Activities, Inputs
Outputs, Results!

Measures,
Outcomes &
Impact!

Adult Team GMAP

We ensure accountability

Our work leads to better

access, consumer protection, retention, and success

for Washington's adults in workforce education & training programs

June 2009

Presenters: Members of the Workforce Board's Adult Team

Featuring... Adult Team

Julie Anderson (Carl Perkins / WAVE / Board Administration)

Donna Ashman (Vets Approval / Administration)

Terri Colbert (Carl Perkins Policy)

Minh Mai (Financial / Human Resources)

Martin McCallum (Policy) *Co-Team Lead*

Barbara Mix (Policy / ETP / Career Bridge)

Carol Nix (Private Career Schools)

Peggy Rudolph (Private Career Schools)

Patricia Spencer (Private Career Schools)

Marina Parr (Communications)

Karen Pyle (Research / ETP / Career Bridge)

Madeleine Thompson (Policy / Legislative Liaison) *Co-Team Lead*

Terry Travis (Research)

Lee Williams (Vets Approval)

Adult Team Objectives

Advocate for, facilitate, and promote:

a. Increased access to postsecondary workforce education and training programs (including consumer protection for students at private schools)

b. Improved retention and success in postsecondary workforce education and training programs

c. Career advancement and self-sufficiency for adults with barriers to education and training, and employment success

d. Improved services and results for customers in workforce development programs by integrating services

Outcomes Inform Activities

What informs the development of adult strategies in High Skills, High Wages?

- **Employer survey -** Even in economic downturns employers report they cannot find enough people prepared with occupational skills
- **Gap Analysis -** We are meeting only 92 percent of employer's need for skilled workers
- **Program Evaluations and Studies** - e.g., *Workforce Training Results* and the *Tipping Point* Study that found individuals who have at least one year of postsecondary education and a credential have a much better chance of being able to gain employment that pays enough to support themselves and their families
- **Qualitative Research, Field Experience, Expert Advice**

Logic Model for Adult Team

Objective A: Access to Postsecondary Workforce Education and Training

so that…

The Adult Team develops and advocates policies and budget recommendations that promote increased access (and consumer protection)

Inputs

so that…

Policy and Advocacy
Develop strategies for High Skills, High Wages adult section (expand mid-level capacity, high demand)

Program
- Enhance info on education and careers for adults (WA's Career Bridge, Career Guide and marketing)
- Develop and maintain the Eligible Training Provider List
- Ensure consumer protection for students attending private career schools

Communication
- Develop Perkins policies that increase access to workforce education
- Communicate the benefits of postsecondary education, training credentials, lifelong learning

Research
- Research and analysis as for Workforce Training Results

Activities

so that…

Performance Measures:

- Number of enrollments in postsecondary workforce education programs
- Number of hits on WA's Career Bridge
- Numbers of programs and providers on ETP
- Number of students protected from private career school closures
- Articles in the news/ reports completed/ distributed/website hits re adult workforce issues and initiatives

Outputs (Results)

so that…

Adults are prepared to enter well-paid jobs.

Measures
- Participant satisfaction with job training programs
- Employer satisfaction with job training program completers

Intermediate Outcome

so that…

We close the skills gap and improve the prosperity and quality of life.

Measures
- Skills gap
- Median earnings

Ultimate Outcome

Workforce Training and Education Coordinating Board

Activities and Results

Coming Attractions

Activities to Increase Access

Policy and Advocacy

- Creating and advocating for policies in High Skills, High Wages – Adult Goal
  - Expand capacity in workforce education and high demand programs, Financial Aid (see Objective 2B), Education delivery for lifelong learning, working adults (see Objective 2C)

Program

- The Eligible Training Provider List
- Washington's "Career Bridge" Web Site
- Administration of the private career schools act

Communication

- Marketing our messages, disseminating our research, policies, and planning and resource publications

Research

- Analyzing postsecondary workforce education for accountability and to lead to improvements

Activities and Results

Policy and Advocacy: Access

ACTIVITY: Advocating policy and budget recommendations and communicating the need with Governor, Legislature, Policy Bodies	→	**RESULT (Input / Output):** Governor, Legislature, Policy Bodies Adopt Recommendations
Expand number of slots for mid-level postsecondary workforce education (Job Prep at CTC, apprenticeship and private career schools)	→	2005-2007 and 2007-2009 State Operating Budgets expanded slots at Community and Technical Colleges and for apprenticeships
Expand enrollments in high employer demand programs of study	→	2009 Legislation and budget place priority high employer demand programs of study, former two biennia provided significant budget support
Develop and advocate for implementation of the Health Care Personnel Shortage Task Force, Staff the Task Force	→	Health care prominent in High Demand 2009 Legislation (e.g.,5908) Budget crisis leads to reversal of one strategy to survey the health care workforce

Activities and Results

Improving and Maintaining the Eligible Training Provider List

We maintain the eligible training provider list to be sure the information on the website is timely and accurate.

