Updated: 3/10/22

SBCTC considers answers in this Questions and Answers (Q&A) document to be the only official source for answers related to this funding source, aside from the Program Guidelines. Questions (Q) and answers (A) are presented in reverse order, showing the most recently-received questions at the top of the document. This is so that colleges may check back frequently during the application process and easily see new Q&As. This document will be updated through Monday, March 28, 2022.

Q15: Does development of the Bachelor of Science in Computer Science (BS in CS) qualify for Workforce Development Funds consideration?

A15: No, development of the BS in CS is not eligible for these funds in FY23. Workforce Development Funds are intended to support and further professional-technical instruction.

Q14: Should we wait for access to the "Amazon" funds to request support for curriculum development and collaboration with another CTC, let alone access to shared state equipment like physical servers or software/cloud computing licenses? [Citation: "Amazon gift signals confidence in community colleges"]

A14: SBCTC's Workforce Education Department believes that this funding source is better aligned to development of a BS in CS. At this time, our department does not have additional information available about the scope and timeline for how these funds may be made available to the system. More information about Bachelor of Science (BS) degree programs is located at: https://www.sbctc.edu/colleges-staff/programs-services/bachelors-degrees/bachelor-of-science/

Q13: We would like to know whether a proposal for start-up expenses and program development would fall under the following criteria from page 4 of the program guidelines:

- "Create, support, or streamline local workforce and economic development initiatives; and/or
- Support and expand workforce development partnerships among employers, education and training providers, and workers."

We are partners with the City of [city name] Office of Economic Development, the [city name] Chamber of Commerce, [city name] School District, and the Employment Security Department. With these partners we are looking to expand our college Jobs Connections Site/Career Center to become a better resource for our local business community and current and prospect students. We would also like to develop a Life Skills education component for our WorkFirst and BFET students. Would a proposal for startup expenses and program development fall under this category?

A13: Workforce Development Funds are intended to support the continued alignment of education and training programs with current industry practice and employee recruitment needs (Program Guidelines, page 4). The distinguishing factor we want to point to is *the support of education and training programs*. In other words, proposals must demonstrate how the project will support professional-technical instructional programs. SBCTC is not able to determine from the information provided in the question whether the Job Connections/Career Center concept would be aligned to this.

Second, Workforce Development Funds are for one-time projects (Program Guidelines, page 4). A proposal for a Job Connections/Career Center would need to demonstrate that the college and its partners will be able to sustain its operations in the future. SBCTC also would need to understand how the site was previously funded and why the Workforce Development Funds are necessary at this point in time (although we note that the question specifies the need is to expand services).

As for developing a life skills education component for WorkFirst and BFET students, SBCTC would need more information about what the goals and outcomes of such an effort would be, as they related to the intent of the funding to support professional-technical instructional programs, in order to answer.

Q12: Is there a special request to access this grant is required in addition to general OGMS?

A12: Yes. Your OGMS security contact must give you permission for each application, each year. This application is called, "2022-23 Workforce Development Funds."

Q11: Is continuing education eligible for this funding opportunity?

A11: Continuing education programs that are for personal enrichment or leisure learning are not eligible for Workforce Development Funds.

A non-credit/continuing education/self-support credential, micro-pathway, or program may be eligible for this funding provided it meets the intent of the funding, as described on page 4 and elsewhere in the Program Guidelines. The distinguishing factor we want to point to is *the continued alignment of education and training programs with current industry practice and employee recruitment needs* (Program Guidelines, page 4). In other words, proposals should seek to address the changing expectations (of employers, students, or both) in regards to professional-technical instruction, be it non-credit or credit-based.

Q10: Is there a requirement for enrollment growth or enrollment monitoring.

A10: No. No student FTES or enrollment targets are attached to this funding.

Q9: If a community college has more than one program or department that wants to apply for funding, is only one allowed to apply?

A9: A college may submit only one application as an individual institution or as the lead institution of a consortium (Program Guidelines, page 5). Please work with college leadership to determine which project to prioritize. Please note that a single proposals may encompass multiple instructional programs, provided that there is a cohesive, overarching project that ties them together. Alternatively, the college could also consult with a Center of Excellence (COE) to find out if one of its ideas fits with any project concepts being developed by the COE.

Q8: Can you please give an example for each Emergent Need vs. Economic Development?

