



WORKFIRST DELIVERY AGREEMENT

2021-22 GRANT GUIDELINES

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SBCTC.edu

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Deadlines and Milestones

Milestone	Dates (subject to change)
Application available in OGMS	February 11, 2021
Applications due in OGMS	March 18, 2021
Grant start date	July 1, 2021

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Overview

Washington State began WorkFirst, the state's Temporary Assistance for Needy Families (TANF) program, in August 1997. The program provides cash grants, medical assistance, welfare-to-work services, and work supports (including subsidized childcare through the Working Connections Child Care program) to eligible TANF families. The goal of WorkFirst is to help TANF families build a pathway that can lead them out of poverty and toward economic security.

With the signing of Engrossed Second Substitute House Bill 3141 on April 1, 2010, Governor Christine Gregoire directed the WorkFirst Subcabinet to “examine how to best meet the challenges for WorkFirst families to obtain employment and achieve family self-sufficiency,” and provide a report and plan to implement evidence-based best practices that are sustainable within a block grant program. The Governor challenged the WorkFirst Subcabinet to think anew and to ‘reboot’ WorkFirst for the 21st century.

The WorkFirst Subcabinet was comprised of the leaders of six state agencies that collaborate to administer the program:

- Department of Commerce (COMMERCE)
- Department of Early Learning (DEL)
- Department of Social and Health Services (DSHS)
- Employment Security Department (ESD)
- Office of Financial Management (OFM)
- State Board for Community and Technical Colleges (SBCTC)

Since this time, there has been an evolution of changes to the WorkFirst Subcabinet. The Subcabinet leadership has transitioned to the Legislative Executive WorkFirst Poverty Reduction Oversight Task Force (LEWPRO). WorkFirst legislation has resulted in the creation of the LEWPRO to help determine program outcomes, accountability measures, and to make program design recommendations to the Governor and Legislature. The WorkFirst Chartbook, compiled by the Office of Financial Management, highlights program outcomes and guides program redesign.

DSHS contracts with the State Board for Community and Technical Colleges to provide services to prepare WorkFirst (TANF) adults for entry into employment. From fiscal year 2002 through fiscal year 2008, the SBCTC subsequently awarded block grants to 34 community and technical colleges to deliver these education and job skills training services. From fiscal year 2009 to the present the SBCTC has administered a WorkFirst Delivery Agreement (WFDA) which continues to incorporate a strong emphasis on local planning and prioritization of services and leveraging resources to create efficiency and meet the needs of the current caseload.

In 2018 through a directive from Governor Inslee, the Poverty Reduction Work Group, (PWRG) was formed. The group was charged with developing a 10-year plan to address poverty and racism in Washington State. To best address the ongoing poverty and inequality in our state, the PRWG membership represented different systems and sectors. Additionally, a Steering Committee was created to lead PRWG work comprised of community voices representing communities in poverty.

The Steering Committee led the PRWG in decision making focused on two key principles:

- 1) reduce poverty by addressing racism as the epicenter of impoverished communities and
- 2) incorporate and elevate community voices who experience poverty in decision making and the development of the 10-year plan.

These two groups along with many stakeholders worked together to develop Washington State's 10-year plan now known as [Blueprint For A Just and Equitable Future](#)¹. The plan calls for 8 strategies and 60 recommendations as a guide to addressing poverty and inequality in Washington State².

SBCTC WorkFirst Delivery Agreement

The purpose of the WorkFirst Delivery Agreement (WFDA) application is for the existing community and technical college (CTC) WorkFirst training providers to specify the training and support services they will deliver in FY22. To prepare a WorkFirst Delivery Agreement application, providers are encouraged to meet with their Local Planning Area (LPA) partners (DSHS, ESD, Commerce contractors, and others) to gather input on needed training and support services, as well as to develop an inventory of support services provided within the community to leverage toward supporting WorkFirst students.

WFDA approval will be granted to those providers who demonstrate training and support services that 1) are designed to meet the needs of WorkFirst students, 2) verify compliance with all WorkFirst policies and state and federal guidelines, and 3) will be delivered in alignment with the WorkFirst Delivery Agreement principles for increased student achievement and accountability. Provider services offered by applicants will be assessed through their Program Matrix and Budget Narrative as part of the application process.

Application Information

Who May Apply

Applications will be accepted for the 2021-22 WorkFirst Delivery Agreement from Washington's community and technical colleges as defined under [RCW 28B.50.030](#).

How Does the Provider Apply

Access the 2021-22 WorkFirst Delivery Agreement Grant Application through the Online Grant Management System (OGMS).

If you do not have an account, contact your organization's [Security Contact](#) for access; you will also need your Security Contact to give you permission for FY22.

Submit completed grant applications for continuation of funding to the SBCTC through OGMS no later than March 18, 2021 at 11:55 p.m. SBCTC staff is available for assistance until 4:00 p.m. on

¹ <https://dismantlepovertyinwa.com/wp-content/uploads/2020/12/Final10yearPlan.pdf>

² <https://dismantlepovertyinwa.com/wp-content/uploads/2020/12/FinalExecSummary.pdf>

March 18, 2021.

An OGMS user manual can be found in the [How To](#) section of OGMS.

Application Process

Program Mix Evaluation

In preparation for the grant development process, applicants will need to evaluate their current program mix with consideration to the purpose and intent of WorkFirst program outcomes.

Elements to consider include:

- Ability to provide stackable non-core or stand-alone core activities to assist parents in meeting participation
- Providing access to services to increase student achievement (i.e. tutors, study labs, computer access)
- Providing access to services to increase economic security (i.e. financial literacy, career services)
- Geographic responsibility, student accessibility and program cost

To update your program mix, collect and evaluate data on your previous enrollment, costs, and number/type of referrals. Meet with your WorkFirst partners to share your evaluation. Develop a proposed program mix, using the matrix template available in OGMS, of offerings based on previous program outcomes, input from your LPA partners, and your local economy. Share your DRAFT plan with your entire LPA for discussion.

Note: Keep in mind that your program mix should reflect the needs of WorkFirst students, WorkFirst partners and the community.

Participation Design Requirements

The development and implementation of effective policies and procedures to capture and report students' actual hours of participation remains a state and federal requirement. Programs should be designed to enhance a student's ability to meet participation requirements and positively contribute to the WorkFirst partnerships' statewide participation rate.

Examples of WorkFirst education promising practices are:

- Programs that contribute towards maximizing increased student achievement and participation (i.e. FT Vocational Education, I-BEST, or Degree Completion).
- Programs that increase the preparedness of parents to enter employment or increase their wages (i.e. I-BEST, Achieving Tipping Point, PT work combined with PT school).
- Increased opportunities for parents to gain competitive employment skills that are useful in the current employment market (Internships, Co-operative training, Work Study) paying attention to the contributing role of small business.
- Programs that demonstrate collaboration and promote optimizing available resources (i.e. On the Job Training, Job Connection and Career Development).

Fiscal Accountability Questions

Fiscal accountability questions must be completed in the OGMS. These answers, along with other factors such as monitoring and audits, will help SBCTC determine the fiscal accountability of each grantee.

Assurances

A completed and signed Assurances document must be uploaded to the attachment of your grant application in the OGMS. Ensure a thorough review of the listed requirements as these replace many of the former grant questions and are checked during monitoring visits.