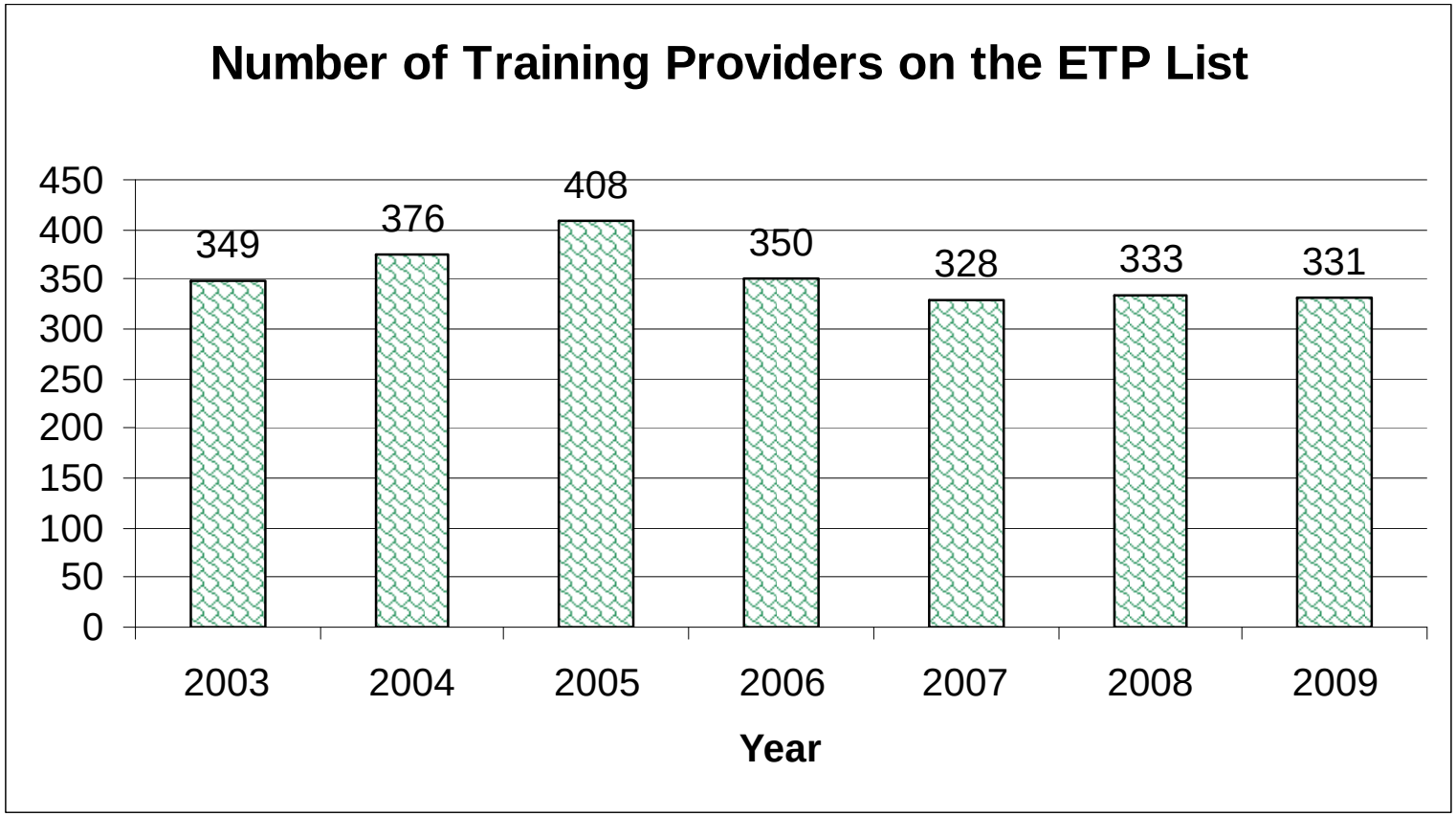
We set minimum standards, approved by the Board, and conduct the analysis that determines whether or not training programs remain eligible from year to year.

Improvements to the Eligible Training Provider List as part of Career Bridge:

- Enhanced training provider portal and administrative tool are easier to use
- Improved accuracy and completeness of school and program information
- New information that helps users overcome barriers to access and completion

