



State Grants

2024-25

Grant Guidelines

All applications except for the
Emergency Assistance, IET Development and Expansion, Apprentice-Related
Instruction and Workforce Advancement Training Grant are due
[January 12, 2024](#)

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, 2024 – June 30, 2025.

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 12, 2024](#)
WTCS Emergency Assistance Grants are due on [MARCH 15, 2024](#)
after WTCS shares the 2024-25 allocations.
IET Development and Expansion are due on [MARCH 15, 2024](#)

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 submission, 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 services through a grant 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 measurable objectives will be reported in narrative form via the submission of grant 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 **Carolann Nelson** at 608-266-0021 or carolann.nelson@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 the grant in part or in whole.

Suspension

- WTCS-Initiated 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.
- Grant Recipient-Initiated Suspension – If a grant recipient needs to temporarily suspend a grant, written notice must immediately be sent to the grant manager(s) and grants@wtcsystem.edu. The notice will state the reason(s) for the suspension together with an effective date, and an anticipated grant reinstatement date, if applicable. 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 suspension date must be requested within 30 days after the suspension date.

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. 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. Questions regarding grants, applications and guidelines should be directed to the WTCS Grants Team via email at grants@wtcsystem.edu.

The [Client Reporting Manual](#) is also on-line.

State Project Numbers List

Category	Appropriation / Purpose
Career Pathways	124-125
Completion	124-165
Core Industry	124-135
Developing Markets	124-145
IET Development and Expansion	124-205
Professional Growth	124-155
Work-Based Learning Grants to Tribal Colleges	180-115
Apprentice-Related Instruction	124-115
Emergency Assistance	104-115
Workforce Advancement Training (WAT)	124-175

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.

- All State grant awards are made on a competitive basis, except where noted.
- Applications will only be accepted from WTCS colleges, Wisconsin tribal colleges and eligible Wisconsin agencies, where noted.
- Projects will be funded up to 100 percent of the total approved project costs, except where noted.
- 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.
- Administrative costs will be allowed up to five percent of the total approved project costs.
- 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.
- Supply items may be funded up to 20 percent of the total approved project costs.
- Funds may not be used for direct student tuition reimbursement.
- There will be no direct student payments for participation in an activity, students can be compensated for work or fulfilling a deliverable or task outside of emergency assistance service payments.
- Administrative code TCS 6.05 requires all college procurements over \$50,000 to be competitively bid and all purchases between \$25,000 to \$50,000 to obtain quotes from three vendors. Each college district is required to develop their own purchasing rules when the total cost is less than \$25,000. If a specific vendor is listed in a grant, the System Office (WTCS) is approving the functionality of the equipment/service but is not approving the specific vendor. The college must still follow TCS 6.05 and their internal procurement rules.
- Hospitality costs (i.e., food, drink) are not allowed unless otherwise 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). A WIDS Course Outcome Summary should be included for any courses. 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](#).

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 Applications

All state applications are to be submitted through the [Wisconsin Technical College System Apply Portal](#). Each grant category will have a separate application.

Application Review

Applications will be reviewed using the [Review Criteria Rubrics](#), which are available online.

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; and
 - monitoring data continuously; **and**
 - submitting data **as required**.Reference the Client Reporting Manual for reporting deadlines: [Client Reporting Manual](#).
3. Grant Report submissions must be received by the following dates:
 - **Mid-Year Report** (July 1 – December 31) must be received on or before February 15, 2025.
 - **Final Report** (July 1 – June 30) must be received on or before November 1, 2025

Grant Reports should be submitted electronically through the Wisconsin Technical College System (WTCS) Apply Portal.

WTCS State Grant Categories

Career Pathways

Request for Proposals

CSDA #292.124

Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to align, scale, and innovate Career Pathway approaches leading to enhanced education and employment outcomes. Projects must seek to align, scale, or innovate career pathway methodologies through the appropriate combination of workforce, industry, secondary, adult education, postsecondary education and training, career and academic advising, and supportive services needed to align education and training to industry-recognized credentials. Career Pathway approaches must be designed to prepare all students for employment in their chosen field as well as return to and engage in additional postsecondary education that enables them to advance in their careers.

Funds Available and Additional Limitations

- \$3,500,000 will be available for these purposes.
- Applications may be written for a one-year or two-year grant period.
- Projects will be funded at 100 percent of the total approved project cost.
- A limit of two (2) applications per district may be submitted.
- Districts may apply for grant funds of up to \$260,000 per application.
- The duties of all project staff must be clearly described within the application in addition to the budget.
- No funding is permitted for Dean or Associate Dean positions.
- No funding is permitted for consultants, speakers, facilitators, or other similar services.
- Funding for individual positions is limited to no more than .90 FTE per position.
- No funding is permitted for gift cards or vouchers of any type.
- 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) on the Career Pathway grant application. Program revisions in pending or disapproved status at the time of application are not allowed.
- Individual programs may not be funded for more than two consecutive fiscal years.
- Major/Minor equipment (purchased or leased) may be funded up to 5 percent of the total approved project costs.
- Facility costs are not allowed. This includes ongoing maintenance, building and remodeling costs including furniture and decorating materials.
- Conference-related costs are limited to faculty and instructional staff only and no more than \$1,000 per application.
- Hospitality costs, including food and beverages, are limited to no more than \$500 per grant application.
- Mileage, local and/or statewide, funding is limited to no more than \$1,000 per grant application.
- Marketing-related costs are limited to 5 percent of the total approved project cost.

