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High School Pupil Workforce Training Programs Grant Application FREQUENTLY ASKED QUESTIONS

Question 1	Are we able to submit and/or be included in multiple grants if we are involved multiple programs?
Answer	<p>Applications can be submitted by employers, business organizations, school districts, technical colleges, and/or education partners to create workforce programs to train and hire high school pupils. Each application must include at least one business and at least one school district, technical college, and/or education partner. The workforce programs should provide high school pupils with market-relevant work readiness and technical skills, optimally leading to an industry-recognized certification(s) in a recognized high-demand field. Any one of the members of the collaboration may be the applicant, including a technical college.</p> <p>Each unique collaboration should submit a separate application under the competitive Grant Program Announcement (GPA). For example, if the technical college is working with a group of manufacturing businesses and a school district to create a manufacturing focused program and related certifications; this could be considered a collaboration under one application. If the same technical college is working with a different school district and consortium of health care providers for a health care focused program and related certifications, this could be collaboration under a different application.</p>
Question 2	The limits indicate \$5k - \$150K per grantee – does that mean per grant application or is it limited by organization/entity?
Answer	<p>In the \$3 million funding allocation for the High School (HS) Pupil GPA, there is a \$150,000 award limit for each applicant. For example, if the grant request is \$150,000 and you only receive a partial award of \$100,000, then the \$100,000 would be counted toward the limit. Another scenario could be if the technical college is the applicant on three applications for \$50,000 each, full funding under all three could occur if they all score competitively.</p> <p>The maximum amount each application can request is \$150,000 and must include a \$.50 cash or in-kind match on each \$1 of Wisconsin Fast Forward (WFF) grant funds requested. Nothing prevents employers, business organizations, school districts, technical colleges, or education partners from being part of multiple applications that in total exceed \$150,000, provided that no applicant is awarded more than \$150,000 of the \$3 million.</p>
Question 3	What qualifies as a “match”?
Answer	<p>Match includes both in-kind services and cash that support/fund the project's youth training program and activities such as services, staff time, or supplies that are necessary to operate the program but are not paid with the WFF HS Pupil grant funds. Examples include: student wages, mentor time and training, facilities, supplies and materials, and program administration costs. Costs must be verifiable and documentation maintained about how the value of in-kind match was determined. See questions 8 and 9 for additional information.</p>

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Question 4	What is an industry-recognized certification?
Answer	<p>As stated on page 4 of the HS Pupil GPA, the workforce training programs should provide high school pupils with market-relevant work readiness and technical skills, leading to an industry-recognized certification(s) in a high-demand field per the Career and Technical Education (CTE) Incentive Grant Certifications List. Projects must select from the ACT 59 Approved 2014 Certifications List only, which is posted in the HS Pupil Program website at http://wisconsinfastforward.com/prosperity/pupil/. http://cte.dpi.wi.gov/sites/default/files/imce/cte/pdf/approvedcertlist.pdf</p> <p>*Industry-recognized certifications tend to have two or more of the following attributes:</p> <ul style="list-style-type: none"> • The certifying organization is nationally recognized within the industry sector; • The certifying agency may be a State of Wisconsin agency; • The certification is endorsed by multiple companies within the industry sector; • The certification makes the holder more "desirable" or "hirable" by companies within the industry sector; • The certification requirements, training, and skill assessments are reviewed, validated, and/or endorsed by industry sector representatives; • The certification may provide entrance into further education and training if desired by the certification holder. <p>*Examples of industry-recognized certifications include, but are not limited to:</p> <ul style="list-style-type: none"> • Youth Apprenticeship Certificates (as noted on list) • National Institute for Metalworking Skills (NIMS)-Machining Level 1 • NIMS -Metalforming Level 1 • Assistant Child Care Teacher (ACCT) • EMT Basic (DHS) • Co-op Skill Standards Certificates in Construction, Electronics, Marketing, etc.
Question 5	May the training program involve a "locally-approved" certificate program developed by a technical college that is not a Wisconsin Technical College System (WTCS) "State-Approved" Career Pathway Certificate or "State-Approved" Embedded Technical Diploma?
Answer	No. Only existing WTCS "State-Approved" Career Pathway Certificates (CPSs) or "State-Approved" Embedded Technical Diplomas (ETDs) accessible by high school students are eligible for the HS Pupil Grant Program.
Question 6	Will a Youth Apprenticeship student's certificate of occupational proficiency be sufficient to meet the industry recognized certification requirement?
Answer	Yes.
Question 7	What is the difference between Tuition and Instructional Costs?
Answer	Tuition versus instructional costs may be a confusing topic related to grant-eligible expenses. The following definitions and examples provide a more detailed distinction between the two: (1) Instructional costs are those related to instruction and delivery of current, new, or

