

FISCAL YEAR 20 PROGRAM FUNDING GUIDANCE

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FISCAL YEAR 20 PROGRAM FUNDING GUIDANCE

This document provides guidance on workforce program funding and expenditures for fiscal year 2020. Revised versions will be shared as applicable. Please direct questions to the program's administrator; contact information can be found for each administrator in the below sections. Direct general questions regarding this document to Dylan Jilek, djilek@sbctc.edu.

At-A-Glance: Allowable Expenditures by Program

✓ = allowable expenditure; ✗ = unallowable expenditure; + = allowable emergency expenditure

	BFET	EAG	OG	SEAG	SSEH	Perkins	WRT	WF
STUDENT SUPPORTS								
Tuition and fees	✓	✓	✓	✗	✗	+	✓	✓
Books	✓	✓	✓	+	✓	+	✓	✓
Tools	✓	✗	✓	✓	✓	+	✓	✗
Supplies	✓	✗	✓	✓	✓	+	✓	✗
Transportation	✓	+	+	✓	✓	+	✓	✗
Child Care	✓	+	+	✓	✓	+	✓	✗
Housing and Utilities	✓	+	✗	✓	✓	✗	+	✗
Internet Access	✓	+	✓	✓	✓	✗	✓	✓
Additional Supports-see program section	✓	+	✓	✓	✓	✗	✓	✓
ADMINISTRATIVE & INSTRUCTIONAL								
Direct Support Staff Salaries & Benefits	✓	✓	✓	✓	✓	✓	✓	✓
Program Management Salaries & Benefits	✓	✗	✓	✓	✓	✓	✓	✓
Goods & Services	✓	✓	✗	✓	✓	✓	✓	✓
Travel	✓	✓	✗	✓	✓	✓	✓	✓
Faculty Salaries & Benefits	✗	✗	✗	✗	✗	✓	✓	✓
Building Rental & Utilization	✓	✗	✗	✓	✓	✓	✓	✓
Contracts	✓	✓	✗	✓	✓	✓	✓	✓
Capital Outlay	✓	✗	✗	✗	✗	✓	✓	✓

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Able-Bodied Adults without Dependents (ABAWD) Navigation

Introduction

The purpose of the ABAWD Navigation program is to support a category of Supplemental Nutrition Assistance Program (SNAP) recipients that must meet specific work requirements to maintain eligibility for food assistance.

The ABAWD Navigator within each community and technical college is a single point of contact for immediate support and engagement in activities that would allow ABAWDs to maintain their Basic Food eligibility. The ABAWD Navigators help colleges to expand their support of students experiencing food insecurity, enhance their collaborations with community partners, and increase resources to support students across the college.

Allowable Program Expenditures

Program funds must be used to employ a full-time position on each campus to provide services to ABAWDs referred from DSHS and connect students to campus and community resources, especially related to food security. Funds can also be expended on travel, goods and services, and indirect. See the [ABAWD Fiscal Guidelines](#).¹

Opportunities to Leverage

Staff employed through the program can be utilized to inform the campus community and students about the resources identified on and off campus, and are able to assist with campus efforts related to student food security. In addition, as more students may need access to food assistance, they can assist with the application process through [Washington Connection](#).

Budget Revision Opportunities

Please take this opportunity to revise your budgets based on wages and benefits predictions for the year. The final budget revision is due Tuesday, September 15, 2020, but revisions made now are a positive step.

Opportunities for System Redistribution

All colleges received the same level of funds for an ABAWD Navigator position. There will be no redistribution of funds.

Strategies for Full Utilization

As the end of the fiscal year approaches, review budgets to ensure wage and benefit variables have been addressed. If there is a need to adjust wage and benefit amounts, funds can be moved between categories prior to the budget revision deadline. If you have questions about full utilization of grant funds, please contact Kathi Medcalf, ABAWD Program Administrator, kmedcalf@sbctc.edu.

¹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/abawd/fy20-abawd-fiscal-guidelines.pdf>

Basic Food Employment and Training (BFET)

Introduction

Offered through the Department of Agriculture's Food and Nutrition Service (FNS), the Basic Food Employment and Training (BFET) program is one way the State Board for Community and Technical Colleges (SBCTC) facilitates access to federal workforce education and training funds to enable basic food recipients to gain skills necessary for employment. The target population is basic food recipients, not currently receiving TANF. Since 2013-14, all 34 CTCs offer the program, along with more than 50 Community Based Organizations (CBOs).

Allowable Program Expenditures

The BFET program requires 100% up-front expenditures from local non-federal sources to receive a 50% federal reimbursement. All expenditures submitted for reimbursement under this program must be necessary and reasonable for proper and efficient administration of BFET. Staff paid in whole or part from BFET funds must provide unique services to the BFET program.

Eligible BFET services are limited to expenditures beyond what is provided to the general student population at no cost. Additionally, eligible expenditures continue to be what is necessary and reasonable for participation in BFET. Services can only be provided to students receiving SNAP benefits and participating in the BFET program.

See the full program [Fiscal Guidelines](#) for more information.²

Opportunities to Leverage

Program Operation

Reimbursed funds are the primary source of BFET program support and continuation. Reimbursed funds can be used to build your BFET program, returned to the original funding source, or reutilized. Reutilized funding is the opportunity to reuse reimbursed funds for allowable BFET activities and submit those expenditures for another reimbursement.

Colleges can bill for a 50% reimbursement of non-federal funds expended on a BFET student. Available non-federal resources (local or state funds) that can be leveraged for reimbursement include, but are not limited to Worker Retraining, Opportunity Grant, Washington College Grant, College Foundation, Student Emergency Assistance Grant, Supporting Students Experiencing Homelessness, and Early Achievers Grant.

Co-enrollment

Co-enrollment of BFET students in other programs is an essential part of the continuation of the BFET program and providing additional resources and support services to students.

When a non-federal program expends funds on a BFET student for tuition, books, supplies, tools, or

² <https://www.sbctc.edu/resources/documents/colleges-staff/grants/bfet/fy20-bfet-fiscal-guidelines.pdf>

other support services, the BFET program can use this expenditure to receive federal dollars as reimbursement to support the continued growth of the program and support students that do not have access to other funding sources.

Using BFET Reimbursements to Support Programs and Students

The BFET program has the ability to return some of their reimbursed funds to the original funding source. Returning funds to the original funding source can help redistribute funds to other programs that may have an immediate need and increase the program's capacity to serve students. If the original funding source expends those funds on a BFET student, they can be reimbursed at 50% once again by the BFET program.