Measurable Objectives

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

- AE/ELL educational level gains
- Alignment of Adult Education with Business and Industry Services
- Employer engagement related to student employment and/or persistence within a pathway
- High school diploma or equivalency attainment
- Entrance of non-traditional students into a pathway
- Entrance of underserved populations into a pathway
- Expanding access to career pathways
- Reduction in equity gaps
- Persistence in a career pathway
- Attainment of a pathway credential
- Credit for prior learning gains, including transfer credits, military coursework, articulated high school credits and assessment of experiential learning.

The following elements are key to innovating, aligning, and scaling successful approaches under Career Pathways. Each application must clearly address two or more of these elements in the Statement of Need section of the application and be a consistent theme throughout the project.

- Identify how the grant activities will directly engage local and regional stakeholder partners including but not limited to workforce boards, industry groups, and employers.
- Identifying, developing, or implementing innovative strategies to scale and align career pathway approaches within and between colleges.
- Creating, implementing, or expanding career pathway entry points and/or exit points.
- Creating, developing, or implementing career pathway access to underserved populations including, but not limited to economically disadvantaged, justice involved, re-entry, Ability to Benefit eligible, veterans, and non-traditional students.
- Student support services in the classroom and beyond.
- Identifying, developing, or implementing approaches to adult student re-engagement following an exit point.

Allowable Activities

These State grant funds are intended to support projects that seek to align, scale, or innovate career pathway methodologies. Examples of allowable grant activities include:

- Develop new, innovative and/or expanded instruction for adult students.
- Alignment of college services between offices and/or departments.
- Develop and/or implement supportive services for technical college students.
- Provide professional learning opportunities for faculty and instructional staff to develop the expertise needed to offer the proposed instruction.
- Develop new dual credit agreements in school districts where such agreements do not currently exist.
- Implement alternative instructional methodologies.

- Provide instructional and career pathway-related development and planning to actively engage stakeholder partners including, but not limited to employers and workforce development organizations.
- Develop and implement new approaches to expanding access to career pathways credentials through alignment of activities and policies within and across colleges.
- Provide career pathway student support services.
- Support new or innovative pathway-related career exploration activities.
- Support career pathway-focused learning activities, including, but not limited to, internships, service learning, mentoring, job coaching and job shadowing.

WTCS Contact:

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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 for students experiencing gaps in student success outcomes who are enrolled in post-secondary courses or ABE/ELL as defined in chapter 11 of the [Educational Services Manual \(ESM\)](#), as well as students who progress through career pathways. The primary goal is to support students experiencing gaps in student success outcomes, which may include but is not limited to students with disabilities, students of color, student parents, military service members, and first-generation students through course completion, completion of subsequent semesters, and completion of programs or WTCS Pathway Certificates.

Funds Available and Additional Limitations

- \$3,000,000 will be available for these purposes.
- Projects will be funded at 75 percent of the total approved project cost.
- The maximum amount of the award is \$225,000; for a total project cost of \$300,000.
- Equipment (purchase or lease) may be funded up to 20 percent of the total approved project costs.
- No funds will be awarded for general outreach; recruitment events; pre-enrollment activities; financial aid services; occupational, ABE, or ELL instruction; remedial instruction; testing fees; and curriculum development.
- Payment of student tuition, fees, supplies, books, and materials are not allowed.
- Costs related to special events that include meals, promotional materials, and/or high-cost speakers are not allowed.

Do not include items not funded by the grant category in the application.

Goals

Applications for this category must address one or more of the following goals:

- Close gaps in rate of successful completion of courses with success defined as a minimum grade of 2.0.
- Close gaps in rate of successful transition from semester to semester (with a GPA of 2.0).
- Close gaps between populations in rate of graduation from a program.
- Close gaps in completion of WTCS Pathway Certificate, reported on the S9 record via client reporting.
- Increase completion of AE/ELL courses and/or transition from AE/ELL to career programs (73, 74, 75, 76, 77 and 78) as well as courses at the 30, 31, 32, 10, 20 and 50 level, if applicable.

Measurable Objectives

Measurable Objectives must include a numeric goal for closing gaps in success outcomes demonstrated in data chart or in one of the goals listed above.

Example: Close gap between X and Y populations from 8% to 6%.

Allowable Activities

Examples of allowable grant activities include:

- Provide high impact activities such as student cohort support groups, common reads, mentoring and other success skill building efforts.
- Provide mental health counseling and/or proactive behavioral and crisis intervention services.
- Provide specific targeted services based on student need such as case management, financial literacy, student success and study skills workshops and support groups.
- Provide required accommodation services including, but not limited to, assistive technology, adaptive equipment, instructional aids and devices.
- Provide ongoing career development services such as program exploration and transition for students enrolled in Adult Education and ELL courses, internships, service learning, mentoring, job shadowing and/or portfolio development.
- Provide individual and/or group tutoring and/or supplemental instruction to address gaps in student completion.
- Provide emergency assistance to students (not to exceed \$500 per student, per academic year).
- Provide and participate in professional learning opportunities designed to inform best practices for serving students experiencing gaps in completion objectives.
- Develop [Integrated Education and Training](#) programs or other strategies for increasing the number of AE/ELL students enrolled in and completing career programs.

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 experiencing gaps in completion objectives for whom you will be focusing on in grant activities.

Focused needs and corresponding activities should address gaps identified in the data chart.