Budget Matrix and Narrative

Describe the level of funding for each eligible WorkFirst activity and category on which you intend to expend grant funds. Provide enough detail to give a clear picture of where and how your funds will be used. Budget revisions can be made during the year. Refer to the FY22 WFDA Fiscal Guidelines and Grant Terms for the budget revision process.

Describe the processes and procedures you will use to develop and manage your WorkFirst grant and the programs and practices you will use to help your students be successful academically and become self-sufficient and resilient. Enough detail should be included to allow a reviewer to be able to understand what you intend to do and how you intend to direct your program during the grant year. It should be a tool you can use as a reference to guide you during the grant year.

WorkFirst Chartbook

As a result of the WorkFirst redesign, the partnership has implemented the WorkFirst Performance Chartbook to evaluate and consider new measures in alignment with program goals. Measures related to the SBCTC providers include:

- Enrollment by Partner Agency (Count 5a),
- Use of Vocational and Postsecondary Education (Count 5c),
- Use of Adult Education, High School Equivalency Preparation, or High School (Count 5e),
- Employment After Services (Targeted Measures 4-7),
- Employment After Vocational or Postsecondary Education (Targeted Measure 5),
- Program Engagement: Enrollment in High School or GED Preparation Activities (Driver Measure 12),
- Program Engagement: Enrollment in Basic Education and ELA (Driver Measure 13),
- Adults in Education Pathway: All Education Codes, Unduplicated (Barometer Measure 28),
- Basic Education Pathway including Short Term and Life Skills Training (Barometer Measure 29),
- Postsecondary Education Pathway (Barometer Measure 30),
- Hourly Wage After Exiting Vocational and Postsecondary Education (Barometer Measure

38),

- Quarterly Earnings After Exiting Vocational and Postsecondary Education (Barometer Measure 42),
- Hours Worked in the Year After Vocational and Postsecondary Education (Barometer Measure 46),
- Adults Attaining High School Equivalency at Community Colleges (Barometer Measure 50),
- Adults in ELA or Basic Education at Community Colleges with Measurable Skills Gain (Barometer Measure 51),
- Adults in ELA or Basic Education who Transition to Training at Community Colleges (Barometer Measure 52),
- Adults in Vocational Training at Community Colleges with Measurable Skills Gains (Barometer Measure 53),
- Adults Earning Certificates, Degrees or Apprenticeships at Community Colleges (Barometer Measure 54).

These measures are subject to change as the needs of the WorkFirst partnership change. The most current WorkFirst Chartbook is accessible at WorkFirst Performance Measures.

The SBCTC Performance Monitoring is intended to promote activities that

1. promote TANF student achievement and progress towards self-sufficiency, and
2. meet the requirements of the federal TANF block grant for Washington State.

As a member of the WorkFirst partnership, the colleges also share responsibility toward meeting our federal participation targets. A primary factor in this is full-time participation by TANF students in federally countable activities for program participation purposes.

Program Funding

Funding Formula and Funding Policies

The following revised WFDA funding formula and related policies were approved by the College Presidents in January 2018 for implementation in FY19 and beyond:

Student Support Award - \$60,400/provider

Formula Award (based on each provider's pro-rated share for each category):

- 50% - WorkFirst headcount (prior year)
- 10% - Employment (4 most recent quarters available)
- 10% - Transitions (prior year)
- 20% - Completions (prior year)

- 10% - Progression (prior year)

The Student Support award is intended to ensure the WorkFirst program is available to students at all of our colleges by providing funding for the required and essential Internal Control/Student Support functions of the program. The amount of the Student Support award is based on a Program Coordinator position with a salary Range of 37 at the Step L annual salary of \$41,232 and projected benefits. This does not mean each provider must employ a Program Coordinator to meet student support needs. This position is only identified to establish a base funding level for student support.

Enrollment based on headcount ensures the services colleges extend to each student is supported, regardless of their credit load. Transitions and Progression emphasize the ongoing support staff provide students to ensure their progress toward completion. Completions and Employment are expected deliverables of the WorkFirst program and colleges are accountable to performance outcomes.

Funding Policies

WorkFirst grant funds are awarded based on expected program need and past performance. Funds that are not projected to be used must be returned to SBCTC on a quarterly basis for reallocation based on system need. In order to facilitate this:

- SBCTC will conduct funding surveys during the fiscal year as a means to move undedicated funds to those colleges demonstrating need. Grant recipients are required to complete each funding survey by the designated due date and return any unspent funds.
- SBCTC will share spenddown reports to WorkFirst Coordinators quarterly and to each college president annually.
- Grant recipients may submit WorkFirst Delivery Agreement Applications with lower budget totals than their planning award numbers. Any unaccepted funds will be released to the system during the first funding survey based on need.

Redistribution Policy

Grant recipients are expected to expend their awarded funds by the following timeline and corresponding percentages. Any unspent funds outside of the allowable range will be recalled by SBCTC for distribution to meet system needs.

- Through December - 40% (Additional funds received from funding survey requests will not be taken into consideration when reviewing percent expended.)
- Through March - 65%

Take Back Policy

If the actual WorkFirst final grant funds expended at a college fall short of the final award amount by more than 10% for two years in a row, the college is subject to a reduction in grant funds in the next year going forward. The reduction is equal to 75 percent of the difference between the grant amount and the actual grant funds expended in the second consecutive year of missed targets.

Earmarked funds (e.g. WorkFirst Work Study) are not included in these calculations. If a grant

recipient in a reduction year expends their award within the 10% allowance, they will receive their full award in the following year. Grant recipients in a take back year are permitted to request additional funds during funding surveys, however additional funds are not guaranteed.

Approved Activities for SBCTC Providers

Basic Education for Adults		
GE	High School Equivalency	<p>Classes that help students 20 years of age and older earn a high school equivalency certificate by preparing them for the high school equivalency (HSE) exam (a.k.a. GED).</p> <p>Basic Education is a non-core activity for students 20 years of age and older and must be stacked with at least 20 hours of core activities.</p>
BE	High School Completion/ HS+	<p>Educational coursework preparing students 20 years of age and older to earn a high school diploma.</p> <p>High school completion programs for adult students 20 years old and older. The college will evaluate high school transcripts and advise on the classes needed to complete a diploma at the college.</p> <p>High School+ is a competency-based program for students who are at least 21 years old. This program turns life experience into high school credits. The student can demonstrate their knowledge in several ways, including work, life and military experience. Then, the student will take courses to fill in the gaps and earn a high school diploma.</p> <p>Basic Education is a non-core activity for students 20 years of age and older and must be stacked with at least 20 hours of core activities.</p>
HS	High School Completion/ HS+	<p>Educational coursework preparing students 19 years of age and younger to earn a high school diploma.</p> <p>High school completion programs are for adult students 16 years old and older. The college will evaluate high school transcripts and advise on the classes needed to complete a diploma at the college. A high school release form is required for students who are 16, 17 or 18 years old.</p> <p>Basic Education is a core activity for those 19 years of age or younger.</p>
ES	ELA	<p>English Language Acquisitions (ELA also known as ESL) courses, all ELA student must be referred to your contractor caseload as indicated by the DSHS case manager:</p> <ul style="list-style-type: none"> • ELA is coded as ES when it is the student’s core activity • ELA is coded as JT when the student has adequate English language skills to be engaged in other activities

