowable grant expense?

Yes, this would fall under the budget line of supplies.  Applicants must clearly describe connections between budget items (such as student books) and the measurable objectives in the application.

## Can our college use some of the funds to work on creating new short-term credentials?

Not for curriculum development for a new credential that is not yet system approved.  However, if work (such as program analysis, market research, employer surveys etc.) needs to be done to an existing approved 1- or 2-year Technical Diploma or AAS credential in order to identify whether an embedded technical diploma should be created within it (so that the potential new Embedded Technical Diploma could be part of an IET), that could be supported.

## Regarding the 5th reporting requirement (percent of students…who enroll in a postsecondary course within a program year after exit), can we assume this means the percent of students who enroll (or continue to enroll) within a year after completing the courses designated for the IET?

Yes. Grant recipients should report the percent of students participating in IET under this grant who subsequently enroll in a postsecondary course within the program year after exit and within the IET opportunities career pathway.

## What existing policy guidance is available for colleges regarding IET?

General information re IETs is available on Page 74 of the [WTCS Educational Services Manual (ESM) (wtcsystem.edu)](https://mywtcs.wtcsystem.edu/wp-content/uploads/2021/09/ESM-Complete-2021-0901-2.pdf).  Reporting guidance is available on Page 54 of this same document.

## For the FY24 State IET Development application in the portal, it says that the Statement of Need attachment cannot be more than 8 pages. Is that single or double spaced?

The information provided in the statement of need can be single or double spaced. However, please make sure the font size is no smaller than 10.

## Is this grant for AE & ELL only? Or can it serve high school students? (9.20.22)

This grant is for adult students only.

## If the cost of instruction is paid for by the grant, are students still required to pay the material fees? (9.20.22)

If the grant has a table H exemption, then the grant can pay the material fees. This IET grant does have a table H exemption.

# Workforce Advancement Training (WAT)

## Can you please provide examples of what would fit into non-instructional activities that can be included in the budget?

Any WAT-funded activities which are not directly associated with the delivery of the training to incumbent workers could be considered non-instructional.  Please be sure to review the WAT grant guidelines prior to submitting the project application.

## We are not clear on what the grant application is looking for in the following statement.:  "Summarize the participation of the project partners with any previous WAT funded projects."  Can you please provide guidance and examples?

This question seeks to identify which companies in the current application have participated in previous WAT-funded training over the last 5 years.  Most colleges use a simple table to list participating organizations followed by the years of previous participation and the primary training topic. See the example below:



## For the “Year of Previous Participation” column, how far back are we expected to go? Do you want all of the years we have historical data on prior participation or only within the last 5 years for example? Does an employer ever become a “new” participant if there is a significant gap from the last year of WAT grant participation?

5 years appears to be the standard historical window in the majority of WAT applications.  As such, if a company has not participated in WAT-funded training during that period of time (5 years) we could certainly refer to them as “new” for the purposes of the application.

## We are working on our FY 23 WAT applications and one of our applications will be including two other WTCS schools as partners who will be delivering some of the training.  Can you please provide guidance on how I should budget their salary/fringe and supply costs?  Should I include those costs in the appropriate budget categories (i.e., Salary, Fringe Supplies) and indicate in the budget description the school’s name?  We would then indicate our own costs in the budget lines as well.  Or, do I include of their costs (salary/fringe and supplies in the “Other” budget category?

Please include the costs in the appropriate budget categories (i.e., Salary, Fringe Supplies) and indicate in the budget what expense items belong to each college.   You should also indicate the cost for your own college in the budget lines as well.

# PERKINS (applies to all Perkins grant categories)

## The Perkins grant guidelines reference specific CLNA “Prompts.” For example, Page 34 of the Perkins NTO guidelines, under “Focused Need and Data” as shown below references the “Comprehensive Local Needs Assessment (e.g., Prompts A3, B1-2, C1-3, D1-3, D5).” Could you elaborate as to what these prompts refer to in the CLNA? (9.20.22)

In the new version of the CLNA template (see ‘Perkins V Comprehensive Local Needs Assessment 2022-23’ on Perkins Resources page on MyWTCS), we made some minor changes and one was adding prompt labels (e.g., A3). You should be able to readily use the new template and your 2021 CLNA to identify which CLNA prompts may have useful information for the focused needs for the various Perkins grants. These are just suggestions/recommendations. You can use other info/data for your focused needs.

# Capacity Building

# Career Prep

# NTO

# Strengthening Programs

# Student Success

# WTCS APPLY PORTAL

