



State Grants

2027-28

Grant Guidelines

**All applications except for the
Emergency Assistance, IET Development and Expansion, Apprentice-Related
Instruction and Workforce Advancement Training Grant are due
[January 8, 2027](#)**

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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, 2026 – June 30, 2027.

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 8, 2027](#)
WTCS Emergency Assistance Grants are due on [MARCH 15, 2027](#)
after WTCS shares the 2027-28 allocations.
IET Development and Expansion are due on [MARCH 15, 2027](#)

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 online. 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	124-128
Completion	124-168
Core Industry	124-138
Developing Markets	124-148
IET Development and Expansion	124-208
Professional Growth	124-158
Work-Based Learning Grants to Tribal Colleges	180-118
Apprentice-Related Instruction	124-118
Emergency Assistance	104-118
Emergency Medical Services	102-128
Workforce Advancement Training (WAT)	124-178

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 for up to five percent of the total approved project costs.
- All travel must comply with your district/organization's travel policy and may be funded if it is clearly related to the grant objectives. Out-of-state travel is confined to the 48 contiguous states. 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.
- Funds may be used for course costs not covered by program and material fees.
- 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) approves 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.
- Equipment should be received, paid for, and provide a benefit to the project before the end of the period of performance.
- Applicants are encouraged to review all funding limitations carefully and ensure that proposed budgets align with these requirements, including match expectations, allowable costs, and percentage limitations.
- Applicants are encouraged to review all expenditures to ensure they are reasonable and justified in performing the activities outlined in the application.

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.

A well written grant will allow the reviewer to follow a trail where the statement of need explains the issue or challenge, the goals and activities explain what you plan to do to address/resolve the issue or challenge, and the budget supports how you plan to use the funds to support the activities.

The rubric shows what the reviewer is looking for in each section, if information is included but in a different section, it may be missed by the reviewer.

The grant guidelines provide an overview of the purpose of each grant, allowable activities etc. The grant document/application in the portal is the form you complete which may include examples or additional instructions.

The Q&A shares questions applicants have about anything in the guidelines, application template/grant document or detailed budget.

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, 2028.
- **Final Report** (July 1 – June 30) must be received on or before November 1, 2028

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 or supportive services needed to align education and training to industry-recognized credentials. Career Pathway approaches must be designed to prepare 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 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. This is a compliance piece of the application.
- Individual programs may not be funded for more than two consecutive grant projects.
- Major/Minor equipment (purchased or leased) may be funded up to 20 percent of the approved project costs.
- Facility costs are not allowed. This includes ongoing maintenance, building and remodeling costs including furniture and decorating materials.
- Marketing-related costs are limited to 10 percent of the total approved project cost.

Statement of Need

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

- Strengthening student support services in the classroom and beyond.

- 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 approached 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, veterans, and non-traditional students.
- Identifying, developing, or implementing approaches to adult student re-engagement following an exit point.

Goals and Measurable Objectives

Each grant goal must be explicitly aligned to at least one priority area (1-6):

1. Create/advance academic and educational outcomes for adult learners
2. Create/strengthen alignment between education, workforce, and industry needs
3. Create/foster partnerships that support student success in career pathways
4. Create/expand access and attainment across career and education pathways
5. Create/enhance student persistence and completion in educational and career pathways
6. Develop or enhance credit for prior learning gains, including transfer credits, military coursework, articulated high school credits and assessment of experiential learning

Goals must be accompanied by measurable objectives which include specific measurable outcomes.

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.
- Alignment of college services between offices and/or departments.
- Develop and/or implement supportive services for students.
- Provide professional learning opportunities for technical college staff to develop the expertise needed to execute the grant activities.
- Develop or refine dual credit agreements with the intention of enhancing dual credit mechanisms, policies, and procedures.
- 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, enhance, and implement approaches to expanding access to career pathways credentials through alignment of activities and policies within and across colleges.
- Provide career pathway student support services.
- Develop, enhance, and implement approaches to increase access and success for adult students.

- Enhance and support 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.
- Develop, support, or expand AA/AS pre-major and transfer pathways, including collaborations with transfer partners.