Activities and Results

Improving and Maintaining the Eligible Training Provider List



Activities and Results

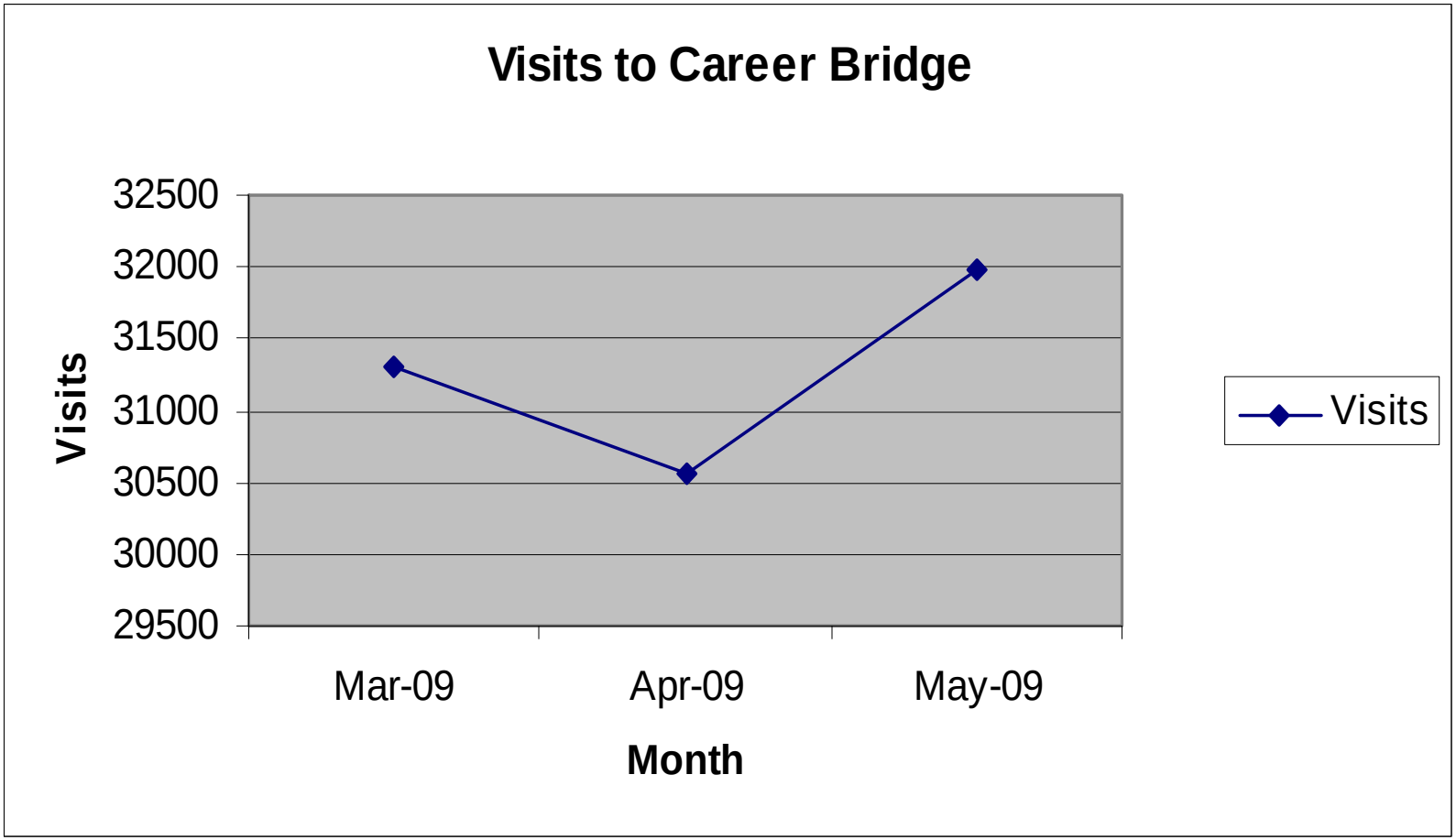
Washington
Career Bridge
Find the education & training you need to get the job you want

- Career Bridge launched in March
- Already, over **30,000** hits per month
- Nearly **5,000** education programs
- Full launch in August for back to school