Example: The WRT program does not have enough funds to meet student needs for spring quarter. The BFET program can return funds to the WRT program previously expended on BFET students by the WRT program to help meet some of this need. Returned funds cannot exceed 50% of the WRT expenditures on BFET students claimed for reimbursement during the current state fiscal year. Once returned, BFET can once again bill for a 50% reimbursement of expenditures on BFET/WRT co-enrolled students.

Reimbursed funds returned to the original resource must be returned prior to being deposited into your BFET account. Once deposited into your BFET account you cannot move them to the original funding source. Additionally, these funds have to be returned and expended by the end of the fiscal year (Tuesday, June 30, 2020).

Budget Revision Opportunities

SBCTC approval of a revised budget is required if there is more than a 10% variation in expenditure levels by individual budget cell. You may invoice for up to 10% more in budget cells as long as the budget line does not exceed the budgeted approved total.

Per the statewide agreement from the Department of Social and Health Services (DSHS), movement of funds between General and Tuition budget lines (activities) is not generally allowed, but may be possible with prior permission from SBCTC. Contact the BFET Program Administrator, [Jennifer Dellinger](#), to obtain approval to move funds between these two budget lines prior to submitting a budget revision in OBIS.

Budget revisions must be submitted to SBCTC via the [Online Budget & Invoicing System](#) (OBIS). Final budget revision deadline: **Tuesday, September 15, 2020.**

See the OBIS User Manual (available in the Resources section of OBIS) for information on how to create and submit a budget revision.

Opportunities for System Redistribution

Redistribution of funds throughout the system helps meet the needs of students and maximize the system's ability to fully draw down available federal funds. Accurate projection of program needs and enrollment help you know when you should be returning/requesting budgeted funds. The SBCTC encourages the return of funds not anticipated to be expended earlier in the program year. Leaving a balance of budgeted federal funds not drawn down through reimbursement requests at the end of

the program year can result in reduced system budget allowances for BFET programs.

An open funding survey for the BFET program is due on **Friday, May 1, 2020**. While there may be room for one more funding survey before the end of the federal fiscal year, this survey represents the final opportunity to meet student needs across the system. BFET program administrators are asked to strongly consider returning funds now to help the SBCTC redistribute funds for the spring quarter.

A funding survey is anticipated to be released in July; however, it will not allow revision to our system budget with DSHS. Therefore, it is essential to strategically project anticipated need and return any budget allowances that can be redistributed during the current funding survey.

Strategies for Full Utilization

Co-Enrollment

Co-enrollment is critical to the BFET program and the students your campuses serve. The SBCTC encourages BFET staff to check-in with and re-screen students for eligibility of other programs. Staff should work with other programs to see if, during this time, the eligibility requirements have changed. A BFET student not eligible for WRT a month ago could now be eligible, or Early Childhood Education students enrolled in the Early Achievers Grant could be screened for BFET eligibility.

Resource Acquisition

The BFET program serves students with high barriers and strong needs for wrap-around services. Identifying opportunities to support students and leverage those supports for BFET is critical to the continued growth of your program and essential to supporting students who do not have access to other funds.

If you are not currently using one (or more) of the following funding sources for leverage, please consider how you can incorporate them into your current processes.

- Worker Retraining
- Opportunity Grant
- Supplemental Educational Opportunity Grant
- Washington College Grant
- College Foundation Funds
- College 3.5% Funds
- Early Achievers Grant
- Student Emergency Assistance Grant
- Supporting Students Experiencing Homelessness

Increasing Access to Online Courses

The SBCTC recently released guidelines for supporting students with internet access. BFET Reimbursed funds may be utilized to support students in gaining access to online courses and materials as outlined in the [linked document](#).

Early Achievers Grant (EAG)

Introduction

The Early Achievers Grant (EAG) is a student financial aid program to support employed child care providers and early learning educators completing certificates and associate degrees in early childhood education. EAG funding is allocated by the Department of Children, Youth, and Families (DCYF) and administered by SBCTC. Find more information about the program in the [Early Achievers Grant Guidelines](#).³

Allowable Program Expenditures

To be eligible for EAG consideration, the student must:

- Be a Washington State resident or a resident of a neighboring state who works and will attend college in Washington State.
- Be employed in a teaching or leadership role at a child care center, family home care, or Head Start/ECEAP program that is actively participating in the DCYF Early Achievers (QRIS) program.
- The student must work a minimum of 10 hours a week or 40 hours per month at an eligible child care facility.
- Enroll in an Early Achievers Grant-eligible education program.

Find more information about eligibility and allowable expenditures in the [Early Achievers Grant Guidelines](#).⁴

Opportunities to Leverage

EAG students are eligible for Worker Retraining funds under the vulnerable worker category. A recommended practice is to co-enroll an EAG student in Worker Retraining at the start of their studies, and transition them onto EAG for their tuition after the first quarter, or per local WRT policy.

Due to changes in eligibility criteria in response to the pandemic, EAG students may now be eligible for SNAP, BFET, WorkFirst, and other benefit programs. Points of Contact are encouraged to reach out to existing EAG students and support their enrollment in these programs where applicable.

The Early Achievers Grant is state-funded and therefore, can be leveraged with federally funded programs such as BFET.

Budget Revision Opportunities

All grant funds distributed to the colleges are to be expended. While there are not currently penalties for not fully utilizing grant funds, unspent funds must be returned to SBCTC for return to DCYF, and colleges are expected to generate the number of FTES funded. Not fully utilizing funds may be

³ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/early-achievers/fy20-eag-grant-guidelines.pdf>

⁴ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/early-achievers/fy20-eag-grant-guidelines.pdf>

considered when distributing funds in the following year.

Budget revisions must be submitted through OGMS for approval. Full details on how funds can be moved between categories are in the grant and fiscal guidelines found on the [SBCTC website](#).⁵

Opportunities for System Redistribution

Funding surveys are conducted 1-3 times per grant-year to offer colleges the opportunity to adjust FTES and funding levels to best serve the CTC system. There is not another funding survey this fiscal year.

Strategies for Full Utilization

Many students do not have access to a computer or reliable internet to enroll in online classes. The purchase of loaner laptops and hotspots is allowable under the wrap around services budget category of this grant. A budget revision, as described above, would need to be submitted and approved.

These resources may only be loaned to Early Achievers Grant students and are considered part of the college's EAG program resources. The college must have a policy in place regarding the duration and conditions of the loan and consequences for damages or non-return. This policy must be communicated to students prior to their acceptance of the loaned item.

If you have questions or concerns about full utilization of grant funds, please contact Heather Stock, Early Achievers Grant Manager, hstock@sbctc.edu.

⁵ <https://www.sbctc.edu/colleges-staff/grants/early-achievers-grant-program.aspx>

Opportunity Grant

Introduction

The Opportunity Grant program helps low-income students complete up to one year of college and a certificate in a high-wage, high-demand career.