A8: The following examples are from projects funded in FY20, which is the most recent year that funds were awarded on a competitive basis. These are provided as examples only, and not intended to indicate specific programs or approaches that are more favorable than others, nor to assess the effectiveness of the projects in meeting their goals and desired outcomes. Importantly, the FY20 program guidelines different in several aspects from those for FY23, including how the categories of proposals were conceptualized and worded. This means that there is not a direct alignment of program guidelines in FY20 and FY23.

Emergent Need: "Paramedic Program – Train Your Own" by Grays Harbor College. Funding amount: $36,060. Synopsis excerpted from the proposal:

> *In rural areas where employers already have difficulties hiring and retaining Fire/Paramedic professionals, where they have to recruit form outside counties and then compete with higher wages from Thurston, Pierce, and King counties, even when hiring "new grads" it has been difficult to retain individuals for more than a few years, inflating training costs for various local agencies. One suggested solution is to "grow our own."*

> *Through recent connections with local city and safety agencies there has been increased requests for Paramedic training as well as offered support with program development, teaching and recruiting students. In a community that often has the dubious distinction of being #1 in unemployment in the state, a series of natural partnerships with Southbeach Fire and Aberdeen Fire Departments has emerged. These discussions have led to plans to share resources and support field-based learning if a paramedic program were to be developed. Potential instructors have also been identified and participants willing to serve on an advisory board has been established.*

> *Grays Harbor College, Southbeach Fire, and Aberdeen Fire will jointly develop and implement an accredited, certificate of completion and associate degree for adults. The Paramedic program will prepare students with the administrative and emergency knowledge and skills for employment in fire, ambulance, forestry, and law enforcement agencies. This program also provides a pathway for local EMTs to further advance their careers. Graduates may be hired to perform a variety of duties in fast-paced clinical and first responder settings.*

> *Graduates will be prepared to:*
> *1. Complete the Paramedic certification examination, including written and practical skills exams. Examination is developed and administered by the National Registry of EMT's (NREMT)*
> *2. Advance their EMS career and obtain employment as a Paramedic*

> *The city and fire partners will provide advice and expertise for the development of curriculum and implementation of the program, externship sites for students, donations of equipment and supplies such as ambulance simulation or used tools and basic first responder tools (scissors, stethoscopes, trauma shears, pen lights, tape, sterile wraps).*

Economic Demand: "Improving Access to Applied Engineering Education Pathways" by Bellingham Technical College. Funding Amount: $150,000. Synopsis excerpted from the proposal:

> *Bellingham Technical College (BTC) is seeking funds to transform its current, traditional face-to-face Bachelor of Applied Science degree in Engineering Technology (BASET) program into an on-line, adaptive, competency-based program. These changes will not only allow the college to fill current program seats, but also to increase the overall enrollment capacity of the program. BTC launched the BASET program in Fall 2018, but despite industry support and high levels of interest in the program (revealed by over 80 inquiries from prospective students prior to program start), the program struggled to enroll even a handful of students for its first cohort this Fall. The*

overwhelming majority of inquiries come from a combination of incumbent workers seeking an advancement pathway or final quarter BTC students who have already secured full-time employment–and currently, this program is structured as a traditional face-to-face, daytime program. Since prospective BASET students cannot leave their jobs to enroll in the program, they are unable to take advantage of this educational opportunity, and the program remains low-enrolled.

Rapid growth statewide in manufacturing fields are driving a sharp increase in demand for qualified personnel in these areas, and a corresponding increase in retirement rates among senior engineers and technologists is adding more pressure. Northwest Washington boasts a high density of advanced manufacturing, engineering and aerospace supply companies, which are demanding bachelor-level engineering technologists with strong backgrounds in and understanding of interdisciplinary, applied technical skills. Current labor market data indicate strong job growth and excellent wage potential in occupations that BASET graduates can advance in or enter.

In order to meet growing workforce demand for qualified engineers to work in manufacturing, energy, aerospace, and other industries, and provide access to this unique bachelor degree pathway, BTC must transform its educational delivery model. The primary goal of this project will be to create an adaptive, competency-based, on-line BASET degree program that is designed to support incumbent worker entry and success. To accomplish this goal, the college will use best practices from competency-based program design examples such as Green River College's Automotive program and Western Governors University. The curriculum designer, program faculty and consultant will work together over the next year to create an open-entry, fully online program that: 1) assesses student progress based on mastery of skill and knowledge competencies; 2) adaptively assesses students in order to identify their areas of strength and their challenges, and adjusts program content accordingly; 3) allows students to order or check out lab kits for hands-on practice, and use online simulation platforms to practice advanced engineering modeling and engage with project management scenarios; and 4) aligns with ABET competencies and accreditation standards for on-line programs.

