



# **HOSPITAL EMPLOYEE EDUCATION & TRAINING PROGRAM (HEET)**

## ***2025-26 PROGRAM GUIDELINES***

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The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

## Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available in OGMS	February 13, 2025
Applications due in OGMS	April 3, 2025
Applicants notified of approval status	Before July 1, 2025
Final approval given	Before July 1, 2025
Allocations begin	July 1, 2025

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# Overview

The State Board for Community and Technical Colleges (SBCTC) is committed to helping industry thrive and expand in Washington State through the development of a skilled workforce. The Hospital Employee Education and Training Program (HEET) supports the alignment of training programs with current industry practices and employee recruitment needs.

This funding is to develop or expand innovative training programs in partnership with labor unions and employers that support incumbent healthcare workers to advance their careers in the healthcare field while meeting the rapidly changing workforce needs of our healthcare system.

Projects must address one or more of the following goals:

- Enhanced accessibility and academic progression for hospital and outpatient healthcare workers through college healthcare pre-requisite courses and certificate/degree programs
- Address an industry shortage or other pressing workforce need in the healthcare industry
- Lead to increased capacity of the college system in nursing and other high-demand healthcare fields
- Bring greater diversity to the healthcare workforce
- Build a stronger labor union/management/education healthcare partnership in order to leverage public and private investment.

Together, all projects funded in this cycle must lead to the creation of 50 annualized state-funded FTES. Individual projects are not required to lead to the creation of all 50 annualized state-funded FTES; continuing projects are required to contribute to this overall total.

This document contains information, criteria, and application materials needed to apply for the 2025-26 HEET funds.

## Application Guidelines

### Who May Apply

The State Board for Community and Technical Colleges (SBCTC) invites Washington State community and technical colleges to apply for the Hospital Employee Education and Training (HEET) funding for projects in 2025-26. This funding is open to community and technical colleges in Washington State as defined under [RCW 28B.50.030](#). Colleges must develop proposals in collaboration with the required partners in order to receive funding. Please refer to the Required Partners section below for more details.

### Required Partners

The foundation of HEET is the collaboration between a healthcare employer(s), a labor union(s) representing workers at a partnering employer(s), and a community or technical college(s). HEET proposals must clearly demonstrate the involvement of at least one healthcare employer and one labor union partner in the design and ongoing implementation of the project. A labor union/employer partner such as a training fund is strongly encouraged to act as a liaison and

facilitator for project partners.

Proposals submitted without evidence of the deep involvement of employer and labor union partners will not be competitive for funding. Typically, a labor union and management partnership identifies specific projects based on employer and employee needs, and colleges work with the partnership to design and deliver training in order to meet those needs.

## How Does the College Apply?

Access the 2025-26 Hospital Employee Education Training (HEET) application through the Online Grant Management System ([OGMS](#)).

If you do not have an account, contact your organization's [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY26.

Submit completed grant applications to the SBCTC through OGMS no later than April 3, 2025, at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on April 3, 2025.

## Application Process

### Application Categories

The State Board for Community and Technical Colleges is soliciting proposals that fall into one of two categories:

1. New project proposals: New projects may contain, as appropriate, capacity building/program improvement activities (a planning phase) as well as implementation activities (defined as enrolling students in relevant programs/classes). Proposals that contain both planning and student enrollments during the fiscal year will also be considered.

Proposals that contain only capacity building/planning activities for FY26 must complete the section of the application demonstrating how the planning work would lead to enrollments during the next fiscal year.

2. Continuation proposals are those that have received HEET grant funding in the previous fiscal year. Continuation proposals must directly support student enrollments and will not be awarded to projects that propose only capacity-building/planning activities. Continuation proposals must demonstrate an evolution of the project and a clear need for continued HEET funding support.

### Applications Basics

When developing proposals, colleges should strongly consider the intent of the funding (please see the [Overview](#) and [Required Partners](#) sections of the Guidelines) and the total amount of available resources to best demonstrate the proposal's practicality.

Proposals will be evaluated using the rubric published in Appendix A of these guidelines. Should requests for funding exceed available funds, well-qualified proposals will be prioritized according to points awarded in [Appendix A: Part 3](#). Please carefully review these guidelines, OGMS, and [Appendix A](#) for required elements before submitting a proposal.

Colleges may submit only one application.

If applying as part of a multi-college consortium, the application must indicate which college will be operating as the lead institution. Consortium applications need to clearly demonstrate how the activities of the individual colleges or pooling of resources support a common goal.