<i>Population</i>	Retention Fall to Spring (3-year Average) # of Students	Retention Fall to Spring (3-year Average) % of Students	Program Completion in 3-years (3-year Average) # of Students	Program Completion in 3-years (3-year Average) % of Students	Course Completion 2.0 or Greater GPA (3-year Average) # of Students	Course Completion 2.0 or Greater GPA (3-year Average) % of Students
<i>All Students</i>	91,070	74.3%	42,154	33.8%	118,693	83.3%
<i>American Indian or Alaskan Native</i>	859	65.6%	464	27.8%	1,152	73.1%
<i>Asian</i>	3,607	77.0%	1,523	31.2%		84.2%
<i>Black or African American</i>	7,719	65.4%	3,966	16.5%		68.1%
<i>Hispanic or Latino</i>	8,524	72.1%	4,053	25.1%		76.4%
<i>Native Hawaiian or other Pacific Islander</i>	80	74.3%	46	34.1%		81.9%
<i>Two or more races</i>	2,374	72.1%	1,241	23.1%		73.7%
<i>White</i>	64,071	76.5%	29,166	38.1%		86.1%
<i>Disability (Yes)</i>	7,943	78.4%	3,036	25.7%	9,237	77.6%
<i>Disability (No)</i>	83,127	74.0%	39,118	34.4%	73,816	83.8%
<i>Economic Disadvantage (Yes)</i>	38,464	80.2%	17,978	23.6%	44,877	78.1%
<i>Economic Disadvantage (No)</i>	52,606	70.2%	24,176	41.3%	78,701	86.4%
<i>First- Generation</i>						
<i>Other</i>						
<i>Other</i>						

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 complete data 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: $2020-74.2\% + 2021-74.4\% + 2022-74.6\% = 223.2/3 = 74.4\%$
 - Average the “n” for the last three years of data available.
 - All Students: $2020-91,594 + 2021-91,162 + 2022-90,455 = 273,211/3 = 91,070$
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:
 $2020-68.6\% + 2021-65.9\% + 2022-62.3\% = 196.8/3 = 65.6\%$
 - Asian:
 $2020-76.9\% + 2021-77.3\% + 2022-76.9\% = 231.1/3 = 77.0\%$
 - Black or African American:
 $2020-65.4\% + 2021-65.0\% + 2022-65.8\% = 196.2/3 = 65.4\%$
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. The last three completed years are 2018, 2019 and 2020.
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 the difference between the student groups, the greater the gap and room for improvement. For clarity, refer to racial/ethnic groups individually and not aggregated as “students of color” or “minority students” both within the data chart and throughout the grant application.
- 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.

If applying for (and subsequently receiving) funds from this grant, an S4 Client Reporting Record must be established and submitted for students served.

WTCS Contacts:

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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 16, 2023, or earlier). These grants may expand programming in high-demand fields within the college district.

Funds Available and Additional Limitations

- \$6,750,000 will be available for these purposes.
- Applications may be written for a one-year or two-year grant period.
- A limit of two individual applications per district, totaling a maximum award of \$500,000 (per district, per grant cycle). The maximum amount of the award is the same whether it is a one- or two-year individual grant.
- The limit for one (1) one- or two-year individual application is \$350,000.
- If two (2) individual one- or two-year applications are submitted, neither application can exceed \$350,000. 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 \$500,000. The maximum amount of the award is the same whether it is a one- or two-year consortium grant.
- Intended purpose of technology purchases/upgrades must be specified in the application.
- Facility costs are not allowed. This includes ongoing maintenance, building construction, rent and remodeling unless directly tied to installation of new equipment.
- Assets from this grant can be utilized by other programs within the recipient college(s).
- Equipment (purchase or lease) may be funded up to 50 percent of the total approved project costs.
- 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, 50 and 61.
- Funds from the grant category cannot be used to develop a new program; new programs may instead qualify for funding under the Developing Markets grant category. However, expanding programming in high-demand fields within a college district is a fundamental purpose of Core Industry grants; *outcomes and/or activities* of Core Industry grant projects can include:
 - Development of a shared program providing the primary college has been offering the program to students for a year or more and the cooperating college has System approval to offer the program.
 - Expansion of an existing program from a smaller to a larger credential for program aid codes 10, 11, 30, 31, 32, 50, and 61.

- Development of a WTCS Board-approved Embedded Technical Diploma (ETD), Pathway Certificate (PWC) or Advanced Technical Certificate (ATC) provided the following criteria are met:
 - The activity is part of a pathway expansion of an existing “parent” program that is being developed by the grant.
 - Development must be an activity or goal tied to grant outcomes that serve the grant’s parent/primary program of benefit.
 - The ETD/PWC/ATC has been WTCS Board-approved by January of the grant application year (approval at or before the January WTCS Board meeting).

Note: Approved ATCs qualify for grant funding as a primary program (not a pathway expansion or “child” program) following the same guidelines as associate degrees and Technical Diplomas. For Core Industry grants specifically, ATCs being funded as a primary program must have been WTCS Board-approved and offered for one year or more.

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.