WTCS Contact:

Ann Westrich – ann.westrich@wtcsystem.edu

Completion

Request for Proposals CSDA #292.124

Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to create, expand and/or implement innovative strategies through direct services for student populations 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 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; financial aid services; occupational, ABE, or ELL instruction; remedial instruction; and curriculum development.
- Payment of student tuition and textbooks are not allowed.
- Funds may be used for course costs not covered by program and material fees.
- 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 completion 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, resource navigation, 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.
- Remove financial barriers for students experiencing gaps in completion outcomes by providing direct support (Examples: childcare to attend classes, groceries, reimbursement of transportation costs, housing, utilities, testing fees, background checks, course materials and supplies (i.e. scrubs, welding gloves), etc.). These funds can also be used for unplanned events causing unanticipated expenses such as medical treatment or vehicle repair.
- 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

For FY 2027-2028, please use the College-wide Student Success Dashboard in Power BI.

<https://mywtcs.wtcsystem.edu/grants-data-reporting/dashboards/>

You **must** fill out the data chart below. You may add additional rows to the chart to include populations experiencing gaps that you would like to focus on. If you want to focus on closing gaps for specific population(s) within a particular program you must add additional rows or another chart. See example below.

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

<i>Population</i>	Fall-Spring Retention (3-year Average) # of Students	Fall-Spring Retention (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 of 2.0 or greater GPA (3-year Average) # of Students	Course Completion of 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>Example additional population: All students in nursing programs</i>						
<i>Example additional population: economically disadvantaged students in Nursing Programs</i>						

<i>Population</i>	Fall-Spring Retention (3-year Average) # of Students	Fall-Spring Retention (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 of 2.0 or greater GPA (3-year Average) # of Students	Course Completion of 2.0 or greater GPA (3-year Average) % of Students
<i>Example additional student population: Student Parents</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 Power BI 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).
 - a. Average the percentage for the last three years of data available.
 - i. All Students: $2024-74.2\% + 2025-74.4\% + 2026-74.6\% = 223/3 = 74.3\%$
 - b. Average the “n” for the last three years of data available.
 - i. All Students: $2024-91,594 + 2025-91,162 + 2026-90,455 = 273,211/3 = 91,070$
2. Retention – Fall to Spring Retention by Student Characteristics Tab (for each target population).
 - a. Average the percentage for the last three years of data available and the “n” as shown above.
 - i. American Indian or Alaskan Native: $2024-68.6\% + 2025-65.9\% + 2026-62.3\% = 196.8/3 = 65.6\%$
 - ii. Asian: $2024-76.9\% + 2025-77.3\% + 2026-76.9\% = 231.1/3 = 77.0\%$
 - iii. Black or African American: $2024-65.4\% + 2025-65.0\% + 2026-65.8\% = 196.2/3 = 65.4\%$
3. Program Completion within 3 Year(s) Tab (for all students).
 - a. Repeat the steps shown above. Most recent complete cohorts to use: 2022, 2023 and 2024
4. Program Completion within 3 Year(s) by Student Characteristics Tab (for each target population).
 - a. Repeat the steps shown above. Most recent complete cohorts to use: 2022, 2023 and 2024
5. 2.0 GPA or Greater Tab (for all students).
 - a. Repeat the steps shown above. Most recent complete cohorts to use: 2024, 2025 and 2026
6. 2.0 GPA or Greater by Student Characteristics Tab (for each target population).
 - a. Repeat the steps shown above. Most recent complete cohorts to use: 2024, 2025 and 2026

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 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 completion 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:

Stephanie Glynn – stephanie.glynn@wtcsystem.edu

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 20, 2026, 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, 11, 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 and/or WTCS Board-approved by January of the grant application year (approval at or before the January WTCS Board meeting).

Note: Approved Advanced Technical Certificates (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 being developed must be approved at or before the January WTCS Board meeting of the grant application year.
- The larger credential being developed 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
 - Grant 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- and/or 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. Must be of primary benefit to the named program indicated on the grant application.
- Purchase and/or Lease of Equipment, Supplies and/or Software
 - Must primarily benefit the program named in the grant application, be industry-relevant and supported by advisory committee.
 - 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, Advertising and Recruitment
 - Program marketing, recruitment
 - Grant-funded position advertising, 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):

- If applicable, 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 college district.
- Describe the industry drivers that necessitate the changes in the core industry programming being sought.
- Provide documented evidence (e.g. advisory committee, DACUM, industry focus group, survey, letters of support, etc.) showing industry support for the proposed grant application. Industry support should indicate the project as a whole and identify applicable major grant components such as curriculum modification, equipment purchase, etc. Grant applications need not include every type of suggested documentation, but the information included must be comprehensive in demonstrating industry support and, at minimum, include the engagement of an ad hoc advisory committee and/or established program advisory committee.
- Provide ad hoc or advisory committee roster (with member names, titles and affiliated organizations) and minutes of relevant meeting(s). 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 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.