Allowable Program Expenditures

- Funding for tuition and fees up to 45 credits (one year, full time).
- Funding for required books and supplies up to \$1,000.
- Students may also be eligible for:
 - Tutoring
 - Career advising
 - College success classes
 - Emergency child care
 - Emergency transportation

To be eligible, students must:

- Complete the [Free Application for Federal Student Aid](#) (FAFSA) or the [Washington Application for State Financial Aid](#) (WASFA, for undocumented students); demonstrate unmet financial need.
- Have an income at or below 200 percent of the federal poverty level (see [the U.S. Department of Health & Human Services Poverty Guidelines](#)).
- Maintain a 2.0 grade point average.

For more information, visit the [SBCTC Opportunity Grant website](#).⁶

Opportunities to Leverage

The intent of the Opportunity Grant program is for each student to leverage all other eligible funds and to decrease loan indebtedness. A student may receive Opportunity Grant and scholarships, Worker Retraining, Work First, Pell Grant, Washington College Grant, Work Study, and other forms of state and federal financial aid. Co-enrollment of Opportunity Grant students in the BFET program will also allow your college to receive a 50% reimbursement for student expenditures that will be utilized to expand your college's ability to serve additional students.

Budget Revision Opportunities

Students are encouraged to work with their college Opportunity Grant Coordinators to check on possible flexibility here, especially concerning purchase of technology such as smart devices, Wi-Fi, hotspots, etc.

Opportunities for System Redistribution

⁶ <https://www.sbctc.edu/paying-for-college/opportunity-grant-student.aspx>

A COVID-19 emergency re-allocation process was instituted on Wednesday, April 1, 2020. Colleges projected to not spend current allocations were asked to return funds for redistribution. Redistribution of funds is formula-based. Opportunity Grant Coordinators at each participating college were sent the required form to complete and submit for consideration of re-distributed funds.

Strategies for Full Utilization

See Budget Revision, above. Opportunity Grant Coordinators are encouraged to use flexibility in evaluating student needs and approving purchases of smart devices, Wi-Fi access, etc. Co-enrollment of eligible students in other student supports is also strongly encouraged to facilitate full utilization of funds across programs and to better meet student needs. If you have questions or concerns about full utilization of funds, please contact Ha Nguyen, Student Service Policy Associate, hnguyen@sbctc.edu.

Student Emergency Assistance Grant (SEAG) Program

Introduction

The Student Emergency Assistance Grants (SEAG) Program allows Washington Community and Technical Colleges to provide monetary aid to students experiencing unforeseen emergencies or situations that affect a student's ability to attend classes.

Allowable Program Expenditures

SEAG Program funds must be used to provide direct financial assistance to students to help with any non-tuition related emergency expenses including housing, food, utilities, transportation, child related, health related, non-tuition related fees and fines or other goods or services. SEAG Program funds may be used to assist students in paying for books only if all other funding sources have been exhausted. All students requesting assistance in writing are eligible.

Additional information about program expenditures can be found in the [SEAG Program Guidelines](#).⁷

Opportunities to Leverage

The SEAG Program is state-funded and therefore, can be leveraged with federally funded programs as long as low-barrier access to funding can be maintained. Enrollment of eligible SEAG funded students in the BFET program will also allow your college to receive a 50% reimbursement for student expenditures that will be utilized to expand your college's ability to serve additional students. SEAG funds have more flexibility in what they fund and can be disbursed directly to a student, so they can be used to support students where others funds have limitations.

Budget Revision Opportunities

SEAG Program budgets can be revised at any time as long as grant administration costs do not exceed 10%. Budget revisions are reported through quarterly expenditures and program evaluation processes.

Opportunities for System Redistribution

An SEAG Funding Survey was administered March 2020 to identify colleges needing to request additional funds and/or needing return funds for redistribution. At that time, no opportunities for redistribution were identified.

When returning funding for redistribution within the SEAG Program, there are no negative impacts to future funding. However, if a college chooses to not return funds for redistribution in a timely fashion and is unable to fully utilize SEAG Program funding by the end of the fiscal year, future funding may be reduced to ensure full use of these resources.

Strategies for Full Utilization

The SEAG Program provides a great deal of flexibility for colleges to respond to student emergency

⁷ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/student-emergency-assistance-grant-program/2019-21-emergency-assistance-program-guidelines.pdf>

needs in a timely manner. These funds can be used to provide grants to students for any non-tuition related emergency expenses that may prevent them from remaining enrolled in classes. SEAG funds can be disbursed directly to the student or disbursed to a third-party vendor on behalf of the student, but cannot be used to purchase equipment to be managed and loaned to students by the college. If you have questions or concerns about full utilization of funds, please contact Jessica Porter, SEAG Program Coordinator, jporter@sbctc.edu.

Supporting Student Experiencing Homelessness (SSEH)

Introduction

South Puget Sound Community College, Edmonds Community College, Yakima Valley College, and Walla Walla Community College were selected to participate in a pilot program to assist students experiencing homelessness and students in the foster care system when they graduated high school. The Washington Student Achievement Council selected two public baccalaureate institutions to participate in a corresponding pilot program.

Colleges not selected for the pilot program are encouraged to implement accommodations for students experiencing homelessness, participate in learning community opportunities facilitated by the SBCTC and WSAC, and submit data required of the pilot program participants to enhance efforts to highlight student needs throughout our system.

Allowable Program Expenditures

Colleges participating in the pilot program must provide accommodations to students that include access to short-term housing or long-term housing assistance; laundry facilities; secure storage and shower facilities; reduced-price meals and food assistance; technology; and case management services. Colleges may also establish plans to develop surplus property for affordable housing.

Opportunities to Leverage

Colleges participating in the pilot program must provide information to students on existing community resources for individuals experiencing homelessness, including nonprofit organizations, the local housing authority, and the Department of Commerce's Office of Homeless Youth. Enrollment of eligible SSEH supported students in the BFET program will also allow your college to receive a 50% reimbursement for student expenditures that will be utilized to expand your college's ability to serve additional students.

Budget Revision Opportunities

SSEH Pilot budgets can be revised at any time as long as grant administration costs do not exceed 10%. Budget revisions are reported through year-end reporting and evaluation processes.

Opportunities for System Redistribution

Colleges can return funds to be utilized by SSEH colleges without negative impacts to future funding.

Strategies for Full Utilization

Student outreach is critical to full utilization of SSEH funding and accommodations. Colleges participating in the pilot program should develop strategies to identify students currently experiencing homelessness and are at risk of experiencing homelessness including students who aged out of the foster care system. SSEH colleges are encouraged to engage students in case management services and provide a broad range of accommodations to support students in remaining enrolled in classes. Contact Jessica Porter (jporter@sbctc.edu) if you have questions.