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	<p>modified coursework that leads to an industry recognized credential. Costs such as instructor time, professional development, supplies, and materials (other than capital equipment) necessary to meet the educational objectives of the activity may also be included. For example, an instructor is paid \$40 per hour to teach "Introduction to Basic Machining" class for 80 hours, totaling \$3,200. Instructional costs, in this definition, are eligible expenses through the grant (and may also serve as match). (2) <u>Tuition</u> is the cost per credit that is paid to an institution of learning (e.g. technical college, university, etc.) for a student to enroll in a course. For example, tuition for a 3-credit "Nursing Assistant" course may be \$434.85, which equates to a cost of \$144.85 per credit. Please note that tuition is not an eligible expense under the requirements of the HS Pupil Program Grant.</p>
Question 8	What constitutes capital equipment?
Answer	<p>Capital equipment is defined as any one item that costs more than \$5,000 and has an expected life greater than one year. WFF HS Pupil grant funds may not be used for the purchase of capital equipment. However, as per "Section 4.2: Budget Narrative" of the HS Pupil Grant Application under line item (f.) "Consultant/Contractual", you may use grant and/or matching funds for an equipment "operating lease" needed for a training program. In some cases, this cost may need to be prorated to the actual amount of time the equipment is used by students in the training program. Note that a "capital lease" is not an allowable grant expense, which is a lease-to-own contract. A "capital lease" may be an allowable match as long as it is prorated to the amount of time students are using the equipment for the duration of the training program. If purchased for the training program by the applicant (or a partnering agency), this would be reflected as a match in line item (e). "Supplies and Materials" in "Section 4.2: Budget Narrative" of the application. Again, the total cost may need to be prorated for the amount of time the students are actually using the equipment during the training program.</p>
Question 9	Can a gift in kind be a piece of equipment from a company that costs more than \$5,000?
Answer	<p>As stated in Question 8, capital equipment is defined as any one item that costs more than \$5,000 and has an expected life greater than one year. The total purchase cost would not be eligible as a match, but you could prorate the cost of the capital equipment to the actual amount of time the students are training on it for the duration of the training time specified. If gifted or donated to the training program, this would be reflected as a match in line item (e). "Supplies and Materials" in "Section 4.2: Budget Narrative" of the application.</p>
Question 10	Are Workforce Development Boards and technical colleges considered eligible legal entities for applications?
Answer	<p>Yes, Workforce Development Boards and technical colleges are considered eligible legal entities for the WFF HS Pupil Grant applications.</p>

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Question 11	Are pupils required to be in paid employment during the training program period?
Answer	The training program must include paid employment during the training and/or a commitment of employment upon completion. Applications that have both will receive additional consideration during the application review process.
Question 12	Who may serve as the fiscal agent?
Answer	For purposes of the WFF HS Pupil Grant, the applicant will also serve as the fiscal agent.
Question 13	What is the difference between the 80% planned placement goal and 85% post-project placement rate?
Answer	<p>Each successful grant application must include a projection of the number of students who will participate in and complete the training as well as written commitment from participating businesses (e.g., "planned placement"). One of the program goals is to achieve a job placement rate of 85% of all students who will complete the training (e.g., "post-project placement rate"). Job placement outcomes may be either full time or part time employment within six months of training program completion. Successful grant applications will include a detailed plan that describes how the job placement projection will be achieved and supported by letters from the businesses.</p> <p>The 80% "planned placement" goal is the number of placements that employers anticipate they can commit to at the time the grant application is submitted (pre-project) as evidenced by letters of commitment. Commitments may include known openings, intent to interview, projected employment vacancies, and/or hiring of qualified applicants. This number should equate to at least 80% of the students trained in the project. For example, if your project proposes to train 30 students, then the application must include planned placement commitments from businesses for 24 or more (e.g., $30 \times .8 = 24$ pupils)</p> <p>Applicants should then aspire to achieve a goal of actually placing at least 85% of the pre-project planned placements within six months of training completion ("post-project placement rate"). So, in the example stated above, the goal would be 85% of the 24 pupils (20 or more pupils) placed in employment within six months of training program completion (e.g., $24 \times .85 = 20$ pupils).</p>
Question 14	Based on the program's time requirements, is it possible for pupils in their Junior year to successfully participate in the program?
Answer	The entire project, to include post-program outcome reporting and close-out activities, must be completed by 12/31/2016. Completing Juniors within that timeframe may be challenging although not impossible. Juniors may participate in the training program as long they earn a high school diploma and training program certificate, and all post program / training outcome reporting and closeout activities are completed by 12/31/2016.
Question 15	What is a placement commitment?



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Answer	Each successful grant application will include letters of support from participating businesses/employers. The letters of support will specify a placement commitment on behalf of the participating business. By making a placement commitment, the participating business is committing to consider each training program graduate (from their training partnership only) for employment within six months of training completion. Commitments may include known openings, intent to interview, projected employment vacancies, and/or hiring of qualified applicants.
Question 16	What does Supplant mean?
	<p>Generally, supplanting occurs when a grantee reduces State, Federal or local funds for an activity specifically because other State, Federal or local funds are available (or expected to be available) to fund that same activity. When supplanting is not permitted, the new grant funds must be used to supplement existing State, Federal or local funds for program activities and may not replace State, Federal or local funds that have been appropriated or allocated for the same purpose.</p> <p>Supplant means to “take the place of.” Supplement means to “add something to complete a thing.” It is important for you to begin a new program or to supplement a program rather than to supplant one. You should be able to clearly describe how you plan to begin a new program or supplement a current program in order to improve that training program or curriculum.</p>

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