Allowable Activities

Examples of allowable grant activities include but are not limited to:

- Curriculum Development
 - Must include a description of how the modification or development of this curriculum will support the attainment of necessary skills and knowledge within the program
- Expansion of Programming in High-Need Industry Areas:
 - Creation of embedded credentials or Advanced Technical Certificates (ATCs) within an existing, WTCS Board-approved program (primary program/program of benefit). Program of benefit must meet the guidelines for Core Industry funding and must have a parent-child relationship to the in-development embedded program or ATC.
- Instructional Delivery
 - Newly developed or modified curriculum and expanding upon delivery methods for existing approved programs
 - Adaptation of instructional delivery such as accelerated programs or various online delivery methods
- Support Services
 - Advising, tutoring, Adult Basic Education (ABE) and/or related activities
- Purchase and/or Lease of Equipment, Supplies and/or Software

- Project activities must provide for the integration of equipment, supplies and/or software into new or existing curriculum
- Professional Learning
 - In the use of equipment, supplies and/or software relevant to the core industry area
 - Other professional development as appropriate and relevant to project activities
- Marketing and Recruitment
- Travel, Grant Administration and Other Costs
 - Must be appropriate, reasonable and relevant to project activities

Additional Application Components

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

- Describe any additional funding that is being coordinated to support this project. Including AEFLA, Perkins, or other federal funds.
- Identify the basis on which the occupational area has been identified as a “core industry” by the district.
- Describe the industry drivers that necessitate the changes in the core industry programming being sought.
- 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 equipment, supplies and/or software purchases/lease.
- Provide ad hoc or advisory committee roster (with name, title and affiliated organization) and minutes of relevant meetings. Minutes should be current (within the past 365 days) and have **pertinent information highlighted**.

WTCS Contacts:

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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 meeting of the grant application year**. These funds can be used for: development of curriculum and related instructional material; technology and software; the purchase of equipment; staff development; the delivery of instruction; and the pursuit of accreditation.

Note: If your application is based on a program that does not receive approval, the application will be disqualified.

Funds Available and Additional Limitations

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

Measurable Outcomes

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 but are not limited to:

- Implement a new program, including the cost of informational materials, marketing and recruiting to support student enrollments in the program.
- 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.
- 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, technical training, industry conferences, travel, etc.
- Provide instruction for a one-time delivery of newly developed curriculum.
- Create an advisory committee; all Wisconsin Technical College System Board approved programs must have an advisory committee.
- Apply for and/or work toward accreditation attainment.
- Purchase and/or lease equipment, supplies and/or software, and the integration of those into curriculum.

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IET Development and Expansion

Request for Proposals

CSDA #292.124

Due March 15, 2024

Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to support the development and expansion of Integrated Education and Training (IET). IET provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. One focus of this grant is to make career pathways accessible to diverse student populations, reach new audiences and implement student supports to increase retention and completion, if appropriate. (We don't want IET to just be for these special pops – it is intended for all students, including special pops). Funding priority will be given to applicants who develop an IET in a high demand and short-term WTCS credential within a career pathway that leads to family-sustaining wages. Programs are strongly encouraged to prioritize recruitment and enrollment of learners who are enrolled in adult education or ESL classes or community members.

Funds Available and Additional Limitations

- \$1,500,000 will be available for these purposes.
- Applications may be written for a one-year or two-year grant period.
- Each WTCS college district can submit one application or multiple applications for a total maximum grant award of up to \$200,000 each fiscal year.
- Grant awards are made on a competitive basis.
- Grant applications are due March 15, 2024.
- IETs must be developed in high demand fields leading to a WTCS-approved credential within a career pathway.
- Administrative costs will be allowed up to five percent of the total approved project costs.
- All travel must comply with the district travel policy and is limited to 5 percent of the total project cost. Out-of-state travel may be funded if it is clearly related to the grant objectives. No funds will be awarded for international travel.
- Supply items may be funded up to 20 percent (20%) of the total approved project costs.
- Up to ten percent (10%) may be used to address student barriers which could cause the student to leave the program.
- Team coordination for IET design and development is limited to 15 percent of the total project cost.
- IET funds cannot be used to pay for GED/HSED testing or any certification exams.
- Cost of instruction for occupational courses is allowable.
- Up to five percent (5%) of the funds may be used for foreign credential evaluations (including high school diploma or college coursework) when working with internationally trained professionals.

Measurable Objectives:

The objectives in this grant are to expand participation in a current IET or develop a new IET, which includes:

- Concurrently and contextually enroll students (i.e., diverse populations including but not limited to gender diversity in specific career pathways, justice involved learners, internationally trained professionals, and English language learners) in Integrated Education and Training programs that lead to family sustaining wages. Applicants must provide occupational projections data or documented employer support to demonstrate that the proposed IET will support employment and economic mobility.
- Provide career guidance to get students on a career pathway.
- Provide comprehensive student support services and referral to community partners such as workforce development and CBOS to aid in student retention. Accelerate student progress while making adult education instruction more relevant to student career goals.
- Increase the number of students that earn their GED/HSED and increase the number of students enrolled in a WTCS approved postsecondary credential with labor market value.

Refer to local employers, if possible, within the IET career pathways to provide additional transition support and workforce readiness.

The following are three core components of a successful IET which must be included in the proposal for grant funded IET. Together, these three components must exhibit integration of competencies within the IET.

- Adult Education and Literacy services (34 CFR §463.30).
- Workforce Preparation services designed to help an individual acquire a combination of adult education academic skills, critical thinking skills, digital literacy skills, and self-management skills including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills (34 CFR §463.34).
- Workforce Training for a specific occupation or occupational cluster (WIOA Section 134(c)(3)(D)).

Allowable Activities

Examples of allowable grant activities include but are not limited to:

- Cost of instruction for occupational courses
- Student support services
 - Examples include academic advising, career plan, career and transition, case management, referrals to community partners and workforce development.
- Recruitment and outreach activities.
- Cost of student course materials associated with the IET.
- Coordinating teams to support the design and development of IET.
- Staff professional development for successful IET expansion e.g., travel costs for best practice sharing in IET or participation in professional development opportunities.