Vocational Education		
VE	Vocational Education	Vocational education includes training that leads to a certificate or degree in a specific occupation (including I-BEST).
HW	High Wage/High Demand	Vocational Education courses or programs that lead to a career in a high wage and high demand occupation (including I-BEST).
DC	Degree Completion	<p>The last 12 months of a Vocational Education program, not to exceed a Baccalaureate degree that leads to a career in a high wage and high demand occupation.</p> <p>DC is a core activity and counts towards the students 12-month lifetime limit for vocational education and must be approved by SBCTC.</p>
JT	Job Skills Training	<p>Training that enhances a person's employability by providing specific skills that are marketable to employers.</p> <ul style="list-style-type: none"> • Part-time Vocational Education courses; • Prerequisites and developmental/remedial education required for entry into a Vocational Education program; • Continuing Education courses (self-support) that are job skills-related that do not cost more than the amount of full-time resident tuition for one year. <p>Basic Education for students with a high school diploma or general education degree to increase an individual's basic skills competencies and ability to find work.</p> <p>English Language Acquisition students that are determined by the DSHS case manager to have adequate English Language skills to engage in other activities.</p> <p>JT is a non-core activity and must be stacked with at least 20 hours of core activities.</p>
PE	Customized Job Skills Training	<p>An 8-22 week training program that is customized for specific employers or tied to a specific industry. CJSTs must include industry-specific technical training, be tied to jobs with good labor market demand, and target fields with better than average entry-level wages for your local area.</p> <p>PE is a core activity and counts towards the students 12-month lifetime limit for vocational education.</p>

Life Skills		
LS	Life Skills	<p>Training programs designed to provide individuals with the skills to meet the demands of everyday life and employment.</p> <p>LS is a core activity time-limited to 12 weeks per year.</p>

Work-Based Learning		
PT	WorkFirst Work Study	Work study of 19 hours/week is recognized as a full-time core work activity. Less than 19 hours/week must be stacked with other core activities to equal a full-time core activity.
WE	Work Experience	Unpaid work-based learning activities such as internships, externships, practicum, work experiences, job shadowing activities, service learning experiences, and other unpaid work activities, during which an instructor is not present at the work site. Work experience is a non-core activity and must be stacked with at least 20 hours of core activity

Vocational Education Extension Policy

Effective July 23, 2017, full-time vocational education (VE) opportunities for WorkFirst students may extend up to 24 months. On June 30, 2017 legislation passed allowing these education opportunities to increase from 12-month to 24-month limits for state fiscal year (SFY) 2017-19. This change increases the likelihood of degree/certificate completion, which may lead to a better wage at entry-to-employment and positively impact child and family well-being.

During FY22, Community and Technical Colleges are permitted to extend the student's lifetime 12-month limit in a VE/HW component for up to an additional 12 months if the following criteria are met:

- The college is utilizing the time limit extension within their FY22 WorkFirst allocation
- VE/HW coding is only used with a minimum of 20 component hours
- The student is offered the option of a work-based learning activity that can be stacked with a JT
- The student's VE/HW components are within a single vocational program (the extension is not permitted for changing to a new program of study)
- A current or returning student that has exhausted their 12-month limit may continue toward an uncompleted degree or certificate, but may not begin a new program of study
- The college must develop an extended academic plan identifying prerequisites and core courses by quarter and maintain an up-to-date copy in the student's file. It must include the student's anticipated academic quarter of completion and be updated quarterly and as circumstances change.
- The college completes all required billings and funding surveys by the established deadlines and returns funds projected to be unspent within the fiscal year for redistribution to the system

The college must supply VE/HW extension records in the format provided by SBCTC on a quarterly basis by the following deadlines:

- Summer – September 28
- Fall – January 31
- Winter – April 30
- Spring – July 20

Community and Technical Colleges will determine a student's eligibility for this time limit extension and will include the following information in the Education and Training Worksheets and Client Notes in eJAS:

- a statement of the extension
- identification of vocational program of study
- identification of expected quarter of completion

Support Services for Participants

Support Services are transitional by nature and are not an ongoing supplement to the student's grant. Support services are not an entitlement and must be carefully managed.

College Provided	Description	Limitations
Tuition Assistance	WorkFirst can provide assistance with tuition and fees for Adult Basic Education, High School Equivalency, short-term training and eligible Vocational Education programs.	Tuition and fees cannot exceed what would be reasonable and necessary for a non-WorkFirst student.
Textbook Assistance	WorkFirst can provide assistance for the cost of required textbooks.	Textbook costs cannot exceed what would be reasonable and necessary for a non-WorkFirst student.

College Provided	Description	Limitations
Loaner Laptops	<p>The purchasing and loaning of equipment and services for WorkFirst students as part of a loaner program managed by the college to ensure access to Canvas and online college resources is an allowable expense within the WorkFirst program.</p>	<p>Budget revision may be necessary to allocate funding to appropriate budget categories and activities.</p> <p>When a grant recipient's WorkFirst program no longer has a use for equipment that had an original per unit acquisition cost of \$5,000 or more and a useful life in excess of one year, they may be offered to another federal program at the recipient's college at no cost. If the equipment is not needed for another federal program, the grant recipient must contact SBCTC before disposing of the equipment.</p>
WorkFirst Work Study	<p>Colleges are able to approve 1-19 hours/week of work study. Work study of 19 hours/week (WorkFirst, federal or state) is recognized as a full-time core work activity.</p> <p>Less than 19 hours/week must be stacked with other core activities to equal a full-time core activity.</p> <p>WorkFirst work study placements can be on or off campus, at non-profit organizations or at for-profit businesses.</p> <p>It is coded as part-time employment (PT) in eJAS.</p>	<p>WorkFirst work study students must be a current TANF recipient currently enrolled in classes.</p> <p>WorkFirst work study students cannot displace or supplant current employees.</p> <p>WorkFirst work study awards must be issued through a financial aid award system.</p> <p>WorkFirst work study students cannot be placed at non-secular institutions.</p>

In addition, providers should collaborate with their local WorkFirst partner agencies to connect students to the support services they need to be successful. The DSHS Support Services Directory provides the full menu of support services that are available to WorkFirst participants. It is available [here](#).

Student Achievement Data

The SBCTC will continue to monitor increased I-BEST enrollments, student achievement, new student enrollments, student retention and transitioning from Pre-college to Vocational Training. [Student Achievement Data](#) is based on Student Achievement Initiative Points. Data is collected for students enrolled in a community and technical college during the academic year coded as

WorkFirst with Work Attend values 60, 74, 76, 77, or 79, coded as WorkFirst-Worker Retraining Co-Enrollments with Work Attend values 50, 54, 56, 57, or 59.

WorkFirst Student Eligibility

A WorkFirst student is a parent who is receiving a Temporary Assistance for Needy Families (TANF) grant from DSHS and has been referred to a college by DSHS for education and training. Students must be open on TANF and currently enrolled in classes.

WorkFirst Financial Aid

WorkFirst Financial Aid, also known as Tuition Assistance, is intended to assist WorkFirst (TANF) parents to gain the skills needed to become employed or to advance to exit TANF through wage and skill progression.

Institutions choosing to dedicate WorkFirst Delivery Agreement funds to WorkFirst Financial Aid can pay for tuition, required fees, and books for any of the approved activities listed for SBCTC providers.

All WorkFirst Tuition Assistance must be awarded through the financial aid system. Colleges will establish Financial Aid Program Codes (FAPC) to uniquely identify those awards funded from the DSHS/WorkFirst program.

CTCs in ctcLink will use the following WorkFirst Global Item Types.

The following global item type numbers have been reserved for WorkFirst funding.