Activities and Results

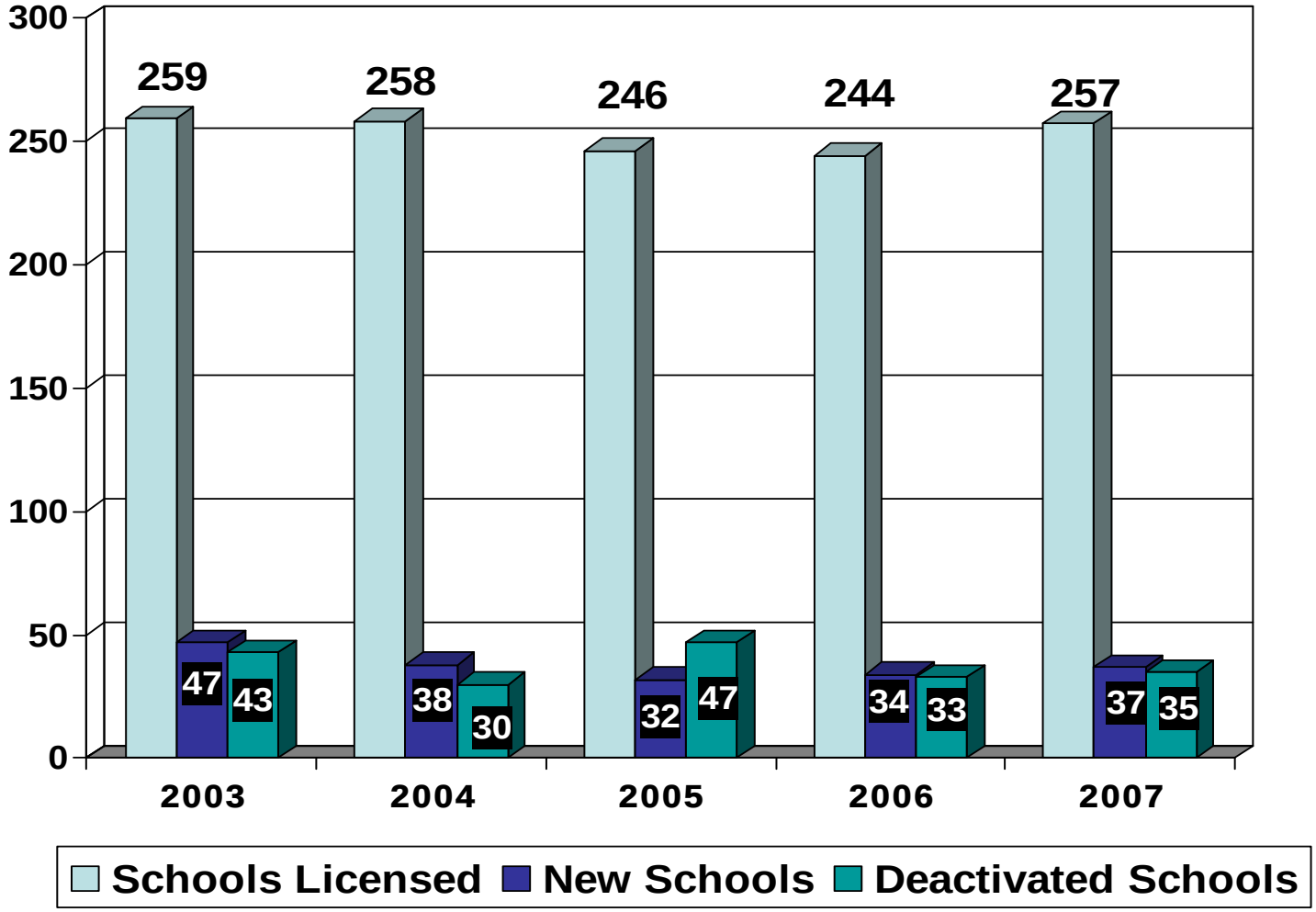
Washington Career Bridge

Find the education & training you need to get the job you want



Activities and Results

Consumer Protection for Private Career School Students



Activities and Results

Consumer Protection for Private Career School Students

We Ensure that Schools Meet Minimum Standards

We evaluate approximately 42 initial and 260 renewal applications each year to determine whether the schools meet minimum standards

- *Financial viability*
- *Qualified administrators and instructors*
- *Uniform cancellation and refund policy*
- *Catalog and enrollment agreement that contain required disclosures*
- *Effective procedures to evaluate applicants' ability to benefit from training*
- *Timely tuition recovery trust fund payments*

- We provide consultative services to approximately 30 new schools annually
- We review & approve new and revised programs at existing schools
- We audit schools for compliance with minimum standards

Activities and Results

Consumer Protection for Private Career School Students

Protecting Students From Unfair Business Practices

- Adjudicate anywhere from 20 to 75 student complaints each year.
- Facilitate the orderly closure each year of an average of 37 schools.
- Intervene when schools close abruptly and without proper notice.
- Administer a tuition recovery trust fund to make refunds to students affected by school closures. For example:

  - In 2008 Broadcasters Training Network - $385,000 to 126 students
  - In 2006 Court Reporting Institute - $541,000 to 55 students
  - In 2002 Information Technology Institute - $305,000 to 30 students

Activities and Results

Consumer Protection for Private Career School Students

Strengthening the Private Vocational School Act

- Added 0.5 FTE
- Adopted WAC revisions defining financial viability, increasing faculty qualifications, identifying factors that put a school at risk of closure, and instituting procedures to help at-risk schools correct deficiencies
- Developed and implemented a schedule to conduct compliance audits
    - *Within six months of issuing a new school's license;*
    - *Every five years for licensed schools with annual revenue less than $250,000; and*
    - *Every two years for licensed schools with annual revenue greater than $250,000*

  (21 audits conducted so far this year, 45 last year)
- Developed a system for tracking efforts to rein in unlicensed schools