- Curriculum development which includes a single set of learning objectives. (not sure how to add this to the rubric)
- Retention activities.

Final Reporting requirements

- Upload IET curriculum within the WTCS WIDS Repository for sharing (see IET Curriculum Development below).
- Report the number of students participating in IET under this grant.
- Report the percentage of students participating in IET under this grant who complete a GED/HSED within a year.
- Report the percentage of students participating in IET under this grant who successfully complete the IET.
- Report the percentage 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.

IET Curriculum Development

In accordance with grant requirements, the IET curriculum must be based on a single set of learning objectives. Curriculum must be developed in WIDS and housed in the WTCS WIDS Repository at <https://wtcsystem.wids.org> allowing for dissemination across the WTCS or grant conditions will not have been met. At a minimum, associated IET course outcome summaries will be created and shared in the WTCS WIDS Repository.

IET Planning Tool

If awarded the IET Development and Expansion grant, colleges will be required to submit the IET Planning Tool document within 30 days of acceptance.

Additional Application Components

Each of the following criteria must be clearly addressed (can include visuals and detailed descriptions) when applying for funding under this grant category:

- Identify the high demand occupation and WTCS approved postsecondary credential aligned with the proposed IET that leads to employment. Provide additional rationale for why the identified occupation for the proposed IET was selected e.g., to expand collaborative efforts with specific employers in the district to address a workforce need, build upon existing postsecondary career pathways within our organization, etc. Indicate if this is a new IET or if you are expanding a current IET.
- Explain previous successes in developing or expanding 1 or more IETs in high demand occupational areas. Provide descriptions of the previous IET(s), identify the career pathway the IET aligned with, explain the process for developing the IET (e.g., employer engagement, collaboration with other WIOA partners, alignment with postsecondary credentials, etc.), and present the outcomes of students participating in the IET (e.g., the number served, the number

who completed the IET, the percent that successfully transitioned to postsecondary education within the IET's career pathway, etc.).

- Identify challenges encountered and how these lessons will be incorporated into the proposed IET. If you have not offered an IET, describe some of your previous contextualized Adult Education programming within a career pathway and what you learned.
- Explain in detail how the proposed IET will integrate the three core components of a successful IET as identified within this category. You can include visuals and timelines.
- Explain the funding need clearly and how the proposed IET will expand access to career pathways for diverse student populations within your organization's service region.
- Identify how many students are projected to be served in the proposed IET and how students will be recruited to participate. Address how you are recruiting for specific populations.
- Student Support Services: Identify the specific student support services that will be available to students participating in the proposed IET.
- Develop timeline for the planning, design, and implementation of the proposed IET. Include dates and responsible parties for the activity completion for each activity.
- Address the funding need and explain if and how other funds/resources will be coordinated to help support this project – e.g., Title I/III/IV, FSET, Perkins, etc.
- Detail how funding will be sustained after the grant period ends.

WTCS Contacts:

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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 work-based learning activities and experiences that might include occupational skills training to youth and adults at Lac Courte Oreilles Ojibwe College and the College of Menominee Nation.

Funds Available and Additional Limitations

- \$594,000 in gaming revenue will be available for these purposes.
- The Tribal land grant colleges, Lac Courte Oreilles Ojibwe College and the College of Menominee Nation will each be awarded \$297,000.
- Equipment (purchase or lease) may be funded up to 10 percent of the total approved project costs.
- Administrative costs will be allowed up to eight percent of the total approved project costs.
- Hospitality costs not to exceed \$5000.
- Promotional/recruitment items should not exceed \$10,000. Promotional items could include but are not limited to flash drives, student planners, college t-shirts.

Allowable Activities

Examples of allowable grant activities include but are not limited to:

- Work-based learning opportunities (e.g., internships, externships, job shadowing, workplace tours, service learning, informational interviews, career mentorship) for youths and adults within the Lac Courte Oreilles Ojibwe and College of Menominee Nation territory.
- Pre-apprenticeship and apprenticeship opportunities for high school age youth and/or adults.
- Employability skills learning opportunities for high school age youths and adults.
- Occupational skills training opportunities for incumbent workers to upgrade job skills.
- Adult education and GED/HSED preparation and/or occupational skills training for unemployed adults to increase opportunities for locating and retaining employment.
- Development and support of new and existing Program(s) of Study (PoS) for high school age students and adults.
- Integrated Education and Training (IET) as defined by WIOA Title II.
- Technical Assistance to support WBL programming.
- Professional development opportunities for staff.
- Leadership development for program participants (youths and adults).
- Outreach and recruitment activities.
- Transitional services to employment/training and/or post-secondary education (PSE).
- Promote access and participation in nontraditional occupational training and/or employment.
- Provide career development and assessment services, advising, and case management activities.
- Up to 15% may be used to address student barriers which could cause the student to leave the program.

- Academic support services.

WTCS Contact:

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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 (i.e., unexpected budget gaps). 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. Funds will be made available to provide supplemental monetary support for provision of related classroom instruction when there is an unanticipated gap between the district projected budget and actual cost of instruction due to change in projected versus actual employer demand for related instruction in the same academic year.

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 identified in consultation with WTCS colleges, BAS, and industry stakeholders.
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. Support for classroom instruction is limited to the actual cost of instructor salary and fringe.
4. Grant awards are made on an ongoing basis. Grant projects will be funded for one year.
5. 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.
6. Wrap-around or student support services are not allowed.
7. Instruction supply items are not allowed.
8. Major/minor equipment (purchase or lease) is not allowed.
9. Administrative costs are not allowed.
10. Funds may not be used for cohorts that were previously funded under this category.