To request these item types be created for your college, please open a Ticket under the following [SolarWinds](#) request type: ctcLink Support • Campus Solutions • Student Financials • Item Types.

NOTE: For those colleges using Dual Processing, these item types will be used for 21-22 forward only.

Item Type Number Reserved	Category	Description	Short Desc	Refund-able Indicator	Account Types	CPL (may vary by local CPL options)
912000002000	Tuition and fees	WorkFirst Tuition & Fee BE	WkFrstTFBE	N	FEE,MIS,TUT	WAIVET&F
912000002010	Tuition and fees	WorkFirst Tuition & Fee LS	WkFrstTFLS	N	FEE,MIS,TUT	SBCTCT&F
912000002020	Tuition and fees	WorkFirst Tuition & Fee VE	WkFrstTFVE	N	FEE,MIS,TUT	SBCTCT&F
912000002030	Books	WorkFirst Books BE	WkFrstBkBE	N	FEE, MIS	FBKSTONL
912000002040	Books	WorkFirst Books LS	WkFrstBkLS	N	FEE, MIS	FBKSTONL
912000002050	Books	WorkFirst Books VE	WkFrstBkVE	N	FEE, MIS	FBKSTONL
932000002000	Work Study	WorkFirst Work Study	Wrk1stWS	N		
932000002010	Work Study	WorkFirst WS Off Campus	Wrk1stWSOC	N		

International students and students interested in academic transfer degree programs are not eligible for tuition assistance. Please also refer to the WFDA Fiscal Guidelines for student eligibility.

WorkFirst Financial Aid Eligibility

Review the parent's Individual Responsibility Plan (IRP) to verify eligibility for WorkFirst (TANF). Current IRP status must be identified in the students' files.

Work-Based Learning Guidelines

Work-Based Activities within an Educational Component

Work-based activities such as a clinical, where a faculty member or instructor is present and instruction takes place at a work site are to be considered part of the education and training program and coded accordingly. For example, clinical experience during a Nursing Assistant Customized Job Skills Training (CJST) program is to be classified as CJST (PE in eJAS and carried by the college on their caseload).

Unpaid Work-Based Activities

Unpaid work-based learning activities such as internships, externships, practicum, work experiences, job shadowing activities, service learning experiences, and other unpaid work activities, during which an instructor is not present at the work site, are to be considered as Work Experience (WE in eJAS and carried by the college on their case load). It is the institution's responsibility to ensure that the activity and number of hours worked is in accordance with federal law, in particular, the Fair Labor Standards Act (FLSA), and that any required insurance is provided (L&I).

WorkFirst Work Study

Providers may choose to provide WorkFirst Work Study in conjunction with classroom training. This type of work-based learning is paid, subsidized employment (PT in eJAS and carried by the college on their caseload). Please note a WorkFirst student may be enrolled in an immediate future quarter and receive a WorkFirst Work Study award. For example, a student completes WorkFirst program intake in summer quarter and enrolls for fall quarter classes, it is allowable to award this student with a summer quarter WorkFirst Work Study award.

Providers should use their existing work-based learning policies, including federal or state Work Study guidelines, as appropriate, for operating rules to administer WorkFirst Work Study. The exception is that WorkFirst funds pay 100 percent of the wage for Work Study.

In order to be eligible, students must:

1. Enroll in classes, including Vocational, High Wage/High Demand, Customized Job Skills Training, I-BEST, Basic Education, or Skills Enhancement Training, leading to either unsubsidized employment or entrance into education and training programs leading to work

AND

2. Be a WorkFirst (TANF) recipient currently enrolled in classes.

Work Study (WorkFirst, federal, or state) may be an appropriate activity for WorkFirst (TANF) clients who need work activity to meet their WorkFirst participation requirements so they can access training. Full-time is defined as 32-40 hours of combined training and homework per week. For example, a student participating in 20 hours of core education and training per week may add or “stack” Work Study of 12 hours per week to reach full-time participation. Whenever possible, Work Study jobs should relate to the training and career plans of the students. When establishing Work Study positions, institutions must avoid displacement or supplanting of current employees. Placements can be either non-profit or for profit locations, on campus or off and must be non-secular.

WorkFirst Work Study placement must be documented in the student's file on a quarterly basis showing, at minimum, the student's employment start and end dates, their worksite placement, their hourly wage, and the number of regularly scheduled hours of work per week. All WorkFirst Work Study must be awarded through the financial aid system. Work Study is subsidized paid employment not to exceed 19 hours per week, preferably in a job that enhances the student's employability.

In order for students to be counted correctly for WorkFirst Work Study, the codes must be entered and cross-walked correctly in the financial aid database (FAICCS). There is college-assigned award code for the different types of financial aid. These codes vary from college to college. The award status for WorkFirst Work Study should be 2. The college-assigned award code must be cross-walked with the SBCTC Standard Award Code for Work First Work Study, 94.

Paid Sick Leave for Employees under Minimum Wage Act

Effective January 1, 2018, paid sick leave for all workers who meet the definition of “employee” as defined in the Minimum Wage Act, Chapter 49.46 RCW are eligible to receive paid sick leave in the amount of 1 hour for every 40 hours worked.

WorkFirst Work Study students meet the definition of “employee” as defined in RCW 49.64 and therefore the following criteria applies:

- Student employees will not serve a 90-day wait period before accessing accrued sick leave³
- Student employees must accrue paid sick leave at a minimum rate of 1 hour for every 40 hours worked, this time will accrue in quarter hour increments and accrues continuously based on all hours worked⁴
- There is no cap for paid sick leave accrual, however, sick leave in excess of 40 hours will be eliminated on December 31 each year, unpaid sick leave of 40 hours or less will be carried over to the next year⁵

³ SBCTC Human Resources Policy, 2018

⁴ Washington State Labor and Industries Policy, 2018

⁵ SBCTC Human Resources Policy, 2018

- Funds cannot be expended until sick leave is taken/used by the employee⁶
- Example: sick leave taken the first week of February would need to be reported in the time and leave system for that pay period (Pay Period is 2/1 - 2/15, sick leave used on 2/5 would be reported in their time and leave for that pay period)
- For a sick leave absence exceeding 3 consecutive days, an employer may require verification that use of paid sick leave is for authorized purposes as per RCW 49.46.210 (1)(b) and (c) ⁷
- Note of clarification: sick leave accumulating to 3 consecutive days must be utilized before requiring verification from employee under the L&I policy. WorkFirst attendance policies still apply.
- Sick leave accrued under Initiative 1433 does not have a cash value at the time of separation
- Colleges must retain accrued sick leave balance at time of separation for 12 months following termination of employment⁸
- If a student employee is rehired within 12 months of separation, the employer must reinstate previous accrued paid sick leave balance from the previous period of employment⁹
- College districts must adopt or amend existing leave policies/procedures to address issues related to sick leave accrual/usage for student workers.¹⁰

Although, Federal Financial Aid program funds cannot be used to pay sick leave, WorkFirst Delivery Agreement Funds may be used. WorkFirst program staff should work with their human resources and business office staff to create policies and procedures for tracking and paying sick leave. The expenditure of WorkFirst funds for WorkFirst Work Study sick leave is allowable if it meets your local college policies.

Local Ordinance

Seattle, SeaTac, and Tacoma Colleges may be impacted by local ordinances offering more favorable sick leave accruals and minimum wages.

