

SBCTC considers this Questions and Answers document to be the only official source for answers related to this funding source.

Q1) What kinds of attachments are required and what kind are allowed?

A1) You are required to attach:

- A completed and signed copy of the Assurances.
- A completed Program Matrices document in PDF format. Please ensure that you fill out one Program Matrix table for each program being submitted for Prof/Tech Restart funding. You will compile those tables in one Word doc, save as a PDF, and submit as an attachment in OGMS.

You may attach relevant real-time labor market information, report summaries, journal or news articles, or employer attestation letters to demonstrate labor market need. Please see question #22 for additional guidance.

Q2) I need to upload an updated version of a document to my grant application in OGMS. How can I delete the old, no longer relevant version of my attachment?

A2) You cannot delete attachments from OGMS. Simply upload your updated document and indicate that the file is new by including “updated” or “revised” in the filename.

Q3) Can this funding be used for expenses colleges have already incurred (backfilling purchases made before funding is allocated)?

A3) Yes, it is allowable to include restart costs incurred prior to the date Restart Grant funding is awarded, as long as those costs were incurred during FY21, which began on July 1, 2020.

Q4) Can the funding be used for faculty salaries and benefits? Does this include adjunct faculty who were laid off due to COVID-19 cuts? What about incremental increases for faculty time to catch up with clinical placements or other work that was impacted by the pandemic?

A4) Yes, the funding can be used for faculty salaries. Please note that if you will fund a faculty to deliver instruction (that is, to actually teach a class) and you are charging the students tuition, the tuition your college receives from the students is considered program income. There is a section in the grant Fiscal Guidelines on program income. Because this can be complicated, we suggest you do not use these funds to pay faculty to deliver instruction/teach classes, unless absolutely necessary.

Q5) Can we use this federal money to collect state FTEs if we are funding faculty?

A5) Yes, you may still claim state FTE with the use of these funds for instruction purposes.

Q6) Can Professional/Technical Program Restart funding support Corrections Education programs?

A6) Yes, Corrections Education programs may be included in this funding opportunity, so long as they meet the criteria and have prof/tech programs that need to “restart” due to COVID-19.

However, Corrections Education cannot apply independent of the host college, so there needs to be internal conversations between the Corrections and Workforce teams. Each college may submit only one application with all programs reflected in the program matrices, so the Corrections program will need to determine who is the college's lead on the grant and work with them to submit. Corrections programs may be included with their respective academic program. In other words, if a college is requesting \$50K for Welding and there's a Welding program at a correctional facility, it could direct some of those funds there (provided the Corrections program is "restarting").

- Q7) Can Restart funding support Parent Education programs?
- A7) Restart funding may support Parent Education programs if they are credit- or certificate-bearing and coded as professional/technical program or housed under Early Childhood Education. If Parent Education programs are not intended to prepare students for work outside the home, the proposal must convincingly demonstrate that they are otherwise "in-demand" and critical to eliminating barriers to access/completion and/or supporting the recovery of the local/regional economy.

- Q8) Can the deadline be extended?

And related:

I recall that during the webinar, it was determined that the application deadline would be pushed back seven days to 10/30 instead of 10/23. Can you confirm how this affects the remainder of the grant timeline with regards to approval status and compliance reporting?

- A8) Yes, based on the polling results during the grant information webinar, the deadline to submit proposals has been extended by one week to Friday, October 30, 2020. It was explained at the time that an extension to the deadline would delay the approval process and awarding of funds to early- or mid-December. The Q&A closing date has been updated to Friday, October 23, 2020, but no other billing or reporting deadlines have changed. No further extensions will be granted.

- Q9) Can colleges within a district submit a single district-level application? If yes, what is the funding limit for a district?

- A9) As Pierce and Spokane have historically operated as districts, they may apply as such, but the \$200,000 maximum still applies. The same is true of the Seattle Colleges. (Exceeding this amount requires Board approval and will lessen the degree to which we can spread funding throughout the state.) As these funds are to be used for specific programs and not general college expenses, district colleges should coordinate their efforts. Regional collaboration is encouraged and the pooling of funding is allowable; however, the need to expeditiously award these grants necessitates a college-specific approach.