11. Applications must include a unique numeric identifier for each cohort served with the requested funds. Each cohort and identifier must be listed in the Abstract section of the application.
12. When total requested funds exceed the amount of available funds in this category, all requested amounts may be reduced by a standard percentage to accommodate as many requests as possible.

Objectives

1. Systemwide Apprenticeship Curricula

- Ensure that industry (State Apprenticeship Committee) approved apprenticeship curricula are adopted for 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, when applicable.
- 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 a systemwide curriculum standard for new apprenticeship programs where related instruction is intended to be offered by more than one WTCS technical college.

2. Direct Instruction Support

- Promote inter-district collaborative partnerships for the regional delivery of pre-apprenticeship and 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) and the designated State Trade Apprenticeship Advisory Committee.

2. Increase the documentation and sharing of systemwide apprenticeship program curriculum standards, alignment crosswalks, and other curricula materials with systemwide relevance. Publish apprenticeship systemwide curriculum standards to the WTCS WIDS State Repository and the apprenticeship section of the MyWTCS website.

Direct Instruction Support

1. Document the number of sections served efficiently.
2. Document the number of apprentices served.
3. Document the hours of related instruction provided. Number of related instruction hours taught.
4. 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 systemwide curriculum and program activities. Alignment may refer to aligning curriculum courses and outcomes across colleges, between apprenticeship courses and related technical diploma or associate degree courses and programs 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

1. 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.
2. Cover incidental expenses related to annual meetings of stakeholders to discuss projected enrollments and industry training needs.

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

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. **Grant Report** submissions must be received by the following dates:
 - a. **Mid-Year Report** (July 1 – December 31) must be received on or before *February 15, 2025, and is required only for Direct Instruction Support grants.*
 - b. **Final Report** (July 1 – June 30) must be received on or before *November 1, 2025 and is required for both Direct Instruction Support and Systemwide Apprenticeship Curricula.*

Applications must be submitted through the WTCS Apply Portal

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Emergency Assistance

Request for Proposals

CSDA #292.104

Due March 15, 2024, 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

- \$320,000 will be available for these purposes.
- Grant allocations will be made when FY 2024-25 Emergency Assistance Grant distribution amounts are established, which will be communicated to the colleges in February 2024. Requests for proposals are due March 15, 2024.
- No administrative costs allowed.
- Each technical college must designate an employee with the authority to disburse the student emergency assistance grant funds to eligible students.
- 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.
- 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.
- 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.
- 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.
- A technical college may NOT award more than two (2) grants to the same student in any academic year.
- 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.
- The total of all emergency grants made to a student in the same academic year may NOT exceed \$500.
- Student emergency assistance grant funds may only be disbursed in the following ways per state statute:
 - By check made payable to the student and delivered to the student.
 - By check made payable to the third-party identified and delivered to the third party or to the student.

- By electronic fund transfer or other electronic deposit to an account maintained by the student at a financial institution.
- Emergency Assistance grant funds cannot be sub granted or otherwise transferred to any other organization or entity.
- 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. To start the process, contact us at grants@wtcsystem.edu.

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.

Data Collection

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 reports are to be submitted with the final report due no later than June 25, 2025. The emergency Assistance Grant Final Report for July 1, 2024 – June 25, 2025, will include the following information:

1. Number of student emergency grants awarded; and
2. Number of student emergency grant requests denied; and
3. Number of students receiving student emergency grants (unduplicated); and
4. Total amount of student emergency grant funds awarded; and
5. Student emergency grant fund balance; and
6. Number of students who received a student emergency grant and completed a degree or credential; and
7. Number of students who received a student emergency grant and transferred to another postsecondary institution; and
8. Number of students who received a student emergency grant and did not complete the
9. term in which the grant was awarded; and
10. Most frequently identified reasons for student emergency grant requests.

WTCS Contact:

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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:

- Support college efforts to recruit, retain, and/or mentor faculty of color
- Instructor awareness of and expertise in a wide variety of newly emerging technologies
- Integration of learning technologies in curriculum and instruction
- Use of instructional methods that incorporates emerging technologies

Funds Available and Additional Limitations

- \$1,000,000 will be available for these purposes.
- Grant awards are made on a formula basis.
- A limit of one application for Professional Growth funds and one application for Occupational Competency funds may be submitted per district.

Professional Growth

- A 50 percent match is required. For example, if the state award requested is \$50,000, the required match is \$25,000 for a total project cost of \$75,000.
- No payment for substitute instructors will be allowed.
- Budget Line 2.0 Salaries/Fringe:
 - One (1) position may be funded through the grant project. The position funded must directly support professional learning activities. Multiple positions are not allowed.
 - Stipends for college employees are limited to 60 percent of the total project cost.
- Budget Line 6.0 Software:
 - Software costs are limited to 70 percent of the total grant project cost.
- Budget Line 8.0 Other:
 - Stipends, contractual services, and honorariums budgeted for non-college employees should be included in line 8.0, "Other" on the grant budget.
 - Any item that is not classifiable in Budget lines 1.0 – 7.0 may be classified as "Other." "Other" costs are limited to 80 percent of the total grant project cost.
- Budget Lines 1.0, 3.0, 4.0, 5.0 and 7.0 follow Uniform Guidelines.

Occupational Competency Program

- 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.

