



WORKFORCE DEVELOPMENT FUND, HIGH DEMAND ENROLLMENT, AND INVEST IN WASHINGTON

2026-27 CONSOLIDATED PROGRAM GUIDELINES

Workforce Education Department
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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 19, 2026
Applications due in OGMS	March 26, 2026
Applicants notified of approval status	Late June 2025
Final approval given	Prior to July 1, 2026
Allocation begins	July 1, 2026
Project ends (no extensions)	June 30, 2027
Mid-year report and funding survey deadline	January 25, 2027
Final report deadline	July 19, 2027

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Overview

The State Board for Community and Technical Colleges (SBCTC) is committed to helping industry thrive in Washington State and supporting colleges' development of a skilled workforce. Workforce Development, Invest in Washington, and High Demand Enrollment Funds support the alignment of workforce education and training programs with industry skill requirements, including those that are high employer demand, delivered in ways that are accessible for students.

These program guidelines encompass three funding programs, consolidated into a single application for state Fiscal Year 2027 (FY27) funding:

- Workforce Development Funds (WDF)
- Invest in Washington (IWA)
- High Demand Enrollment Funds (HDE)

For each fund source, awards will support one-time projects that reflect the priorities of that specific funding source and run from July 1, 2026, through no later than June 30, 2027.

Workforce Development Funds (WDF)

Workforce Development funding in FY27 will amount to \$1,500,000 (state funds). This funding is for one-time projects that are necessary to support the development, implementation, transition, redesign, or adjustment of workforce education and training programs to:

- Meet the changing needs of industry,
- Meet the changing expectations of learners for how education and training is delivered, and/or
- Support local workforce and economic development initiatives.

In FY27, applicants are encouraged to submit proposals that result in one or more of the following:

- Embedding industry recognized credentials in professional-technical programs, developing competency-based instruction or credentials, micro-credentials and micro-pathways, and/or skill badging,
- Bridging from non-credit professional development or technical programs to credit pathways and/or efficiencies in prior learning assessment as an approach for bridging from noncredit learning and/or industry specific skills attainment to credit pathways,
- Bridging from non-credit contract/corporate training of incumbent workers (e.g. Job Skills Program trainees) to degree and certificate pathways,
- Innovations in hybrid, HyFlex, remote, virtual, and/or asynchronous instructional design and delivery,
- Establishing or expanding workforce development partnerships among employers, education and training providers, and workers, and/or
- Faculty training and/or return-to-industry to support efforts to revise instructional materials; faculty training must be inclusive of adjunct faculty.

Invest in Washington Funds (IWA)

In FY27, approximately \$82,000 (state funds) in Invest in Washington funding will be available through this application, pending appropriation to SBCTC in the supplemental operating budget. Funding will be awarded to one or more proposal(s) that meet the specifications of the [Invest in Washington Account, RCW 82.85.070](#) to accomplish one or more of the following priorities specific to manufacturing and production occupations:

- Customized training programs for the manufacturing sector,
- Job skills and readiness training for those entering the field of manufacturing and production,
- Workforce professional development for current or future employees in manufacturing and production, and/or
- Employer support for starting state-registered manufacturing apprenticeships.

High Demand Enrollment Funds (HDE)

Funding is made available by the 2025-27 Washington State biennial operating budget ([ESSB 5167](#)) solely for enrollment maintenance in high demand programs at community and technical colleges. In FY27, \$1,000,000 in state funds will be available for one-time high demand enrollment initiatives.

Applicants are encouraged to use state and regional data to identify fields that meet the definition of high demand in statute under [RCW 28A.700.020](#):

- "High-demand program" means a career and technical education program that prepares students for either a high employer demand program of study or a high-demand occupation, or both.
- "High employer demand program of study" means an apprenticeship, certificate or degree program in which the number of students per year prepared for employment from in-state programs is less than the number of projected job openings per year in that field, either statewide or in a region.
- "High-demand occupation" means an occupation with a substantial number of current or projected employment opportunities.
- High demand programs specified in legislation include, but are not limited to allied health, computer and information science, and manufacturing ([ESSB 5092 section 26](#)).

Resources made available through this allocation program support enrollment maintenance and expansion in high demand program fields. High Demand funds are allocated on a one-time basis.

Applicant Guidelines

This document contains information, criteria, and application materials needed to apply for the FY27 WDF, IWA, and HDE funds. Only applications and budgets submitted through the Online Grant Management System (OGMS) will be considered for funding.