- Q10) Clarifying Restart Question - If I had to purchase simulation equipment and software as well as training for programs/faculty in order to maintain enrollment, that technically would not count? In this situation, our choice was to use Perkins funds to maintain the program in order to avert suspending the program. Therefore, we specifically need to know if we can apply for these funds to reimburse Perkins funds?

- A10) Correct. If these purchases were not made to “restart” a program that was closed, suspended, or in significant decline due to the pandemic, you cannot use this grant to cover those expenses.
- Q11) You mentioned apprenticeship programs - how about pre-apprenticeship programs?
- A11) No, pre-apprenticeship programs may not be included. Restart funds should focus on credit- or certificate-bearing programs that support a pathway leading directly to employment.
- Q12) [Can this grant support a] personal services contract to hire a fit tester for PPE?
- A12) Yes, provided it is associated with an eligible program or a group of programs for which these services would be required due to new or changing health and safety requirements resulting from COVID-19.
- Q13) [Can this grant support] erection of transparent barriers (e.g. in classrooms or for Workforce Admin Assistants)?
- A13) Yes, similar to PPE, this would be allowable for eligible programs when such barriers directly impact the continuing operations of a program or students’ ability to participate in it. Use of this funding to erect barriers in non-instructional or administrative areas is discouraged, however, unless it could be tied directly to the college’s efforts to reopen a program or provide services that cannot be performed remotely.
- Q14) If I have a prof/tech program that typically has students accessing computers in labs with specific high-tech hardware for their program, but the limited access to labs restricts the number of students served as well as the time they have access, would purchasing laptops and software to serve students without their own equipment in the program during ongoing remote instruction be applicable?
- A14) Yes, that is a good example of how these funds can be used. Laptops and other equipment can be loaned out to students. Students cannot keep them. The college must retain any items purchased with these funds.
- Q15) Can industry partners receive incentive funds for supporting work-based learning?
- A15) No. Colleges may use this funding to cover costs associated with required PPE, equipment, and training (such as OSHA certification) that would enable students to participate in work-based learning, but they are prohibited from gifting state or federal funds to private businesses or individuals. Additionally, Restart funds may not be used to subsidize wages paid to students for work-based learning.
- Q16) In the webinar, SBCTC said that when grant period is over equipment needs to be transferred to another federal funding source, such as Perkins. Please elaborate on why this is the case.
- A16) Because this grant is federally-funded, any equipment or supplies purchased will be federally-funded. Federally-funded equipment and supply purchases are required to be retained by the college under a federal program. As such, once this grant period is over, they will need to be

transferred to another federal program, and Perkins is the most logical choice. For more information, please consult the “Purchased Items” sections of the [Fiscal Guidelines](#).

Q17) Can it support Work Study experiences?

A17) No. While we understand that programs such as WorkFirst experienced significant cuts to their Work Study components, both state and federal Work Study are considered financial aid and included in a student’s award package. As discussed in the guidelines and webinar, Restart funds may not be used for financial aid. State Work Study is administered by the Student Financial Assistance office of WSAC, while federal Work Study is housed in the Federal Student Aid department at the U.S. Department of Education. Student employment costs associated with instructional program delivery of eligible Restart programs (e.g. tutors, lab assistants, etc.), however, are permissible.

Q18) Can we give tools or supplies purchased with these funds to students, such as tablets, cameras, or laptops?

A18) No. All non-consumable goods (and capital outlays) must be retained by the college. Students may check out the supplies or equipment; however, tools and technology purchased with these funds must be used only for students in professional/technical programs. Professional/Technical Program Restart funds are not for “general purpose” or all-student expenses.

Q19) Can student travel be supported with these funds?

A19) No, not for individual students. However, if cohort transport is needed to take students to something like a clinical placement or site visit, it is allowable.