Worker Retraining (WRT)

Introduction

The Worker Retraining program provides funding to Washington State community and technical colleges (CTCs) for dislocated and unemployed workers to enter approved training programs and receive related support services including financial aid, career advising, educational planning, referral to training resources, job referral, and job development. Through regional collaboration and identification of key industries and clusters, colleges ensure a mix of program offerings that strategically align with industry training needs and contribute to regional competitive advantage.

Allowable Program Expenditures

Worker Retraining Funds can be used for two purposes:

1. to provide financial aid to WRT students, and
2. to create and support WRT-eligible educational programs and support administrative staffing for WRT-related services —also referred to as Enrollment Support.

WRT Financial Aid Funds

These funds are to be awarded to students in the form of grants and NOT as a loan or work-study. WRT Financial Aid should be used as start-up funds and awarded for one quarter. Awards beyond this first quarter should be made on a case-by-case basis, following established local policies. Training Completion Aid awards can be awarded to increase program completion for those enrolled students whose unemployment benefit eligibility will be exhausted before their training program is completed, not to exceed \$5,000 per student per academic year.

Full information on this topic can be found in the [program Fiscal Guidelines](#).⁸

WRT Student Eligibility

- Receiving—or eligible to receive—unemployment benefits.
- Have exhausted unemployment benefits within the past four years
- Formerly self-employed and currently unemployed due to general economic conditions
- Unemployed veteran discharged within the past four years; or current military service with separation notice
- Unemployed or underemployed after having been dependent on another family member's income, but no longer supported by that income due to separation, divorce, death, or permanent disability of the main wage-earner
- A vulnerable worker (at risk of being unemployed) who meets two of the following three requirements:
 - job is not in demand (See the [Local Area Demand/Decline Occupations](#) list)
 - do not have 45 college credits

⁸ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/wrt-ctc/fy20-wrt-ctc-program-guidelines.pdf>

- must upgrade skills to remain employed in current job
- Disaster Impacted Worker (April 14, 2020-May 14, 2020) per [memo](#)

Prioritization is given to dislocated workers. For more detailed information about student eligibility, please see page 8 of the [FY20 Worker Retraining Program Guidelines](#).⁹

Opportunities to Leverage

Using BFET Reimbursements to Support Programs and Students

The BFET program has the ability to return some reimbursed funds to the original funding source. Returning funds to the original funding source can help redistribute funds to other programs that may have an immediate need and increase the program's capacity to serve students. If the original funding source expends those funds on a BFET student, they can be reimbursed at 50% once again by the BFET program.

Example: The WRT program does not have enough funds to meet student needs for spring quarter. The BFET program can return funds to the WRT program previously expended on BFET students by the WRT program to help meet some of this need. Returned funds cannot exceed 50% of the WRT expenditures on BFET students claimed for reimbursement during the current state fiscal year. Once returned, BFET can once again bill for a 50% reimbursement of expenditures on BFET/WRT co-enrolled students. Funds transferred to WRT must be expended by Tuesday, June 30, 2020.

Budget Revision Opportunities

Worker Retraining funds must be expended by Tuesday, June 30, 2020. Any unexpended funds will be returned to the state general fund. Over-expenditures are not permissible.

Worker Retraining Enrollment Support Funds can be moved to Financial Aid Funds by emailing Becky Wood at bwood@sbctc.edu. Please include the nature of your request and the dollar amount of funds to be transferred. Financial Aid Funds cannot be moved to Enrollment Support Funds. Fund transfer requests must be made by June 10, 2020.

Opportunities for System Redistribution

Due to uniform increased demand for WRT funds across the system, there will not be another funding survey in FY20. If you are in need of additional WRT Financial Aid Funds, please see the above section on returning BFET funds to the original fund source.

Strategies for Full Utilization

Worker Retraining is an annual allocation based on regional unemployment rates and past enrollment. If the actual WRT enrollments at a college fall short of allocated FTES for two years in a row, the college is subject to a reduction of FTES and associated funding in the next fiscal year and going forward.

⁹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/wrt-ctc/fy20-wrt-ctc-program-guidelines.pdf>

Co-Enrollment

Co-enrollment is crucial to the WRT program and the students your campuses serve. WRT funds are intended as startup funds to support students during their first quarter. For example, Early Achievers Grant (EAG) students typically meet the criteria for “vulnerable worker” under the expanded eligibility category, if utilized on your campus. The SBCTC encourages WRT staff to check-in with and re-screen students for eligibility of other programs. Additionally, staff should be working with other programs to see if, during this time, student eligibility has changed. A student not eligible for WRT a month ago could very well be eligible now.

Increasing Access to Online Courses

SBCTC recently released guidelines for supporting students with internet access. WRT funds may be utilized to support students in gaining access to online courses and materials.

WorkFirst

Introduction

WorkFirst is the state’s Temporary Assistance for Needy Families (TANF) program, which in addition to providing cash grants, childcare subsidies, medical assistance, and other support services through DSHS, allows recipients to enroll in workforce education programs at community and technical colleges. College WorkFirst programs provide additional wrap-around support to WorkFirst student parents.

Allowable Program Expenditures

A WorkFirst student is a parent who is receiving a TANF grant from DSHS and has been referred to a college by DSHS for education and training opportunities. Student parents must have an open TANF case and an Individual Responsibility Plan (IRP) to be eligible for WorkFirst services. Please see the FY20 WorkFirst [Fiscal Guidelines](#)¹⁰ and [Grant Guidelines](#)¹¹ for full information.

Opportunities to Leverage

Institutions may also dedicate WorkFirst financial aid fund dollars as “first dollar in” to pay for cost of attendance and award other financial aid dollars such as federal, state and local funds to the student after WorkFirst funding has been applied towards a student’s tuition, books, and fees. This may provide the student with additional funds to cover student basic needs and other expenditures to ensure continued engagement and enrollment in courses. Since WorkFirst financial aid may only cover tuition, fees, and books, it cannot be applied as the “last dollar in”.

WorkFirst students are eligible for support services and additional case management provided directly from DSHS.