WTCS Contacts:

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IET Development and Expansion

Request for Proposals

CSDA #292.124

Due March 15, 2027

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 **all eligible** student populations, reach new audiences and implement student support to increase retention and completion, if appropriate. 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. The maximum amount of the award is the same whether it's a one- or two-year individual grant.
- Grant awards are made on a competitive basis.
- Grant applications are due March 15, 2027.
- IETs must be developed in high demand fields leading to a WTCS-approved credential within a career pathway.
- Administrative costs will be allowed for 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 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 plans, 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.
- Retention activities.

- Connections with employers (career fairs, job shadows, site visits by the employer or to the employers, externships etc.).

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.
- Report the percentage of students who subsequently attain new employment or were promoted as a result of the program.

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

The IET Planning Tool will be submitted with the grant as an attachment. Please ensure that the document is as comprehensive as possible. If you need further assistance, feel free to ask.

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.
- Explain how you'll purposefully connect IET students to employers while students are enrolled in the program or as they are transitioning from the program to the next step (i.e. career fairs, job shadows, site visits by the employer or to the employers, externships)
- 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 for 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 \$5,000.
- 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

Emergency Assistance

Request for Proposals

CSDA #292.104

Due March 15, 2027, after the 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 2027-28 Emergency Assistance Grant distribution amounts are established, which will be communicated to the colleges in February 2027. Requests for proposals are due March 15, 2027.
- 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 financial need meets the eligibility criteria for a grant from the Federal Pell Grant Program.
- 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. The total of all grants made to a student under this section in the same academic year may not exceed \$1,000.
- 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.
- 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 \$1,000 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 mid-year due February 15, 2028, and the final report due on or before **August 15, 2028**. The Emergency Assistance Grant reports for July 1, 2027 – June 30, 2028, 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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Emergency Medical Services Education

Request for Proposals

CSDA #292.102

Purpose

The Wisconsin Technical College System (WTCS) Board awards funds to offer support for advancing the provision of emergency medical services courses (EMR, EMT, AEMT, and Paramedic) across the state, expanding instructional capabilities and workforce development. The grant aims to foster innovation, enhance institutional capacity, and ensure alignment with industry needs.

Funds Available and Additional Limitations

- \$3,500,000 will be available for these purposes.
- Each district is limited to one application for up to \$218,750.
- Major/Minor equipment (purchased or leased) may be funded up to 50 percent of the total approved project cost.
- No construction/remodeling costs are allowed.
- No support allowed for any programs outside those listed in Statute 256.01.

Project must:

- Expand student enrollment access to the emergency medical services program.
- Prioritize waiting list remediation and 38.14 contract where applicable.
- Include programs that meet the requirements as defined in Chapter 256.01
 - Prepares individuals for initial certification for initial licensure as an emergency medical responder, as defined in s. 256.01 (4p) [note: 256.01(4p) defines as “a person who is certified by the department as an emergency medical responder under s. 256.15 (8) (a) or is exempt under s. 256.15 (2) (b) or (c) and who, as a condition of employment or as a member of an organization that provides emergency medical care before hospitalization, provides emergency medical care to a sick, disabled, or injured individual.”] or an emergency medical services practitioner, as defined in s. 256.01 (5) [note: 256.01(5) defines as “an emergency medical technician, an advanced emergency medical technician, an emergency medical technician — intermediate, or a paramedic.]

Allowable Activities

Up to 5% can be allocated toward administrative costs. Grant funds may be used for a variety of activities, including but not limited to:

- Expand Student Enrollment
 - Instructor salary and fringe
 - Instructor travel
 - Supplies and services

- Equipment
- Program accreditation fees
- Marketing and recruitment
- Curriculum Development
 - Planning and design roll out of new EMS curriculum
- Professional Development
 - Faculty onboarding, training and mentoring
- Workforce Alignment
 - Ensure programs reflect current and anticipated workforce need of your district
 - Collaborate with industry partners for schedule distribution and registration planning timelines
- Ancillary Student Costs
 - Immunizations
 - Uniforms
 - Testing fees
 - Books and manuals
 - Transportation (bus passes, etc.)

FY 27-28 Funds must be spent by June 30, 2028. FY27-28 Grant Final SFR will be due July 10, 2028.

Measurable Objectives

Include measurable objectives that clearly articulate the purpose and intended outcomes of your proposed activities. These objectives should be brief, specific statements that:

- Identify the need or challenge your project addresses
- Describe the activity or intervention you plan to implement
- Specify the measurable outcome you expect to achieve

Examples:

Goal 1: To expand district course offerings to rural areas.