Q20) Can you provide a link to the federal guidance on the utilization of this funding?

A20) Further information on the Professional/Technical Restart Grant is available on the SBCTC website [here](#). The following links related to the Governor’s Emergency Education Relief (GEER) funding more generally may also be helpful:

- <https://education.nga.org/wp-content/uploads/2020/06/NGA-Resource-Governors-Emergency-Education-Relief-Fund-Updated-4-28-2020.pdf>
- <https://ffis.org/COVID-19/education>
- <https://oese.ed.gov/governors-emergency-education-relief-fund/>

Q21) Will we get access to this slide presentation?

A21) Yes, the recording and slide deck were sent out through various listservs on October 10, 2020 and is now posted on the SBCTC website [here](#).

Q22) About LMI, what suggestions do you have about getting real-time labor market projections or analysis about the outlook for certain occupations?

A22) Recognizing that labor market information is not yet capturing impacts of the pandemic nor any course-corrections about demand for certain skills, SBCTC provides flexibility about how you demonstrate labor market demand in your application. You may provide evidence from sources such as your regional labor economist, news and analysis from the newspaper of record in your region, a synopsis of employer need provided to you by a local employer or economic development council, optional letters of need (worker demand) from employer or industry partners, and so-forth. The review committee will be briefed on acceptable alternatives to traditional labor market information.

Q23) How much detail does SBCTC expect in the responses to each question on the program matrix form? I realize that this is hard to estimate, but a general rule of thumb would help, so that we know what reviewers would consider to be an excessively long or short response - especially for colleges submitting multiple forms. Is there a character or word limit for matrix questions?

A23) SBCTC invites brevity in responses to OGMS and Program Matrix questions, provided the sub-questions listed are addressed. Please concentrate on **why** the funding is necessary and **how** it would be utilized in a clear but concise manner. A general rule of thumb is to keep your response to each question in the program matrix to about a half-page (approximately 300 words) and a maximum length of 500 words. There is no penalty for exceeding these recommendations, but please do consider the capacity of the review team in drafting your responses. Likewise, attachments related to labor market need should be reasonable in length and scope, and summaries and analysis are encouraged, provided the source of the information can be identified and cited. Please note that due to the short timeframe for review and approval, there will be little (if any) opportunity to provide feedback or revision, so applications will typically be evaluated as submitted.

Q24) Our college is submitting 3 professional/technical programs for restart funding. Each of these programs need PPE as part of the goods and services. Beyond those 3 programs, we have other professional/technical programs that need PPE directly because of COVID-19 health and safety requirements. Can we include PPE purchases in our Restart goods and services budget for those other programs, even though they won't be represented in the Program Matrix?

And related:

We are working on the Restart grant and have a question about "one matrix per program" guidelines. If, for example, we are requesting the funding to add a support activity to a course that intersects several programs, can we choose to use only one program for the application?

A24) Yes, you can include this type of multi-program need in your overall goods and services budget, as long as the programs are professional/technical instruction programs. In other words, you don't need to create a Program Matrix for every single program you'll purchase materials for. Please include a discussion of your cross-program expenses in your OGMS budget narrative and include a corresponding "Miscellaneous" bullet in Question 1B., which requires you to list each program for which you are requesting funding and in what amount.

Q25) Regarding partnerships, colleges don't have control over the reopening of other entities. Will that be considered?

A25) We understand the colleges have little influence over the operations or capacity of their partners, such as employers that host work-based learning positions. Applicants may write to

any extenuating circumstances relevant to their requests; however, the degree to which other stakeholders can contribute to program reopening, student success, and the establishment of work-based learning and career opportunities for students is an important consideration. While colleges will not be penalized for the absence of outside collaboration, the prospect of engaging in effective partnerships may make a college's application more compelling for competitive funding. Therefore, collaboration is a *prioritization criterion*, not one that determines *eligibility*.

Q26) Can entities other than the colleges themselves (e.g. Communities of Practice, Centers of Excellence, apprenticeship sponsors, etc.) apply for Restart funding?