Colleges can assist in connecting WorkFirst students with their DSHS case manager to request help with the following or other needs:¹²

- Transportation and related costs
- Uniforms and work required gear
- Shoes
- Protective Gear
- Employment Licensing and fees
- Car Repair
- Relocation costs
- Short Term lodging and meals
- Diapers

¹⁰ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/workfirst-delivery-agreement/fy20-wfda-fiscal-guidelines.pdf>

¹¹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/workfirst-delivery-agreement/fy20-wfda-grant-guidelines.pdf>

¹² <https://www.dshs.wa.gov/sites/default/files/ESA/wf-manual/Support%20Services%20Directory.pdf>

- Personal Hygiene
- Mental Health
- Inpatient Treatment
- Medical Care
- Educational related costs for specialized clothing, tool/toolkits
- Testing fees (i.e. Pearson VUE)

Budget Revision Opportunities

Colleges have the flexibility to move funding between WorkFirst budget sub-objectives such as moving payroll dollars from Vocational Education into Administration Goods and Services to cover the cost of program materials. Budget revisions must maintain the fifteen percent administration limit overall. However, WorkFirst Work Study is an earmark funding allocation and cannot be moved in this manner.

Budget revisions are made using the SBCTC's Online Budget & Invoicing system ([OBIS](#)). A budget revision is required if there is more than a 10% variation in expenditures in any individual budget cell. All revisions need to be submitted in OBIS by Monday, June 15, 2020. See the [FY20 WorkFirst Fiscal Guidelines](#) for full information.

The SBCTC expects institutions to expend allocated WorkFirst funds. If institutions fail to expend funding there are funding penalties. The SBCTC WorkFirst redistribution policy states colleges must adhere to a spend down timeline which corresponds with funding percentages throughout the academic year. If an institution's final award is not fully expended within a 10% variance for two years, consecutively, the college is subject to a grant reduction in the next funding year. See the [FY20 WorkFirst Grant Guidelines](#) for full information.

If a college is unsure if they are in a probationary year, please contact Deana Rader, WorkFirst Program Administrator, drader@sbctc.edu

Opportunities for System Redistribution

The SBCTC has completed three funding surveys with the most recent survey completed February 2020. Funds were redistributed across colleges in March 2020. A final funding survey for this fiscal year will be deployed in May. Per WorkFirst policy colleges are required to complete each funding survey by the designated due date and return any funds not projected to be expended for reallocation based on system need. The [FY20 WorkFirst Fiscal Guidelines](#) have complete information.

Strategies for Full Utilization

Fully expending WorkFirst funding is a priority of the SBCTC and there is a variety of ways for colleges to fully expend WorkFirst funds including opportunities to utilize dollars to enhance support services provided to WorkFirst students.

The WorkFirst Delivery Agreement grant application provides one vehicle for full utilization. Institutions are allowed to submit applications with lower budget totals than the initial SBCTC planned awards numbers. The SBCTC provides four funding surveys throughout the academic year

as an option to return unspent funds prior to year-end. These re-allocation opportunities ensure student needs are better met across the system.

Financial support services provide another strategy. The SBCTC encourages institutions to consider WorkFirst funding as the first dollar in when applying financial aid towards a WorkFirst student's cost of attendance. This allows other financial aid dollars in a student's financial aid award, such as federal, state, and local funds, to be provided to the student for supporting their basic needs.

The purchasing of equipment for the sole purpose of utilization by a WorkFirst student to complete coursework is another option under this program. For example, colleges may provide a lending program of laptops, hotspots, and calculators purchased with WorkFirst dollars to exclusively support WorkFirst students' access to education. This has proven an important support service to students who lack remote access to education.

If you would like assistance in brainstorming opportunities to fully utilize WorkFirst funding, please contact Deana Rader, WorkFirst Program Administrator, drader@sbctc.edu.

Aerospace 1000 Full-Time Equivalent Students (FTES)

Program Overview

This funding is administered by the Washington State Board for Community and Technical Colleges (SBCTC) under advisement of the Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee and provided solely for increasing high demand aerospace enrollments by an additional one thousand full-time equivalent students in Washington State.

See the [program guidelines](#) for additional details.¹³

Program Allowable Expenditures

See the program guidelines (above).

Opportunities for Leveraging

Colleges are encouraged to contact the Aerospace and Advanced Manufacturing Center of Excellence (COE) to scan for opportunities for leveraging resources.

Programs moving classroom/theory instruction online should examine the instructional content available from [AMTEC at Owensboro Community & Technical College System](#) (KY) to determine if the content could help expedite moving classes online. SBCTC has approved an agreement with the COE to support a 1-year license of the AMTEC-KY curriculum that is available to Washington's Community and Technical Colleges through the COE.

The AMTEC-KY curriculum encompasses 13 online "modules" that substantially cover mechatronics curriculum in programs across Washington. These modules also have relevant content for other programs in advanced manufacturing, maintenance technology, automotive and diesel, etc. The modules will be made available to all community and technical colleges in Washington to assist with moving instruction online as rapidly as possible. Anyone interested in learning more should contact [Mary Kaye Bredeson](#) at the COE.

Budget Revision Opportunities

Aerospace 1000 budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications are below.

Opportunities for Redistribution

Should a college anticipate that FY20 Aerospace 1000 FTES funds would not be fully utilized, please contact Carolyn McKinnon, cmckinnon@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

¹³ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/aerospace-1000-ftes-redistribution/fy18-1000-fte-redistribution-guidelines.pdf>

Strategies for Full Utilization

Programs may make modifications to planned Aerospace 1000 FTES expenditures in order to adapt instruction to online or remote delivery, to prepare for skills labs and other hands-on instruction to be conducted using social distancing and sanitizing practices, and other tactics responsive to the COVID-19 crisis.

Modifications should ensure that the funds will be used in alignment with the purpose and intent of Aerospace 1000 FTES (as stated in program guidelines) and maintain fidelity to using the funds to enable dedicated enrollment capacity in aerospace and advanced manufacturing. .

To make an Aerospace 1000 FTES modification, SBCTC requests that the college submit a simple, brief Microsoft Word document to Carolyn McKinnon (cmckinnon@sbctc.edu) **and** upload to the [OGMS](#) grant answering the following questions:

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?

Career Launch Capital Equipment Funding

Program Overview

This funding opportunity is intended to provide for the purchase and installation of capital equipment that supports student learning within eligible [Career Launch endorsed programs](#). See the program guidelines:

- [2019-21 Career Launch Capital Equipment Funding Program Guidelines](#) (Round One)¹⁴
- [2019-21 Career Launch Capital Equipment Funding Program Guidelines](#) (Round Two)¹⁵

Program Allowable Expenditures

Career Launch Equipment funding is biennial, which means expenditures must be complete and delivered no later than June 30, 2021. This applies to funding allocated to proposals that were made in both 2019 and 2020.

See program guidelines for details about allowable expenditures (above).

Opportunities for Leveraging

N/A

Budget Revision Opportunities

Career Launch budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications is below.

Opportunities for Redistribution

Career Launch Equipment funding is awarded on a competitive basis monthly through Tuesday, December 1, 2020. Should a college anticipate that Career Launch EQ funds would not be fully utilized, please contact Carolyn McKinnon, cmckinnon@sbctc.edu, at SBCTC to return unused funds.

