

# **Engrossed Second Substitute Senate Bill 5809 Program Outcomes**

*A report to the Governor and Legislature  
December 2010*



**Employment  
Security  
Department**  
WASHINGTON STATE

Prepared by the  
Employment Security Department  
Budget, Performance & Research Division  
WorkSource Standards & Integration Division

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## Executive summary

Engrossed Second Substitute Senate Bill (E2SSB) 5809 passed during the 2009 legislative session. The intent of the legislation was to use a small pot of General Fund-State dollars to leverage additional capacity for workforce training targeted at low-income adults, dislocated workers and unemployment insurance claimants.

The bill provided \$7 million in state funds for the Employment Security Department (ESD) to distribute to local workforce development councils (WDC). The WDCs then contracted with community and technical colleges and employers to provide training in high-demand occupations.

The state funds provide a match for each federal Workforce Investment Act (WIA) dollar spent to increase post-secondary education and skill development for low-income and unemployed workers. Under the bill, each WIA dollar spent to create a new class will garner in 75 cents in state incentive funds for the local WDC. In addition to incentive funding for new classes, the legislation also provides a 25 percent match for each local dollar spent to help students pay for tuition or books.

Through September 2010, this legislation provided training opportunities that may not otherwise have been available to 3,955 people. Of that total:

- 2,119 students were enrolled in contracted group training, which added new capacity to the community and technical college system;
- 228 people were placed in on-the job training that would lead to permanent employment;
- 640 existing workers received training through their employer to improve their skills; and
- 968 received support for tuition or books.

While all the state funds have been earned through the WIA investment, only 53 percent had been spent through September 2010, so the participant count will increase over the next few months.

Participants in group training have completed 91 percent of attempted credits since summer 2009, as compared to 80 percent for all community and technical college WorkSource students. The higher completion rate is likely due to the additional support and case management provided through this program via affiliation with WorkSource.

Because many of the classes are still under way and because employment and wage data for completers are not yet available, the ultimate outcome of E2SSB 5809 is still unknown. A follow-up report describing final expenditures, participants and outcomes will be submitted to the Governor and Legislature in December 2011.

## Legislative mandate

Engrossed Second Substitute Senate Bill (E2SSB) 5809, Section 6, directs the Employment Security Department, in collaboration with the Workforce Training and Education Coordinating Board (Workforce Board), workforce development councils (WDCs) and the State Board for Community and Technical Colleges, to submit a report to the Governor and Legislature by December 1, 2010, describing implementation of the act and outcomes related to the following measures.

- Amounts of expenditures on education and training.
- Number of students receiving training.
- Types of training received by students.
- Training completion and employment rates.
- Comparisons of pre-program and post-program wage levels.
- Student demographics and institution/program demographics.
- Efforts made to ensure that training was provided in areas that would lead to employment.
- Efforts to develop capacity in occupations that are of particularly high demand.
- Specific enhancements made in the workforce system to ensure that additional training in high-demand occupations is accessible to low-income and dislocated workers.

## Implementing E2SSB 5809

E2SSB 5809 was passed by the Washington State Legislature in April 2009 and signed into law by the Governor on May 19, 2009. The bill directed Employment Security to distribute state funds to the WDCs to expand training capacity in high-demand occupations for targeted populations. That funding came in the form of a \$7 million General Fund-State appropriation to Employment Security beginning July 2009, to be distributed by March 1, 2011 and spent by June 30, 2011.

The legislative intent drove the basic constructs of the program.

- The \$7 million in state funds provide an incentive for local WDCs to invest their federal Workforce Investment Act (WIA) formula or Recovery Act funds on training. Each dollar spent to contract for new classes earns a 75-cent match, and a 25-cent match is provided for each dollar spent on individual training accounts (ITAs).
- Eligible beneficiaries of state-funded training and support services are low-income adults, dislocated workers or anyone who has received or exhausted unemployment benefits.
- Eligible training would be for a high-demand occupation, with priority given to programs in aerospace, forestry, health care and energy efficiency.

Employment Security began implementing E2SSB 5809 by creating separate policy and performance work groups composed of representatives from Employment Security, Workforce Board, the State Board for Community & Technical College and the Washington Workforce Association, the organization that represents the 12 WDCs.