A26) No, this grant funding has been allocated directly to SBCTC for the expressed purpose of awarding it to colleges to restart professional/technical programs. Agencies, employers, service providers, and the like may propose projects to the colleges or collaborate with them to address needs associated with the pandemic, but the funding must be awarded to and administered by the colleges directly. Per FFIS GEER guidance, subcontracts are allowable.

Q27) Is NAC an allowable program for the restart funds?

A27) Yes. It is a professional/technical program culminating in a certificate.

Q28) On the Program Matrix, it asks for the Average Number of Students per Quarter Pre-COVID. Do you have any recommendations for the number of quarters or years we should use to calculate the average?

A28) A three-year average is reasonable. If that is not possible or is not an accurate reflection of the program's viability, please provide your best estimate and explain any variance or discrepancies in the "Notes/Clarification" section.

Q29) The grant guidelines include a prohibition against supplanting. The SBCTC Fiscal Affairs Manual describes supplanting as the "act of using one source of funds to replace funding from another source to fund **ongoing activities**. Federal funds made available under a grant may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received." Are we permitted to use these grant funds for **one-time** costs incurred on or after July 1 (used to restart prof tech programs) that were paid for with state or local funds?

A29) Yes, that is precisely how these funds should be used. Restart funding is intended for specific costs associated with "jumpstarting" professional/technical programs that have been significantly impacted by the pandemic. It is not for general-purpose expenses, new programs, or expansion (except where programs have declined or demand has increased due to COVID-19). Restart funds may fill gaps caused by budget cuts, but may not be used simply to "free up" state funds or cover services that may be (but have not yet been) affected by future cuts.

Q30) Is there any clarification on how we need to spend the funds over two years? For example, could we spend it all in year one or would we need to carry over some funds for year two?

A30) You may use the funding on eligible programs and activities on whatever timeline suits your needs. There is no requirement or expectation that funds be carried over from year to year; however, you do have until September 30, 2022 to expend them. Please consult the [Fiscal Guidelines](#) for more information on billing and reporting deadlines.

Q31) Is it permissible to use these funds on capital projects and/or for facility modifications needed to get COVID-19 impacted programs back up and running?

A31) Per Carli Schiffner's 10/15/20 email, see bullets below for SBCTC's response to this question.

1. Do not use the grant money to build new or increase the area of existing buildings. Generally, the legislature only allows state funding to increase building area in a major project where they have the opportunity to consider ongoing costs before the construction funding is appropriated.
2. Colleges are required to report all expenditures for capital purposes regardless of funding source. The SBCTC will need to assign some accounting codes for tracking. Colleges could provide the information needed using a local capital expenditure request form. Once approved by the State Board, or its designee, staff can assign accounting codes for tracking. The form should be submitted to the State Board's Capital Budget Analyst, Cheryl Bivens, at cbivens@sbctc.edu. The form for this is available on the [SBCTC website](#).
3. Depending on the scope of work, public work procurement rules may apply. For related questions, please contact the State Board's Capital Budget Director, Wayne Doty, at wdoty@sbctc.edu.
4. Unfortunately, "ordinary maintenance" is not defined in law. We usually use a heightened need for liability protection of the state or the need for a permit as bright lines between public work and maintenance but there is a gray area between them.

Q32) Any problem with paying for CTE faculty release time for curriculum development?

A32) No, although curriculum "revision" is probably a more appropriate term under the circumstances. These funds are not for supporting the development of new programs, but Restart funding may be used for curriculum revision and/or development, provided it is directly related to programs impacted by COVID-19 and the changing needs of the industry in a post-pandemic economy.

Q33) I have a follow-up question to [Question 11](#) where it was indicated that we could not apply for pre-apprenticeships, but should focus on credit- or certificate-bearing programs. Ours is a 22-credit certificate-bearing pre-apprenticeship program. May we apply for it or is it ineligible?