Strategies for Full Utilization

After the cascade of events with COVID-19, we have simplified the procedure for Career Launch Equipment modifications. Our intent is to enable the flexibility to adjust procurement, delivery, installation, and faculty/staff training as necessary given the situation.

Modifications should ensure that the funds will be used in alignment with the purpose and intent of Career Launch (as stated in program guidelines) and maintain fidelity to using the funding to create capacity for new enrollments in Career Launch endorsed programs.

¹⁴ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/career-launch/capital-equipment-funding/fy20-cl-equip-program-and-fiscal-guidelines.pdf>

¹⁵ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/career-launch/capital-equipment-funding/fy19-21-cl-equip-program-and-fiscal-guidelines.pdf>

To make a Career Launch Equipment modification, SBCTC requests that the college submit a simple, brief Microsoft Word document to Carolyn McKinnon (cmckinnon@sbctc.edu) **and** upload to the OGMS grant answering the following questions:

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?

Career Launch Full-Time Equivalent Students (FTES)

Program Overview

Career Launch enrollment funding supports new and expanded capacity in Career Launch endorsed programs. Our goal is to build capacity for career-connected workforce training in high demand occupations. Recognizing the extraordinary expense of starting or expanding Career Launch programs, this funding opportunity supports building capacity so that Career Launch students have access to:

- training, simulations, and materials that advance high quality workforce programs,
- supervised paid work-based learning experiences linked to their instructional program,
- classroom learning aligned with both academic and regional employer standards, and
- earning a valuable credential beyond a high school diploma or at least forty-five college credits towards a two-year or four-year postsecondary credential.

For details, see the [program guidelines](#).¹⁶

Program Allowable Expenditures

See the program guidelines (above)

Opportunities for Leveraging

N/A

Budget Revision Opportunities

Career Launch budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications is below.

Opportunities for Redistribution

Colleges are reminded that FY20 Career Launch enrollments will NOT be used to administer the redistribution policy. Performance monitoring begins in FY21.

Should a college anticipate that FY20 Career Launch FTES funds would not be fully utilized, please contact Carolyn McKinnon, cmckinnon@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

Strategies for Full Utilization

After the cascade of events with COVID-19, we have simplified the procedure for Career Launch FTES modifications. Our intent is to enable the flexibility to adjust activities and expenditures as necessary

¹⁶ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/career-launch/enrollments/fy20-cl-fte-program-and-fiscal-guidelines.pdf>

given the situation.

Modifications should ensure that the funds will be used in alignment with the purpose and intent of Career Launch (as stated in program guidelines) and maintain fidelity to using the funding to build capacity for new enrollments in Career Launch endorsed programs.

To make a Career Launch FTES modification, SBCTC requests that the college submit a simple, brief Microsoft Word document to Carolyn McKinnon (cmckinnon@sbctc.edu) **and** upload to the OGMS grant answering the following questions:

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?

Customized Training Program (CTP)

Program Overview

This is a non-competitive training loan fund administered by the Washington State Board for Community and Technical Colleges (SBCTC) and awarded to eligible colleges to partner with eligible businesses to provide customized training for new or incumbent workers. Funding is awarded with a chronological preference to eligible colleges as loans are repaid to the fund and become available for new projects.

See the [Customized Training Program Guidelines](#) for details.¹⁷

Program Allowable Expenditures

Under this program, customized contract training can be provided to businesses by eligible training institutions. Per trainee allowances may not exceed \$3,000 for businesses employing 50 or more positions in Washington prior to training and \$6,000 for businesses employing less than 50 positions in Washington prior to training.

See the [Customized Training Program Guidelines](#) for details.

Opportunities for Leveraging

Colleges working with businesses having received the maximum of two Job Skills Program (JSP) grants in a 5-year period may continue to work with their employer partner to meet training needs by accessing training loan funds from CTP. Further details are available in the program guidelines.

Budget Revision Opportunities

CTP budgets are a part of a grant contract. Changes to the budget require a contract amendment prior to moving forward. More information about modifications is below.

Opportunities for Redistribution

Should a college anticipate that CTP funds will not be fully utilized, please contact Danny Marshall, dmarshall@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

Strategies for Full Utilization

Programs may make modifications to planned CTP training to adapt instruction to online or remote delivery, prepare for skills labs and other hands-on instruction to be conducted using social distancing and sanitizing practices, and other tactics responsive to the COVID-19 crisis.

Modifications should ensure funds would be used in alignment with the purpose and intent of the grant contract. If new training is needed because of the COVID-19 crisis, programs may submit a request to make these modifications as well. Significant changes will require a contract revision. To make a CTP modification, SBCTC requests that the college submit a simple, brief Microsoft Word

¹⁷ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/customized-training-program/ctp-program-guidelines.pdf>

document to Danny Marshall (dmarshall@sbctc.edu) answering the following questions:

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories are being adjusted and by how much?

Hospital Employee Education and Training (*HEET*)

Program Overview

The purpose of the HEET program is to:

- Enhance access to college education for hospital workers.
- Lead to increased capacity of the college system in nursing and other high demand health care fields.
- Bring greater diversity in the healthcare workforce.
- Build a stronger labor/management, healthcare industry, and college partnerships to leverage public and private investment.

See the [program guidelines](#) for more details.¹⁸

Program Allowable Expenditures

See program guidelines for more details (above).

Opportunities for Leveraging

N/A

Budget Revision Opportunities

HEET budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications is below.

Opportunities for Redistribution

Should a college anticipate that FY20 HEET grant funds would not be fully utilized, please contact Carolyn McKinnon, cmckinnon@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

Strategies for Full Utilization

After the cascade of events with COVID-19, we have simplified the procedure for HEET 12 modifications. Our intent is to enable you and your partners flexibility to adjust grant activities and expenditures as necessary given the situation.

Modifications must ensure that the funds will be used in alignment with the purpose and intent of HEET funds (as stated in program guidelines) and maintains some connection to original grant project intent. Any changes made to existing HEET 12 grants should be done so with the advice, input, and buy-in of all partners as much as is practicable given the public health crisis.

To make a HEET 12 grant modification, SBCTC requests that the grantee college submit a simple, brief Word document to Carolyn McKinnon (cmckinnon@sbctc.edu) **and** upload to the OGMS grant

¹⁸ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/heet/fy20-heet-guidelines.pdf>

answering the following questions:

1. What elements of the grant need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?

Job Skills Program (JSP)

Program Overview

This is a competitive grant fund administered by the Washington State Board for Community and Technical Colleges (SBCTC) and awarded to eligible colleges to partner with eligible businesses to provide customized training for new or incumbent workers.