WorkFirst Work Study Quarterly Reports

Programs participating in the WorkFirst Work Study program must submit a quarterly report developed by the SBCTC to the WorkFirst Program Administrator, [Deana Rader](mailto:Drader@sbctc.edu) at drader@sbctc.edu via the new [Washington Secure Email](#).

The college must supply WorkFirst Work Study records in the format provided by SBCTC on a

⁶ SBCTC Human Resources Policy, 2018

⁷ Washington State Labor and Industries Policy, 2018

⁸ Combined SBCTC and L&I Policy, 2018

⁹ Washington State Labor and Industries Policy, 2018

¹⁰ Washington State Labor and Industries Policy, 2018

quarterly basis by the following deadlines:

- Summer – September 28
- Fall – January 31
- Winter – April 30
- Spring – July 20

Student Management System Coding, Verification, And Reporting Guidelines

WorkFirst Coding

All WorkFirst students must be designated with a specific WorkFirst code in order to track them for college performance and system accountability. This coding must be completed each quarter the student is enrolled. This code is also critical for telling the WorkFirst participant case manager who should be coded in eJAS.

Coding Values

Below is a listing of the valid WorkFirst WORK_ATTND codes for colleges operating in the Legacy SMS system and the valid ctclink Student Attribute “SWRF” Values for colleges operating in the ctclink system:

SMS WorkFirst Work_Attn Value	SMS WorkFirst/ Worker Retraining Work_Attn Value	ctclink Student Attribute “SWRF” Value	Description
60	50	SF06	Life Skills: WorkFirst student enrolled for training or education that provides an individual with the skills to meet the demands of everyday life and employment. Life Skills is a time-limited core activity.
74	54	SF01	Customized Job Skills Training: WorkFirst student not employed, or employed less than 20 hrs per week and enrolled in a Customized Jobs Skills Training (CJST) program at the time of registration. A valid vocational Educational Program Code (EPC) for a specific occupational field is required. CJST is a time-limited core activity.
76	56	SF02	Vocational Education: WorkFirst student registering I-BEST, high wage/high demand (HWHD), a qualified full-

			time vocational education program. The student must be enrolled in at least 10 college level credits in the 1st quarter. A valid vocational Educational Program Code (EPC) for a specific occupational field is required. Vocational education is a time-limited core activity.
77	57	SF03	Job Skills Training: WorkFirst student registering in wage progression, vocational education, or prerequisites for a specific field of study (ex. nursing) and participating in a minimum of 20 hours per week (or its equivalent) or more in work or a work-like activity. A valid vocational Educational Program Code (EPC) for a specific occupational field is required. Job Skills Training is not a core activity.
79	59	SF05	Basic and Developmental Education: WorkFirst student attending without immediate job placement goal. Includes: General prerequisites not intended for designated field of study (ex. English 101), Developmental/Remediation Education required for entry into a CJST, HWHD, or Vocational Education program, Basic Education, ELA, High School Completion, High School Equivalency, HS+. Basic and Development Education is not a core activity.

Verifying Coding Quarterly

With an increased emphasis on accountability and performance, it is essential that WorkFirst program managers verify their institution’s quarterly data before it is transmitted to the SBCTC. For accurate reporting and performance measurements work with campus registrars for quarterly reporting dates and timelines. Each quarter, the SBCTC (or data warehouse) will provide WorkFirst program managers the previous quarter’s outcome data. These reports are deemed official and final.

WorkFirst Program Compliance

In addition to requirements identified in the WFDA Plan Guidance and Fiscal Guidance documents, compliance with all DSHS policies and procedures as outlined in [WorkFirst Handbook](#) is also required.

WorkFirst Policy and Procedure Manual

WorkFirst providers must develop and maintain a local policy and procedure manual for their program to ensure services are maintained and grant requirements are met in the absence of, or change in, staffing.

Policy and procedure manuals should include two sections; one for student services and another for administration. Procedures should include step-by-step instructions on how to carry out each duty.

Please refer to [Appendix B](#) for SBCTC Table of Contents Guide.

Local Planning Area Participation

Participation in the WorkFirst Local Planning Area (LPA) representing the provider's service area is required and collaboration with other WorkFirst providers is expected.

Student Participation

In order to qualify for WorkFirst funding, each institution receiving WorkFirst Delivery Agreement funding must comply with the federal requirements for supervising, documenting, reporting, and verifying participation by WorkFirst (TANF) students in WorkFirst activities using the eJAS system.

Daily supervision of activities is required. Participation is to be documented monthly and must be reported by the 10th day of the following month. Excused and unexcused absences must also be reported according to policy identified in [the WorkFirst Handbook](#) including Immediate Notifications in eJAS for:

- Not maintaining satisfactory progress
- Failure to participate as required
- 2 or more excused or unexcused absences in a month

Absences can be made up, or participation hours banked when absences are anticipated. Reporting of this information is done through the Department of Social and Health Services technology eJAS system. Institutions must also comply with verification procedures established by the federal government. The terms and conditions of these requirements are subject to change in the event of additional federal requirements/determinations or new requirements in the WorkFirst contract between the State Board for Community and Technical Colleges and the Department of Social and Health Services.

Education and Training Plans

In addition to requirements identified in the WorkFirst Handbook, the Education and Training Worksheet must be completed and updated each quarter with:

- Current IRP approval status and appropriate component
- Training Options
- Student's anticipated start and end dates
- Current quarter, courses, credits, total participation hours, credits completed, satisfactory progress, and any educational milestones completed within the given quarter

Student Files

An individual case file must be maintained for each WorkFirst student. In addition to requirements identified in the WorkFirst Handbook, the following documentation must be in each student case file:

- Client Information form (Intake form)
- DSHS Consent form 14-012(x) completed and signed by each student
- Up-to-date long-term Academic Plans for ALL students
- Attendance records signed by appropriate staff at least every two weeks
- Documentation of verified actual hours including supervised hours
- Documentation of missed hours due to excused absences, unexcused absences and holidays
- Expected unsupervised homework hours as documented on the WorkFirst Homework Calculator Tool (or the standard DSHS Weekly Attendance Sheet)

An academic plan, which identifies long-term academic goals and intermediate steps and sequences to reach these goals, must be updated quarterly and as circumstances change. Alternate weekly attendance forms (any form other than the standard DSHS Weekly Attendance Sheet) must be submitted to the SBCTC WorkFirst Program Administrator on an annual basis for written approval before it can be used. Maintaining electronic files is permitted; however, hard copies must be produced upon request for monitoring and audit purposes.

Disclaimer

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

Compliance with Applicable Laws

- [Omnibus Crime Control and Safe Streets Act of 1968](#)
- [Title VI of the Civil Rights Act of 1964](#)
- [Section 504 of the Rehabilitation Act of 1973](#)
- [Title II of the Americans with Disabilities Act of 1975](#)
- [Title IX of the Education Amendments of 1972](#)
- [The Age Discrimination Act of 1975](#)

The Department of Justice Non-Discrimination Regulation:

- [28 C.F. R. Part 42. Subparts C.D.E. and G](#)

- [28 C.F.R. Part 35](#)
- [28 C.F.R. Part 39](#)

Confidentiality and Records

Maintaining Confidentiality

Confidential information must not be used, published, transferred, sold or otherwise disclosed. When transmitting any confidential information [secure email](#) MUST be used.

Notice of Non-Disclosure

All employees with access to client information must have an up-to-date Confidential Information, Fraud and Abuse form (DSHS 03-374E - Rev. 11/2014). Employees that require access to eJAS must also complete the request for access at the bottom of this form. This form must be updated for each employee in September of each grant year and sent to the SBCTC.