While federal law regulated the allowable uses of the initial WIA investment used to earn the state funds, the policy work group delineated the allowable uses of the \$7 million state funds as follows:

- All training and support is to be focused on WIA-eligible low-income adults and dislocated workers or unemployment-insurance claimants and exhaustees.
- Training must be in high-demand occupations, with emphasis placed on aerospace, forestry, health care and energy efficiency. Allowable training includes contracting for new classes, individual training accounts, skill training, customized training, incumbent-worker training, on-the-job training and I-BEST (see next section for definitions).
- Funds can be used to develop new training programs in emerging sectors (e.g., energy efficiency) not currently identified as high demand. The WDC must provide evidence of anticipated demand. Development costs could include equipment and curriculum development necessary to support those programs, release time for faculty for curriculum and professional development, and substitute instructors to support the release time.
- Funds may be used for WIA support services and direct services provided to students to help them succeed in their training.
- Funds also may be used for “wrap around” services by community and technical colleges (including but not limited to child care, transportation, housing, food, other direct financial assistance, tutoring, counseling, and educational plan development), provided directly to students to help them succeed in their training (e.g., a direct service in the contracted class setting is a college-retention specialist assigned to individuals in I-BEST).
- Up to 5 percent of the fund amount may be allowed, on a case-by-case basis, to support administrative and case-management activities, with Employment Security approval.
- Employment Security may approve other uses on a case by case basis.

## Expenditures on education and training

A variety of different training mechanisms were allowed under E2SSB 5809. The results for training expenditures and participants are reported in the following four training categories.

1. **Contracts for new classes or programs** contracted by WDCs with community and technical colleges, ranging from three months to two years. The contract covers all of the costs of offering a new class, including instructor fees, classroom space, lab fees and tuition for participants. The WDCs recruited WIA-eligible students to enroll in these classes. In some cases, the WDC negotiated a cost-allocation agreement with the college to fill vacant seats with non-WIA students. The analysis in this report counts only the WIA-eligible students placed by the WDCs.
2. **Individual training accounts (ITA)** for WIA participants. Each ITA might fund something different, depending on the student’s needs. For students who have their tuition covered by another source, such as a Pell Grant, the ITA may pay for books and supplies; for others, the ITA may pay for tuition. The amount of money provided to an individual may vary from quarter to quarter, depending on the availability of other financial aid. Rather than add new capacity to the educational system, ITAs cover tuition and other costs of enrolling in existing classes. Because Employment Security’s management information system does not distinguish between

ITAs that fund tuition and those that fund other types of student support, this report counts all participants who were touched by an ITA from either funding stream tied to this legislation.

3. **Incumbent-worker training.** Under E2SSB 5809, this involves a contract between the WDC and an employer to upgrade the skills of current employees. Incumbent-worker training may help employees keep up with technology or new manufacturing processes. It provides a number of benefits, including reducing the likelihood of being laid off, increasing the potential for higher wages and improving future job prospects. To receive funding from the WDC, employers must demonstrate what is at risk if training doesn't occur, how it benefits employees and how much the employer will contribute. Most incumbent-worker training programs are just a few weeks in duration.
4. **On-the-job training.** Under E2SSB 5809, this involves the WDC contracting with an employer to hire and train a new worker and to keep the individual employed after the training. In exchange, the WDC generally pays up to 50 percent of the employee's wages; this is intended to help offset the employer's cost of training and supervising the employee during the training period, although these agreements vary depending on the situation.