See [the program guidelines](#)¹⁹ and [fiscal guidelines](#)²⁰ for details.

Program Allowable Expenditures

See [the program guidelines](#) and [fiscal guidelines](#) for details.

Opportunities for Leveraging

Businesses are limited to receiving two JSP grants in a 5-year period. However, colleges are encouraged to coordinate projects that involve multiple businesses and colleges. Participation in a consortium project does not count towards the two-project limit.

Budget Revision Opportunities

JSP budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications is below.

Opportunities for Redistribution

Should a college anticipate that JSP funds will not be fully utilized, please contact Danny Marshall, dmarshall@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

Strategies for Full Utilization

Programs may make modifications to planned JSP training in order to adapt instruction to online or remote delivery, to prepare for skills labs and other hands-on instruction to be conducted using social distancing and sanitizing practices, and other tactics responsive to the COVID-19 crisis.

Modifications should ensure that the funds would be used in alignment with the purpose and intent of grant award. If new training is needed because of the COVID-19 crisis, programs may submit a request to make these modifications as well.

To make a JSP modification, SBCTC requests that the college submit a simple, brief Word document to Danny Marshall (dmarshall@sbctc.edu) **and** upload to the OGMS grant answering the following questions:

¹⁹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/job-skills-program/2019-21-jsp-program-guidelines.pdf>

²⁰ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/job-skills-program/2019-21-jsp-fiscal-guidelines.pdf>

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?

Carl D. Perkins (Perkins V)

Introduction

Reauthorized in 2018 as the Strengthening Career and Technical Education for the 21st Century Act, the purpose of Perkins V is to prepare students to enter the workforce with the academic and vocational skills needed to compete successfully in a knowledge- and skills-based world economy. Perkins supports career and technical education that prepares students both for further education and the careers of their choice. Perkins funds help ensure that career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

Perkins Plan “base” grants are awarded to 33 colleges through the state’s “Pell Plus” funding formula. All colleges are also eligible to apply for Perkins Leadership funds, which are distributed through four separate grants – Leadership Block, Non-Traditional Education and Training, Special Projects, and Corrections Education. These funds must be used in alignment with specific state priorities outlined in the Washington State Perkins Plan.

Allowable Program Expenditures

While Perkins must be used only for career and technical education programs and must supplement, not supplant, other funding sources, it is a relatively flexible funding source within those parameters. Perkins can be used for small- and large-scale equipment purchases, professional development, program and curriculum development and revision, outreach and recruitment, technological program enhancement, assessment and evaluation, pathways work, student support and accessibility services, direct assistance to students*, and more. Perkins V includes six required uses of funds and dozens of examples of permissible activities. The full list of required and permissible uses of Perkins Plan funds is included in Appendix C of the [Grant Guidelines](#),²¹ and the budget categories and unallowable costs are enumerated in the grant’s [Fiscal Guidelines](#).²²

**Please note that direct assistance to students is very limited and restricted to specific student groups. Perkins may be used only after all other financial aid sources have been exhausted. Guidelines and limitations for utilizing Perkins funds for student aid are outlined in Appendix D of the Grant Guidelines referenced above.*

In addition to the uses of Perkins Plan funds described above, colleges may also apply for Perkins Leadership funds as distributed through Leadership Block Grants, Corrections Education Grants, Non-Traditional Training and Employment Grants, and Special Projects Grants. While Perkins V includes its own list of required and permissible uses of Leadership funds, Washington’s State Plan articulates priorities, upon which the respective grant applications are based.

Leadership Block Grants provide upwards of \$20,000 per college to support program and curriculum development/improvement projects, professional development and training, and initiatives designed

²¹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/perkins/perkins-plan/fy20-perkins-plan-grant-guidelines.pdf>

²² <https://www.sbctc.edu/resources/documents/colleges-staff/grants/perkins/perkins-plan/fy20-perkins-plan-fiscal-guidelines.pdf>

to support students and improve performance aligned with the state priorities; Corrections Education Grants are specific to colleges offering CTE in correctional facilities; Non-Traditional Grants are designed to address gender disparities in specific fields; and Special Projects Grants are intended to support Workforce Education Council activities and initiatives with a statewide focus and/or impact.

[Perkins Plan Grant Guidelines](#)

[Perkins Plan Fiscal Guidelines](#)

[Perkins Leadership Grant Guidelines](#)²³

[Perkins Leadership Fiscal Guidelines](#)²⁴

Opportunities to Leverage

Under normal circumstances, Perkins funding is largely dedicated to improving, expanding, and/or evaluating existing CTE programs; establishing new ones; supporting the professional development of CTE staff/faculty; establishing and maintaining business, industry, and labor partnerships; and so forth. Although CTE-specific, Perkins is relatively flexible in terms of how it can be used. While it cannot supplant other funding sources, Perkins can be used to pick up expenses and services when other funding streams are depleted, provided they are associated with CTE programs or students. Perkins can also fund a percentage of a position or service that is equivalent to the proportion of CTE students served by it. For instance, if a funding source that has traditionally supported tutoring services is exhausted, Perkins can be used to pay for those tutors that specialize in CTE subject matter or for a portion of the tutoring expenses that is consistent with the number of CTE students served.

As discussed above, Perkins can also be used to provide direct assistance to specific types of students – referred to in the legislation as “special populations” – after all other financial aid resources have been exhausted.

Where Perkins can be especially useful, however, is in developing novel and innovative approaches to CTE instruction and student support that can be replicated by non-CTE programs. Perkins can fund staff salaries, faculty stipends, contract services, professional development and return-to-industry activities, student support services, and the like, allowing CTE staff and faculty to take the lead in transforming the college’s approach to content delivery and instructional support by developing the frameworks and templates others might adopt. While Perkins cannot fund instruction itself, examples of how it can be utilized include:

- Stipends for curriculum revision and the development of distance-learning models;
- Support for professional development related to online instruction;
- Contract services for training and/or curriculum/delivery modifications;
- Investment in technology/equipment required for remote instruction; and

²³ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/perkins/perkins-leadership-block/fy20-perkins-lead-grant-guidelines.pdf>

²⁴ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/perkins/perkins-leadership-block/fy20-perkins-lead-fiscal-guidelines.pdf>

- Outreach to and enhanced support services for CTE students.

Budget Revision Opportunities

As explained in the [Fiscal Guidelines](#), Perkins Plan budget revisions are permitted until June 15 and final invoices are due no later than July 15. Budget revisions should clearly reflect why the change is requested and what is changing. Reasons for the budget revision should be reflected in the “Explanation” box if not explicitly clear in revised budget narrative responses. Further guidance, recommendations, and examples are available on the [SBCTC website](#).²⁵

In general, these guidelines are the same for Perkins Leadership funds. A notable exception, however, is that ALL budget revisions for Perkins Leadership grants must be preceded by an addendum in OGMS, which must be approved before the revision is submitted in OBIS.

