![Community and Technical Colleges — Washington State Board logo]

EARLY ACHIEVERS GRANT

2025-26 GRANT GUIDELINES

Workforce Education Department

Washington State Board for Community and Technical Colleges

PO Box 42495

Olympia, WA 98504

SBCTC.edu

Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available in OGMS	February 27, 2025
Applications due in OGMS	April 10, 2025
Grant Start Date	July 1, 2025
Final Budget Revision Deadline	June 15, 2026

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Overview

The Early Achievers Grant is a student financial aid program to help employed childcare providers and early learning educators complete certificates and associate degrees in early childhood education. The Early Achievers Grant is offered in partnership with the Department of Children, Youth, and Families (DCYF). The funding is allocated by DCYF and administered by SBCTC.

What Institutions May Apply

This grant is open to all Washington State Community and Technical Colleges, as defined under RCW 28B.50.030, offering the common Early Childhood Education courses and standardized statewide stackable certificates and other institutions approved by DCYF & SBCTC prior to applications opening in OGMS. Certificate and degree programs must meet professional certification requirements for early learning professionals.

How Does the College Apply

Access the 2025-26 Early Achievers Grant 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 FY25.

Submit completed grant applications, including attachments, to the SBCTC through OGMS no later than April 10, 2025, at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on April 10, 2025.

Application Process

We suggest writing applications 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 list of grant questions can be found in Appendix A.

Application Review

The Early Achievers Grant Application will be reviewed by Washington State Board for Community and Technical Colleges (SBCTC) staff. Feedback will be provided to colleges in order to refine or clarify application responses.

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.

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Administering the Grant

The majority of the duties, though not all, within this grant fall under the responsibility of the Early Achievers Grant Program Contact. In order to successfully complete those duties, the Program Contact requires the support of the ECE faculty and dean, staff within the financial aid office and finance office, and others dependent upon the organizational structure of the college. The majority of the grant requirements are directly from the funder, the Department of Children, Youth, and Families.

If at any time throughout the execution of the grant uncertainties, questions, or difficulties in administering the grant arise, contact the EAG Program Administrator at the State Board for support.

Responsibilities of the College

The responsibilities of the college include, but are not limited to:

- Establish and support an Early Achievers Grant Program Contact (PC) to advise and support Early Achievers Grant recipients.

- Complete and submit the RACI Responsibility Matrix document to identify all staff involved in the implementation of the grant duties as outlined below.

- Establish contact between the college's PC and the Program Administrator at the State Board. Maintain accurate grant contact information in OGMS/OBIS and with the State Board.

- Contact the Program Administrator to obtain access to the FY25 EAG Canvas site. Reporting documents including the ECE course schedule, quarterly reports, and other grant-related documentation will be uploaded to Canvas for access by the State Board.

- Ensure accurate coding of students and student financial aid.

- Ensure monthly billing of the EAG to SBCTC.

- Maintain secure records, including a copy of all reports, EAG student grant applications, employment verification, and other grant-related documentation.

- Reach the FTES target equivalent to the funding amount.

Early Achievers Grant Program Contact

College staff identified as the Program Contact and/or others involved in the implementation of the grant, as identified on the RACI Responsibility Matrix, will:

<u>Outreach & Recruitment</u>

- Develop and implement an outreach plan to promote and inform the broader community about Early Achievers funding opportunities at your college. Collaborate with Marketing & Communications department staff as needed.

- Meet with Early Achievers Coaches, program owners/directors, and prospective students to provide information about higher education programs in the early learning field, certificate and degree pathways, and available student financial aid and services.

- Develop partnerships with provider organizations in the area to be aware of and responsive to community needs. Communicate those needs to relevant faculty, staff, and administrators at the college. For example, communicating the need for courses in additional languages or student support services outside of normal campus hours of operation to the faculty and dean.

- Recruit a pool of eligible students from family home childcare businesses, childcare centers, and ECEAP programs that reflect the diversity of the local provider community and the children they serve.

Onboarding & Advising

- Implement practices that promote educational access, meeting the needs of BIPOC providers and providers of various learning languages, ages, identities, and geographical locations.

- Assist students with completing college applications, registration, EAG scholarship applications, financial aid forms, and completion/graduation forms.