Activities and Results

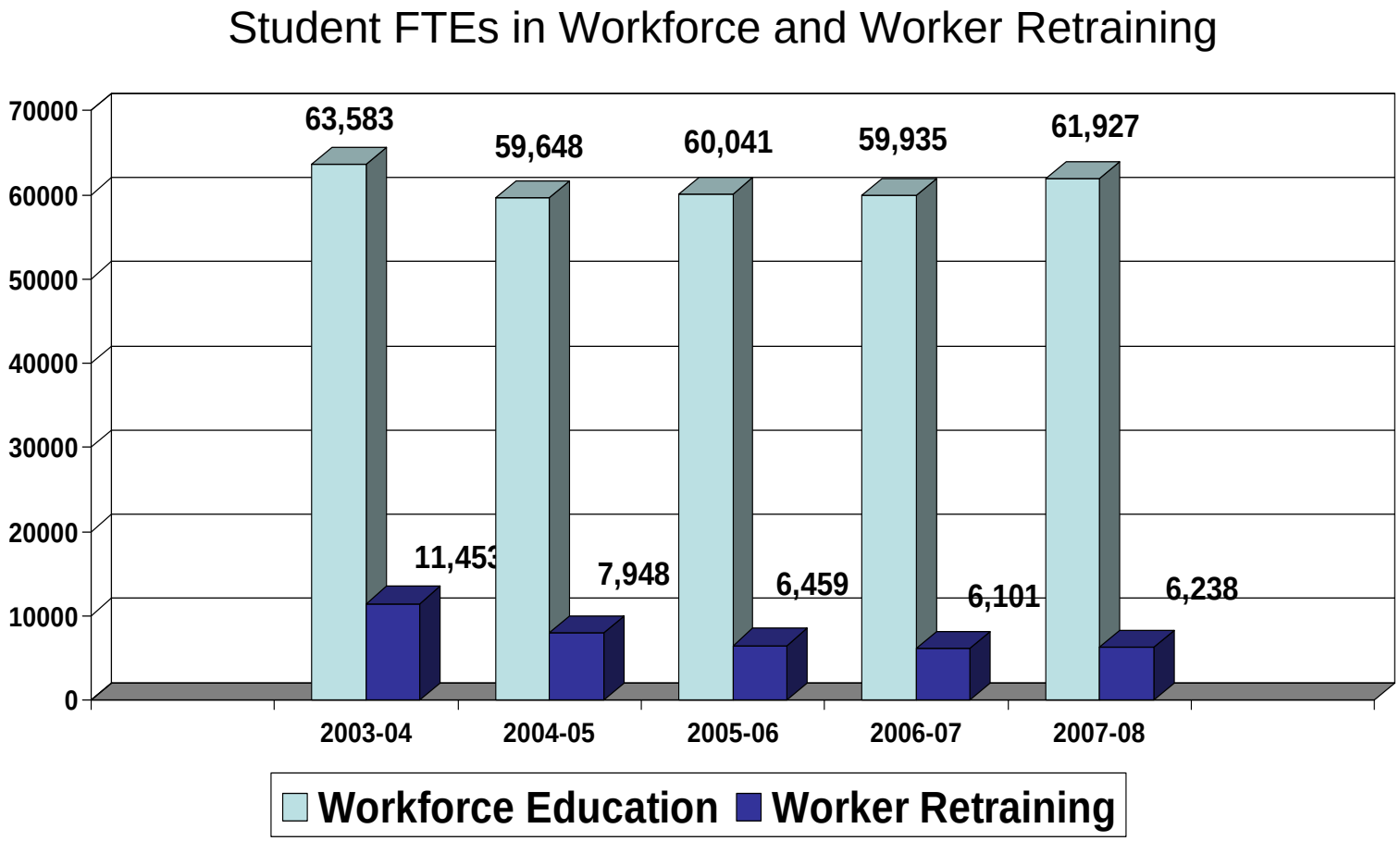
Communicating Adult Issues and Outcomes

- We market our messages and disseminate our research, policy, planning and resource publications
  - We work with reporters, send out newsletters, present at conferences, create and promote reports online and hardcopy

- *Where Are You Going?* Career Guide: 96,500+ distributed in 2008
- *Workforce Development Directory:* 700 printed; 650 distributed
- *Workforce Matrix* tri-fold poster: 1,000 printed; 980 distributed
- *High Skills, High Wages 2008-2018*: 1,000 printed; 950 distributed
- *High Skills, High Wages* one-pagers for Adults, Youth and Industry: printed on demand, Estimate: 300 distributed
- *Workforce Training Results*: 500 printed; 450 distributed
- *CTE Invest in Success* brochures: 20,000 printed; 5,000 distributed