Figure 1 illustrates the *expenditures* connected to E2SSB 5809 in two categories:

1. WIA funds (both formula and Recovery Act) used to earn the state dollars.
2. General Fund-State dollars.

**Figure 1. Expenditures on training and education through September 30, 2010<sup>1</sup>**

Fund Source	Contracts for new training	Individual training account	Incumbent-worker training	On-the-Job training	Total
<b>WIA Formula &amp; Recovery Act</b> (used to earn State funds)	7,454,156	8,037,268	N/A	N/A	<b>15,491,424</b>
<b>General Fund-State</b>	2,285,672	896,016	126,154	359,629	<b>3,667,471</b>
<b>Total Spent on Training</b>	<b>\$9,739,828</b>	<b>\$8,933,284</b>	<b>\$ 126,154</b>	<b>\$ 359,629</b>	<b>\$19,158,895</b>

*Source: Employment Security Department, WorkSource Standards & Integration Division, 5809 Program Manager Records, September 30, 2010*

E2SSB 5809 stipulated that state funds could be earned at a rate of 75 cents for every WIA dollar spent contracting for new classes and 25 cents for every WIA dollar spent on ITAs. As shown in **Figure 1**, the WDCs spent \$7.5 million of their WIA funds to contract for new classes. The majority of there were WIA Recovery Act funds. The WDCs had not contracted for new classes in many years and were unlikely to spend their WIA funds on creating new classes if not for the incentive provided through this legislation. Thus, the legislation successfully drove WIA funds, and especially WIA Recovery Act dollars, to be invested in building training capacity at the state's community and technical colleges.

<sup>1</sup> WIA funds beyond the amount shown in the table were spent on ITAs; however, they were not used to earn the incentive and are thus not included in this analysis.

All \$7 million of the available state funds have been earned by the WDCs through the WIA spending shown in **Figure 1**. Because the WDCs have until June 30, 2011, to spend the \$7 million in earned state funds, only 53 percent (\$3.7 million) of this money had been spent through September 2010, as illustrated in **Figure 1**. However, the WDCs already have obligated an additional \$1.5 million for training and support services and are forming plans for the balance. All of the state funds must be obligated by March 1, 2011 or go to the Board for Community and Technical Colleges.

In total through September 2010, E2SSB 5809 drove \$19.2 million in spending on workforce training, and \$9.7 million of that was spent on new training capacity.

The WIA and state funds tied to E2SSB 5809 were used to leverage other financial aid available across the system to ensure wrap-around support for the participating students. For example, the students who participated in new training funded by WIA received approximately \$1.7 million in other financial aid from June 2009 through August 2010, according to data from the Board for Community & Technical Colleges. In addition, many of these students received WIA support services available through WorkSource.

## Number of students receiving training

**Figure 2** illustrates the number of students who received training in the same categories described in the expenditure section. As mentioned in the previous section, not all of the state-funded classes had begun by September 30, so the number of participants will increase.

By creating an incentive to invest WIA funds in building capacity at the community and technical colleges, E2SSB 5809 influenced the WDCs to spend a large portion of their WIA Recovery Act funds on creating new training rather than on other services. It appears that the legislation had little effect in driving additional WIA funds to be spent on ITAs, as they had been commonly used by the WDCs before this legislation. All of the training directly paid for by the earned state dollars would not have happened without this legislation. Thus, it can be concluded that E2SSB 5809 enabled 3,955 people to be trained who otherwise may not have had the opportunity (2,119 participants in new contracted training, plus 968 ITAs, plus 640 incumbent workers, plus 228 on-the-job training participants).

**Figure 2. Participants in training through September 30, 2010**

<b>Fund Source</b>	<b>Contracts for new training</b>	<b>Individual training account</b>	<b>Incumbent-worker training</b>	<b>On-the-job training</b>	<b>Total</b>
<b>WIA formula &amp; Recovery Act</b> (used to earn State funds)	1,438	4,541	N/A	N/A	<b>5,979</b>
<b>General Fund-State</b>	681	968	640	228	<b>2,517</b>
<b>Total participants</b>	2,119	5,509	640	228	<b>8,496</b>

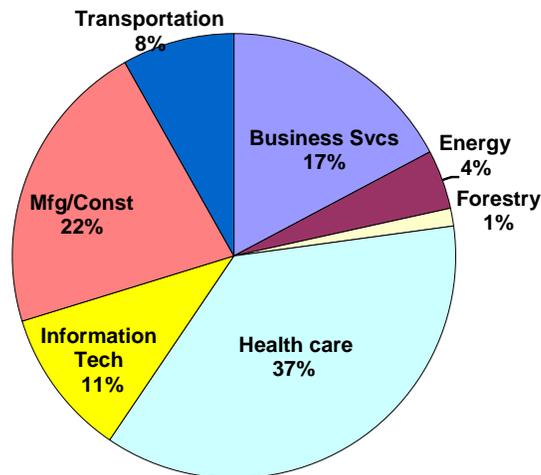
*Source: SKIES, Employment Security WorkSource Standards & Integration Division, 5809 Program Manager Records, September 30, 2010; WIA-funded ITA determined through calculated estimate<sup>2</sup>*