Who May Apply

- Public community and technical colleges, as defined under RCW 28B.50.030, may apply for funding. Colleges may submit only one application as an individual institution.
- Consortia: Consortia applications from groups of community and technical colleges (consortia) will be accepted only for WDF resources. Consortia proposals are those where a group of two or more colleges collaborate on a single project with shared outcomes. Please note the maximum funding award amount for consortia proposals below (see Funding). If applying as part of a consortium, the application must indicate which college will be operating as the lead institution. Lead institutions are the responsible fiscal and reporting entity for the project. Consortium applications must clearly demonstrate how the activities of the individual members and pooling of resources support a common goal. Each letter of assurance from participating colleges should speak to the roles and responsibilities of the college. Colleges may participate in more than one consortium proposal. Colleges acting as the lead institution in a consortium application may not submit a separate individual application.

While colleges may participate in more than one consortium, the review panel will be cautious about awarding funding for multiple projects to one institution.

How to Apply

Colleges must submit proposals via OGMS no later than **March 26 at 11:55 p.m.** Applications submitted after the deadline will not be accepted. SBCTC staff is available for assistance until 4:00 p.m. on March 26, 2026.

If equipment is requested as part of the proposal, the application must include the required equipment list as an attachment to the proposal. A template for listing equipment is included in the budget attachment. The OGMS equipment budget narrative and the equipment list information should be consistent.

Informational Webinar

An informational webinar will be provided on Tuesday, February 26 at 11:00 a.m. for prospective applicants. Information about the webinar will be included in the funding announcement sent to the system and on the program [webpage](https://www.sbctc.edu/colleges-staff/grants/workforce-development-funds.aspx) (link: <https://www.sbctc.edu/colleges-staff/grants/workforce-development-funds.aspx>). A recording of the webinar will be posted to the program webpage for those who cannot attend the live event.

Frequently Asked Questions (FAQ)

Questions submitted to SBCTC during the informational webinar and during the open application period will be answered in batches in an FAQ document. Questions should be submitted by email to program staff listed in these guidelines no later than one week prior to the application deadline. An FAQ document will be made available on the program webpage and updated periodically.

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.

Application Review Process

Proposals will be assessed against published criteria described in these guidelines and summarized as a rubric in Appendix A. Please review carefully for required elements before submitting a proposal.

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 State Board staff based on the criteria established in Appendix A. State Board staff will then conduct detailed fiscal and program reviews to ensure alignment to funding intent, priorities, and allowable activities and budget categories. This review will also consider equitable distributions of funds by factors including but not limited to region, technical and community colleges, and rural and small colleges.

Recommendations will be forwarded to the State Board executive leadership for final approval. Colleges will be notified via OGMS regarding proposal status prior to July 1, 2026.

Application Guidance

In preparing the application, please consider the following items:

- Applications will be broadly reviewed for eligibility for all three fund sources. Final recommendations will align each project with an eligible fund source to ensure all funding is fully awarded.
- Review panel members come from a variety of professional backgrounds. Please do not assume that panel members are familiar with community & technical college initiatives, funding, abbreviations, or acronyms.
- 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 unnecessary information.
- Using who, what, when, where, how, and why is a viable framework for presenting the information.
- Be clear about the problem being solved, how it's being addressed, and why it is important.
- While there may be some questions that appear duplicative, the questions are designed in such a way to allow for information to build upon previous detail. Providing the identical answer from an earlier question is not recommended.
- Use Appendix A: Review Criteria as a checklist for your proposal.

OGMS Requirements

The following is required to be considered a complete application in OGMS:

- Budget, including narrative page and information on leveraged resources.
 - Administration costs may not exceed 10% of the total budget.

- If equipment is requested as part of the proposal, the application must include the required equipment list as an attachment to the proposal. An equipment list template is included in the budget file. The OGMS equipment budget line item and the equipment list information should be consistent. Given the limited funding available, colleges are encouraged to keep requests for equipment modest.
- Consortium Applications:
 - Consortium applications must include letters of assurance from each of the consortium colleges identifying their commitment to supporting the project's completion and deliverables through their participation. These letters must address each college's respective role and responsibilities in the project.
 - If applying as a consortium, the OGMS budget must be the budget total for the entire project. This must be supported with an attachment that breaks out the budget by college and line item.