- Following the DCYF Program Guide, support qualified participants to understand the full impact of enrollment in the Early Achievers Grant program and receiving DCYF scholarship funds, including but not limited to time/effort commitments, intended outcomes, and required data sharing and reporting requirements.

- Coordinate prior learning assessments and the awarding of credit as requested by the student.

- Provide quarterly relationship-based academic and career advising to:

  o help students reflect upon, develop, and implement a strategy for achieving their academic, career, and personal goals.

  o develop an academic plan for students that meets each student's needs and educational goals including online courses when appropriate.

  o track student progress, deploy support services as necessary, and assist students with planning their course schedule for the following quarter.

  o connect students with other resources on campus that can help them to address specific academic, career, and personal concerns to enhance retention and completion.

  o coordinate wrap-around support services such as tutoring, mentoring, study groups, eLearning workshops, or emergency assistance as needed.

- Make reasonable efforts to meet with students when requested outside of quarterly advising.

- Collaborate with other college personnel to align and seamlessly offer support services as needed.

- Collaborate with Financial Aid and Workforce to braid funding sources (when available) and develop financial aid packages for each student according to their needs.

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<u>Grant Administration</u>

- Verify student eligibility in MERIT prior to the start of each quarter.

- Attend quarterly Early Achievers Grant meetings hosted by the SBCTC.

- Stay informed with DCYF scholarship program information and DCYF staff qualification requirements by attending quarterly Early Achievers Grant meetings, regional meetings offered in partnership with DCYF, and information posted in the current fiscal year EAG Canvas site.

- Complete and submit quarterly student data, narrative reports, and class schedules to SBCTC by posted deadlines.

- Provide qualitative data by distributing and facilitating the completion of the annual EAG Student Survey and by completing the annual Program Contact Survey.

- Provide quarterly data to the registrar's office (or other staff responsible for student coding) for enrolled Early Achievers Grant eligible students, ensuring data is available to report on program type (licensed family home providers, licensed childcare centers, ECEAP or Head Start), and STARS IDs.

- Prior to the SBCTC Data Warehouse Enrollment and Staffing Snapshot each quarter, ensure all eligible and enrolled EAG students are accurately coded according to the SBCTC coding manual.

- Track and report all eligible Early Achievers Grant students who are not yet able to access the grant due to limited funding. Identify students on the EAG waitlist who are not eligible for other funding sources and, thus, unable to enroll in classes and meet their education requirements.

- Maintain a budget to ensure existing students will be able to continue progress towards their goals for the duration of the funding year.

- Submit monthly invoices for all EAG expenses.

<u>Responsive Pathways (if available)</u>

- Collaborate with ECE faculty and leadership to inform, develop, and implement strategies that make ECE programs available, accessible, and utilized by all populations supported by this grant. This includes students whose primary learning language is not English, members of tribal nations, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, single parents, or other students typically underrepresented in higher education or the early learning workforce.

Student Eligibility, Prioritization, and Requirements

Please refer to the DCYF Scholarship Program Guide for guidance on:

- Student Eligibility

- Prioritizing Grant Recipients

- Academic Requirements

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This guide can be found on [DCYF's website](https://www.dcyf.wa.gov/services/earlylearning-profdev/scholarships-incentives-awards). (link: https://www.dcyf.wa.gov/services/earlylearning-profdev/scholarships-incentives-awards)

Leveraging Funding Options

Colleges should explore and utilize other financial aid options for eligible students. Because EAG is not income-based, we serve students who may be just above the income requirements of need-based financial aid options. For those who qualify for need-based aid, we encourage braiding those additional sources of funding into the student's financial aid package. Other funding sources that may be applicable include: Pell Grants, Washington College Grant, Washington Opportunity Grant, BFET, WorkFirst, and Worker Retraining, among others. When available, leveraged funding must be used first or shared with EAG funding, meaning EAG funds are not first pay.

Please refer waitlisted or ineligible providers to other sources of aid.

Waivers

Permission may be granted for eligible grant recipients to enroll in additional credits if they meet the following criteria:

1. Must complete one or more developmental courses in math and/or English to complete the one-year Early Childhood Education State Certificate.

