

7.2 Vocational Education

Revised: July xx, 2017

~~(time limited)~~Time-limited core)

Legal References:

- [RCW 74.08A.250](#)
- [WAC 388-310-1000](#)
- [WAC 388-310-0900](#)
- [WAC 388-310-0600](#)

The *Vocational Education* section includes:

- [7.2.1](#) What is Vocational Education (VE)?
- [7.2.2](#) What is Customized Job Skills Training (CJST) - (PE)?
- [7.2.3](#) What is Integrated Basic Education and Skills Training - *I-BEST* - (VE)?
- [7.2.4](#) When you can add Vocational Education (VE), Customized Job Skills Training (CJST) – (PE), to an Individual Responsibility Plan (IRP)?
- [7.2.5](#) Vocational Education (VE), Customized Job Skills Training (CJST) – (PE), - Step-by-Step Guide
- [7.2.6](#) What participation is required for summer school breaks?
- [7.2.7](#) Summer school breaks - Step-by-Step Guide
- [7.2.8](#) What is High-Wage, High-Demand (HW) ~~a~~ and Degree Completion (DC) training?
- [7.2.9](#) What is the High Wage/High Demand criteria?
- [7.2.10](#) Who can provide High Wage/High Demand (HW) and Degree Completion (DC) training?
- [7.2.11](#) What are the participation requirements for High Wage/High Demand (HW) and Degree Completion (DC) training?
- [7.2.12](#) When can you add High Wage/High Demand (HW) or Degree Completion (DC) training to an Individual Responsibility Plan (IRP)?
- [7.2.13](#) High Wage/High Demand (HW) training - Step-by-Step Guide
- [7.2.14](#) Degree Completion (DC) - Step-by-Step Guide
- [7.2.15](#) What is the Vocational Education Extension?

The following sections give information about the requirements and approval process for each of these educational options.

There may be instances when basic skills education has been embedded by the college within a vocational educational training activity. Such basic skills education may ~~be counted~~count as vocational educational training as long as it is short-term and is a necessary or regular part of the vocational educational training.

Whenever possible, ~~it is recommended~~recommend that the participant pursue these vocational education activities on a full-time ~~basis~~basis, as there is a lifetime 12-month limit on vocational education with respect to counting toward federal participation. See [WFHB 1.2.3](#) for ~~additional~~ information about adding an additional three hours (preferably core activity hours) ~~in to~~ the participant's IRP when possible. In most cases, vocational education ~~will meet~~ the strengthened participation requirements, but add an additional three hours core or non-core when feasible.

A participant who ~~has~~ previously participated in a vocational educational activity may benefit from additional vocational education as long as they don't exceed the lifetime 12-month limit* on vocational education.

*Note: The department ~~may~~ increased the 12-month vocational education limit to 24 months ~~subject~~ due to funding appropriated specifically for this purpose. The department has ~~F~~funding is approved for this extension through SFY 2019. See section 7.2.15 What is the Vocational Education Extension?

Education and Training Hours

To calculate participation hours, use the actual hours the participant is in the education and training activities, to include classes, labs, and supervised study halls/tutoring sessions and up to one hour of unsupervised study time for every scheduled hour of class time. Total homework time counted for participation can't exceed the hours required or advised by a particular educational program.

For more information on how to calculate education and training hours, please refer to [section 7.1.3](#).

7.2.1 What is Vocational Education (VE)?

Vocational education includes training that leads to a certificate or degree in a specific occupation. Vocational education programs are organized educational programs that directly relate to the preparation of individuals for employment in current or emerging occupations that require training other than a baccalaureate or advanced degree. To count as approvable vocational education for WorkFirst, the training must be provided by a:

- Public/private technical college or school,
- Community college,
- Tribal college, or
- Community Based Organizations for Customized Job Skills Training (CJST).

Authorize vVocational education is ~~is authorized~~ as a [Core Activity](#) if the parent/caregiver participates in this activity for a minimum of 20 hours per week. Vocational education may be [stacked](#) with work or work-like activities if participants need additional activities to meet their participation requirements.

7.2.2 What is Customized Job Skills Training (CJST) - (PE)?

CJST (coded as PE), formerly known as Pre-employment training, is an 8-22 week training program customized for specific employers or tied to a specific industry. CJSTs must include industry-specific technical training, correlate to jobs with good labor market demand, and target fields with better than average entry-level wages for the local area.