## Application Review Process

An application review panel will be convened to assess each of the proposals that meet minimum criteria to be considered for funding. The review panel will make recommendations to the SBCTC based on the evaluation criteria in [Appendix A](#). Recommendations will be forwarded to the SBCTC for final approval. Colleges will be notified via OGMS regarding proposal status prior to July 1, 2025.

## Application Components

The following is a list of all the required documentation needed to have a completed application in OGMS:

1. Attachment 1: Cover page, including the names of all required partners with their signatures, must be uploaded as an attachment.
2. Completed narrative sections of OGMS.
3. Budget in OGMS, including narrative page and information on leveraged resources.
4. If applying as a consortium, the OGMS budget must be the total budget for the entire project. This must be supported with an attachment that breaks out the budget by college.
5. Letter(s) of support from labor union and healthcare employer partners (this does not take the place of the required partner signatures). Upload letters as attachments in OGMS.
6. RACI Matrix outlining roles and responsibilities of all partners.

Optional: Supporting visual illustrations saved as a PDF file and not to exceed 2 letter-sized pages to support the evidence presented in OGMS (flow chart, conceptual diagram, Gantt chart, etc.). Upload optional visuals as attachments in OGMS.

## Program Guidance

In preparing the application, please consider the following:

- Review panel members come from a variety of professional backgrounds. Please do not assume panel members are familiar with community & technical college programs, funding, or acronyms. Some reviewers may not be familiar with healthcare industry jargon.
- Consider the amount of detail needed to provide a compelling reason for a panel to recommend funding this project. Ideal proposals provide the detail needed to understand what efforts the money will go to while not distracting panel members with non-related information.
- Who, What, When, Where, How, and Why is a viable framework for approaching what information to present.

- Questions have been revised and updated from previous years. Copying and pasting answers from previous years is not recommended. Use [Appendix A: Evaluation Rubric](#) as a checklist for your proposal narrative.

## Application Content

Address the following items in OGMS narrative questions. In addition to addressing each item in OGMS, colleges may submit supporting visual illustrations saved as a PDF file and not to exceed two letter-sized pages to support the evidence presented in OGMS (flow chart, conceptual diagram, Gantt chart, etc.). Any visuals submitted are considered supplemental; the information presented in OGMS narrative questions must be complete.

### 1.1-1.10: General Project Information

Please provide the project name, CIP code, program plan code, and total dollar amount requested.

Number of FTES anticipated in FY26 (note: only continuing projects are required to include FTES for FY26).

Please provide a brief project overview that would help the review committee understand the goals and outcomes of the project. Note: this statement may be used for HEET marketing materials and/or reports to the legislature.

Projects are required to have labor union and healthcare employer partnerships. Please upload the RACI document outlining the roles and responsibilities of all project partners.

Provide a project timeline identifying major milestones or activities over the funding year (examples: When will a contract be executed, what date will project staff be hired, when will curriculum work be convened and completed). The timeline should convey an understanding of the complexities, dependencies, and contingencies inherent in the proposed project.

### 2.1-2.3: Supporting Incumbent Workers

Please describe the incumbent worker student that will be supported by this program/project. Include details such as title/job classification, average wages, languages spoken, or other relevant data to help understand the target audience.

How will the project identify, recruit, and retain incumbent healthcare workers in the proposed program?

What strategies, policies, services, etc., does your college have in place to support the unique needs of an incumbent worker?

### 3.1-3.11: Systemic Impacts & Alignment with Funding Goals

Describe the project's capacity for long-term, systemic impact. What will be sustainable once the HEET grant funding concludes?

Does the project address any of the following funding goals:

Enhancing accessibility and academic progression for hospital and outpatient healthcare workers through college healthcare pre-requisite courses and certificate degree programs. If yes, describe how.

Address an industry shortage or other pressing workforce needs in the healthcare industry. If yes, describe the shortage (or other pressing workforce need) and how the project will address it. Why is the incumbent worker the ideal candidate to address this need?

Lead to increased capacity in nursing or other high-demand healthcare fields. If yes, be specific with the number of seats added or created in the program. If expansion is demonstrated in ways other than seats, please provide specific details on how capacity will be increased.

Bring greater diversity to the healthcare workforce. If yes, describe how and include specific strategies and intended outcomes. Describe the metrics that will be used to track progress or show evidence of success.

