

Updated April 23, 2026

**SBCTC considers answers in this Questions and Answers (Q&A) document to be the only official source for answers related to this funding source, aside from the Program Guidelines. Questions (Q) and answers (A) are presented in reverse order, showing the most recently received questions at the top of the document. This is so that colleges may check back frequently during the application process and easily see new Q&As. This document will be updated throughout the 2026-27 fiscal year.**

Q: For training that will occur on tribal/sovereign land, how should the questions regarding county (2C-1) and legislative district (2C-2) be addressed?

A: Technically, both counties and legislative districts include tribal lands within their boundaries. The county and legislative district fields are needed for JSP to indicate physical locations. They are not used to indicate jurisdictional (political) powers and duties. Both should be included in your applications.

Q: If a college is not able to serve as the sponsoring institution at this time, may an instructional subcontractor proceed with another community or technical college in Washington State as the lead for the JSP? Additionally, if the business is located within one college's service area, is that college required to participate in some capacity (as lead or consortium member), or may another college independently serve as the sponsoring institution?

A: Yes, a business may partner with another community or technical college of its choice. As an intermediary, the subcontractor may assist the business in identifying a college with the capacity to partner on a JSP application. The subcontractor may also serve as an instructional subcontractor to that college, providing training services under the JSP.

In this context, the subcontractor may serve two roles: as an intermediary providing business assistance to the client, and as a subcontractor delivering instructional services.

No, the college within the business's service area is not required to participate. Another college may independently serve as the sponsoring institution. However, the sponsoring college should notify the college in whose service area the business is located of its intent to partner on the JSP.

Here's the policy and procedure that guides out-of-district contracting situations:

Policy: 4.80.10 Out-of-District Contracting: <https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-4.aspx>

Procedure: <https://www.sbctc.edu/resources/documents/colleges-staff/policies-rules/policy-manual/guidelines-for-statewide-and-regional-contract-services.pdf>

Q: How should goods and equipment be handled when funded by a JSP grant?

A: When using JSP funds for goods, supplies, and equipment, the following should be followed:

- Unused goods and supplies should be returned to the college after completion of the training, while any used or consumed goods and supplies may remain with the business.
- Exam fees are allowable if they are directly tied to training outcomes.

- Wheelchairs are allowable; however, they should remain the possession of CPTC after the training and not with the business. Equipment purchased with JSP funds should be owned by the college, inventoried, and reusable beyond the project when possible. This supports the requirement that JSP investments benefit the broader educational system, not one company. Equipment is defined as items with an individual acquisition cost under \$10,000 and a useful life of more than one year. These items should be budgeted to the Goods and Services category.

**Q:** If an educational institution develops employer-specific customized training as part of a Job Skills Program (JSP) project, is a separate curriculum required for that training? Does customized training developed under JSP require formal approval from the Workforce Training and Education Coordinating Board or any other regulatory agency prior to implementation? If customized training builds upon an existing approved program by incorporating employer-specific modules, can it be delivered under the existing program approval, or is separate approval required?

**A:** JSP supports customized, company-dedicated training and does not require a separate curriculum. However, the school should be prepared to clearly document the training content, structure, and outcomes specific to the JSP project as part of their application and reporting.

JSP itself does not require formal curriculum approval by the State Board for Community and Technical Colleges. That said, as a licensed private career school, the school is responsible for ensuring compliance with any applicable regulatory requirements tied to licensure and authorization to offer education and training in Washington.

The school should check with its licensing and authorizing agencies to determine whether separate program approval would be required.

**Q:** In what circumstances is a union representative (i.e., collective bargaining agent) required to sign the collective bargaining section on the JSP Assurances form?

**A:** The signature of a collective bargaining agent on the JSP assurances is required if any of the trainees who will participate in the JSP-funded training activities are covered by a collective bargaining agreement with the employer.

**Q:** If a project focuses heavily on developing a new training program, does it still qualify for funding?

**A:** JSP is a workforce training program, not a curriculum development grant. Projects must include the delivery of short-term, job-specific training to eligible employees within the grant year. Curriculum development may be included as part of a JSP project if it is necessary to deliver training during the project period. However, development alone – without actual training of incumbent or new employees – would not meet program intent.

**Q:** If managers or supervisors employed by the business partner serve as subject matter experts (SMEs) to help develop curriculum outside their normal job duties, can their wages be reimbursed with grant funds?

**A:** No. Their time in curriculum development and delivering instruction can be counted toward company match.

**Q:** What is required for a training program to be described as “certified” or to qualify as a recognized credential under JSP?

A: Credentials include any industry-recognized certification, license, endorsement; government designated licenses, endorsements, registrations, etc.; and academic/higher education certificates or degrees. Proposals should focus on making it clear what the trainees will possess at the conclusion of the JSP-funded training activities, be it:

- complete training/coursework that is preparatory for credential exams,
- a certificate awarded by the college, including certificates of completion; and/or
- complete (with passing score) any required examinations and be awarded a license or credential awarded by a 3rd party. Since neither the college nor the employer can control whether a trainee passes exams, the grant application could state the parameters of the exam opportunities that will be afforded to the trainee during the grant, for example, including the exam fees and time to take the exam during work hours for up to 2 exam attempts within the grant project time period.

Some definitions of industry-recognized credentials:

- Industry recognized credentials: Industry recognized credentials are valuable, often exam-based certifications or licenses, verifying specific skills for employment and recognized by employers. (Source: SBCTC Noncredit Task Force Common Definitions, as compiled from various sources, including Education-to-Workforce Indicator Framework; Credentials of Value, Advance CTE).
- Industry certifications: Industry certifications are a subtype of “industry recognized credentials,” resulting from assessment processes that indicate mastery/competency measured against a set of standards that are set through a defensible, industry-wide process of required knowledge and skills and typically have on-going requirements to maintain. (Source: SBCTC Noncredit Task Force Common Definitions, as compiled from Short-term Credentials: A vital measure of post-high school educational attainment in the United States, Lumina)

Q: [How should sales tax associated with vendor training contracts be reflected in the JSP budget and instructional contract details?](#)

A: Colleges may present vendor costs as inclusive of taxes and fees. The total budget request should be rounded to whole dollars (no decimals).

Q: [If a participating company can only provide hourly wage ranges \(rather than exact wage figures\), is that acceptable for documenting wage-based match? If so, is there a preferred method for estimating the hourly rate \(e.g., midpoint, high end, or another approach\)?](#)

A: The Course worksheet gives you the option to either combine wages and benefits in the match cell or break them down into 2 columns. You can give estimates rather than exact figures. The Trainee worksheet asks for average hourly wages. If the average skews wages in a way that could overestimate match, for example, then you could use another value such as median/midpoint.

For any elements of the trainee-match-course-outcomes workbook where you use different assumptions (like midpoint wage instead of average), please make a note of that in the narrative part of the application. For any estimates, please make sure you do make them in ways that ensure the match will be met and that estimates are reasonable and defensible.