CJST is a [Core Activity](#) as long as the parent/caregiver participates in this activity for a minimum of 20 hours per week. Participants meeting the [Criteria for Decision Making](#) requirements for CJST must be able to begin the CJST within 30 days. During the ~~up to~~ 30-day or less waiting period, the WorkFirst Program Specialist (WFPS)/WorkFirst Social Service Specialist (WFSSS) should review other available work activities such as Community Service opportunities stacked with non-core activities to meet participation requirements.

CJSTs are reported as vocational education for federal participation requirements.

7.2.3 What is Integrated Basic Education and Skills Training (I-BEST) - (VE)?

I-BEST combines vocational skill training with basic skills/English as a Second Language (ESL). It is considered full-time training and must meet full-time standards. Basic Education for Adults (BEa)/ESL instructors and professional-technical instructors work together in the classroom to provide participants with literacy education and workforce skills.

A participant who qualifies for BEa/ESL according to the CASAS appraisal and who wants to learn language or basic skills in the context of a particular vocational skill area would benefit from I-BEST. Approve I-BEST ~~is approved~~ for up to 12 months* when:

- It is in the participant's comprehensive evaluation or Continuous Activity Planning (CAP), and
- It is needed to become employed or get a better job.

I-BEST is a vocational education (VE) program and, as such, is a [Core Activity](#) if the parent/caregiver participates in this activity for a minimum of 20 hours per week. I-BEST may be [stacked](#) with work or work-like activities if additional activities are needed to meet their participation requirements.

I-BEST programs are reported as vocational education (VE) for federal participation requirements.

*Note: The department may increase the 12-month vocational education limit to 24 months subject to funding appropriated specifically for this purpose. The department has funding approved for this extension through SFY 2019. See section 7.2.15 What is the Vocational Education Extension?

7.2.4 When can you add Vocational Education (VE), or Customized Job Skills Training (CJST) – (PE) to an Individual Responsibility Plan (IRP)?

Participants in approved education and training qualify for child-care assistance and support services once it is added to their IRP. The WFPS/WFSSS may add VE or PE to the IRP when it is indicated as an appropriate activity in the comprehensive evaluation results or the [CAP](#). Each educational program option has its own criteria. Please see "[Criteria for Decision Making](#)".

7.2.5 Vocational Education (VE) or Customized Job Skills Training (CJST) – (PE) - Step-by-Step Guide

If the appropriate Employment Pathway is education and training then:

1. The participant meets with the WFPS/WFSSS.
2. After completing the Comprehensive Evaluation (CE), the WFPS/WFSSS will:
 1. Determine if the training request appears to be appropriate*
 2. Choose the Education and Training employment pathway and refer to the college using the **RA** code
 3. Update the Individual Responsibility Plan (IRP)
 4. Explain participation requirements until the college approves referral
3. College staff will:
 1. Within the first seven days of referral:
 1. Attempt contact with the customer
 2. Accept or reject the referral
 3. Determine whether to approve VE or PE (if accepted)
 4. Document reason for accept/reject and referral to appropriate program
 2. Create a training plan.
 3. Use the [WorkFirst Calculator Tool](#), or the [approved Weekly Attendance Sheet](#), to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, any scheduled supervised homework time, and the maximum number of allowable education hours).
 4. Update the Education & Training Worksheet to include the:
 1. Totals identified by the [WorkFirst Calculator Tool](#) or the [approved Weekly Attendance Sheet](#),
 2. Participant's approval status,
 3. Appropriate component,
 4. Anticipated start and end date of the activity, and
 5. Participant's total number of participation hours per week.
4. The WFPS/WFSSS:

1. Receives notice that the individual is approved for VE or PE education program from the College staff.
2. Enters eJAS component code (**PE** or **VE**) with the three digit contractor code,
3. Updates participant's IRP, and
4. Documents action taken in eJAS.
5. College staff will work with all participants in approved training as follows:
 - a. Supervision: Daily supervision is required and may be provided by faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and supervisors of work-based learning activities. College program designees also provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.
 - b. Documentation:
 - i. Document attendance records every two weeks and maintain them in the provider's participant files.
 - ii. Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate ~~individual~~ individual or document in electronic tracking systems, as appropriate.
 - iii. Keep a copy of the WorkFirst Calculator sheet, or the [approved Weekly Attendance Sheet](#), listing the maximum number of weekly participation hours in the participant's file.
 - c. Reporting:
 0. Use eJAS, to report participation to the WFPS/WFSSS on a monthly basis,
 1. Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to [section 7.1.6](#) What steps do you take when a parent is absent?
 - d. Verification: Provide information, documentation, and records as requested to support State Work Verification efforts.
 - e. Assist the participant with employment.
6. The WFPS/WFSSS refers the participant to employment services activities if not employed upon completion of the training.