2. Are within a few courses of completing their Early Childhood Education one-year State Certificate, but could benefit from enrolling in one or two courses required for an Early Childhood Education Associate's degree as they complete their State Certificate.

3. Have at least an Associate's degree in Early Childhood Education or related degree as defined by DCYF, but need specific courses to retain employment. Communication from employer or DCYF requiring needed courses must be documented.

4. AAS-T transfer requirements exceed 45 credits (note: students may not exceed 97 credits)

Colleges must track any waivers they approve and complete the waiver section of the quarterly report with all waivers for each quarter. In the event the college has a student who may need a credit waiver but does not fully meet the above criteria, please contact the Program Administrator for additional guidance.

Funding

The Early Achievers Grant is offered in partnership with the Department of Children, Youth, and Families (DCYF). The funding is allocated by DCYF and administered by SBCTC. Many of the grant requirements are directly from DCYF.

The Early Achievers Grant funds must be expended no later than June 30, 2026.

Assumptions

The 2025-26 award recommendation assumes the following distribution of funds:

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1. Early Achievers Grant (EAG) funds will be distributed to community and technical colleges that apply and are selected to participate in the financial aid program during the 2025-26 academic year.

2. One FTES is equivalent to 45 credits. For example, a student who enrolls for 18 credits fall quarter, 12 credits winter quarter, and 15 credits spring quarter results in 1.0 FTES (18 +12+15=45). The enrollment of several part-time students may be added together to determine FTES. For example, nine students who enroll in a five-credit course would total 45 credits or 1.0 FTES.

3. The EAG funding will be granted to the colleges in whole FTES increments (5, 7, 12, etc.) not partial FTES increments (3.4, 7.2, 15.7, etc.).

The contract with DCYF sets forth the requirements for Early Achievers Grant (EAG) funding. A student may receive EAG funding for up to 52 credits of eligibility.

Additional Funding for an Associate Degree

Students who successfully complete a one-year Early Childhood Education State Certificate are eligible to receive EAG funding supporting up to 97 credits total for coursework required for an Early Childhood Education Associate degree.

College Awards

The college must apply for the full amount of funds per the following table. For example, if requesting 10 FTES, the college must apply for exactly $83,000. Once funding is determined, the college is expected to reach the FTES target equivalent to the funding amount. The chart below shows examples of how FTES and funding categories must correspond. Please use the budget spreadsheet to assist in calculating FTE requests.

EAG Funding	1 FTES	2 FTES	3 FTES	4 FTES	5 FTES	6 FTES	10 FTES
Tuition & Fees	$5,040	$10,080	$15,120	$20,160	$25,200	$30,240	$50,400
Required Books and Instructional Materials	$1,000	$2,000	$3,000	$4,000	$5,000	$6,000	$10,000
Student Support & Wrap-Around Services	$560	$1,120	$1,680	$2,240	$2,800	$3,360	$5,600
College Program Contact	$1,700	$3,400	$5,100	$6,800	$8,500	$10,200	$17,000
Total	*$8,300*	*$16,600*	*$24,900*	*$33,200*	*$41,500*	*$49,800*	*$83,000*

Please see Budget & Invoicing Guidance on page 15 for information on how funds may be budgeted and how funds may be moved between budget categories.

The Early Achievers Grant funds must be expended no later than June 30, 2026.

Student Support Budget Activity

Three budget categories fall under Student Supports activity: Tuition and Fees, Textbooks and

Instructional Materials, and Wrap-Around Student Services (budgeted in the "Misc." cell).

Tuition and Fees

The Early Achievers Grant funding provides up to $5,040 per FTES for tuition and fees. The grant covers tuition and mandatory fees for eligible students seeking an Early Childhood Education one-year State Certificate. If the student earns a one-year State Certificate in Early Childhood Education, they are then eligible for further Early Achievers Grant funding to support enrollment in an Early Childhood Education Associate degree program up to 97 credits total. College Boards of Trustees approve college fees charged to students, therefore; each college shall determine the cost of full-time enrollment, not to exceed $5,040 per FTES. No additional application is needed for students who wish to pursue an Associate degree after completing the one-year State Certificate.