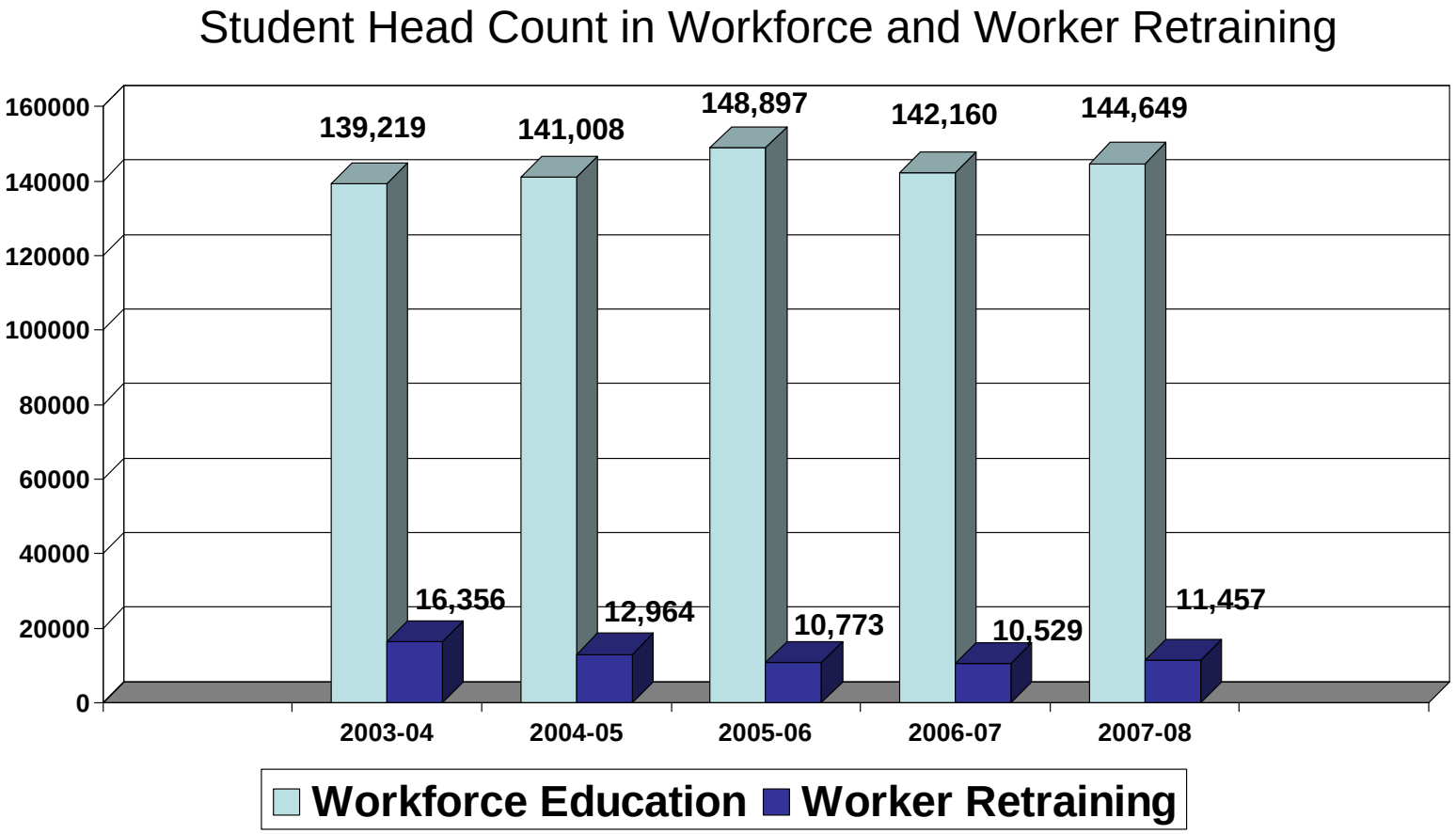
Results

Enrollments in Community & Technical College Workforce Education and Worker Retraining



Source: 2007–2008 Academic Enrollment Report

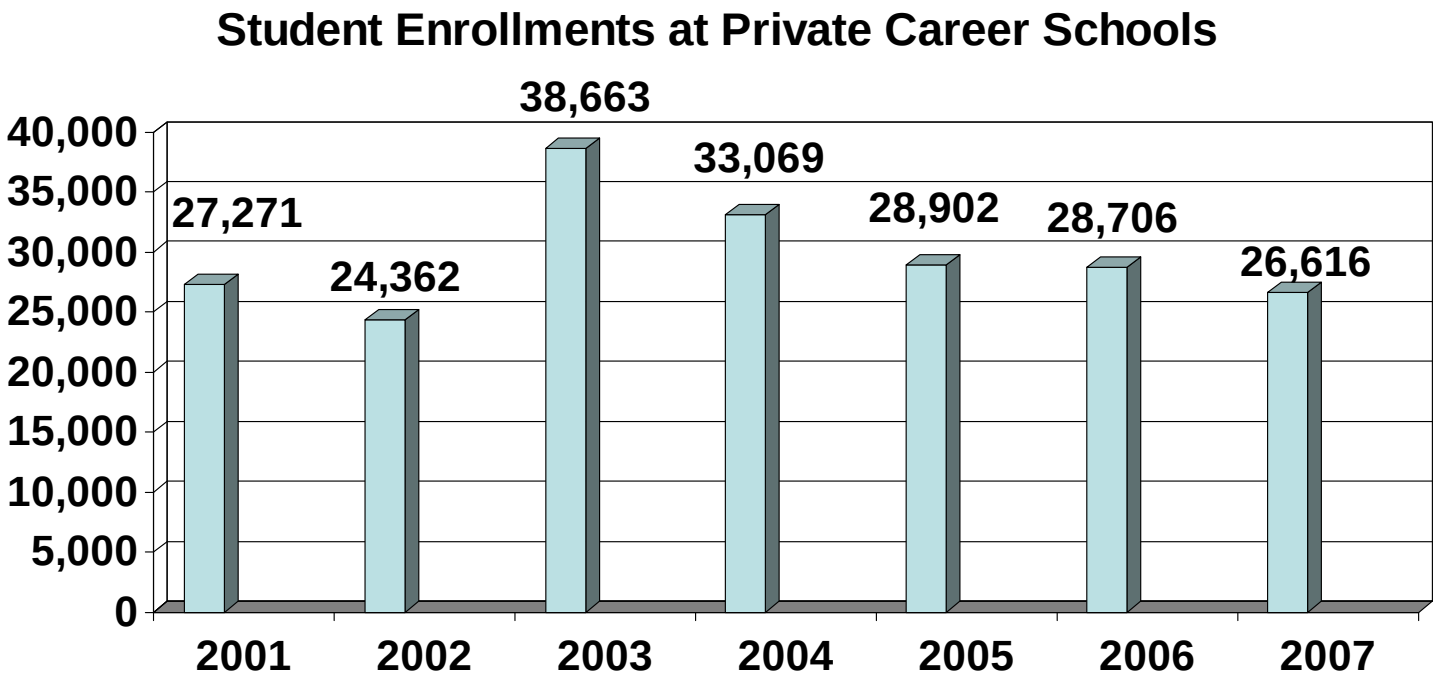
Results Enrollments in Community & Technical College Workforce Education and Worker Retraining