* If the employment plan recommendation or [continuous activity planning](#) isn't appropriate, refer to Chapter 3, [section 3.2](#) Comprehensive Evaluation.

7.2.6 What Participation is Required During Summer School Breaks?

Participants are required to engage in approved WorkFirst activities during summer school break. This may include other education and training, job preparation, or paid or unpaid work activities. Colleges will provide many of these additional activities.

7.2.7 Summer School Breaks - Step-by-Step Guide

For participants who ~~will be enrolled~~ in job preparation activities by the college during the summer break (i.e. Life Skills training):

College staff will:

1. Update the Education and Training Worksheet in eJAS with the following information:
 1. What activity the participant will be engaged in during the summer break
 2. The dates of the activities
 3. The component code to be used for the participant's activity

The WFPS/WFSSS will:

1. Review the Education and Training Worksheet
2. Update the component code per college staff recommendation
3. Adjust the Individual Responsibility Plan (IRP) dates without changing the IRP template, as needed
4. Set an alert/reminder to update the component for fall quarter, as needed.

If For Pparticipants are:

- Doing activities on their own during the summer,
- ~~U~~Unable to be placed in activities for the summer by the college, or
- Working with a different contractor during the summer break;

1. College staff will:

1. Refer the participant back to DSHS
2. Update eJAS notes with why the participant is being referred back and whether the participant is enrolled in school for fall quarter

2. The WFPS/WFSSS will:

1. Make contact with the participant and discuss the appropriate activity for the participant during the summer break
2. Update the component and IRP for the appropriate activity
3. Set an alert/reminder to refer the participant back to the college in the fall

Participants continuing to participate in vocational education activities during the summer break can remain in a VE component with no change to the IRP.

For participants who ~~will be starting~~ employment during the summer break or ~~increasing~~ their work hours, the WFPS/WFSSS ~~will need to~~ reviews ~~the~~ participant's employment and updates ~~the~~ component and IRP as appropriate.

7.2.8 What is High-Wage, High-Demand (HW) and Degree Completion (DC) training?

High-Wage, High-Demand training – (eJAS components HW and DC) ~~training~~ refers to vocational training programs that meet both a minimum wage and a labor market demand threshold as outlined in the [High Wage, High Demand Criteria](#), results in a vocational certificate or degree, and can be completed within a total of 12 months.*

The rules for both types of training (High-Wage/High-Demand and Degree Completion) are basically the same and described in [WAC 388-310-1000\(4\)](#), but the approval processes differ. Both are full-time training options for TANF recipients:

1. **High-wage, High-demand (HW) training (called Information Technology, Healthcare or Other Professional-Technical Programs in WAC):** ~~This option A~~ allows ~~individuals~~ participants to start and finish a one-year or shorter state community or technical college training program in the information technology, health care fields or other professional-technical programs that meets High Wage/ High Demand criteria. It ~~can also~~ may include training from other educational institutions approved on a case-by-case basis by the State Board for Community and Technical Colleges (SBCTC).
2. **Certificate/Degree Completion (DC):** ~~This option A~~ allows ~~individuals~~ participants to finish ~~up the~~ the last year of any certificate or degree program, not to exceed a baccalaureate degree, in a high-wage/high-demand field on an exception basis. The high-wage/high-demand criteria ~~for this option~~ is based on median income and high-demand occupations within the local labor market as determined by Employment Security Department. It ~~can~~ may include training from state community and technical colleges, or other educational institutions, approved on a case-by-case basis by SBCTC.

*Note: The department may increase the 12-month vocational education limit to 24 months subject to funding appropriated specifically for this purpose. The department has funding. Funding is approved for this extension through SFY 2019. See section 7.2.15 What is the Vocational Education Extension?

7.2.9 What is the High Wage/High Demand Criteria?

For both High-Wage, High Demand (HW) and Degree Completion (DC), the program must be in a High Wage, High Demand field as defined below.