<sup>2</sup> The WIA-funded ITA participant count was estimated by dividing the total ITA expenditures by the historical average cost of an ITA per person (\$1,770 per person in state fiscal year 2009). For some students, an ITA may cover just books

## Types of training received by students

While federal law requires WIA-funded training to be in high-demand occupations for each local area, the training funded by E2SSB 5809 either had to be in high demand or in aerospace, forestry or energy efficiency or in an emerging industry. **Figure 3** describes the industries where new community and technical college capacity or new training opportunities have been built, to date. The largest number of contracts (37 percent) is in health care. This is followed by 22 percent in manufacturing/construction and 17 percent in business services<sup>3</sup>. Incumbent-worker training in the manufacturing sector intended to improve workers' skills makes up a significant portion of the contracts in that sector.

**Figure 3. Number of contracted classes, incumbent-worker training and on-the-job training, by industry (as of September 30, 2010)**



*Source: Employment Security WorkSource Standards & Integration Division 5809, Program Manager Records, September 30, 2010*

**Figure 4** provides more detail by showing the specific types of classes created through contract<sup>4</sup>, arranged by wage category. The Board for Community & Technical Colleges categorizes workforce education programs into higher-wage, middle-wage and lower-wage fields of study based on the actual wages of students nine months after graduation. The median wage of graduates in higher-wage programs working in 2008-09 was \$20.92. The median wages of graduates in middle- and lower-wage programs was \$13.99 and \$12.33, respectively.

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and supplies; for others it might cover tuition, and what it covers may vary by quarter, depending on the availability of other financial aid. All other participant counts are either pulled from the SKIES database or reported by the WDCs.

<sup>3</sup> Examples of classes in health care include nursing, phlebotomy, medical secretary, physical therapy aide, cardiovascular technician and medical billing. Examples of classes in manufacturing/construction include aerospace, industrial safety, machine technicians, welding, electronics/robotics. Business services include project management, accounting, security guard, customer service, office clerk and social-services technician.

<sup>4</sup> The fields of study in Figure 4 are based on Classification of Instructional Programs (CIP) codes, which are the conventionally used taxonomic scheme used by educational systems to describe field of study.

Of the participants included in **Figure 4**, half (50 percent) were enrolled in higher-wage programs. More than a third (36 percent) of all students studied a health-related field. The four top fields of study are: managerial and managerial support (a middle-wage field), nursing assistant (lower-wage field), administrative support (a lower-wage field), and associate degrees in nursing and transportation operators (both higher-wage fields).

**Figure 4. Topics of newly contracted classes, with numbers of participants<sup>5</sup>**

<b>Field of study, contracted classes</b>	<b>Number of students</b>	<b>Field of study</b>	<b>Number of Students</b>
<b>-----Higher Wage Programs-----</b>		<b>-----Middle Wage Programs-----</b>	
Associate Degree Nurse	71	Managerial and Managerial Support	111
Transportation Operators	57	Medical Assisting	55
Other Health Tech	55	Accounting	38
Information Technology	52	Auto Diesel	37
Welding	48	Other Services	27
Industrial Technology (except electric)	36	Marketing and Sales	21
Practical Nurse	33	Dental Assisting	14
Construction Trades	29	Pharmacy Assisting	9
Engineering Technology	24	Other Technical	8
Paramedic EMT, Operating Tech	23	Other Health Services	7
Drafting	19	Commercial & Graphics Art	1
Machinist	19	<b>Total middle wage programs</b>	<b>328</b>
Physical Therapy	17		
Protective Services	12		
Precision, Production, Crafts	11		
Airframe/Power Plant	9	<b>-----Lower Wage Programs-----</b>	
Electronics Technology	9	Nursing Assistant	96
Legal/Real Estate Services	4	Administrative Support	85
Medical X-ray	3	Culinary Arts	16
Computer Maintenance Tech	2	Social Services	8
Electrical Equipment Repair	1	Cosmetology	3
Med Lab Tech/Histologic	1	Early Childhood Ed	2
<b>Total higher wage programs</b>	<b>535</b>	<b>Total lower wage programs</b>	<b>210</b>