Maintenance of Records

All records and other materials relevant to this grant shall be retained for six (6) years after the grant ends, or six (6) years after any audit.

Securing Confidential Information

- Only authorized staff are allowed access to confidential information
- Computers, documents or other media containing confidential information are secured
- Ensure security of faxed confidential information (confirm #, communicate with recipient, verify receipt)
- Paper documents containing confidential information are transported using a Trusted System
- Electronic confidential information is either encrypted or shared through a Trusted System
- (Refer to the Data Security section for further details)

Notification of Compromise or Potential Compromise

A compromise or potential compromise of confidential information must be reported to the SBCTC within one business day of discovery.

Fraud Reporting

Any knowledge of welfare fraud must be reported to DSHS by calling 1-800-562-6906 or online [here](#).

The DSHS fraud reporting number must be posted in staff offices for ease of access by staff and employees.

Appendix A: Data Security Requirements

The following are requirements for SBCTC Subcontractors & Subgrantees as determined in Special Terms and Conditions Exhibit A- Data Security Requirements of the contract between the Department of Social and Health Services and the State Board for Community and Technical Colleges.

Definitions

The words and phrases listed below, as used in this Exhibit, shall each have the following definitions:

1. “AES” means the [Advanced Encryption Standard](#), a specification of Federal Information Processing Standards Publications for the encryption of electronic data issued by the National Institute of Standards and Technology.
2. “Authorized Users(s)” means an individual or individuals with a business need to access DSHS Confidential Information, and who has or have been authorized to do so.
3. “Business Associate Agreement” means an agreement between DSHS and a contractor who is receiving Data covered under the Privacy and Security Rules of the Health Insurance Portability and Accountability Act of 1996. The agreement establishes permitted and required uses and disclosures of protected health information (PHI) in accordance with HIPAA requirements and provides obligations for business associates to safeguard the information.
4. “Category 4 Data” is data that is confidential and requires special handling due to statutes or regulations that require especially strict protection of the data and from which especially serious consequences may arise in the event of any compromise of such data. Data classified as Category 4 includes but is not limited to data protected by: the Health Insurance Portability and Accountability Act (HIPAA), Pub. L. 104-191 as amended by the Health Information Technology for Economic and Clinical Health Act of 2009 (HITECH), 45 CFR Parts 160 and 164; the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99; [Internal Revenue Service Publication 1075](#); Substance Abuse and Mental Health Services Administration regulations on Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2; and/or Criminal Justice Information Services, 28 CFR Part 20.
5. “Cloud” means data storage on servers hosted by an entity other than the Contractor and on a network outside the control of the Contractor. Physical storage of data in the cloud typically spans multiple servers and often multiple locations. Cloud storage can be divided between consumer grade storage for personal files and enterprise grade for companies and governmental entities. Examples of consumer grade storage would include iTunes, Dropbox, Box.com, and many other entities. Enterprise cloud vendors include Microsoft Azure, Amazon Web Services, and Rackspace.
6. “Encrypt” means to encode Confidential Information into a format that can only be read by those possessing a “key”; a password, digital certificate or other mechanism available only to authorized users. Encryption must use a key length of at least 256 bits for symmetric keys, or 2048 bits for asymmetric keys. When a symmetric key is used, the Advanced Encryption Standard (AES) must be used if available.

7. “FedRAMP” means the [Federal Risk and Authorization Management Program](#), which is an assessment and authorization process that federal government agencies have been directed to use to ensure security is in place when accessing Cloud computing products and services.
8. “Hardened Password” means a string of at least eight characters containing at least three of the following four character classes: Uppercase alphabetic, lowercase alphabetic, numeral, and special characters such as an asterisk, ampersand, or exclamation point.
9. “Mobile Device” means a computing device, typically smaller than a notebook, which runs a mobile operating system, such as iOS, Android, or Windows Phone. Mobile Devices include smart phones, most tablets, and other form factors.
10. “Multi-factor Authentication” means controlling access to computers and other IT resources by requiring two or more pieces of evidence that the user is who they claim to be. These pieces of evidence consist of something the user knows, such as a password or PIN; something the user has such as a key card, smart card, or physical token; and something the user is, a biometric identifier such as a fingerprint, facial scan, or retinal scan. “PIN” means a personal identification number, a series of numbers which act as a password for a device. Since PINs are typically only four to six characters, PINs are usually used in conjunction with another factor of authentication, such as a fingerprint.
11. “Portable Device” means any computing device with a small form factor, designed to be transported from place to place. Portable devices are primarily battery powered devices with base computing resources in the form of a processor, memory, storage, and network access. Examples include, but are not limited to, mobile phones, tablets, and laptops. Mobile Device is a subset of Portable Device.
12. “Portable Media” means any machine readable media that may routinely be stored or moved independently of computing devices. Examples include magnetic tapes, optical discs (CDs or DVDs), flash memory (thumb drive) devices, external hard drives, and internal hard drives that have been removed from a computing device.
13. “Secure Area” means an area to which only authorized representatives of the entity possessing the Confidential Information have access, and access is controlled through use of a key, card key, combination lock, or comparable mechanism. Secure Areas may include buildings, rooms or locked storage containers (such as a filing cabinet or desk drawer) within a room, as long as access to the Confidential Information is not available to unauthorized personnel. In otherwise Secure Areas, such as an office with restricted access, the Data must be secured in such a way as to prevent access by non-authorized staff such as janitorial or facility security staff, when authorized Contractor staff are not present to ensure that non-authorized staff cannot access it.
14. “Trusted Network” means a network operated and maintained by the Contractor, which includes security controls sufficient to protect DSHS Data on that network. Controls would include a firewall between any other networks, access control lists on networking devices such as routers and switches, and other such mechanisms which protect the confidentiality, integrity, and availability of the Data.
15. “Unique User ID” means a string of characters that identifies a specific user and which, in conjunction with a password, passphrase or other mechanism, authenticates a user to an information system.

Authority

The security requirements described in this document reflect the applicable requirements of [Standard 141.10](#) of the Office of the Chief Information Officer for the state of Washington, and of the DSHS Information Security Policy and Standards Manual. Reference material related to these requirements can be found [here](#), which is a site developed by the DSHS Information Security Office and hosted by DSHS Central Contracts and Legal Services.

Administrative Controls

The Contractor must have the following controls in place:

1. A documented security policy governing the secure use of its computer network and systems, and which defines sanctions that may be applied to Contractor staff for violating that policy.
2. If the Data shared under this agreement is classified as Category 4, the Contractor must be aware of and compliant with the applicable legal or regulatory requirements for that Category 4 Data.
3. If Confidential Information shared under this agreement is classified as Category 4, the Contractor must have a documented risk assessment for the system(s) housing the Category 4 Data.