As Perkins funds must be claimed on a reimbursement basis, colleges are not permitted to spend more than they are awarded. No payments in advance of or in anticipation of goods or services provided under this grant shall be requested or paid. However, the Office of Financial Management (OFM) is temporarily allowing agencies including CTCs to pre-pay for laptops necessary for remote work, medical supplies, and personal protective equipment (PPE) through Tuesday, June 30, 2020 (see [4/7/2020 memo from OFM](#)).²⁶ Additionally, due to the current emergency and potential manufacturing and shipping delays, OFM will allow agencies to use fiscal year 2020 funds to pay for supplies and equipment received for up to six months after June 30, 2020. This exception only applies to supplies and equipment needed for an agency’s response to COVID-19 (see [4/6/2020 memo from OFM](#)).²⁷ As always, colleges should work closely with their purchasing and business offices when making any purchases.

While there is no standard penalty for spending less than awarded any given year, unspent Perkins Plan funds do not carry over in full and Leadership funds do not carry over at all year-to-year. Perkins Plan carry-over funds are redistributed through the Pell Plus formula, so colleges with large balances unspent will receive less after redistribution. In addition, SBCTC reserves the right to scrutinize and reconsider grant applications and award amounts for colleges that routinely fail to exhaust their Perkins funds, and may use this as a consideration in selecting colleges for on-site monitoring visits.

Opportunities for System Redistribution

As discussed above, Perkins Plan funding is redistributed annually by formula, but there is no redistribution survey or formal practice for Perkins Leadership funds. Unspent Leadership funds are retained by SBCTC, but must be utilized by the end of the next fiscal year. Consequently, they are often redistributed through subsequent years’ Leadership grants or used for SBCTC, WEC, or college Special Projects.

²⁵ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/manage-grant/sbctc-grant-budget-revisions-guidance.pdf>

²⁶

<https://www.ofm.wa.gov/sites/default/files/public/legacy/agencycommunications/FY2020/PREPAYMENT%20FOR%20COVID-19%20GOODS%20AND%20EQUIPMENT%20WAIVER.pdf>

²⁷ <https://www.ofm.wa.gov/sites/default/files/public/legacy/agencycommunications/FY2020/YEAR-END%20EXPENDITURES%20FOR%20COVID-19%20RESPONSE%20WAIVER.pdf>

Strategies for Full Utilization

Equipment and Technology

Considering the overall flexibility of Perkins Plan funding, colleges are encouraged to investigate where Perkins can be used for CTE-related expenses to free up funding elsewhere without supplanting existing funding sources. As it is likely that colleges will not exhaust their Perkins funding in some categories (e.g. salaries and benefits, contract services, local student leadership, etc.), it would be prudent to evaluate whether there are big-ticket equipment or technology needs that could be addressed in the meantime. Equipment and technology purchased with Perkins funds must be utilized predominantly by CTE programs; however, Perkins can be used to offset the cost of a major purchase by covering the portion of the expense that is equivalent to the estimated CTE-student use.

Direct Assistance to Students

Under the current circumstances, it is very likely that student need has increased to an unprecedented degree and colleges have exhausted sources of aid that have not been depleted under normal circumstances. As a “last-dollar-in” source of direct assistance, this is precisely where Perkins can be used to support students who are members of “special populations”. For a full description of who qualifies for Perkins direct assistance and the requirements for utilizing it in this manner, please see Appendix D of the [Grant Guidelines](#). Although few colleges have traditionally utilized Perkins for this purpose, it is an option they may wish to consider at this time.

Curriculum Development/Revision and Modification of Content Delivery

Like all educators, CTE faculty are scrambling to move their course content online, and Perkins can absolutely support these efforts. Examples include offering faculty stipends for curriculum revision or course redesign, supporting professional development related to distance learning, investing in online teaching platforms, purchasing virtual simulation technology, investigating online certification/licensure exams and proctoring services, and establishing tool/equipment/technology rental programs to accommodate off-site projects and video demonstrations.

If there are faculty who cannot teach or are needed in their respective fields (e.g. healthcare, manufacturing, etc.) during this period, Perkins can also be used to support return-to-industry professional development activities or much-needed curriculum revision, program development, and assessment projects.

For questions on any topics related to Perkins V, please contact Tim McClain, Perkins Program Administrator, tmccclain@sbctc.edu.

Workforce Development Funds, Rounds 1 & 2

Program Overview

FY20 Workforce Development Funds were allocated in two rounds.

Round 1: Innovation: This funding is to develop or expand and evaluate innovative training programs that support closing the skill gap and improving employer engagement.

Round 2: Technology Enhancements: This funding is to enhance technology used in existing workforce education programs. Enhancements must be in alignment with industry needs and can include equipment, software or other tools to ensure students and instructors have access to current technologies.

For more detail, please see program guidelines:

Round 1 - [Workforce Development Funds/General](#)²⁸

Round 2 - [Workforce Development Funds/Technology Enhancement](#)²⁹

Program Allowable Expenditures

See program guidelines (above)

Opportunities for Leveraging

N/A

Budget Revision Opportunities

Workforce Development Funding budgets can be revised anytime. If the budget change represents less than 10 percent of impacted budget areas, approval by SBCTC is not required. If any budget category would represent more than a 10 percent change, the college should submit it to SBCTC as a grant modification. More information about modifications is below.

Opportunities for Redistribution

Should a college anticipate that FY20 Workforce Development funds would not be fully utilized, please contact Carolyn McKinnon, cmckinnon@sbctc.edu, at SBCTC to discuss opportunities for redistribution.

Strategies for Full Utilization

After the cascade of events with COVID-19, we have simplified the procedure for Workforce Development Fund modifications. Our intent is to enable flexibility to adjust activities and expenditures as necessary given the situation.

²⁸ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/workforce-development/fy20-workforce-development-funds-guidelines.pdf>

²⁹ <https://www.sbctc.edu/resources/documents/colleges-staff/grants/workforce-development/2020-technology-enhancement-funds-guidelines.pdf>

Modifications should ensure funds will be used broadly in alignment with the purpose and intent of Workforce Development Funds (as stated in program guidelines) and maintains connection to original grant project intent.

To make a Workforce Development Fund modification, SBCTC requests the college submit a simple, brief Microsoft Word narrative to Carolyn McKinnon (cmckinnon@sbctc.edu) **and** upload to the OGMS grant answering the following questions:

1. What elements need to change?
2. How will you change them?
3. What are the budget impacts? Specifically, which budget categories (in OGMS) are being adjusted and by how much?