Measurable Objective 1: Deliver a Spring AEMT course in the northern half of our district and Fall AEMT course in the Southern half of our district, with 80% of participants completing the training.

Goal 2: To promote learning flexibility through implementation of hybrid/flex learning, giving students the opportunity to learn theory in person or online.

Measurable Objective 2: Embed a technology-based assessment activity in a minimum of 50% of blended or online courses with a goal of 80% competency/success. (Increasing engagement and assessment through educational technology subscriptions such as Kahoot, Padlet, TedEd, Mentimeter or Quizizz.

Goal 3: To increase course availability

Measurable Objective 3: Hire additional faculty to support district needs and balance faculty workload by running a fixed schedule regardless of cohort size.

Guidance on writing measurable objectives:

- **Use numbers:** Include measurable targets (e.g., percentages, counts)
- **Keep it concise:** Limit each objective to 1–2 sentences

Guidance on writing activities:

- **Be specific:** Clearly define the activity and who it impacts
- **Focus on outcomes:** Describe what success looks like

Reporting Requirements

- Grantees must submit **Mid-year progress report** by **February 15, 2028**, and **Final Report** by **November 1, 2028**, detailing outcomes, lessons learned, and recommendations.
- **Final Showcase:** Grantees will participate in a virtual event to share project outcomes, lessons learned and achievements. This will support colleges by sharing technology implementation, scheduling strategies, areas of opportunity, and program successes.
- Client reporting is required.

Review Criteria

While this is a non-competitive grant, applications will be evaluated based on:

- Innovation and relevance
- Feasibility and clarity of implementation
- Institutional readiness and policy compliance
- Potential for scalability and sustainability

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
- 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 incorporate 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 grant goals focus on enhancing instructional practices and faculty development. Occupational Competency grant goals focus on maintaining and advancing faculty expertise within their occupational fields.

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 informed by relevant data (e.g. local institutional data, program-level data, faculty or student feedback) and aligned with system-wide and college priorities.

Goals should be clearly defined and measurable, including specific outcomes or indicators of success (e.g., # of participants, implementation of new instructional strategies, or impact on student learning).

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 through intentional efforts including but not limited to establishing/increasing/maintaining affinity groups, mentoring programs, peer coaching and other retention efforts.
- Increasing student success and completion through faculty professional learning.
- Increase/maintain staff orientation and/or onboarding programs.
- Enhance innovative instructional methodologies to create inclusive and accessible learning 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

Proposed activities should be intentionally selected based on identified needs and clearly aligned with the stated goals and desired outcomes of the project.

Allowable Activities must promote the following:

- Build instructor awareness of and expertise in relevant and innovative instructional practices (e.g., universal design for learning, use of multiple and varied resources and authors, attending webinars or seminars focused on emerging needs and supports for all students, 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 and how these technologies will be implemented to enhance teaching, learning, or program delivery.
- Integrate the learning of new technologies into curriculum and instruction. Activities must detail how professional growth and/or Occupational Competency Program activities will integrate into the classroom environment.
- Practice instructional methods that incorporate emerging technologies.
- Implementation of Systemwide and/or college priorities (e.g., professional learning related to guided career pathways, advancing success for every student, creating engaging learning environments, enhancements and innovations to the college's Faculty Quality Assurance System; etc.) including clear reference to specific institutional initiatives or strategic priorities.

Professional Growth

Applications should clearly describe how proposed activities address identified needs, align with stated goals, and contribute to measurable outcomes. Applications should demonstrate a clear connection between identified needs, proposed goals, selected activities, and intended outcomes to support a cohesive and well-designed project.

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

- Establish/increase/maintain affinity groups, mentoring programs, peer coaching and other efforts that support recruitment and retention of faculty.
- 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 communities.
- Review and assess the current mentoring, professional learning, orientation and 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

Applications should describe how participation in Occupational Competency activities will result in measurable improvement in instructional practice, program quality, or student learning experiences.

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 businesses 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.