Authorization, Authentication, and Access

In order to ensure that access to the Data is limited to authorized staff, the Contractor must:

1. Have documented policies and procedures governing access to systems with the shared Data.
2. Restrict access through administrative, physical, and technical controls to authorized staff.
3. Ensure that user accounts are unique and that any given user account logon ID and password combination is known only to the one employee to whom that account is assigned. For purposes of non-repudiation, it must always be possible to determine which employee performed a given action on a system housing the Data based solely on the logon ID used to perform the action.
4. Ensure that only authorized users are capable of accessing the Data.
5. Ensure that an employee's access to the Data is removed immediately:
 - A. Upon suspected compromise of the user credentials.
 - B. When their employment, or the contract under which the Data is made available to them, is terminated.
 - C. When they no longer need access to the Data to fulfill the requirements of the contract.
6. Have a process to periodically review and verify that only authorized users have access to systems containing DSHS Confidential Information.
7. When accessing the Data from within the Contractor's network (the Data stays within the

Contractor's network at all times), enforce password and logon requirements for users within the Contractor's network, including:

- A. A minimum length of 8 characters, and containing at least three of the following character classes: uppercase letters, lowercase letters, numerals, and special characters such as an asterisk, ampersand, or exclamation point.
 - B. That a password does not contain a user's name, logon ID, or any form of their full name.
 - C. That a password does not consist of a single dictionary word. A password may be formed as a passphrase which consists of multiple dictionary words.
 - D. That passwords are significantly different from the previous four passwords. Passwords that increment by simply adding a number are not considered significantly different.
8. When accessing Confidential Information from an external location (the Data will traverse the Internet or otherwise travel outside the Contractor's network), mitigate risk and enforce password and logon requirements for users by employing measures including:
- A. Ensuring mitigations applied to the system don't allow end-user modification.
 - B. Not allowing the use of dial-up connections.
 - C. Using industry standard protocols and solutions for remote access. Examples would include RADIUS and Citrix.
 - D. Encrypting all remote access traffic from the external workstation to Trusted Network or to a component within the Trusted Network. The traffic must be encrypted at all times while traversing any network, including the Internet, which is not a Trusted Network.
 - E. Ensuring that the remote access system prompts for re-authentication or performs automated session termination after no more than 30 minutes of inactivity.
 - F. Ensuring use of Multi-factor Authentication to connect from the external end point to the internal end point.
9. Passwords or PIN codes may meet a lesser standard if used in conjunction with another authentication mechanism, such as a biometric (fingerprint, face recognition, iris scan) or token (software, hardware, smart card, etc.) in that case:
- A. The PIN or password must be at least 5 letters or numbers when used in conjunction with at least one other authentication factor
 - B. Must not be comprised of all the same letter or number (11111, 22222, aaaaa, would not be acceptable)
 - C. Must not contain a "run" of three or more consecutive numbers (12398, 98743 would not be acceptable)
10. If the contract specifically allows for the storage of Confidential Information on a Mobile Device, passcodes used on the device must:
- A. Be a minimum of six alphanumeric characters.
 - B. Contain at least three unique character classes (upper case, lower case, letter,

number).

- C. Not contain more than a three consecutive character run. Passcodes consisting of 12345, or abcd12 would not be acceptable.

11. Render the device unusable after a maximum of 10 failed logon attempts.

Protection of Data

The Contractor agrees to store Data on one or more of the following media and protect the Data as described:

Hard disk drives

For Data stored on local workstation hard disks, access to the Data will be restricted to Authorized User(s) by requiring logon to the local workstation using a Unique User ID and Hardened Password or other authentication mechanisms which provide equal or greater security, such as biometrics or smart cards.

Network server disks

For Data stored on hard disks mounted on network servers and made available through shared folders, access to the Data will be restricted to Authorized Users through the use of access control lists which will grant access only after the Authorized User has authenticated to the network using a Unique User ID and Hardened Password or other authentication mechanisms which provide equal or greater security, such as biometrics or smart cards. Data on disks mounted to such servers must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key, combination lock, or comparable mechanism.

For DSHS Confidential Information stored on these disks, deleting unneeded Data is sufficient as long as the disks remain in a Secure Area and otherwise meet the requirements listed in the above paragraph. Destruction of the Data, as outlined below in Section 8 Data Disposition, may be deferred until the disks are retired, replaced, or otherwise taken out of the Secure Area.

Optical discs (CDs or DVDs) in local workstation optical disc drives

Data provided by DSHS on optical discs which will be used in local workstation optical disc drives and which will not be transported out of a Secure Area. When not in use for the contracted purpose, such discs must be Stored in a Secure Area. Workstations which access DSHS Data on optical discs must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key, combination lock, or comparable mechanism.

Optical discs (CDs or DVDs) in drives or jukeboxes attached to servers

Data provided by DSHS on optical discs which will be attached to network servers and which will not be transported out of a Secure Area. Access to Data on these discs will be restricted to Authorized Users through the use of access control lists which will grant access only after the Authorized User has authenticated to the network using a Unique User ID and Hardened Password or other authentication mechanisms which provide equal or greater security, such as biometrics or smart cards. Data on discs attached to such servers must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key,

combination lock, or comparable mechanism.

Paper documents

Any paper records must be protected by storing the records in a Secure Area which is only accessible to authorized personnel. When not in use, such records must be stored in a Secure Area.

Remote Access

Access to and use of the Data over the State Governmental Network (SGN) or Secure Access Washington (SAW) will be controlled by DSHS staff who will issue authentication credentials (e.g. a Unique User ID and Hardened Password) to Authorized Users on Contractor's staff. Contractor will notify DSHS staff immediately whenever an Authorized User in possession of such credentials is terminated or otherwise leaves the employ of the Contractor, and whenever an Authorized User's duties change such that the Authorized User no longer requires access to perform work for this Contract.

Data storage on portable devices or media

Except where otherwise specified herein, DSHS Data shall not be stored by the Contractor on portable devices or media unless specifically authorized within the terms and conditions of the Contract. If so authorized, the Data shall be given the following protections:

1. Encrypt the Data.
2. Control access to devices with a Unique User ID and Hardened Password or stronger authentication method such as a physical token or biometrics.
3. Manually lock devices whenever they are left unattended and set devices to lock automatically after a period of inactivity, if this feature is available. Maximum period of inactivity is 20 minutes.
4. Apply administrative and physical security controls to Portable Devices and Portable Media by:
 - A. Keeping them in a Secure Area when not in use,
 - B. Using check-in/check-out procedures when they are shared, and
 - C. Taking frequent inventories.

When being transported outside of a Secure Area, Portable Devices and Portable Media with DSHS Confidential Information must be under the physical control of Contractor staff with authorization to access the Data, even if the Data is encrypted.

Data stored for backup purposes

1. DSHS Confidential Information may be stored on Portable Media as part of a Contractor's existing, documented backup process for business continuity or disaster recovery purposes. Such storage is authorized until such time as that media would be reused during the course of normal backup operations. If backup media is retired while DSHS Confidential Information still exists upon it, such media will be destroyed at that time in accordance with the disposition requirements below in Section 8 Data Disposition.

2. Data may be stored on non-portable media (e.g. Storage Area Network drives, virtual media, etc.) as part of a Contractor's existing, documented backup process for business continuity or disaster recovery purposes. If so, such media will be protected as otherwise described in this exhibit. If this media is retired while DSHS Confidential Information still exists upon it, the data will be destroyed at that time in accordance with the disposition requirements below in Section 8 Data Disposition.