> *Example:* 45 credits of tuition for 2023-24 equaled approximately $4,623. The college may also use grant funds for mandatory fees, such as lab or technology fees. The Early Achievers Grant funding will cover tuition and fees up to $5,040 for 97 credits.

Tuition funds may be moved to other budget categories within the Student Support budget activity if financial assistance from different programs (Pell, BFET, Worker Retraining, etc.) is used to backfill the funding that is being moved. Moving tuition funds to other Student Support budget activity lines requires pre-authorization from SBCTC and DCYF.

> *Example:* The student receives tuition support for $2,000 from another financial aid program. The college may move $2,000 in Early Achievers Grant tuition funding to other budget categories such as textbooks or miscellaneous.

Textbooks and Instructional Materials

Each college will receive $1,000 for each FTES funded through the Early Achievers Grant program to reimburse students for the purchase of required textbooks and other instructional materials.

Early Achievers Grant students may receive up to $1,000 per FTES for books and other instructional materials (printed materials used in place of or in addition to textbooks). To prorate the textbook and instructional materials maximum funding, divide $1,000 by 45 credits (1 FTES). Students may be granted $22.00 per credit for textbook and instructional materials purchases. Please see the [DCYF program guide](#) for specific, allowable processes for book purchasing.

Grant funds may not be used to purchase computers, laptops, scientific calculators, etc., for students. Grant funds may not be used to purchase paper, notebooks, pens, or other types of supplies.

If needed, these dollars may be moved to other budget categories within the Student Support budget activity to support additional FTES.

Wrap-around Student Services (aka Miscellaneous)

Each college will receive $560 for each FTES funded through the Early Achievers Grant program. The college may use this funding for wrap-around support services including, but not limited to; purchasing loaner laptops or textbooks, student success workshops, tutoring, advising, retention strategies, and funding to mitigate student emergency conditions that if resolved will help students continue in the program.

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Examples: providing funds to cover childcare to allow the student to attend class, transportation funds to help the student get to class, hygiene products, etc. If a student has an emergent need and it is unclear if the expense would be allowable, please reach out to the Program Administrator.

In the event the college purchases laptops, textbooks, etc., for loan to students, the college must have a policy in place regarding the duration and conditions of the loan and consequences for damaging or not returning these materials. This policy must be communicated to students prior to their acceptance of the loaned item.

If needed, these dollars may be moved to other budget categories within the Student Support budget activity to support additional FTES.

General Budget Activity

Five budget categories fall under General budget activity: Salary and Wages, Employee Benefits, Goods and Services, Travel, and Contracts. See Budget & Invoicing Guidance below for a breakdown of these categories.

Staff Program Contact

The college will receive $1,700 for every FTES to support an Early Childhood Education Program Contact or other staff involved in the implementation of the grant. The Program Contact will recruit, advise, and support Early Achievers Grant recipients. Please see the Early Achievers Grant Program Contact section of these guidelines. The college may utilize this funding for the salary, benefits, goods & services, and travel for one or more staff performing the required duties as outlined above.

Responsive Pathways Funding

The Department of Children, Youth, and Families (DCYF) is not able to guarantee funding for Responsive Pathways projects for FY26 at this time. If funding does become available, application questions will be sent to colleges along with submission instructions.

Refunds

Any student receiving Early Achievers Grant funding who officially or unofficially withdraws will have funds returned to the Early Achievers Grant institutional account based on the college refund policy. All Early Achievers Grant funds collected from student refunds may be re-awarded to other Early Achievers Grant-eligible students if refunds are received in the same fiscal year as disbursed. If returned after the close of the fiscal year, they must be returned to SBCTC to be returned to DCYF. Please follow your college's standard refund policy.

Should the student re-enroll at a later date, those funds surrendered will apply and count toward the Early Achievers Grant tuition/fees funding maximum.

Typically, there are no refunds for books/instructional materials that have been purchased.

Budget & Invoicing Guidance

The college must apply for the full amount of funds per the following table. For example, if requesting 10 FTES, the college must apply for exactly $83,000. Once funding is determined, the college is

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expected to reach the FTES target equivalent to the funding amount. The chart below shows examples of how FTES and funding categories must correspond.