*Source: State Board for Community & Technical Colleges Data Warehouse, September 30, 2010*

<sup>5</sup> Many participants in new, contracted training who are known to have attended some other community or technical college class do not appear in Figure 4; only those enrolled in a workforce development program are included. The excluded community and technical college students may have been taking prerequisites for a workforce program, pursuing a transfer track, or simply taking a contracted course without having been coded into a workforce program (students who started their training in recent months may not be entered into the Board for Community & Technical Colleges information management system yet).

## Training completion, employment rates and wage levels

The State Board for Community & Technical Colleges tracks training completion rates, wages and earnings of its former workforce students, based on college records and unemployment-insurance wage records for those students. Outcomes are calculated for students who have not taken courses for at least one year; their wages and employment status are evaluated three quarters (nine months) after they leave college.

The three-quarter timeframe is based on research indicating that it is a sufficient amount of time to allow students to conduct a job search. Thus, for those who exited training during the quarter ending December 31, 2010 (a small number, since the first few classes had started only a few months earlier), their employment status and wages would be being calculated and evaluated as this report is being written.

Given the delay in outcome measures and the fact that a large number of participants have not yet exited their training programs, data on program completion, employment rates and wage comparisons are not available for this report. These results will be reported to the Legislature in a subsequent report in December 2011.

While outcome information of students served by E2SSB 5809 is not currently available, course completion rates of participants are available and provide some insight into how well these students are doing, relative to workforce students overall.

**Figure 5** shows the completion rates of all students enrolled either through state-funded ITAs or newly contracted courses, from summer quarter 2009 through summer 2010, compared to courses taken by all workforce students (certain programs of study are classified as “workforce” by the Board for Community & Technical Colleges) during the same time period. Course completion rates of E2SSB 5809 participants exceeded the completion rates of all workforce students, suggesting that the additional support and case management provided through this program and affiliation with WorkSource may have helped these students succeed.

**Figure 5. Completion rates of contracted training and state-funded ITA participants compared to all workforce students, summer 2009 through summer 2010**

	<b>Attempted credits</b>	<b>Earned credits</b>	<b>Course completion rate</b>
<b>Participants in contracted classes</b>	66,595	60,791	91%
<b>State-funded ITA participants</b>	31,770	29,786	94%
<b>All workforce students at the community &amp; technical colleges</b>	4,302,676	3,459,307	80%

*Source: State Board for Community & Technical Colleges Data Warehouse, September 30, 2010*

Examples of the extra support include tutoring, coursework to address study habits, bus passes, books and supplies. In addition, many of the newly contracted training classes were shorter than most workforce programs, which also may contribute to higher completion rates. The lower completion rate for the participants in contracted classes compared to the state-funded ITA participants may be tied to the higher percentage of low-income participants in that group; 51 percent compared to 44 percent.

## **Student demographics and institution/program demographics**

In **Figure 6**, the demographics of the participants in the E2SSB 5809 programs are compared to that of all students in a community college workforce program, where statistics are available.

- Sixty-four percent of E2SSB 5809 participants are unemployment insurance (UI) claimants.
- Forty-nine percent of E2SSB 5809 participants are low-income. The contracted classes funded by WIA included an especially high number of low-income participants because many were in the WIA Adult Program, which serves low-income adults.<sup>6</sup>
- The E2SSB 5809 participants tend to be older than the average workforce student, which is to be expected, as most are dislocated workers.
- The E2SSB 5809 participants are similar to other workforce students in gender and race and ethnicity.