1. High-Wage: The field of study must lead to an occupation that offers a wage equal to or greater than the local labor market's hourly median wage as determined by the Employment Security Department. Use [Workforce Explorer](#) to determine the hourly median wage for each local area in Washington.
2. High-Demand: The job must be listed as 'Demand' on the demand list for the county the participant resides according to [Workforce Explorer](#). State Board for Community and Technical Colleges (SBCTC) must approve High Wage/High Demand programs. When programs haven't been through the SBCTC approval process, follow the steps in [7.2.13](#).

If the above information isn't available for the program but local staff believe the program meets the high wage and high demand criteria, staff should compile demand and wage information for which access is available.

7.2.10 Who can provide High Wage/High Demand (HW) and Degree Completion (DC) training?

Institutions authorized to provide HW and DC training may include:

- Community and technical colleges,
- Tribal colleges,
- For DC only, public colleges or universities with degree-granting authority, and
- Private, for-profit or non-profit, nonsectarian educational institutions offering programs beyond the secondary level and registered with the [Workforce Training and Education Coordinating Board](#) , or meet the legal requirements for exemption.

7.2.11 What are the participation requirements for High Wage/High Demand (HW) and Degree Completion (DC) training?

For federal participation reporting purposes, HW and DC training is reported as a core activity and counts toward the 12-month lifetime limit* for Vocational Education. It should be as full-time as possible and can include both supervised and unsupervised homework time.

If a participant is participating in HW or DC less than full time, the WFPS/WFSSS must stack appropriate activities to bring the participant to full time participation.

To be approved, HW and DC training must start by the beginning of the next school quarter. During the waiting period, the WFPS/WFSSS should review other available work activities, such as Work Experience opportunities, stacked with non-core activities to meet participation requirements.

If a participant needs to wait longer for the classes to begin, s/he must go directly to, or remain in, another activity according to their comprehensive evaluation or continuous activity planning (CAP).

Note: The department may increase the 12-month vocational education limit to 24 months subject to funding appropriated specifically for this purpose. The department has funding
Funding is approved for this extension through SFY 2019. See section 7.2.15 What is the Vocational Education Extension?

7.2.12 When can you add High Wage/High Demand (HW) or Degree Completion (DC) training to an Individual Responsibility Plan (IRP)?

The WFPS/WFSSS may add HW or DC training when ~~it is~~ indicated as an appropriate activity in the comprehensive evaluation results or the CAP. Each educational program option has its own criteria. Please see "[Criteria for Decision Making](#)". Each specific vocational certificate and degree program must also be approved. Please see the approval processes below for HW and DC.

HW and DC can be approved one-time only, barring an approved exception to policy. There is no work requirement during the training period. Participants must also:

- Be able to start by the beginning of the next school quarter;
- Meet all of the pre-requisites for the program or be able to complete the pre-requisites and all course work within the allotted time period;
- Obtain the certificate or degree within 12 calendar months;
- Participate as full-time as possible in the training program and make satisfactory progress;
- Work with ESD staff as needed during the last quarter of training for job placement; and
- Return to Career Scope (job search) upon completion of the educational program if still unemployed.

Participants in approved education and training qualify for child-care assistance and support services once it is added to their IRP.

7.2.13 High Wage/High Demand (HW) training - Step-by-Step guide

HW Community and Technical Colleges Step-by-Step

1. The participant meets with the WFPS/WFSSS.
2. After completing the Comprehensive Evaluation (CE), the WFPS/WFSSS will:
 1. Determine if the High Wage/High Demand training request appears to be appropriate* according to the participant's comprehensive evaluation or [CAP](#) recommendations.