Specific items to address in the OGMS narrative sections:

Section 1: Project Description

- Short description of the project: Define the primary goal and outcomes to be achieved (3-5 sentences maximum).
- Funding Source: Select the funding source that is best aligned to the project being proposed. If the project aligns with the intent and priorities of more than one funding source, select all that apply. SBCTC staff will determine the funding source that best fits and will communicate such during the award and allocation process.
- Instructional program information, if applicable: Provide the title, CIP, and ctcLink PLANCODE

Note: For projects seeking WDF resources for professional-technical program(s) whose plancodes are not in ctcLink yet, submit proof that a Notice of Intent has been submitted no later than the proposal deadline. This option is only available to proposals funded by WDF.

- Provide a detailed description of the project that clearly delineates a statement of need, project goals, and deliverables (outcomes). An explanation of the theory of change and/or citation of evidence-based models used to inform the project's design is strongly encouraged. Please refer to the funding source descriptions in these guidelines to ensure your project is well aligned with one or more of them.

Section 2: Partners and Collaborators – Roles and Responsibilities

- List project partners and collaborators who will have direct roles in the project. Briefly describe their roles and responsibilities in the project.
 - Identify industry partner(s) (labor union, employer, or groups of workers and/or employers), local Economic Development Council, and/or local Workforce Development Council.
 - Identify all relevant internal (college) and external partners. Internal partners may include, but are not limited to, faculty, program directors, deans, curriculum committee(s), student groups or association(s), advising, and/or program advisory

committee(s). Please note: Faculty development projects must be made available to adjunct instructors and should include adjunct participation in the development.

- Note any partnerships or collaborations that will sustain the initiative after funding concludes. What commitments have been secured for future sustainability?
- For consortium applications, all consortium members and the lead institution must be identified.

Section 3: Alignment to System Strategic Goals

- Select the strategic plan goal(s) from the college system's strategic plan, as detailed at <https://www.sbctc.edu/about/agency/initiatives-projects/strategic-plan/strategic-plan-goals-strategies>, that the proposal most closely aligns with. If the proposal will advance multiple goals, select all that apply. For each selected goal, provide 1-2 sentence description of how the project will help the college advance toward each goal.
 1. Increase access and retention among populations who can benefit the most from college. This includes young adults, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, and single parents. We must be intentional in eliminating inequities in college access and retention for students institutionally marginalized in higher education.
 2. Improve completion and transfer rates for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates, apprenticeships, and bachelor's degrees*. We aim to improve completion rates across-the-board for all students and to improve completion rates faster for students of color. Students must also receive necessary guidance and support about how to efficiently transfer to continue their educational journeys.

**NOTE: WDF, IWA, and HDE funds may only support workforce professional-technical programs and non-credit professional-technical offerings that bridge to workforce degree/certificate programs.*
 3. Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
 4. Secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency.

Section 4: Timeline and Sustainability

- A project timeline identifying project implementation, including major milestones/activities for the grant year.

Note: All project activities, including equipment delivery and installation, must be completed no later than June 30, 2027, with no exceptions or extensions.

- A brief description of how the project's impact(s) and/or outcomes will be sustained after the award year.

Section 5: Budget Narrative

- Enter the amounts and a description of how Workforce Development/High Demand Enrollment/Invest in WA funds will be used for each of the budget categories, as listed under “Budget & Invoicing Guidance”.

Section 6: Leveraged Resources

- Describe the leveraged resources supporting the proposed project. In alignment with statewide goals to leverage public/private investments, proposals with high leveraged resources from private industry receive preference for funding.
 - Leveraged resources made by external partners: Examples of leveraged resources include, but are not limited to, the contribution of time, space, materials/consumables, equipment and/or tuition resources made by external partners to directly meet project outcomes.
 - Leveraged resources provided by industry to support faculty development: Leveraged resources may include industry sponsorship of faculty returns-to-industry for professional development, or the contribution of time, space, access to technology, and/or industry-provided mentorship and professional development activities.
 - Leveraged resources made by the college: Examples of internally leveraged resources include, but are not limited to, institutional general funds and college foundation commitments.

Budget & Invoicing Guidance

Budget Activities

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

General / Program Management

Necessary and reasonable costs for program management.

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.

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.

Expenses charged to the grant must be in accordance with the budget approved by the awarding agency. The Project Director should maintain records sufficient to identify project expenses in relation to the approved budget.

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.

Building Rental & Utilization

For the building rental or utilization of space in support of program activities. Building rental and costs must be calculated at or below fair market value (FMV). Please verify that they are at or below FMV in your budget narrative.

Example: *Rental of space for consortium event*

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. ***All capital assets purchased with funds from this grant must be approved by the SBCTC prior to purchase.***

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.