Q7: Regarding the project timeline: Our project will have longer impacts beyond the funding year; is this information helpful?

A7: SBCTC recommends that proposals focus on what will be accomplished by June 30, 2023, as the funding is limited to that time period. The review committee will be looking at the practicality of proposal given the 1-year timeframe. That being said, it is certainly of value that the project has a lasting positive impact beyond the 1-year timeframe. If you are able to address that in various parts of the application and timeline, that is allowable and encouraged.

Q6: Would program expansion to support a high demand industry need be an appropriate cost for these funds?

A6: Yes, provided that the needs to do so and the expected outcomes are in alignment with the funding intent, as described in the Program Guidelines.

Q5: Would redesigning existing online courses be applicable to these funds?

A5: Yes, provided that the needs to do so and the expected outcomes are in alignment with the funding intent, as described in the Program Guidelines.

Q4: Regarding consortia applications: Are there specific insights that will prioritize applications, such as specific regions or industries?

A4: No, we don't have evaluation criteria that prioritize funding recommendations based on geography or priority industry. For consortia applications, please do pay close attention to presenting evidence in letter(s) of assurance/support and in the proposal that there is a high level of commitment by all partners and clarity about their roles and responsibilities.

Q3: Can you please provide examples of consortia projects from the past?

A3: FY19, MechaWA Phase 3 Expansion: Funding amount: $387,473. Type of Proposal: Economic Demand. This project was a consortium led by the Center of Excellence for Aerospace and Advanced Manufacturing in partnership with Bates Technical College, Big Bend Community College, Edmonds College, and Wenatchee Valley College. Synopsis excerpted from proposal:

> *Beginning in spring 2015, the Center of Excellence (COE) in Aerospace and Advanced Manufacturing convened aerospace manufacturing companies and CTCs offering mechatronics-related courses across Washington State with the aim of building a career pathway to support the emerging need for a workforce skilled in mechatronics. Known as MechaWA, the consortium worked to identify a model that could support standardized learning outcomes using online assessments that test for competencies in the repair and maintenance of advanced manufacturing equipment that uses robotics, hydraulics & pneumatics, programmable logic controllers, and complex electronic and mechanical systems.*
>
> *A FY16 Workforce Development grant of under $84,000 moved the plan forward by training faculty/staff at five colleges to teach curriculum using new equipment and to deliver and assess students using the unified competency standards. This work included Everett Community College (EvCC), Shoreline Community College, North Seattle College, Lake Washington Technical Institute, and Centralia Community College.*
>
> *The COE and EvCC then leveraged the FY16 foundational work to win nearly $3.9 million through the Department of Labor TechHire initiative to develop new, mechatronics specific, 2-year degree pathways and related certificates using the modularized curriculum and standardized assessment at EvCC, North Seattle, Shoreline, South Seattle, and Renton Technical colleges.*
>
> *The goal of this request is to build on the expertise of the COE to bring a foundational capacity to the remaining (Phase 3) colleges identified by industry as critical to ramping-up Washington State's capacity to build a mechatronics workforce and to improve existing training to address emerging skill-gaps in geographically significant areas.*
>
> *The FY19 Workforce Development grant funding will be used to:*
> *1. Identify competency gaps in existing advanced manufacturing education and career training programs at participating schools*
> *2. Add curricular components to meet skill gaps*
> *3. Stack credentials to quickly train people to secure middle- and high-paying careers in mechatronics*
> *4. Provide mechatronics-specific equipment to expand lab capacity to facilitate student learning toward competencies in areas including robotics, pneumatics, and hydraulics*
> *5. Train program faculty/staff to teach using new equipment and to deliver and assess students using unified competency standards*

Q2: If we're submitting an economic development proposal, do we need signoff from our regional Workforce Development Council? I understand it would be helpful, but I don't see any mention if there's any requirement.

A2: Per page 6 of the Program Guidelines, letter(s) of support and confirmation of the need of the proposal are required as follows:

- "Economic Development Proposals: Letter(s) of support and confirmation of need of the proposal from any of following: industry partner (labor union, employer, or groups of workers and/or employers), local Economic Development Council, and/or local Workforce Development Council."

Q1: What would you say would be projects that would not necessarily be as competitive?

A1: SBCTC is not able to posit what kinds of proposals would not be competitive. Please refer to the Program Guidelines, especially page 4 and Appendix A: Review Criteria Worksheet, for detailed information about the intent of the funding and how proposals will be evaluated.