EAG Funding	1 FTES	2 FTES	3 FTES	4 FTES	5 FTES	6 FTES	10 FTES
Tuition & Fees	$5,040	$10,080	$15,120	$20,160	$25,200	$30,240	$50,400
Required Books and Instructional Materials	$1,000	$2,000	$3,000	$4,000	$5,000	$6,000	$10,000
Student Support & Wrap-Around Services	$560	$1,120	$1,680	$2,240	$2,800	$3,360	$5,600
College Point-of-Contact	$1,700	$3,400	$5,100	$6,800	$8,500	$10,200	$17,000
Total	*$8,300*	*$16,600*	*$24,900*	*$33,200*	*$41,500*	*$49,800*	*$83,000*

Budget Activities

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

Student Support

Necessary and reasonable costs for approved direct-support expenditures that help maintain eligible Early Achievers Grant student enrollment in college. Per the DCYF program guide, colleges set their own policy for the request and use of emergency funds.

General

Necessary and reasonable costs to support an Early Childhood Education (ECE) Program Contact or other college staff responsible for supporting EAG students. The Program Contact will recruit, advise, and support Early Achievers Grant recipients. The college may utilize this funding for the salary, benefits, goods & services, and travel for one or more staff performing Program Contact duties.

A maximum of $1,700 per FTES may be spent in the salaries/wages, benefits, goods/services, and travel budget categories to support the Program Contact.

Responsive Pathways

The Department of Children, Youth, and Families (DCYF) is not able to guarantee funding for Responsive Pathways projects for FY26 at this time. If funding does become available, application questions will be sent to colleges along with submission instructions.

Budget Categories

Based on the budget activities above, you must determine how much of each activity will be

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budgeted in each budget category (also known as a budget column). The following is an overview of each budget category.

Tuition

Tuition and required fees (lab fees, technology fees, etc.) for eligible students. See the Funding section for more information regarding tuition. Most college fees are covered, but the following fees are not covered at any time:

- Admission/application fees

- Late registration fees

- Fees for copies of official or unofficial transcripts

- Dropped class fees

Books

Required books and/or instructional materials for eligible students. The college must receive and maintain receipts for all purchases. Please see the DCYF program guide for specific, allowable processes for book purchasing. Expenses in the Books category should be tied to a specific student's immediate needs.

Colleges may budget a maximum of $1,000 per FTES in this category. Additional funds may not be added to this category unless your college is serving additional FTES.

Misc.

The miscellaneous budget category may be used for:

- funds to support general student support for faculty to teach student success classes, tutoring, counseling, retention strategies

- emergent support services such as emergent childcare, emergent transportation, or other emergent student costs.

Colleges may budget up to $560 in Student Support funding per FTES in this category. Colleges may move funding from the Program Contact activity into this category to exceed $560 per FTES.

If books are being purchased for a lending library, they should be included here, in the miscellaneous category, as they will support more than one student over time.

Per the DCYF program guide, colleges set their own policy for the request and use of emergency funds.

Salaries, Wages, and Benefits

Salaries, wages, and benefits associated with the grant activities. In your budget narrative, please be sure to include all position titles to be funded by the grant, percentages of effort/FTE/FTEF/hourly wage information, and a brief description of duties by position as they relate to the grant.

Please put each position on a new line of text.

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Examples (General):

Be sure to budget expenses for the Program Contact for Early Achievers Grant recipients on the General line. See the Administering the Grant section of these guidelines for a list of eligible duties that may be paid from this grant.

- Early Achievers Grant Manager, .2 FTE = $12,000 salary; $3,000 benefits to provide quarterly relationship-based academic and career advising

- Financial Aid Coordinator, $30/hour for 200 hours = $6,000 wages; $2,000 benefits to braid funding sources (when available) and develop financial aid packages for each student according to their needs.

Goods and Services

Goods and Services to be used by personnel budgeted to the grant and other necessary goods and services needed for grant activities.

Examples: office supplies and materials, informational marketing for recruitment of students

The cost of any items purchased that will not be used exclusively to support this grant must be split among other funding sources.

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

Budget Revisions

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

Budget revisions must be submitted to SBCTC via the Online Budget & Invoicing System (OBIS).