- Projects will be funded up to 50 percent of the total approved project cost. For example, if the grant request is \$5,000, the required match is \$5,000 for a total project cost of \$10,000.
- Funds shall only be used to partially pay the salaries and fringe benefits of technical college faculty participating in the program.
- 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.
- 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.

Goals

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

Professional Growth

- Increase professional learning activities relevant to the college's academic and student services initiatives.
- Increase retention and engagement of part-time/adjunct faculty through professional learning.
- Increase retention and engagement of faculty of color through intentional efforts including but not limited to establishing/increasing/maintaining affinity groups, mentoring programs, and other retention efforts.
- Increasing student success and completion through faculty professional learning.
- Increase/maintain peer coaching and/or mentoring programs.
- Increase/maintain staff orientation and/or onboarding programs, instilling the colleges' value of diversity, equity, and inclusion through cultural competence training.
- Enhance innovative instructional methodologies to create inclusive, culturally responsive environments that support the success of all learners.
- Purchase new instructional materials or equipment that supports professional growth aligned to college goals.

Occupational Competency

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

Allowable Activities

Allowable Activities must promote the following:

- Build instructor awareness of and expertise in culturally relevant, competent instructional practices (e.g., universal design for learning, diverse authors, and text use in programs, attending webinars or seminars focused on historical and emerging needs to support students of color, etc.). Activities must detail how the research of new practices will be presented to faculty and staff.

- 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.
- 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.
- Practice instructional methods that incorporate emerging technologies.
- 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 but are not limited to:

- Establish/increase/maintain affinity groups, mentoring programs, and other retention efforts that support recruitment and retention of faculty of color.
- Develop, enhance and/or maintain a peer coaching/mentoring program.
- Develop, enhance and/or maintain a program to ensure that staff maintain currency with new skills and knowledge in their content area.
- Develop and/or deliver professional learning activities aligned to Systemwide and college priorities.
- Support the availability of online coursework.
- Develop and/or participate in a faculty and/or staff learning community.
- Review and assess the current mentoring, professional learning, diversity and/or orientation/onboarding programs.
- Develop and/or participate in workshops.
- 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 but not limited to:

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

The [Occupational Competency Participant Tracking form](#) (Excel) is now part of each grant report and will be submitted through the portal.

FY25 Professional Growth Allocation

<u>District Name</u>	<u>Faculty & Prof.</u> <u>Nonfaculty # *</u>	<u>Faculty & 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>
Chippewa Valley	404.1	7.65%	\$ 27,537	\$ 40,000	\$ 67,537
Western Wisconsin	283.8	5.37%	\$ 19,338	\$ 40,000	\$ 59,338
Southwest Wisconsin	101.8	1.93%	\$ 6,935	\$ 40,000	\$ 46,935
Madison Area	634.7	12.01%	\$ 43,245	\$ 40,000	\$ 83,245
Blackhawk	147.0	2.78%	\$ 10,018	\$ 40,000	\$ 50,018
Gateway	366.9	6.95%	\$ 25,003	\$ 40,000	\$ 65,003
Waukesha County Area	410.8	7.77%	\$ 27,988	\$ 40,000	\$ 67,988
Milwaukee Area	907.4	17.18%	\$ 61,831	\$ 40,000	\$ 101,831
Moraine Park	181.5	3.44%	\$ 12,368	\$ 40,000	\$ 52,368
Lakeshore	178.0	3.37%	\$ 12,130	\$ 40,000	\$ 52,130
Fox Valley	472.7	8.95%	\$ 32,209	\$ 40,000	\$ 72,209
Northeast Wisconsin	496.9	9.40%	\$ 33,857	\$ 40,000	\$ 73,857
Mid-State	175.3	3.32%	\$ 11,946	\$ 40,000	\$ 51,946
Northcentral	225.7	4.27%	\$ 15,378	\$ 40,000	\$ 55,378
Nicolet Area	117.2	2.22%	\$ 7,984	\$ 40,000	\$ 47,984
Northwood	179.5	3.40%	\$ 12,233	\$ 40,000	\$ 52,233
Total	5,283.4	100.00%	\$ 360,000	\$ 640,000	\$ 1,000,000
* Position Classes: Counselor, Librarian, Instructional Specialist, Professional Non-Faculty, and Instructor					
Fiscal Year 2022					

WTCS Contacts:Mandy Johnson - mandy.johnson@wtcsystem.eduKristin Long - kristin.long@wtcsystem.edu

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.

Districts will be required to submit the [Occupational Competency Participant Form](#) with the final grant report.

WTCS Contact:

Mandy Johnson - 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. \$5,000,000 will be available for these training purposes, including up to \$4,500,000 for General Businesses and up to \$600,000 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. Districts may submit a maximum of 6 applications for consideration of 2024-25 funds by May 1, 2024.
5. Grant applications may serve a single business or a consortium of businesses and must be submitted through the WTCS Apply Portal.
6. 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.
7. 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.
8. 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.

9. 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.
10. While costs related to obtaining nationally portable, industry skills certifications are allowed, other assessment costs are not allowed.
11. 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.
12. 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. The deadline for completion of all 2024-25 WAT grant funded activities is October 31, 2025. The grant period is 7/1/24 – 10/31/25.
13. The contract with the business may include costs not covered by the grant as consistent with normal district contracted training policy and practice.
14. Remodeling and building expenses are not allowed.
15. Formal budget revisions resulting in a change to the State Administered Funds amount will not be accepted after May 31, 2025.