Build a stronger labor union/management/education partnership in order to leverage public and private investment. If yes, describe the current partnership with labor unions and healthcare employers. What are the strengths, and what are the areas that will be improved upon. Describe the activities that will take place to strengthen the relationship. What will be the outcomes? How will the activities ultimately support the incumbent worker?

#### **4.1-4.3 Project Partnership**

- Describe the current partnership with labor unions and healthcare employers.
- What are the current partnership's strengths, and what are the areas that will be improved upon?
- Describe the activities that will take place to strengthen the relationship and the outcomes.

#### **5.1-5.3 New Projects that Do Not Include Student Enrollments**

New projects that propose ONLY capacity building/planning activities during the project year (student enrollments in FY26 are not required for a new project) must complete the OGMS section 5 to provide future-year enrollment and activity projections. If a new project includes student enrollments for FY26, please complete Section 6 instead.

- How will your capacity building/planning activities directly lead to student enrollments in the fiscal year following the grant (FY27)?
- Provide an estimated headcount of how many students will be enrolled in the project's second year (FY27).

#### **6.1-6.4 New Projects that Include Student Enrollments:**

New projects that include capacity-building or planning activities AND student enrollments in FY26 should complete this section. For continuing projects, student enrollment questions will be found in Section 6.

- Number of credits built into the program
- Headcount of students you anticipate will participate in FY26.
- Number of annualized FTEs you anticipate in FY26

#### **7.1-7.7 Continuing Projects that Include Student Enrollments**



**Please note: for continuation proposals, SBCTC will look at ctcLink data to evaluate current project progress for FTES. Please ensure ctcLink records are up-to-date prior to submitting your proposal.**

- Number of credits built into the program
- Number of students who start annually in the program enrolled to date in the current year (FY26)
- Number of students who have completed or will complete in FY25
- Headcount of students you anticipate will participate in FY26
- Number of annualized FTEs you anticipate in FY26
- Briefly describe the progress, the status of the project, and any barriers to success in FY25.

#### **8.1-8.9 Budget and Budget Narrative, as detailed in OGMS.**

#### **9.1-9.2 Leveraged Resources and Letter(s) of Support:**

- Total amount of leveraged resources
- Describe the leveraged resources. Are funds from industry partner(s) or other sources included in the project? How will leveraged resources be used in the HEET program?
- Briefly describe the progress, the status of the project, and any barriers to success in FY25.

Attach letter(s) of support from labor and/or healthcare employer partners in OGMS (this does not take the place of the required partner signatures).

#### **10.1-10.2 Artificial Intelligence Disclosure**

- Please describe to which extent generative AI technology was used to develop this proposal and write the application. How was it used?

## **Disclaimer**

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

## **Funding**

### **Allocation Amount and Allowable Costs**

Funding available for 2025-26 totals \$1,997,232, pending passage of the 2025-2027 Biennial State Budget. The SBCTC will fund projects at a maximum of \$250,000 per proposal. A project that includes more than one community or technical college and more than one employer partner (in addition to one labor-management partnership) may apply for funding in excess of \$250,000.

Since the goal of the HEET program is to be self-sustaining, projects will not automatically be funded in subsequent years. While there is no guarantee for continued funding, colleges may re-apply, and preference will be given to support successful projects requesting second-year continuation funding.

The review panel reserves the right to scale proposals as needed. Funding is subject to the extent of available resources.

Allowable expenses include:

- Curriculum development or modification to meet the needs of incumbent healthcare workers (e.g., projects that support curriculum and program consistency across colleges, work-based learning models, modular programs, course/program schedule restructuring to accommodate working adults, pre-requisite course progression/completion, online programs, simulation, and programs to train for new jobs coming online due to healthcare reform)
- Equipment needed to train incumbent workers
- Creation of a system to grant credit for prior learning
- Sustaining the labor, management, and college partnership to help aid these efforts, including in-services for effective partner communication, role definitions and functions, effective collaboration, and joint decision-making
- Support for students (e.g. tutoring, childcare, transportation). A maximum of 20 percent of this funding may be used for this purpose.
- Instructional costs and project-related faculty training costs
- Program recruitment and retention activities (e.g., orientation, enrollment services, case management)
- Symposium costs to share/learn best practices in teaching methodologies and curricula that support the needs of incumbent workers
- Project evaluation

The list above is not exhaustive. Proposals can be submitted for new and innovative projects not identified above. Each project will need to be considered in relation to the needs of the healthcare employer and labor union partners.