A33) Pre-apprenticeships are ineligible. This decision was made early in the RFP development process and has since been revisited by multiple parties. SBCTC cannot make allowances for one without opening the opportunity up for all pre-apprenticeships, and it has chosen not to do so.

Q34) In the WEC affinity group, someone asked about a degree program that has a number of certificates under it. Can they use the degree program in the matrix and then include needs for the related certificates under that program?

Q34) Yes, unless there is an extraordinary need associated with only one certificate program. In that case, a sub-program should have its own matrix. Understand that the review committee should have enough detail to prioritize recommendations with program-level information. SBCTC does not want to require or review separate applications for every single credential-bearing sub-program. The “one matrix per umbrella program” approach was an attempt to balance the review committee’s need for relevant information with the capacities of its members.

Q35) In the WEC affinity group, there was a question about procuring materials to help replace activities that would normally be learned in a clinical placement (e.g. mannequin arms in phlebotomy).

A35) This is allowable if clinical placements are unavailable or severely limited due to COVID-19. As described in the Grant Guidelines, colleges may invest in alternative methods of providing experiential learning opportunities (such as simulations) as well as efforts to replicate or reintroduce on-site work-based learning experiences.

Q36) Can colleges collaborate to purchase a shared resource like simulation software/applications?

A36) Yes. While colleges must apply individually for a \$200,000 maximum award, the pooling of funds/resources and college partnerships are encouraged. In fact, SBCTC incentivized collaboration by including partnerships as a prioritization criterion, as discussed in the Grant Guidelines.

Q37) Is the term “significant decline” the area for addressing lack of experiential learning with a remote environment? More specifically, our affected programs did not close or suspend operations, but would face that consequence without funding to address critical needs. We have funding required for social distancing, HEPA filters, simulation equipment, etc.

A37) If experiential learning is unavailable or severely limited and there are solutions available, Restart funding may be used. For multi-part “eligible expenses” questions such as these, applicants are encouraged to review the definition provided in the Program Overview section of the Grant Guidelines (see below) rather than focusing too narrowly on specific terms or phrases. Here, there are cases to be made for 1.) restoring pathways to completion, 2.) retaining students in programs critical to recovery, 3.) providing unobstructed pathways to completion, 4.) reestablishing experiential learning, and 5.) providing alternative and innovative methods of ensuring the availability of career pathways. In short, SBCTC has intentionally sought to make this definition clear, but not rigid. This funding is meant to support our colleges and the students they serve through these unprecedented times, so do not talk yourselves out of applying for it.

“To ‘restart’ in this context means to reopen programs that were closed or suspended; reconstitute those that reduced course offerings or limited enrollment; restore pathways to completion that were disrupted by COVID-19; recruit to and retain students in existing programs that are critical to regional economic recovery; ensure that students have clear and unobstructed pathways to credential completion; and reestablish with the appropriate safety measures experiential and/or work-based learning opportunities that were reduced or

eliminated due to COVID-19. In short, the purpose of this grant is to support the reestablishment of professional and technical programs that were disrupted due to COVID-19 and to provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington.”

Q38) There is a critical need in our region for Medical Assistants. In coordination with local employers, we have identified an evening cohort for Medical Assisting would increase access for underserved populations, including incumbent workers that are looking to upskill into the MA position. Could we request funding to expand our Medical Assisting to include an evening cohort (doubling capacity) to address this high-demand regional workforce need?

A38) If the need can be tied to COVID-19 and clearly established through labor market information or other means, yes. Referring again to the Program Overview, this would fit 1.) *recruit to and retain students in existing programs that are critical to regional economic recovery and 2.) provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington.* This would also relate to the evaluation criteria categories of Labor Market Need and Outreach and Recruitment to Impacted Populations.

Q39) Does the funding come with any “Buy American” conditions as that would affect the material specifications and delivery. Does the funding have these types of conditions?

A39) No, there are no “Buy American” conditions.

Q40) Will the Prof/Tech Restart funds come to us as a state allocation or as a grant like Perkins/WF?

A40) This is grant funding, not an allocation.