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 culturally responsive and inclusive curriculum that applies directly to employees' occupational tasks and work environment.
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) using the WTCS Apply Portal**
- **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 the Small Business Certification Statement 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 **60 days** after the delivery of training. Final reports not received within 60 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 60 days of completion of training. **Employers who do not complete the survey within 60 days of the completion of training may not be eligible to participate in subsequent WAT funded training.**
- **Applicants must use the WTCS Apply Portal.**

WTCS Contact:

Scott DuBenske – scott.dubenske@wtcsystem.edu

Section 2 - Grant Application Process and Related Information

This section includes 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 [no later than 4 p.m. on January 12, 2024](#), unless otherwise noted. Late applications will not be accepted. It is recommended that grant applications be submitted **three to five days** in advance of the deadline. The WTCS Office will only accept applications submitted through the Wisconsin Technical College System (WTCS) Apply Portal.

WTCS Apply Portal Applications

Prior to applying for funding, please complete and submit the following forms to grants@wtcsystem.edu by October 31. All forms can be found in the general forms section of the grant resources and forms page.

- [Subrecipient Self-Assessment Risk Questionnaire](#)
- [Assurances – Non-Construction Programs](#)
- [Certification Regarding Lobbying ED080-013](#)
- [Certification Regarding Debarment ED80-0014](#)

Each grant application will consist of several components or tasks that will need to be completed. Please submit a separate grant application in the WTCS Apply Portal for each grant category you are seeking funding for.

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](#).

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 will provide technical assistance and feedback regarding disapproved grant applications. To schedule a call, a request must be made in writing and submitted to grants@wtcsystem.edu within two weeks after receiving the grant notification.

Revising a Funded Application

After receiving a grant award, grantees may identify a need to revise the grant. Grant recipients should first discuss the proposed changes with the appropriate WTCS grant manager(s). If the proposed revision is accepted, then the WTCS grant manager(s) will assist the grantee with submitting an official grant revision through the WTCS Apply Portal.

A revision must be submitted if the project budget changes within a budget line by twenty percent (20%) 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 twenty percent (20%) 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 grant Report(s).

All formal **revisions must be approved by WTCS prior to implementation**. Recipients are notified of an approved revision/modification by e-mail.

Final revisions should be submitted 30 days prior to the grant end date.

Planned State Grant Funds Available for FY 2024-25

Grant Category	Amount
Apprentice-Related Instruction	\$500,000
Career Pathways	\$3,500,000
Completion	\$3,000,000
Core Industry	\$6,750,000
Developing Markets	\$2,000,000
Emergency Assistance	\$320,000
IET Development and Expansion	\$1,500,000
Professional Growth	\$1,000,000
Workforce Advancement Training	\$5,000,000
Work-Based Learning for Tribal Colleges	\$594,000
Total State Grant Funds Available	\$24,164,000

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 chapter 11 of the [Educational Services Manual](#) (ESM).

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 another 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
- Another 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. (To see opportunities, see the [Transfer Opportunities](#) page)

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 Consortium Collaboration: Multiple WTCS colleges working cooperatively on a proposed grant project. Also, can be referred to as Inter-district Collaboration.

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 a project's spending such that funds will be shifted between budget line items, resulting in less than a 20 percent (20%) change in a line item or a change in project activities. The WTCS grant category manager(s) must be notified of modifications with an e-mail and in the appropriate grant report(s). If the change is 20 percent (20%) or more in a 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 a change of 20 percent (20%) or more in any line item. The WTCS grant manager(s) must be notified of and approve all revisions prior to submission by the grantee. If there is less than a 20 percent (20%) change in any 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: The [WTCS Worldwide Instructional Design System \(WIDS\) repository](#) is an on-line site 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.

Grant Related Questions, and General Guidelines Information	grants@wtcsystem.edu	
Apprentice-Related Instruction	Nancy Nakkoul nancy.nakkoul@wtcsystem.edu Scott DuBenske scott.dubenske@wtcsystem.edu	(608) 266-8669 (608) 266-0025
Audit Information	Michelle Rudman michelle.rudman@wtcsystem.edu	(608) 266-1433
Client Reporting System	Carolann Nelson carolann.nelson@wtcsystem.edu	(608) 266-0021
Career Pathways	Scott DuBenske scott.dubenske@wtcsystem.edu	(608) 266-0025
Completion	Colleen Larsen colleen.larsen@wtcsystem.edu	(608) 266-3738
Core Industry	Danika Woods danika.woods@wtcsystem.edu	(608) 266-1599
Developing Markets	Betsy Leonard Betsy.leonard@wtcsystem.edu	(608) 267-9064
Emergency Assistance	Julie Tyznik julie.tyznik@wtcsystem.edu	(608) 261-6538
Fiscal Information and Budget Revisions	Victoria Chung victoria.chung@wtcsystem.edu	(608) 266-7573
IET Development and Expansion	Cristina Parente Cristina.parente@wtcsystem.edu Lenard Simpson Lenard.simpson@wtcsystem.edu	(608)261-4593 (608) 267-9584
Professional Growth	Mandy Johnson mandy.johnson@wtcsystem.edu Kristin Long kristin.long@wtcsystem.edu	(608) 266-1287 (608) 266-2318
Workforce Advancement Training (WAT)	Scott DuBenske scott.dubenske@wtcsystem.edu	(608) 266-0025
Work-Based Learning Grants to Tribal Colleges	Cristina Parente Cristina.parente@wtcsystem.edu	(608)261-4593

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>