With SBCTC approval, funds may be transferred from General activity to Student Support Activity. With SBCTC approval, funds may be transferred from the Textbook category to the Tuition category, and funds in the Wrap-around Student Services category may be transferred to either Textbooks or

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Tuition categories. With SBCTC approval, Tuition underspend may be reallocated towards other expenses as approved by DCYF.

Final budget revision deadline: June 15, 2026

See the OBIS user manual (available in the Resources section of OBIS) for information on how to create and submit a budget revision. Be sure to update budget narrative answers as applicable.

The Early Achievers Grant - State funds must be expended no later than June 30, 2025.

Invoicing

Funds for this grant must be claimed on a reimbursement basis. No payments in advance of or in anticipation of goods or services provided under this grant shall be requested or paid. All costs must be reported for the period incurred.

Reimbursement requests must be submitted monthly via OBIS. All costs must be submitted for reimbursement in accordance with the schedule shown below.

For expenses incurred	Invoice no later than
July 2025	August 31, 2025
August 2025	September 30, 2025
September 2025	October 31, 2025
October 2025	November 30, 2025
November 2025	December 31, 2025
December 2025	January 31, 2026
January 2026	February 28, 2026
February 2026	March 31, 2026
March 2026	April 30, 2026
April 2026	May 31, 2026
May 2026	June 30, 2026
June 2026	July 15, 2026

All financial reports, including reimbursement requests, must be certified upon submission. Please read the certification statement within the OBIS invoice module and click on the check box to attest to the statement

Invoices may be pulled for pre-payment review by SBCTC financial staff. If this is done, the invoice will be placed in "Audit" status in OBIS, and the recipient institution will receive an automated email detailing the next steps. It is important to provide all requested backup documentation as soon as possible, as OBIS will not allow additional budget revisions or invoices for the same award to be submitted while an invoice is in "Audit" status.

Funding Surveys

SBCTC staff will conduct funding surveys throughout the year to monitor actual and obligated

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expenditures and to ensure applicants are spending down their contracts. These surveys are contractually required administrative activities and must be completed and submitted to SBCTC by the deadlines provided.

Reporting and Coding

Reports

The data within ctcLink is used to complete a portion of the reporting by the State Board to the funder, the Department of Children, Youth, and Families (DCYF). Because data is shared with DCYF, students must complete a consent to data sharing at intake. It is essential to code students per the guidelines below in a timely manner in order for enrollments and completions to be recorded accurately.

To collect narrative information or data not available through ctcLink, a quarterly report will be due on the following schedule. SBCTC will provide reporting templates after college grant applications are approved and deadlines for these reports will be established after academic calendars are created. SBCTC reserves the right to adjust information requested on reporting templates quarter-to-quarter.

The data collected will assist the State Board to report information on student participation to the Department of Children, Youth, and Families.

Completions

As student retention is measured by continued enrollment and/or program completion, it is essential that all students completing one or more credentials be coded with the appropriate exit code. The most common exit codes for Early Achievers Grant students are as follows:

4. Associate Degree

5. Long Certificate + 90 credits

6. Long Certificate 45-89 credits

7. Short Certificate 20 to 44 credits

8. Short Certificate 1 to 19 credits

The full listing of exit codes can be found under "Completions" on the Guidelines for Reporting Degrees and Certificates web page, or check with your college registrar.

Student Coding

Students receiving financial assistance, academic support, *or* other services from an Early Achievers Program Contact, are to be coded as Early Achievers Grant students, using the appropriate student attribute (PeopleSoft). The coding is outlined below.

The Department of Children, Youth, and Families (DCYF) requires the colleges, through SBCTC, to report student enrollments, persistence, and completions disaggregated by the grant recipients'

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employment categories. At intake, potential grant recipients must identify the employment category that best describes their current employment situation: Family Home Childcare owner or employee, Childcare Center owner or employee, ECEAP (Early Childhood Education and Assistance Program) employee, or Head Start employee.

Documentation needed for "dropped" courses does not include failed courses. It does include dropped or withdrawn courses for which EAG money was used and classes not completed for whatever reason.

Student Attribute Codes in PeopleSoft

Student Plan Stacks are coded with one of three Student Attribute Codes. This code should be term activated each quarter. If multiple apply, use highest as listed below.

"SE02" for students working at a family home childcare business.

"SE01" for students working at a childcare center.

