



PERKINS LEADERSHIP BLOCK GRANT

2021-22 GRANT GUIDELINES

Workforce Education

Washington State Board for Community and Technical Colleges

PO Box 42495

Olympia, WA 98504

SBCTC.edu

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	April 15, 2021
Applications due for first consideration	May 13, 2021
Billing deadline for all expenses incurred through September 30, 2021	October 31, 2021
Billing deadline for all expenses incurred through December 31, 2021	January 31, 2022
Billing deadline for all expenses incurred through March 31, 2022	April 30, 2022
Last day to apply for a grant	May 31, 2022
Final budget revision deadline	June 15, 2022
Projected end date of grant	June 30, 2022
Billing deadline for all expenses incurred through June 30, 2022	July 15, 2022
Final reports due in OGMS	July 31, 2022

Grant Contacts

Program Administration Questions

Tim McClain
Program Administrator, Workforce Education
tmcclain@sbctc.edu
360-704-4342

Policy Oversight Questions

William Belden
Policy Associate, Workforce Education
wbelden@sbctc.edu
(360) 704-4359

Fiscal Policy Questions

Denise Costello
Policy Associate, Fiscal Management
dcostello@sbctc.edu
360-704-4344

Budget, Invoicing, & OBIS Questions

Dylan Jilek
Contracts Specialist
djilek@sbctc.edu
360-704-4343

OGMS, OBIS, & Invoicing Questions

Kari Kauffman
Program Assistant
kkauffman@sbctc.edu
360-704-1021

Table of Contents

Deadlines and Milestones.....	2
Grant Contacts	2
Table of Contents.....	3
Overview	4
Applicant Guidelines.....	4
Who May Apply	4
How Does the Provider Apply	4
Application Process.....	4
Changing Grant Activities after Grant Award Date.....	4
Disclaimer.....	5
Funding.....	5
Funding for 2021-22	5
Grant Activities	5
Program Adaptation and Development Funding.....	5
Special Populations Funding.....	6
Local Student Leadership Funding.....	8
Statewide and Regional Partnership Funding.....	8
Reserve Funds.....	8
Reporting	9

Overview

The Perkins Leadership Block Grant is designed to allow for local flexibility and autonomy while aligning with and incorporating the Leadership priorities articulated in the Washington State Perkins Plan. These are reflected in the five narrative sections described below, two of which (Professional Development and Local Student Leadership) carried over from Perkins IV with minor revisions. What were formerly classified in general terms as Replication and Innovation Projects should now fit within the categories of Program Adaptation and Development, Special Populations (which may include non-traditional initiatives), and Statewide and Regional Partnerships. While colleges are still encouraged to share and adopt promising practices across the system, all projects supported with Leadership funds should be adapted to fit the college proposing them and described accordingly within the application.

Applicant Guidelines

Who May Apply

This grant is open to community and technical colleges in Washington State as defined under [RCW 28B.50.030](#).

How Does the Provider Apply

Access the 2021-22 Perkins Leadership Block Grant Application through the Online Grant Management System ([OGMS](#)).

If you do not have an account, contact your organization's [Security Contact](#) for access to the FY22 Perkins Leadership Block Grant.

Submit completed grant applications to the SBCTC through OGMS no later than May 31, 2022 at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on May 31, 2022. ***Grant funds will not pay for costs incurred prior to the grant approval date and/or before July 1, 2021.*** For funding to start as of July 1, 2021, submit applications no later than May 13, 2021.

Application Process

We suggest writing responses to application questions in a word processing program and pasting the application content into OGMS. This will help ensure you do not lose any content if the OGMS application times out.

The assurances document that your college signed and uploaded to your 2021-22 Perkins Plan grant application applies to this grant as well.

Changing Grant Activities after Grant Award Date

If you need to change or add projects to your application after it has been approved, submit an addendum in OGMS. The OGMS user manual, which you can find in the How To section of OGMS has instructions on how to create and submit addenda.

Note: Do not upload an attachment to request changes to this grant application. For this grant,

attachments are only used for final reports.

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

Funding for 2021-22

Each college eligible for Perkins Leadership funding will receive \$20,400 in this block grant. Colleges determine the amount of money to spend in each grant category. The availability of funds depends on federal budgets and Workforce Training and Education Coordinating Board (WTECB) policy.

Funds are available July 1, 2021 and must be expended by June 30, 2022. ***Grant funds will not pay for costs incurred prior to the grant approval date and/or before July 1, 2021.***

Grant Activities

There are 5 grant categories for Leadership Block funding: Program Adaptation and Development, Special Populations, Industry-Based and SBCTC-Approved Professional Development, Local Student Leadership, and Statewide and Regional Partnership.

Program Adaptation and Development Funding

This funding supports efforts to develop new programs, modernize existing ones, revise curriculum, explore alternative methods of instruction, and establish relationships with partners that will inform these initiatives and/or provide students with higher quality career and technical education and opportunities to gain a comprehensive understanding of all aspects of industry. Such projects should be responsive to business/industry needs and aligned with themes identified in the college's comprehensive local needs assessment (CLNA). Examples provided in the Perkins V State Plan include:

- Prioritizing program investment aimed at closing an opportunity or access gap;
- Adapting programs to increase access to remote students, including adopting hybridized learning models;
- Adapting program offerings to meet employment trends in light of advancement in technology, automation, and artificial intelligence;
- Investing in improved labor market tools that will support predicting new and existing employment opportunities and future trends;

- Establishing regional and statewide articulation agreements aligned with programs of study;
- Supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study.