NOTE: Student Tuition and Fees are not allowable expenses under HEET.

## Allocation of Funds

This is a competitive funding opportunity. Proposals that meet minimum submission requirements ([Appendix A, Part 1](#)) will be evaluated against the criteria presented in Appendix A, Part 2. Should requests for funds exceed available funding, projects will be prioritized using the priority elements outlined in [Appendix A, Part 3](#).

Funding for approved applications will be allocated to colleges. Funding becomes available July 1,

2025, and expires June 30, 2026. Funds do not extend beyond the end of the fiscal year (June 30, 2026). Work with your college's business office to access these funds. These funds are to be used as stated in the Program Guidelines document and must follow state-wide accounting rules.

The availability of funding is subject to the passage of the 2025-2027 Biennial State Budget.

## Required Leveraged Resources

All proposals must document the commitment of leveraged resources from industry. Examples of leveraged resources include the contribution of time, space, and/or employer tuition resources to meet project outcomes. In alignment with statewide HEET goals to leverage public/private investments, proposals with highly leveraged resources from industry (employers) will be given priority for funding.

In submitting proposals, please consider the proportion of leveraged funds in comparison to the overall funding request. Proposals with higher levels of leveraged resources have been viewed more favorably by review panels as a measure of partner investment.

## Budget Guidance

### Budget Activities

The following list identifies all eligible program components by activity (also known as a budget line or line item).

#### General

Necessary and reasonable program costs.

#### Administration

Administration is defined as activities necessary for the proper and efficient performance of eligible recipient's duties under the program, including supervision, but does not include curriculum development activities, personnel development, or research activities.

**A maximum of 10% of HEET funding requested may be spent on administrative expenses.**

### Budget Categories

Based on the budget activities above, you must determine how much of each activity will be budgeted in each budget category (also known as a budget column). The following is an overview of each budget category.

#### Salaries, Wages, and Benefits

Salaries, wages, and benefits associated with staff directly involved in grant activities and paid in full or in part from this grant.

In your budget narrative, please be sure to include all positions to be funded by the grant, percentages of effort/FTEF, salary, and/or hourly wage information, benefits, and a brief description of duties by position as they relate to the grant. Please refer to Appendix A for guidance

on determining the FTE/FTEF percentages and salary/wage allocations.

Please put each employee position on a new line of text.

*Examples:*

- Career Services Counselor: 50% FTE = Salary: \$25,000, Benefits: \$11,250. Advises CTE students, provides in-class career exploration activities, and serves as a liaison between program leads and business/industry partners.
- 10 faculty stipends at \$1,000 each for curriculum development = \$10,000
- Disability Specialist: 0.40 FTE = Salary: \$24,000, Benefits: \$12,000. Provides recruitment, retention, counseling, and other support services for disabled CTE students.
- CTE Faculty for 40 hours at \$35/hour = Salary: \$1,400 total, Benefits: \$560. Participation in an industry-based professional development experience.

## Goods and Services

Goods: Items with an individual acquisition cost of less than \$10,000 or a useful life of less than one year necessary to carry out grant activities.

*Examples: tools, computers, office supplies, postage, printing*

Services: Services of a routine nature necessary for carrying out grant activities.

*Examples: interpreter services, interagency agreements (contracts between two or more state agencies)*

The cost of any items purchased that will not be used exclusively for grant purposes must be split amongst other funding sources.

Note: Interagency agreements (contracts between two or more public entities) are considered services and should be budgeted and invoiced in the “goods and services” category.

## Travel

Expenditures for transportation, meals, hotel, and other expenses associated with traveling related to allowable grant activities. Reimbursement for travel costs must be within OFM travel rates and regulations which can be found in the State Administrative and Accounting Manual ([SAAM](#)), [Chapter 10.90](#). Please note, when the grant recipient (the college or CBO) reimburses travel under this grant using state funds, the same OFM travel rates and regulations must be applied.

**Example:** \$100 in mileage reimbursements for travel to off-campus meetings

## Contracts

Professional or technical services provided by a consultant (contractor) to accomplish a specific study, project, task, or other work statement. Rules that apply to the grant recipient (the college) under this grant must also be applied to the contractor.

Note: Interagency agreements (contracts between two or more public entities) are considered services and should be budgeted and invoiced in the “goods and services” category.