"SE03" for students working at an ECEAP program.

"SE04" for students working at a Head Start program.

These Student Attribute Codes will be coupled with a Student Group Code of "SEAG" coded to the student. This code should be verified each quarter, before finals. The student should not be coded for the Early Achievers Grant after departure from the ECE program.

Financial Aid Coding

An eligible student may receive Early Achievers Grant for tuition and mandatory fees up to 97 credits.

Early Achievers Grant students may receive up to $1,000 for books and other instructional materials per FTE (45 credits), not to exceed $1,000 per year. To prorate the textbook and instructional materials maximum funding, divide $1,000 by 45 credits (1 FTE). Students may be granted up to $22.00 per credit for textbook and instructional materials purchases.

Financial Aid Program Codes in ctcLink

FA Item Type	Description	Short Description
912000000700	Early Achievers Grant-Tuition	EAGTUITION
912000000710	Early Achievers Grant-Books	EAGBOOKS
912000000720	Early Achievers Grant-Chldcare	EAGCHLDCAR
912000000730	Early Achievers Grant-Transp	EAGTRANSP
912000000740	Early Achievers Grant-Other	EAGOTHER

Entering STARS IDs

Colleges are required to enter students' MERIT System's STARS IDs into ctcLink. For step-by-step instructions, please visit the ctcLink Reference Center. If college policies do not allow for the Program Contact to access the External System ID fields, please work with your Registrar's Office to establish a local process for timely entry of STARS IDs by staff with appropriate security roles.

Please verify via MERIT that the STARS ID provided by the student is correct.

Grant Terms & Information

General

State funds for these grants are provided to the State Board of Community and Technical Colleges (SBCTC) from the Washington State Department of Children, Youth, and Families (DCYF).

Allowable Costs

All expenditures submitted for reimbursement under this grant must be necessary and reasonable for proper and efficient administration of the Early Achievers Grant program. They must also follow DCYF guidance as outlined in the DCYF program guide.

The following state and federal regulations must be followed:

Applicable Washington State Regulations

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

Expenditure Accounting

These funds must be kept in an account separate from all other funding sources.

Colleges must set these funds up as a cost-reimbursement/as-incurred grant and be accounted for as grant and contract (fund 145). SBCTC reimbursement for this grant must be coded to 4020120. This grant should be set up using the following information:

- Grant Type: As Incurred/Cost Reimbursable

- Sponsor ID: FIN00107

- Project Type: 02012

- Fund: 145

- Revenue Account: 4020120

- Contract Asset Account: 1010180

When entering this grant into ctcLink, be sure to select budget items based on the types of expenses the college will have. To view ctcLink budget items/accounts and expense accounts that roll up to each budget item/account, visit the ctcLink Project Tree QRG.

To add a new activity to an existing grant in ctcLink follow the [Adding an Activity to an Active Grant](#) QRG. Use this QRG to add new funding to the grant for a new activity or to add funds in an existing activity not previously entered in ctcLink.

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.

Publicity and Publications

The college must submit to SBCTC all advertising and publicity matters relating to this grant in which the State of Washington or the Department of Children, Youth, and Families (DCYF's) name, state seal, or logo is mentioned or used, or language is used from which a connection with the State of Washington or DCYF may, in DCYF's judgment, be inferred or implied. The college shall not publish or use such advertising and publicity matters without the prior written consent of SBCTC and DCYF.

All publications funded, in whole or in part, under this grant must use the DCYF logo and must acknowledge credit as either providing "funding in partnership with" or "funded by" DCYF. The full-color or black-and-white DCYF logo, provided by the DCYF, shall appear in its entirety, without modification.

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 Early Achievers Grant program, SBCTC will give the grant recipient notice of such failure or violation. Grant recipient will be

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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.

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Appendix A: Application Questions

Below are the application questions as they appear in the 2025-26 Early Achievers Grant Application, accessible through the Online Grant Management System (OGMS).

Section 1: Grant Program Narrative

Please review the guidelines document, which is located in the Grant Info section of OGMS, prior to completing this section of the application. Additionally, please be sure to work with your grants/budget office when developing your grant budget.