2. Refer appropriate requests to the college using the RA code, and creates the Individual Responsibility Plan (IRP).
3. The College staff:
 1. Attempts contact with the referred customer, accept or reject training referral, and document the decision within seven days.
 2. Verifies that the certificate or degree program is registered with the SBCTC as High Wage/High Demand Training. Sends an email request to SBCTC providing median wage and demand information demonstrating the program meets the High Wage/High Demand criteria noted in 7.2.9 when the training program isn't listed. Send the email to jdellinger@sbctc.edu (use secure email if sending participant information). If the program is not considered High Wage/High Demand, refer to section 7.2.4 to determine if it meets the Vocational Education criteria.
 3. Develops the Education and Training Worksheet.
 4. Uses the [WorkFirst Calculator Tool](#), or the [approved Weekly Attendance Sheet](#), to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, any scheduled supervised homework time, and the maximum number of allowable education hours).
 5. Updates the Education & Training Worksheet to include the:
 - Totals identified by the [WorkFirst Calculator Tool](#) or the [approved Weekly Attendance Sheet](#),
 - Participant's approval status,
 - Appropriate component,
 - Anticipated start and end date of the activity, and
 - Participant's total number of participation hours per week.
 6. Sends notification via an eJAS e-message to the WFPS/WFSSS.
4. The WFPS/WFSSS:
 1. Receives notice that the participant is approved from the college staff.
 2. Closes the **RA** component code in eJAS.
 3. Enters the **HW** component code into eJAS with the three-digit contractor code.
 4. Updates the participant's IRP.
 5. Reviews and monitors progress entered by the college staff quarterly into the Education and Training Worksheet under Progress Notes.
5. The College staff will work with all participants in approved HW Training as follows:
 1. Supervision: Daily supervision is required and may be provided by faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and supervisors of work-based learning activities. College program designees also provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.
 2. Documentation:
 - Document attendance records every two weeks and maintain them in the provider's participant files.

- Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual or document in electronic tracking systems, as appropriate.
 - Keep a copy of the WorkFirst Calculator sheet, or [approved Weekly Attendance Sheet](#), listing the maximum number of weekly participation hours in the participant's file.
3. Reporting:
 - Use eJAS, to report participation to the WFPS/WFSSS monthly,
 - Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to [section 7.1.6](#) What steps do you take when a parent is absent?
 4. Verification: Provide information, documentation, and records as requested to support State Work Verification efforts.
 1. Assist the participants with employment.
 5. The WFPS/WFSSS refers the participant to employment services activities if they aren't employed upon completion of the training.

* If the employment plan recommendation or [CAP](#) isn't appropriate, refer to Chapter 3, [section 3.2-Comprehensive Evaluation](#).

HW Other Institutions - Step-by-Step

1. The participant meets with the WFPS/WFSSS.
2. After completing the Comprehensive Evaluation (CE), the WFPS/WFSSS will:
 1. Determine if the HW training request appears to be appropriate* according to the participant's comprehensive evaluation or [CAP](#) recommendations.
 2. Screen the training program for your local labor market to determine if the degree is likely to lead directly to a high wage, high demand job, using the High Wage/High Demand Training Criteria.
 3. Complete the [WorkFirst HW/DC Request form](#) and sends viable requests to the SBCTC following the submission process identified on the form.
3. The SBCTC makes a decision and notifies the WFPS/WFSSS.
4. The WFPS/WFSSS:
 1. Receives SBCTC approval for the participant.
 2. Enters the **HW** component code into eJAS with the three-digit contractor code.
 3. Reviews training program to ensure the participant's required participation can be met through training activity.

4. Works with participant to identify other work or work-like activities to meet participation requirements, if needed.
 5. Updates the participant's IRP.
 6. Reports monthly participation in eJAS using the WorkFirst participation verification form completed by instructor.
 7. Closes the **HW** code and creates an updated IRP if the participant isn't making satisfactory progress.
5. The WFPS/WFSSS refers the participant to employment services activities if they aren't employed upon completion of the training.

* If the employment plan recommendation or **CAP** isn't appropriate, refer to Chapter 3, section 3.2-Comprehensive Evaluation.

7.2.14 Degree Completion (DC) - Step-by-Step guide

DC Community and Technical Colleges Step-by-Step

1. The WFPS/WFSSS:
 1. Determines if the DC training request appears to be appropriate* according to the participant's comprehensive evaluation or **CAP** recommendations.
 2. Refers appropriate requests to the college using the RA code, and creates the Individual Responsibility Plan (IRP).
 3. Informs the parent to bring her/his college transcript and a completed **WorkFirst Degree Completion Request Form** to the meeting with the College staff.
2. The College staff:
 1. Attempts contact with the referred customer, accept or reject training referral, and document the decision within seven days.
 2. Screens the training program for your local labor market to determine if the degree is likely to lead directly to a high wage, high demand job, using the High Wage/High Demand Training Criteria.
 3. Completes the **WorkFirst Degree Completion Request Form** following the submission process identified on the form. SBCTC makes a decision within two business days and notifies the college staff.
 4. If approved by SBCTC, develops the Education and Training Worksheet.
 5. Uses the **WorkFirst Calculator Tool**, or the **approved Weekly Attendance Sheet**, to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, any scheduled supervised homework time, and the maximum number of allowable education hours).
 6. Updates the Education & Training Worksheet to include the:

- Totals identified by the [WorkFirst Calculator Tool](#), or approved [Weekly Attendance Sheet](#)
 - Participant's approval status,
 - Appropriate component,
 - Anticipated start and end date of the activity, and
 - Participant's total number of participation hours per week.
7. Sends notification via an eJAS e-message to the WFPS/WFSSS.
3. The WFPS/WFSSS:
 1. Receives notice that the participant is approved from the College staff.
 2. Closes the **RA** component codes in eJAS.
 3. Enters the **DC** training component code into eJAS with the three-digit contractor code.
 4. Updates the participant's IRP.
 5. Reviews and monitors progress entered by the College staff quarterly into the Education and Training Worksheet under Progress Notes.
 4. The College staff will work with all participants in approved DC as follows:
 1. Supervision: Daily supervision is required and may be provided by faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and supervisors of work-based learning activities. College program designees also provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.
 2. Documentation:
 - Document attendance records every two weeks and maintain them in the provider's participant files.
 - Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual or document in electronic tracking systems, as appropriate.
 - Keep a copy of the WorkFirst Calculator sheet, or the [approved Weekly Attendance Sheet](#), listing the maximum number of weekly participation hours in the participant's file.
 3. Reporting:
 - Use eJAS to report participation to the WFPS/WFSSS monthly,
 - Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to [section 7.1.6](#) What steps do you take when a parent is absent?
 4. Verification: Provide information, documentation, and records as requested to support State Work Verification efforts.
 5. Assist the participants with employment.
 5. The WFPS/WFSSS refers the participant to employment services activities if they aren't employed upon completion of the training.

* If the employment plan recommendation or [CAP](#) isn't appropriate, refer to Chapter 3, [section 3.2](#) - Comprehensive Evaluation.

DC Other Institutions - Step-by-Step

1. The WFPS/WFSSS:
 1. Determines if the DC training request appears to be appropriate* according to the participant's comprehensive evaluation or [CAP](#) recommendations.
 2. Screens the training program for your local labor market to determine if the degree is likely to lead directly to a high wage, high demand job, using the High Wage/High Demand Training Criteria.
 3. Completes the [WorkFirst HW/DC Request form](#) and sends viable requests to the SBCTC following the submission process identified on the form.
2. The SBCTC makes a decision within two business days and notifies the WFPS/WFSSS.
3. The WFPS/WFSSS:
 1. Receives SBCTC approval for the participant.
 2. Enters the **DC** component code into eJAS with the three-digit contractor code.
 3. Reviews training program to ensure the participant's required participation can be met through training activity.
 4. Works with participant to identify other work or work-like activities to meet participation requirement.
 5. Updates the participant's IRP.
 6. Reports monthly participation in eJAS using the WorkFirst Participation Verification form completed by instructor.
 7. Closes the **DC** code and creates an updated IRP if the participant isn't making satisfactory progress.
 8. Upon completion of the DC program, refers the participant to employment services activities if not employed.

* If the employment plan recommendation or [CAP](#) isn't appropriate, refer to Chapter 3, [section 3.2](#) - Comprehensive Evaluation.

~~Resources~~

~~Related WorkFirst Handbook Sections~~

- ~~● 1.2 Required Participation~~
- ~~● 3.2 Comprehensive Evaluation~~
- ~~● 3.3.1 Individual Responsibility Plan~~
- ~~● 4.1 Employment Services~~

- ~~● 5.1 Pregnancy to Employment~~
- ~~● 8.1 Employment~~
- ~~● 2.4 WCCC~~
- ~~● 7.1 Education & Training Overview~~
- ~~● 7.3 Basic Education, Skills Enhancement, & High School/GED~~
- ~~● 7.4 Other Education~~
- ~~● 7.5 Internships and Practicums~~
- ~~● 7.6 What do I do when a parent is already in school when he or she comes to me?~~