Source: 2007–2008 Academic Enrollment Report

Results

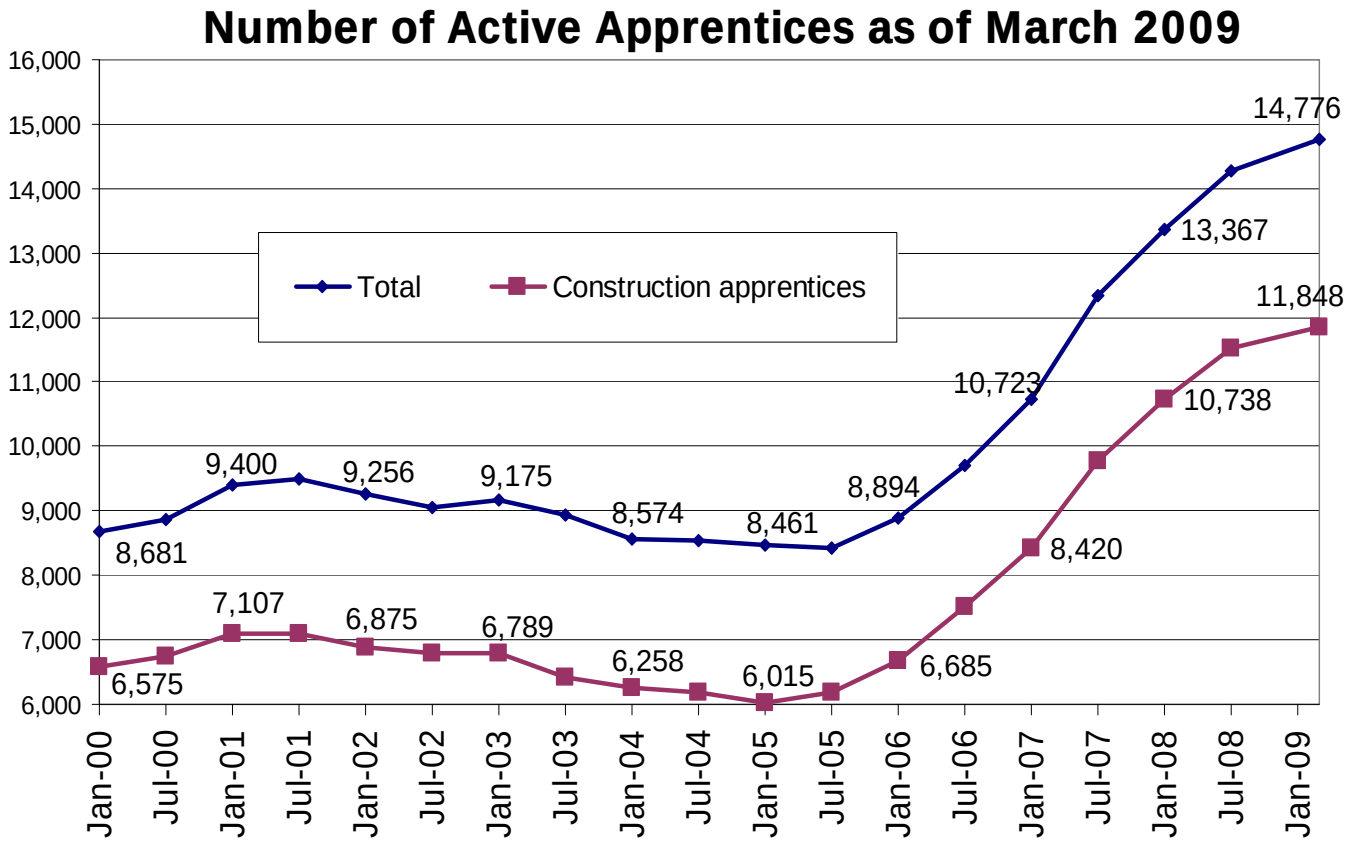
Enrollments at Private Career Schools Spiked in 2003