## **Efforts to provide training that would lead to employment**

Workforce Development Councils (WDCs) worked closely with partners to ensure that the training provided through E2SSB 5809 would lead to employment. Many WDCs issued requests-for-qualifications soliciting capacity-building training proposals. Criteria included short-duration classes that would lead to an employer-recognized credential and a high likelihood of employment based on past performance. Colleges responded to this charge by quickly putting together new courses.

WDCs consulted their demand/decline lists to ensure that classes offered were related to occupations that were in demand in the local area. This list classifies occupations as in demand, neutral or in decline based on labor market information. A unique list exists for each WDC and is tailored to local economic conditions. WDCs also consulted their employer advisory committees to understand which skills were needed locally. Industry skill panels consisting of regional employers, labor and training providers provided advice about skill gaps in specific occupations that need to be filled through training. This partnership informed the training curriculum and ensured that the skills being taught were relevant to today's employers.

The WDCs prioritized training in high-demand occupations that had significant waiting lists at the colleges. By pursuing training in occupations needed by employers and desired by students but unavailable due to limited college resources, the WDCs ensured that the training met the intent of E2SSB 5809 and would likely lead to employment. In addition, the on-the-job training contracts require employers to commit to permanently hiring the people they train.

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<sup>6</sup> The WIA-funded contracted class participants are 55 percent low-income while the state-funded contracted class participants are 43 percent low-income.

**Figure 6. Demographics of E2SSB 5809 participants compared to all community and technical college students in workforce programs <sup>7</sup>**

<b>Demographics</b>	<b>E2SSB 5809 participants</b> (includes contracted classes, incumbent worker, on-the- job training and state- funded ITAs)	<b>All workforce students in community college system</b>
UI Claimant	64%	<i>Not available</i>
Not UI Claimant	36%	
	100%	
Low-Income	49%	<i>Not available</i>
Not low-income	51%	
	100%	
Female	55%	57%
Male	45%	43%
	100%	100%
<b>Race/Ethnicity</b>		
Asian/Pac Islander	6%	10%
Black	7%	6%
Native American	2%	2%
Latino	9%	10%
White	71%	70%
Other/Unknown	4%	2%
	100%	100%
<b>Age</b>		
Under 20	3%	12%
20-29	23%	40%
30-39	24%	23%
40 or above	49%	25%
Not reported	1%	0%
	100%	100%

*Source: State Board for Community & Technical Colleges Data Warehouse and SKIES, September 30, 2010*

<sup>7</sup> Low-income is defined by WIA as follows: Under Title I of the federal Workforce Investment Act (WIA) of 1998 (Pub. L.105–220), the Secretary of Labor annually determines the Lower Living Standard Income Level (LLSIL) for uses described in the law. WIA defines the term “low-income individual” as one who qualifies under various criteria, including an individual who received income for a six-month period that does not exceed the higher level of the poverty line or 70 percent of the LLSIL.

## **Efforts to develop capacity in occupations that are of particularly high demand**

As mentioned in the previous section, WDCs consulted their local demand/decline lists to guide course selection. In addition, WDCs worked directly with Employment Security's regional labor economists, who use real-time indicators such as unemployment-insurance claimant data, new job listings on Go2WorkSource.com and the semi-annual Job Vacancy Survey to guide selection of occupations for training programs.

In addition, several WDCs met with local community colleges, economic development councils, community-based organizations and public organizations to identify occupations that are or will be in demand in their regions.

Once local in-demand occupations were identified and matched with relevant educational programs, several questions were asked to ensure that the funded classes increased capacity: Is the existing program full? If so, can the program be expanded? If a program did not exist, could one be created from existing courses and/or new courses? Because E2SSB 5809 allowed purchasing entire classes, including curriculum development, faculty pay and all infrastructure costs, classes could conveniently begin and end outside the standard school quarters, thereby allowing identified participants to begin their training right away.

## **Enhancements to ensure additional training in high-demand occupations is accessible to low-income and dislocated workers**

The structure of E2SSB 5809 focused on WIA eligibility, which encompasses both low-income adults and dislocated workers. WIA funds are required by law to serve high-priority groups, such as welfare recipients, unemployment insurance claimants and adults lacking basic skills. The policy work group directed that state incentive funds be used on WIA-eligible individuals, with exceptions approved on a case-by-case basis.