Funding Surveys

SBCTC staff will conduct funding surveys throughout the year to monitor actual and obligated expenditures and to ensure colleges are expending their allocations. These surveys are contractually required administrative activities and must be completed and submitted to SBCTC by the deadlines provided.

Budget Revisions

SBCTC approval of a revised budget is required if there is more than a 10 percent variation in expenditure levels for any individual budget category.

Budget revisions must be submitted to SBCTC via email to the policy associate(s) identified in the [Program Contacts](#) section of this document.

Final budget revision deadline: June 15, 2027

Reporting Requirements

A mid-year status report is due to the SBCTC by January 25, 2027. The SBCTC will provide a template that identifies the minimum items to address in the report.

A final report, inventory lists (as applicable), and artifacts from the project are due to the SBCTC by July 19, 2027. The SBCTC will provide a template that identifies the minimum items to address in the report.

Grantees will work with the State Board to share lessons learned with the college system via printed materials, a web-based forum and/or in-person at a Workforce Education Council meeting.

Grant Terms & Information

Funding for approved applications will be allocated to colleges and becomes available July 1, 2026, and expires June 30, 2027. Funds do not extend beyond the end of the fiscal year (June 30, 2027) and no extensions will be made.

Colleges will be notified of funding decisions via OGMS feedback and an award letter addressed to the College President, with copies sent to the business office, instructional vice president, and applicant contacts. The specific funding source(s) will be identified in OGMS and the award letter. Please work with your college's business office to access these funds.

Colleges will identify the funding source(s) best aligned with their projects. Colleges may submit one application in total for the funding sources described here.

Workforce Development Fund

WDF funding available for FY27 totals \$1,500,000. SBCTC will fund projects ranging from \$25,000 to \$150,000 per proposal. A consortium project that includes more than one community or technical college may apply for funding up to \$300,000.

Invest in Washington

Pending appropriation in the FY27 supplemental operating budget, no less than \$82,000 will be awarded to IWA project(s) that supports customized training, job skills, job readiness training, workforce professional development, and/or to assist employers with state-approved apprenticeship programs specifically for manufacturing and production occupations.

High Demand Enrollment

HDE funding available for FY27 totals \$1,000,000. The SBCTC will fund projects in the range of \$25,000 to \$150,000 per proposal. Consortium proposals will not be considered from this source of funding

The review panel and SBCTC reserve the right to scale proposals as needed. Funding is subject to the amount of available resources.

Allowable Costs

All expenditures under this funding should align with the intent of the proviso or earmark, as noted in the Allocation Schedule.

The following state and federal regulations must be followed:

Applicable Washington State Regulations

The State Administrative and Accounting Manual ([SAAM](#)) must be followed.

Monitoring

SBCTC may schedule monitoring visits during and after the grant period to evaluate the fiscal progress and performance of the program and provide technical assistance. The purpose of monitoring is to ensure regulatory and contractual compliance on the part of grant recipients. To ensure compliance with grant requirements and to ensure that financial records support program expenditures, SBCTC staff will schedule on-site visits.

Open Licensing Policy 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 take the time to read the license at [Creative Commons](#). If awarded Workforce Development, High Demand Enrollment, and/or Invest in Washington funds, the college 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.

Use of Artificial Intelligence (AI) Tools

SBCTC may use artificial intelligence (AI) tools for internal administrative tasks and to analyze trends across the funding program as a whole. However, AI will not be used to score or assess individual funding applications.

A college's use of AI tools in preparing its proposal will not affect scoring. Colleges may use AI tools to support clarity, organization, logic and sequencing, and/or editing. Applicants are discouraged but not prohibited from using AI tools to generate substantive grant application content. Applicants must ensure that all facts, references, proposals, and data presented in the application are human-verified as factual.

Records Retention

Financial management systems shall reflect accurate, current, and complete disclosure of all cost expenses for grant activities. Grant recipients must maintain books and records, supported by source documentation that sufficiently and properly reflect the source of funds and all costs expended for program purposes. These records and financial statements are subject to inspection, review, reproduction, and/or audit by SBCTC or its designee for at least six years after the dispersal of funds, the termination or expiration of the contract, or the resolution of litigation or audits related to the program, whichever is latest. Additional information on records retention may be found in Chapter 7 of the [SBCTC Policy Manual](#).

Termination

This grant may be terminated by the SBCTC upon giving notice in writing to the grant recipient at least thirty (30) days in advance of the date of termination. If the grant is terminated for any reason, all reports and data gathered by grant recipient prior to termination shall at the option of the SBCTC, become the property of the SBCTC. If termination shall occur pursuant to this section, reimbursement to grant recipient shall be made on the basis of work performed prior to the effective date of termination as mutually agreed upon by both parties. Determination of final adjustments, either payments or refunds, shall also be mutually agreed upon by both parties.