**Example:** 200 hours of translation services from Company XXX for a contract total of \$5,000

## Capital Assets

A Capital asset is defined as property or equipment with a useful life in excess of one (1) year and a per unit acquisition cost of \$10,000 or more. Equipment purchased with grant funds shall remain the property of the grant recipient and their inventory control.

Funds may not be used to acquire equipment (including computer software) that results in a direct financial benefit to any organization representing the interest of the acquiring entity or its employees or any affiliate of such an organization.

## Requirements

### PeopleSoft Coding Requirements

Students are coded with a Student Group Code of “SHEE.” This code should be verified each quarter and not be retained on the student after departure from the program. Only state-funded FTES generated by students where coded with Student Group Code of “SHEE” during the year/quarter will be included in the targeted enrollment HEET report.

## Reports

A mid-year report on the project is due to the SBCTC by January 23, 2026. The SBCTC will provide a template that identifies the minimum items to address in the evaluation by December 12, 2025. Grant administrators are responsible for obtaining this template from the following webpage: <https://www.sbctc.edu/colleges-staff/grants/hospital-employee-education-training.aspx>.

A final report about the project is due to the SBCTC by July 17, 2026. The SBCTC will provide a template that identifies the minimum items to address in the evaluation by June 12, 2026. Grant administrators are responsible for obtaining this template from the following webpage: <https://www.sbctc.edu/colleges-staff/grants/hospital-employee-education-training.aspx>.

Evaluations conducted by any external evaluator are to be included in the final project evaluation report submitted by a college and/or consortium to the SBCTC.

## Open Licensing Requirement

The SBCTC requires that all digital software, educational resources, and knowledge produced as part of this competitive funding be placed under the Attribution license from Creative Commons. This license allows others to use, distribute, and create derivative works based upon the digital works, while still allowing authors to receive credit for their efforts.

Please read the license at [Creative Commons](https://creativecommons.org/licenses/by/4.0/). If awarded funds, you must agree to allow the SBCTC to distribute the digital software, educational resources, and knowledge created through this funding under the terms of the Creative Commons Attribution License available at the website above. Creative Commons (CC) is a nonprofit corporation dedicated to making it easier for people

to share and build upon the educational and scientific work of others, consistent with the rules of copyright.

# Appendix A: Evaluation Rubric

## Part 1: Minimum Requirements to Qualify for Review

To qualify to move forward to the review panel for consideration, proposals must meet the criteria in items 1-2.

Criteria	Standard
1. Proposal contains all required elements, including required attachments, in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
2. Proposal addresses all narrative questions in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

## Part 2: Proposal Evaluation

Criteria for Part 2 begin on [page 3](#).

Part 2 is a detailed evaluation of each section of the proposal. Scale: 0-4 scale where 0 represents the LOWEST possible score and 4 represents the HIGHEST possible score for each section.

0	Does not meet the criteria and is unsuitable for consideration without significant revisions. Not recommended for funding.
1	Information is present but incomplete or inadequate for evaluation purposes. Additional detail would be needed to fully evaluate.
2	Adequately meets the criteria and is suitable for consideration. Proposal provides a good amount of detail and an appropriate plan for achieving goals. Some revisions or clarifications may be necessary.
3	Meets the criteria, provides a good amount of detail, and provides a good plan for achieving goals. Recommended for funding.
4	Exceeds the criteria and is well-qualified for consideration. Information is detailed and complete and provides a thorough plan for achieving goals. Highly recommended for funding.

## Part 2: Priority Elements

Should requests for funds by recommended proposals exceed available funding, the following criteria will be awarded points to prioritize projects for awards.

Student Enrollments: Project includes state-supported Full-Time Equivalent Students (FTES) will be generated in FY26.	Nursing Expansion: Project will increase nursing program enrollment capacity or will expand clinical placements for nursing students.	Behavioral Health Integration, Mental Health & Self-Care: Project contributes to the increased integration of behavioral health into primary/conventional healthcare; and/or project includes caregiver mental health & self-care curriculum development	Increasing diversity of nursing students and faculty: Project will develop and implement specific activities to increase the diversity of nursing students and/or faculty, and includes specific activities to retain diverse students and/or faculty	Rural Areas: Project is proposed by a college in a rural area, using the Perkins V definition of rural.
Yes – 1 No – 0	Yes – 1 No – 0	Yes – 1 No – 0	Yes – 1 No – 0	Yes – 1 No – 0