~~Other Resources~~

- ~~● CASAS Descriptor~~
- ~~● Tuition Assistance From Community & Technical colleges~~
- ~~● WorkFirst Basic Education Student Attendance Report (used by SBCTC staff)~~
- ~~● WorkFirst Calculator Tool (used by SBCTC staff)~~
- ~~● Educational IRP Requirements Worksheet (used by LEP Pathway contractors)~~
- ~~● WorkFirst Weekly Attendance Sheet~~
- ~~● WorkFirst High Wage, Degree Completion Participation and Progress Verification Form (non-contracted providers)~~
- ~~● WorkFirst High Wage, Degree Completion Request Form (non-contracted providers)~~
- ~~● WorkFirst Degree Completion Request Form (SBCTC providers)~~

7.2.15 What is the Vocational Education Extension?

Effective July 23, 2017, the 12-month lifetime limit of full-time vocational education and high-wage/high-demand activities may extend up to 24 months. This change is subject to appropriations created specifically for this purpose. The department funded the extension through SFY 2019.

Although participation beyond 12-months will not count toward the federal work participation rate, this opportunity allows additional support to families through their education pathway. WFPS should continue referrals to work or work-like activities in addition to education as appropriate if it helps participants expand their work skills while obtaining a certificate.

College staff will review referrals for vocational education beyond 12-months to ensure the participant meets the extension criteria outlined in SBCTC WorkFirst Delivery Agreement, Vocational Education Extension Policy. To qualify for the vocational education extension the participant must be one of the following:

- Currently enrolled and continuing a single vocational program (not transferring to a new program of study); or
- Returning after a gap in education and continuing toward an uncompleted degree or certificate (not transferring to a new program of study).

Once college staff determine a participant's eligibility for the extension, they will include the following information in the Education and Training Worksheet and Client Notes in eJAS:

- A statement of the extension,
- Vocational program of study,
- Expected quarter of completion.

WFPS/WFSSS will determine if extension criteria is met when the participant is enrolled in an education program at an institution other than a Washington State community or technical college.

To qualify for the vocational education extension the participant must be able to complete their program of study within 24 months and meet one of the following:

- Currently enrolled and continuing a single vocational program (not transferring to a new program of study); or
- Returning after a gap in education and continuing toward an uncompleted degree or certificate (not transferring to a new program of study).

The WFPS/WFSSS will document in eJAS under Literacy/Learning note type:

- The participant's eligibility
- Vocational program of study
- Expected quarter of completion

Resources

Related WorkFirst Handbook Sections

- 1.2 Required Participation
- 3.2 Comprehensive Evaluation
- 3.3.1 Individual Responsibility Plan
- 4.1 Employment Services
- 5.1 Pregnancy to Employment
- 8.1 Employment
- 2.4 WCCC
- 7.1 Education & Training Overview
- 7.3 Basic Education, Skills Enhancement, & High School/GED
- 7.4 Other Education
- 7.5 Internships and Practicums
- 7.6 What do I do when a parent is already in school when he or she comes to me?

Other Resources

- [CASAS Descriptor](#)
- [Tuition Assistance From Community & Technical colleges](#)
- [WorkFirst Basic Education Student Attendance Report \(used by SBCTC staff\)](#)
- [WorkFirst Calculator Tool \(used by SBCTC staff\)](#)
- [Educational IRP Requirements Worksheet \(used by LEP Pathway contractors\)](#)
- [WorkFirst Weekly Attendance Sheet](#)
- [WorkFirst High Wage, Degree Completion Participation and Progress Verification Form \(non-contracted providers\)](#)
- [WorkFirst High Wage, Degree Completion Request Form \(non-contracted providers\)](#)
- [WorkFirst Degree Completion Request Form \(SBCTC providers\)](#)

7.6 What do I do when a participant is already in school when he or she comes to WorkFirst?

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Legal References:

- [*RCW 74.08A.250*](#)
- [*WAC 388-310-0600*](#)
- [*WAC 388-310-0900*](#)
- [*WAC 388-310-1000*](#)
- [*WAC 388-310-1050*](#)

This section includes:

- [*7.6.1 Information needed*](#)
- [*7.6.2 Type of training and institution*](#)

This section of the handbook contains guidelines for a WFPS/WFSSS to ensure participants enrolled in, or attending, education and training at the time of their WorkFirst application meet their participation requirements. Participants enrolled in school might be receiving financial aid or loans.

7.6.1 Information Needed

WorkFirst participation consists of numerous types of countable training options.