District Name	Faculty and Professional Nonfaculty # *	Faculty and Professional Nonfaculty %	Allocation based on Staff %	Base Allocation	Total Allocation
Chippewa Valley	398.2	7.26%	\$26,128	\$40,000	\$66,128
Western	289.0	5.28%	\$18,964	\$40,000	\$58,964
Southwest Wisconsin	147.2	2.68%	\$9,658	\$40,000	\$49,658
Madison Area	656.8	11.97%	\$43,095	\$40,000	\$83,095
Blackhawk	168.9	3.08%	\$11,082	\$40,000	\$51,082
Gateway	406.5	7.41%	\$26,674	\$40,000	\$66,674
Waukesha County Area	374.2	6.82%	\$24,555	\$40,000	\$64,555
Milwaukee	952.7	17.36%	\$62,512	\$40,000	\$102,512
Moraine Park	175.0	3.19%	\$11,480	\$40,000	\$51,480
Lakeshore	156.5	2.85%	\$10,272	\$40,000	\$50,272
Fox Valley	517.5	9.43%	\$33,959	\$40,000	\$73,959
Northeast Wisconsin	470.5	8.58%	\$30,872	\$40,000	\$70,872
Mid-State	190.1	3.46%	\$12,471	\$40,000	\$52,471
Northcentral	290.9	5.30%	\$19,086	\$40,000	\$59,086
Nicolet Area	108.9	1.98%	\$7,144	\$40,000	\$47,144
Northwood Tech	183.6	3.35%	\$12,048	\$40,000	\$52,048
Total	5,486.3	100.00%	\$360,000	\$640,000	\$1,000,000

FY2025

*Position Classes: Counselor, Librarian, Instructional Specialist, Professional Non-Faculty, and Instructor

WTCS Contact:

Mandy Johnson - mandy.johnson@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 contributed to improved instructional practices, enhanced faculty expertise, and /or strengthened student outcomes.. 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

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 8, 2027](#), 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 as submitted, 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), 4822 Madison Yards Way, North Tower, 5th Floor, 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 there is a change in grant-funded project spending that shifts funds between budget-line items, resulting in a change of more than twenty percent (20%) in any line item (i.e. moves more than 20% from the supply line to the salary line).

Sometimes, the cost of budgeted items changes, although there are no changes to outputs and/or activities. If the change is twenty percent (20%) or less within a budget line item, no formal revision 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 revision approval with a revised award letter via e-mail.

Final revisions should be submitted 45 days prior to the grant end date.

Planned State Grant Funds Available for FY 2027-28

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
Emergency Medical Services	\$3,500,000
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	\$27,664,000

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 underrepresented 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-Major: Tangible property (other than land and/or buildings) used in the operations of business. Any single item costing \$5,000 or more with a life expectancy of two or more years.

Equipment-Minor: Tangible property (other than land and/or buildings) used in the operations of business. Any single item costing up to \$4,999 with a life expectancy of two or more years. **For disposal purposes, equipment items with a cost of less than \$500 per item or set are considered supplies.**

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, it 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, it 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 a change of twenty percent (20%) or less 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 more than twenty percent (20%) in a line item, see Revision definition.

Other: The total cost of all items that are not classified as Administration, S e.g., contractual services and honorariums. If grants funds are not used to pay for travel to a conference, then all costs (registration, hotel, meals, etc.) go in the “other” line.

Pre-major: The term "pre-major" means that the WTCS college has created an articulation agreement with a specific 4-year institution that allows an AA or AS graduate to transfer to the 4-year institution to complete their bachelor's degree in the "pre-major" area.

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 more than twenty percent (20%) 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 a change of twenty percent (20%) or less in any line item, see Modification definition.

Salaries/Fringes: The total costs of all salaries and fringe benefits required to complete the activities (excluding salary and fringe costs for contracted services).

Small Business: For WAT Grant purposes, it 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.

Software: The total cost of all software regardless of cost or function.

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: The total cost of all consumable supplies such as books, materials, printing, videos, etc. 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 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.

Travel: The total of all travel costs (excluding travel costs for contracted services). All travel must comply with district travel policy. If travel to a conference is being paid for by the grant all fees for that conference must go in the travel line (registration, mileage, flight, hotel, meals, etc.).

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	Mandy Mayek amanda.mayek@wtcsystem.edu	(608) 266-8669
Audit Information	Anna Richter anna.richter@wtcsystem.edu	(608) 267-2485
Client Reporting System	Carolann Nelson carolann.nelson@wtcsystem.edu	(608) 266-0021
Career Pathways	Ann Westrich Ann.westrich@wtcsystem.edu	(608) 261-4588
Completion	Stephanie Glynn stephanie.glynn@wtcsystem.edu	(608) 267-9548
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
Emergency Medical Services	Latisha Spence-Brookens Latisha.brookens@wtcsystem.edu	(608) 266-0995
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	(608) 266-1287
Workforce Advancement Training (WAT)	Anna Richter anna.richter@wtcsystem.edu	(608) 267-2485
Work-Based Learning Grants for 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>