## Part 3: Proposal Evaluation Criteria

Criteria	Scale	Examples of how criteria can be demonstrated
<b>1.1-1.10 Project Description, Timeline, and Partner Roles &amp; Responsibilities</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS section 1, items 1.1-1.10 <ul style="list-style-type: none"> <li>• Project description provides a clear overview of the project. Identifies goals and outcomes for the project.</li> <li>• Includes narrative on how the partnership developed around the project concept.</li> <li>• Project timeline identifies: a) major milestones/activities over the funding year; b) when a contract be executed, date project staff will be hired, when curriculum work will be convened and completed; and c) conveys a capacity to coordinate the complexities, dependencies and contingencies inherent in the proposed project.</li> <li>• Partner roles and responsibilities are clearly delineated, complete, and logical throughout the duration of the project.</li> <li>• Project partners are identified and include the required partners, as outlined in the RACI.</li> </ul>



Criteria	Scale	Examples of how criteria can be demonstrated
<b>2.1-2.3 Supporting Incumbent Worker Students</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS section 2. <ul style="list-style-type: none"> <li>Clearly describes the incumbent worker who will be supported by the program using relevant details.</li> <li>Describes a plan for identifying, recruiting, and retaining workers into the program.</li> <li>Demonstrates a plan for how the unique needs of incumbent student workers will be supported.</li> </ul>
<b>3.1-3.11 Systemic Impacts &amp; Alignment with Funding Goals</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS Section 3. <ul style="list-style-type: none"> <li>Describes the project's capacity for long-term, systemic impact. Includes deliverables that can be sustained after funding concludes.</li> <li>Each funding goal identified in the proposal provides details to help the review committee understand how the proposed activities will meet that goal. Details include outcomes and deliverables and include data citations where appropriate.</li> <li>Describes the workforce shortage or other pressing workforce needs in the healthcare industry that the project will address. Any data provided in the response includes citations.</li> </ul>
<b>4.1-4.3 Project Partnership</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS section 4. <ul style="list-style-type: none"> <li>Clearly describes the current partnership, its strengths, and areas that need to be improved.</li> <li>Description of activities is clear and intended outcomes show how the relationship will be strengthened as a result of this project.</li> </ul>
<b>5.1-5.3 New Projects that Do Not Include Student Enrollments for FY26</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	OGMS section 5. <ul style="list-style-type: none"> <li>Complete information about how planning activities/capacity building will lead directly to student enrollments in the following year is provided.</li> <li>Projected headcount for FY27 enrollments are provided.</li> </ul>
<b>6.1-6.4 New Projects that Do Include Student Enrollment for FY26</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	OGMS section 6. <ul style="list-style-type: none"> <li>The proposal includes the number of credits built into the program, the number of students anticipated to enroll in FY26, and the number of annualized FTES are provided.</li> </ul>

Criteria	Scale	Examples of how criteria can be demonstrated
	<input type="checkbox"/> 4	
<b>7.1-7.7 Continuing Projects that Include Student Enrollments for FY26</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<p>OGMS section 7.</p> <ul style="list-style-type: none"> <li>Continuing project proposals will use ctcLink data to evaluate FTES progress.</li> <li>The proposal includes the number of credits built into the program, the number of students who start annually in the program and are enrolled to date in the current year, the number of students who have completed or will complete training in FY25 (current year), and headcount of students and anticipated annualized FTES for FY26 are included.</li> <li>Current project status description provides adequate details to understand how the current work will continue and how any current year barriers (FY25) will be addressed to allow success of next year's activities (FY26).</li> </ul>
<b>8.1-8.9 Budget</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<p>OGMS section 8.</p> <ul style="list-style-type: none"> <li>Presents a complete budget that is tied to the description and deliverables proposed.</li> </ul>
<b>9.1-9.2 Leveraged Resources</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<p>OGMS section 9.</p> <ul style="list-style-type: none"> <li>Description and amount of the leveraged resources being brought to bear on the proposed project are appropriately scaled to the project's activities and outcomes.</li> <li>Attached letter(s) of support from labor and healthcare employer partners indicate a high degree of engagement (this does not take the place of the required partner signatures).</li> </ul>
<b>10.1-10.2 Artificial Intelligence Disclosure</b>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<p>OGMS section 10.</p> <ul style="list-style-type: none"> <li>Description of the extent to which generative AI technology was used to develop the proposal provides the review committee with adequate detail to understand the use of this technology.</li> </ul>



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Washington State Board for Community and Technical Colleges