Special Populations Funding

Special Populations projects should be aimed at reducing barriers, guaranteeing equal access, and ensuring equitable outcomes for students who are members of special populations, including those who are underrepresented in non-traditional career fields. These projects may be broad in scope or designed to address specific enrollment and/or achievement gaps identified through CLNA process. Per the Perkins V State Plan, Leadership investments may include, but are not limited to, "partnerships with tribes/tribal organizations and business and industry leaders; supporting participation for non-traditional employment; lowering barriers identified by school districts and colleges in rural communities; and activities that eliminate inequities in access to high-quality programs." Special populations, as defined in Perkins V, include:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who (i) is a member of the armed forces; and (ii) is on active duty.

Industry Based and SBCTC-Approved Professional Development Funding

Faculty, career guidance counselors, academic counselors, and administrators involved in integrated CTE programs may be provided with professional development under Perkins V, provided it meets the standard established by the legislation. While the law provides an extensive list of permissible examples, in short, the Strengthening Career and Technical Education for the 21st Century Act defines 'professional development' as activities that --

1. are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and

paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

2. are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Industry-based professional development (IBPD) includes return-to-industry work experience or industry-sponsored training directly related to the program being taught or supervised. These funds provide opportunities to stay current in the career field, and must meet the criteria established by the Strengthening Career and Technical Education for the 21st Century Act. Professional development activities may qualify as "sustained" or "intensive" as a component of faculty certification or an approved professional development plan; however, colleges must be mindful of the distinction and deliberate in their approach to professional development planning and application. Accordingly, colleges cannot use funds for standalone or short-term conferences, workshops, or training on broad topics, general administrative or instructional practices, "soft skills", and subject matter unrelated to CTE programs with the noteworthy exception of training aimed at improving outcomes for members of special populations in CTE programs.

What is SBCTC-approved professional development?

As system priorities, policies, and opportunities are subject to change, SBCTC reserves the right to approve professional development opportunities that do not fit the criteria described above. These may come in the form of system-wide, agency-sponsored, or Perkins-funded convenings or conferences and training opportunities that are considered integral to the advancement of career and technical education in the state. When such professional development activities are identified and made eligible for Leadership funding, a good faith effort will be made on the part of SBCTC to communicate this to the system in a timely manner. Colleges are encouraged to consult with SBCTC staff whenever they believe there is a compelling case to be made for Leadership Block Grant support of professional development opportunities.

Who is eligible to use IBPD funding?

- CTE instructors
- CTE administrators
- Teams of CTE and Basic Education for Adults (BEA) instructors/administrators attending industry training

What is Industry-based professional development?

- Temporary working positions in the field (either paid or volunteer) to improve knowledge of current practices.
- Attendance at recognized hands-on industry sponsored training program resulting in industry certification or an industry upgrade.
- Teams of Adult Basic Education faculty or administrators jointly attending industry specific professional development with CTE faculty or administrators with the intent to deliver contextualized integrated instruction.

Local Student Leadership Funding

These funds support faculty advisors for local CTE student clubs or organizations. Advisors coordinate club activities and prepare students for regional, state, and national skills competitions.

Funding generally covers the costs of an advisor, advisor travel, and materials for competition.

Do NOT use grant funds to:

- Purchase supplies, jackets, or other effects for students' personal ownership.
- Pay for non-instructional activities such as athletic, social, or recreational events.
- Print and disseminate non-instructional newsletters.
- Purchase awards for recognition of students, advisors, or other individuals.
- Pay membership dues.

Student Leadership organizations must be skills-oriented, provide leadership, participate in competitions, and have state or national affiliation with a recognized career leadership organization.

Statewide and Regional Partnership Funding

Colleges may utilize Leadership funding to initiate or support statewide and/or regional partnerships with employers, secondary or postsecondary educational institutions, community-based organizations, workforce development councils, and other agencies integral to the development, evaluation, or improvement of career and technical education programs. Examples provided in the Perkins V State Plan include:

- Incentivizing a regional and/or statewide approach to planning and activities related to expanding CTE dual credit access;
- Review and development of CLNAs;
- Developing statewide programs of study aligned with high-skill, high-wage, in-demand, and emerging occupations;
- Increasing community work-based learning opportunities for both secondary and postsecondary students; and
- Facilitating career pathway development.

Reserve Funds

If you do not know how all \$20,400 of your grant will be spent at the time you apply for the grant, you can budget funds on the Reserve line. However, you must identify how you intend to utilize at least 50% of your award at the time of application. Understanding that plans and priorities do change, you may re-allocate Reserve funds and those you have budgeted elsewhere by submitting a budget revision request in OBIS and, if applicable, an application addendum in OGMS prior to spending the funds. You cannot spend or invoice for funds budgeted to the Reserve line.

Reporting

Final reports are due July 31, 2022. Final report forms are on the SBCTC [website](#). Final reports must be uploaded as an attachment to the approved grant application in OGMS. The SBCTC is not able to upload documents for colleges.



[CC BY 4.0](https://creativecommons.org/licenses/by/4.0/), unless otherwise noted.

Washington State Board for Community and Technical Colleges