As specified in WIA law, all WDCs are partners in the state's WorkSource career-development system. The WorkSource business model dictates that anyone who walks into WorkSource is assessed by a counselor and directed to the services appropriate to his or her situation. This process enabled the system to identify the low-income and dislocated workers who could benefit from the E2SSB 5809 program. Thanks to the federal Recovery Act and recession-response funding, the number of WorkSource staff increased dramatically in 2009, allowing the flood of customers seeking assistance to be served and assessed.

In many areas, WorkSource staff were co-located on community college campuses, giving them the opportunity to find eligible students who might not have approached WorkSource. In general, all partners collaborated to ensure that they quickly identified eligible students from college waiting lists so that the many moving parts required to put classes together could be aligned and the funds could be spent within a tight timeframe.

Colleges and the WDCs focused on coordinating various resources and pathways so that low-income workers had sufficient financial support to enter and complete training programs. Pell grants, Opportunity Grants, Worker Retraining funds, Trade Act and WIA were all viewed as potential funding sources to support these students throughout their program of study. In many

areas, Worker Retraining resources paid for the initial quarters of training, and E2SSB 5809 funds paid for the remaining quarters.

## Conclusion

E2SSB 5809 is an innovative program that successfully guided WIA Recovery Act investment in new community and technical college training capacity and provided the WDCs with new state funding to build workforce training capacity more broadly. The flexibility built into the program enabled areas that had difficulty implementing new group training, due to the lack of a local college or a critical mass of students interested in the same kind of training, with the chance to offer in-demand training opportunities through ITAs and on-the-job or incumbent-worker training. The legislation also fostered collaboration among partners through the shared goal of quickly training people most affected by the recession.

Through September 2010, the legislation provided training opportunities that otherwise may not have been available to 3,955 people. Participants in contracted training classes have completed 91 percent of attempted credits since summer 2009 compared to 80 percent for all community and technical college workforce students. The higher completion rate is likely due to the additional support and case management provided through this program via affiliation with WorkSource.

E2SSB 5809 allowed a targeted population to get trained that otherwise may not have had the opportunity. For example, in 2009, Wenatchee Valley College in Omak announced that it would be suspending its nursing program due to budget cuts. For the 20 students taking the prerequisites, the news was devastating. Other programs were far away and already full. The North-Central WDC used its WIA Recovery Act funds to contract with the college to provide immediate training opportunities for 18 students. The class members took their state board exams to earn their licensed practical nurse certifications in August 2010. Those students are now continuing in another year of schooling to earn their registered nurse certificates.

In Benton-Franklin, a single mom working in the hospitality business found herself unemployed in August 2009. With two dependents at home, she was determined to improve her situation. She went to WorkSource and applied for training to become a medical assistant, despite no prior experience in the medical field. She completed the year-long class (which was created through a contract with the local WDC) with a 3.65 GPA and is now employed at the Kennewick General Hospital Medical Mall and works extra hours at the Pediatrics After-Hours Clinic. She loves her job and is grateful to the program for giving her the better life she set out to find.

One of the challenges to successfully implementing E2SSB 5809 was that the need for WDCs to earn the funds, coupled with developing a new program in a tight timeframe, led to increased administrative complexity. Another limitation is that the capacity created through E2SSB 5809 only addresses a fraction of the demand for training, as evidenced by the 5,800 FTE over-enrollment of the Worker Retraining Program in the summer 2009 to 2010 period.

Because many of the classes are still under way and because employment and wage data for completers are not yet available, the ultimate outcome of E2SSB 5809 is still unknown. A follow-up report that will describe final expenditures and participants as well as outcomes will be submitted to the Governor and Legislature in December 2011.

## **Acknowledgements**

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## **Employment Security Department Contacts**

Lynn Maier, Legislative Liaison, Government Relations & Executive Operations, 360-438-9457, [lmaier@esd.wa.gov](mailto:lmaier@esd.wa.gov)

Anne Goranson, Assistant Commissioner, WorkSource Standards & Integration Division, 360-438-3218, [agoranson@esd.wa.gov](mailto:agoranson@esd.wa.gov)