Cloud storage

DSHS Confidential Information requires protections equal to or greater than those specified elsewhere within this exhibit. Cloud storage of Data is problematic as neither DSHS nor the Contractor has control of the environment in which the Data is stored. For this reason:

1. DSHS Data will not be stored in any consumer grade Cloud solution, unless all of the following conditions are met:
 - A. Contractor has written procedures in place governing use of the Cloud storage and Contractor attests in writing that all such procedures will be uniformly followed.
 - B. The Data will be Encrypted while within the Contractor network.
 - C. The Data will remain Encrypted during transmission to the Cloud.
 - D. The Data will remain Encrypted at all times while residing within the Cloud storage solution.
 - E. The Contractor will possess a decryption key for the Data, and the decryption key will be possessed only by the Contractor and/or DSHS.
 - F. The Data will not be downloaded to non-authorized systems, meaning systems that are not on either the DSHS or Contractor networks.
 - G. The Data will not be decrypted until downloaded onto a computer within the control of an Authorized User and within either the DSHS or Contractor's network.
2. Data will not be stored on an Enterprise Cloud storage solution unless either:
 - A. The Cloud storage provider is treated as any other Sub-Contractor, and agrees in writing to all of the requirements within this exhibit; or,
 - B. The Cloud storage solution used is FedRAMP certified.
3. If the Data includes protected health information covered by the Health Insurance Portability and Accountability Act (HIPAA), the Cloud provider must sign a Business Associate Agreement prior to Data being stored in their Cloud solution.

System Protection

To prevent compromise of systems which contain DSHS Data or through which that Data passes:

1. Systems containing DSHS Data must have all security patches or hotfixes applied within 3 months of being made available.
2. The Contractor will have a method of ensuring that the requisite patches and hotfixes have been applied within the required timeframes.

3. Systems containing DSHS Data shall have an Anti-Malware application, if available, installed.
4. Anti-Malware software shall be kept up to date. The product, its anti-virus engine, and any malware database the system uses, will be no more than one update behind current.

Data Segregation

1. DSHS Data must be segregated or otherwise distinguishable from non-DSHS data. This is to ensure that when no longer needed by the Contractor, all DSHS Data can be identified for return or destruction. It also aids in determining whether DSHS Data has or may have been compromised in the event of a security breach. As such, one or more of the following methods will be used for data segregation.
 - A. DSHS Data will be kept on media (e.g. hard disk, optical disc, tape, etc.) which will contain no non-DSHS Data. And/or,
 - B. DSHS Data will be stored in a logical container on electronic media, such as a partition or folder dedicated to DSHS Data. And/or,
 - C. DSHS Data will be stored in a database which will contain no non-DSHS data. And/or,
 - D. DSHS Data will be stored within a database and will be distinguishable from non-DSHS data by the value of a specific field or fields within database records.
 - E. When stored as physical paper documents, DSHS Data will be physically segregated from non- DSHS data in a drawer, folder, or other container.
2. When it is not feasible or practical to segregate DSHS Data from non-DSHS data, then both the DSHS Data and the non-DSHS data with which it is commingled must be protected as described in this exhibit.

Data Disposition

When the contracted work has been completed or when the Data is no longer needed, except as noted above in Section 5.b, Data shall be returned to DSHS or destroyed. Media on which Data may be stored and associated acceptable methods of destruction are as follows:

Data stored on:	Will be destroyed by:
Server or workstation hard disks, or Removable media (e.g. floppies, USB flash drives, portal hard disks) excluding optical discs	Using a “wipe” utility which will overwrite the Data at least three (3) times using either random or single character data, or Degaussing sufficiently to ensure that the Data cannot be reconstructed, or Physically destroying the disk
Paper documents with sensitive or Confidential Information	Recycling through a contracted firm, provided the contract with the recycler assures that the confidentiality of Data will be protected.

Data stored on:	Will be destroyed by:
Paper documents containing Confidential Information requiring special handling (e.g. protected health information)	On-site shredding, pulping, or incineration
Optical discs (e.g. CDs or DVDS)	Incineration, shredding, or completely defacing the readable surface with a coarse abrasive
Magnetic tape	Degaussing, incinerating, or crosscut shredding

Notification of Compromise or Potential Compromise

The compromise or potential compromise of DSHS shared Data must be reported to the DSHS Contact designated in the Contract within one (1) business day of discovery. If no DSHS Contact is designated in the Contract, then the notification must be reported to the [DSHS Privacy Officer](#). Contractor must also take actions to mitigate the risk of loss and comply with any notification or other requirements imposed by law or DSHS.

Data shared with Subcontractors

If DSHS Data provided under this Contract is to be shared with a subcontractor, the Contract with the subcontractor must include all of the data security provisions within this Contract and within any amendments, attachments, or exhibits within this Contract. If the Contractor cannot protect the Data as articulated within this Contract, then the contract with the sub-Contractor must be submitted to the DSHS Contact specified for this contract for review and approval.

Appendix B: Policy and Procedure Manual Table of Contents Guidelines

Student Services Contents

1. WorkFirst Background
 - 1.1. Local Planning Area

2. System Access
 - 2.1. SMS Screens Needed
 - 2.2. Financial Aid Management (FAM)
 - 2.3. eJAS Access and Password Resets
 - 2.4. Financial Management System (FMS)
 - 2.5. Grant Management Systems (OBIS/OGMS)
 - 2.6. Secure Email Portal
 - 2.7. WorkFirst Listserv

3. Vocational Education Options
 - 3.1. Full-Time Core Activities
 - 3.2. Part-Time Non-Core Activities
 - 3.3. Other Stackable Activities
 - 3.4. Vocational Education 24-Month Extension

4. WorkFirst Approved Activities
 - 4.1. Short Term Certificates
 - 4.2. One-Year Programs
 - 4.3. Job Skills Training
 - 4.4. Other

5. Referrals
 - 5.1. Accepting Referrals
 - 5.2. Rejecting Referrals

6. New Student Intake Process
 - 6.1. Eligibility
 - 6.2. Intake
 - 6.3. Student Files
 - 6.4. Long-Term Academic Plans
 - 6.5. Financial Planning

7. Education and Training Plans
 - 7.1. VE Academic Planning

- 7.2. VE Extension Academic Planning
- 7.3. Basic Skills Academic Planning

- 8. Coding
 - 8.1. SMS WORK_ATTND Codes
 - 8.2. SMS Intent Coding
 - 8.3. DSHS Component Codes

- 9. Participation and Reporting
 - 9.1. Time Sheets
 - 9.2. Homework Calculators
 - 9.3. Supervised Study Hours
 - 9.4. Absences
 - 9.4.1. Excused, Unexcused and Holiday
 - 9.4.2. Immediate Notifications
 - 9.4.3. Refer Back
 - 9.5. Reporting Attendance in eJAS
 - 9.6. Case Notes in eJAS

- 10. WorkFirst Funding
 - 10.1. Tuition and Fees
 - 10.2. Books

- 11. WorkFirst Work Study
 - 11.1.
 - 11.2. Program Overview
 - 11.3. On Campus
 - 11.4. Off Campus
 - 11.5. Awarding
 - 11.6. Contracts
 - 11.7. Reporting to SBCTC

- 12. Work Based Learning

- 13. Record Maintenance

- 14. Currently Used Forms

Administration Contents

- 1. Securing Confidential Information
 - 1.1. Records Maintenance
 - 1.2. Data Security

2. Grant Processes
 - 2.1. How to apply
 - 2.2. Grant Contact
 - 2.3. Using OGMS/OBIS
 - 2.4. Funding Surveys
3. Monthly Reports
4. Reconciliations
5. Purchasing and Capital Outlays
6. Awarding WorkFirst Funds
7. Invoicing and Billing
8. Time and Efforts
9. Reporting Data to SBCTC
10. Quarterly Reports to SBCTC
 - 10.1. WorkFirst Work Study
 - 10.2. Vocational Education Extension
11. Monitoring and Audits



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