1A. How many FTEs is your college requesting? Please list only whole FTEs, not partial FTEs such as 3.3 or 5.6. Please use the Planning Budget Spreadsheet to determine the number of FTEs you are requesting.

1B. How many continuing students do you anticipate supporting in FY25 (unduplicated headcount)?

1C. How many students do you currently have on the EAG funding waitlist?

1D. Describe your outreach & recruitment activities. For this application, outreach is defined as strategies used to promote & inform the broader community about EAG funding at your college (ex., social media marketing, direct mail, etc.); recruitment is defined as communicating directly with prospective students, site supervisors, or EA coaches to provide specific information about the program, admissions, enrollment, etc.

1E. How are new students directed to the Program Contact if not recruited directly by the Program Contact?

1F. Describe the practices your college/program implements to promote educational access and meet the needs of BIPOC providers and providers of various learning languages, ages, identities, and geographical locations.

1G. How is your course schedule organized to support incumbent workers' unique learning needs and promote the timely completion of certificates or degrees?

1H. Describe the support services your college/program offers to ensure EAG student persistence and completion.

1I. Do students have access to System Shared Classes (formerly WAOL) Early Childhood Education classes at your college? If not, please explain why this is not an option for your students.

Section 2: Responsive Pathways Proposal

The Department of Children, Youth, and Families (DCYF) is not able to guarantee funding for Responsive Pathways projects for FY26 at this time. If funding does become available, application questions will be sent to colleges along with submission instructions.

Section 3: Budget Narrative

This grant has parameters regarding exactly how much funding may be requested and parameters

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on how much is budgeted in several individual budget cells. Please review the EAG guidelines document, which is located in the Grant Info section of OGMS, prior to completing this section of the application. Additionally, please be sure to work with your grants/budget office when developing your grant budget and use the Planning Budget Spreadsheet. Please submit this spreadsheet with other application materials.

3A. Describe how your college will use funds from this grant for TUITION. Please include the headcounts for current/continuing EAG-eligible students and for EAG-eligible students who are on your EAG funding waitlist.

3B. Describe how your college will use funds from this grant for BOOKS.

3C. Describe how your college will use funds from this grant for MISC. Describe the support services that will be offered to EAG scholars that go above and beyond the services offered to all college students. See guidelines for information on allowable expenses.

3D. Describe how your college will use funds from this grant for SALARY, WAGES, AND BENEFITS for the Program Contact or other staff funded with this grant. Please identify the specific roles listed on the RACI spreadsheet, their EAG-specific and/or Human Resources titles, and the specific amounts that will be paid for salary, wages, and benefits from this grant. Please submit the RACI spreadsheet document with other application materials. Duties that can be paid from this grant are detailed in the Early Achievers Grant Guidelines and are not required to be included in your budget narrative.

3E. Describe how your college will use funds from this grant for GOODS AND SERVICES.

3F. Describe how your college will use funds from this grant for TRAVEL for the Program Contact or other staff involved in the implementation of the EAG program.

3G. Describe how your college will use funds from this grant for Responsive Pathways – SALARY, WAGES, AND BENEFITS. Include all position titles, percent of effort or FTE (full-time enrollment) that will be funded, and a brief description of duties by position as they relate to this grant activity. (This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3H. Describe how your college will use funds from this grant for Responsive Pathways – GOODS AND SERVICES. (This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3I. Describe how your college will use funds from this grant for Responsive Pathways – TRAVEL(This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3J. Describe how your college will use funds from this grant for Responsive Pathways – CONTRACTS. (This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3K. Describe how your college will use funds from this grant for Responsive Pathways - TUITION. (This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3L. Describe how your college will use funds from this grant for Responsive Pathways - BOOKS. (This section is to be completed via Budget Revision in OBIS if awarded RP funding.)

3M. Describe how your college will use funds from this grant for Responsive Pathways - MISC. Describe the support services that will be offered to EAG scholars that go above and beyond the

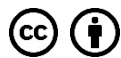services offered to all college students. See guidelines for information on allowable expenses.

Online Resources

DCYF Scholarship Program Guide

The Scholarship Program Guide is provided by Department of Children, Youth, and Families. This guide can also be found on DCYF's website or via this link.

Please refer to this guide for guidance on student eligibility, academic requirements, and prioritizing grant recipients.

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