Termination for Cause

If for any reason, the grant recipient violates any terms and conditions of the program, SBCTC will give the grant recipient notice of such failure or violation. Grant recipient will be given the opportunity to correct the violation or failure within thirty (30) days. If failure or violation is not corrected, this grant may be terminated immediately by written notice from SBCTC.

Savings

In the event funding from state, federal, or other sources is withdrawn, reduced, or limited in any way after the effective date of this contract and prior to normal completion, the SBCTC may terminate the grant under the "Termination" clause, without the thirty-day notice requirement, subject to renegotiation at the SBCTC's discretion under those new funding limitations and conditions.

APPENDIX A: Review Criteria Worksheet

Applicant Name(s) (college or consortium):

Project Title:

Funding Source(s) Selected by Applicant: Workforce Development Invest in Washington High Demand Enrollment

Part 1: Minimum Requirements to Qualify for Review

Scale: Meets or Does Not Meet Criteria. Proposals must “meet the criteria” in all items to be considered for funding.

Criteria	Standard	Notes
Proposal contains all elements required in OGMS.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
If a consortium proposal, letters of assurance are provided from all consortium colleges.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	Only WDF funds can be used for consortium projects.
Program(s) meets the requirements regarding Program Inventory or Notice of Intent (as applicable).	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	Only WDF funds can be used for pre-program approval projects.
Proposal assurances document uploaded into the OGMS system and contains the required signature(s).	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Proposal includes the required budget information.	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	
Proposal includes required equipment information (if applicable).	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria	

Part 2: Proposal Evaluation Criteria

Scale: 0-10 scale where 0 represents the LOWEST possible score and 10 represents the HIGHEST possible score for each given criterion.

- 0 = **Does not meet the criteria.** Information is incomplete or otherwise not suitable for consideration.
- 2 = **Partially meets the criteria.** Information is present, but additional details would be needed to be considered for funding.
- 5 = **Adequately meets the criteria.** Provides sufficient information and is suitable for consideration.
- 8 = **Strongly meets the criteria.** Provides a good amount of detail and provides a good plan for achieving enrollment goals. Recommended for consideration.
- 10 = **Exceeds the criteria.** Information is detailed and complete and provides a thorough plan for achieving enrollment goals. Highly recommended for consideration.

Criteria	Scale	Examples of how criteria can be demonstrated	Notes
Section 1: Project Description	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	Detail in OGMS, Section 1: Content in sections ___ through __ provide clear information about the needs for the project, what the project is, and the goals and deliverables that will result from the project. Content in sections __ through __ indicate that the scope and scale of the project is well-aligned to the statement of need, in that reviewer believes the approach to the project has a high likelihood of making meaningful impacts on the problem/need. Citation of a theory of change and/or evidence-based models that informed the project’s design may garner higher scores.	
Section 2: Partners and collaborators - roles and responsibilities	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	Detail in in OGMS section __: Content in section __ indicates a high level of commitment of partners/collaborators and indicates that roles and responsibilities are clear.	

Section 3: Alignment to System Strategic Goals	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	Detail in OGMS, section __: Content in section __ demonstrates alignment with advancing one or more system strategic plan goals.	
Section 4: Timeline and Sustainability	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	Detail in OGMS, sections __ and __: Steps to implement the proposal are logical, clear, and sufficiently detailed to indicate likelihood of success. The timeline demonstrates thoroughness about implementation and major milestones. The description of the project’s capacity for long-term, systemic impact and sustainability is strong and demonstrates a high potential for positive impacts beyond the funding period.	
Section 5: Budget narrative, budget template, and equipment list (if applicable)	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	Detail in OGMS, section 4 and attached budget worksheet and equipment list (if applicable). Funds requested are well-aligned to the project as described. Proposed expenditures track logically to the statement of need, timeline, and leveraged resources (if any).	Note to Reviewer Committee: A general budget review is sufficient. SBCTC fiscal staff will conduct detailed budget reviews for allowable costs and alignment to fiscal guidelines.
Section 6: Leveraged resources and their source(s)	<input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 10	OGMS sections __ and __. Proposals with leveraged resources from private industry and other external entities receive higher scores. The resources to be leveraged are well-aligned to the needs and project activities and indicate a high level of partner and/or college buy-in to the project and its outcomes.	



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Washington State Board for Community and Technical Colleges