When participants already engaged in education and training apply for cash assistance and come to WorkFirst, the WFPS/WFSSS must determine:

- The type of training and training institution the participant attends;
- If the training is full-time or part-time;
- Weekly hours of education and training they attend; and
- If the participants are working (part-time job, work-study, internship).

To calculate participation hours, use the actual hours the participant is in the education and training activities, including classes, labs, supervised study halls/tutoring sessions, and up to one hour of unsupervised study time for every hour of class time. Total homework time counted for participation can't exceed the hours required or advised by their educational program.

Full-time participation is generally 32-40 hours per week (See [WFHB 1.2.2 Required Participation](#)). Participants may need to combine work or a work-like activity with their educational program to meet their participation requirement if they aren't already working. See WFHB 1.2.2 for additional information about adding an additional three hours (preferably core activity hours) in the participant's Individual Responsibility Plan (IRP) when possible. In most cases, vocational education will meet the strengthened participation requirements, but add an additional three hours core or non-core when necessary.

The WFPS/WFSSS may refer the participant to the following to assist them in obtaining work:

- Job search,
- Subsidized employment,
- Unpaid work experience, or
- College(s) to see if there are work-study positions available.

The participant must find a part-time job within 30 days in order to continue in their education and training when the education and training program doesn't meet WorkFirst participation requirements.

For information regarding work-like activities, see chapters [4.4](#), [7.5](#), [8.3](#), [8.4](#) and [8.5](#).

7.6.2 Type of training and institution

Participants enrolled in vocational education may qualify under numerous activities. Participants attending a Washington State community or technical college may qualify for Vocational Education, Customized Jobs Skills Training, I-BEST, or High Wage, High Demand Training. Participants enrolled in an education program at an institution other than a Washington State community or technical college, may meet the Vocational Education or High Wage, High Demand Training requirements. Refer to Section [7.2 Vocational Education](#) to determine the appropriate activity.

Other Education

- **Countable Non-core Activities:** Participants enrolled in basic education or Skills Enhancement (JT), GED preparation (HS, GE), or High School completion (HS, BE), may also count these educational activities toward non-core participation. However, consider High School Completion or Equivalency for participants 19 years of age or younger (HS) as core activities. The WFPS/WFSSS must attempt to engage the participant in core activities to meet the participation requirement.

For dependent teens/teen parents/unmarried parenting minors, please refer to [Chapters 1.2](#) and [5.1](#) for participation requirements and [7.2](#) for education and training activities. For all others, please refer to [7.3](#) to determine the participant's participation requirements.

- **Degree Completion:** If a participant is within 12 months of completing a degree, up to a baccalaureate degree, Degree Completion may be an option -See [Chapter 7.2](#).
- **Vocational Education Unapproved:** If a participant is more than 12 months* away from finishing an educational program, Vocational Education Unapproved programs may be an option - See [Chapter 7.4](#). For this program, there is a requirement that a participant meet their work or work-like activity requirement. The WFPS/WFSSS needs to discuss work requirements and reduction of support services, including childcare, with this activity.
- **English-as-a-Second-Language (ESL):** If the participant engages in language instruction such as ESL, refer to the [LEP section](#) of the handbook.

WorkFirst will make every effort to assist participants in meeting the requirements of participation so they may remain in school. If not already participating on a full-time basis, generally 32-40 hours per week, the WFPS/WFSSS must take action to engage the participants in full-time WorkFirst activities. See WFHB 1.2.2 for information about adding an additional three hours (preferably core activity hours) in the participant's Individual Responsibility Plan (IRP) when possible. If the participants don't comply, they may face sanction for non-participation.

Note: The department may increase the 12-month education limit to 24 months subject to funding appropriated specifically for this purpose. The department has funding ~~Funding is approved~~ for this extension through SFY 2019. See section 7.2.15 What is the Vocational Education Extension?

Resources

Related WorkFirst Handbook Chapters

- [7.1 Overview](#)
- [7.2 Vocational Education](#)

- 7.3 Basic Education, Skills Enhancement, High School Completion & High School Equivalency
- 7.4 Other Education & Degree
- 7.5 Internships and Practicums
- 2.2 Support Services
- 4.1 Job Search
- 2.3 WCCC
- 3.6.1 Ending Sanction

Other Resources

- Support Services Directory
- Tuition Assistance From Community & Technical colleges