Source: Workforce Training and Education Coordinating Board, Karen Pyle

Results

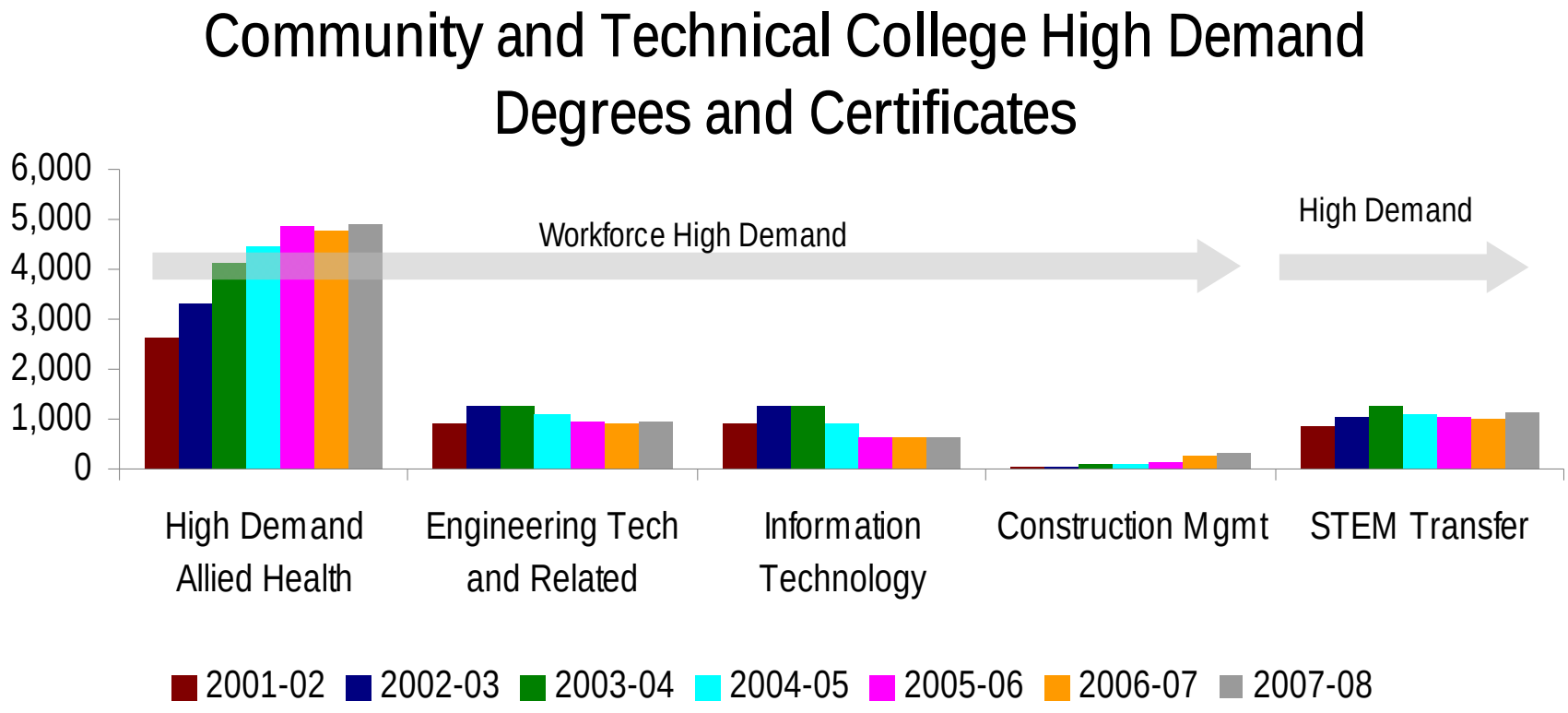
Active Apprenticeships Have Grown



Source: Department of Labor and Industries Annual Report 2008

Outputs & Measures

Enrollments in High Demand



Source: SBCTC High Demand GMAP, 2009

Outcomes and Impacts

Outcomes and Impacts

- Outcomes and impacts are similar for all adult objectives.
- We present ultimate outcomes and impacts at the end.

Logic Model for Adult Team

Objective B: Retention in Postsecondary Workforce Education and Training

so that…

so that…

so that…

so that…

Inputs

- The Adult Team develops and advocates policies and budget recommendations that promote increased retention and success in workforce education and training programs.

Activities

Policy and Advocacy
- **Develop strategies for** High Skills, High Wages adult section to increase retention and success
- Financial Aid for low-income and/or working adults: Opportunity Grant, State Need Grant for Part-Time students, one-stop internet tools for financial aid and career information, WAVE
- Transfer and articulation and credit for prior learning
- Development of applied baccalaureate degrees

Program
- Developing Perkins policies
- Administering WAVE

Research
- Research and analysis of retention and completion in workforce programs

Outputs

Performance Measures:

- Numbers of students completing workforce education programs (CTC Job Prep, Private Career Schools and Apprenticeships)
- Number of students transferring from two-year to four-year programs
- Number of enrollments in applied BA programs
- Results for Opportunity Grants Students
- Results for Part-Time Financial Aid

Intermediate Outcome

Adults are prepared to enter well-paid jobs.

Measures
- Participant satisfaction with job training programs
- Employer satisfaction with job training program completers

Ultimate Outcome

We close the skills gap and improve the prosperity and quality of life.

Measures
- Skills gap
- Median earnings

Workforce Training and Education Coordinating Board

Coming Attractions Activities to Improve Retention and Success

Policy and Advocacy

- Create & advocate for policies in *High Skills, High Wages* – Adult Goal
  - For example, expanding financial aid and support services for low income working adults
  - Improve articulation, transfer & credit for prior learning
  - Expand applied baccalaureate degree options
  - Support retention strategies to increase completion and success

Program

- WAVE for adults
- Perkins policy development

Research

- Analyzing postsecondary workforce education for accountability and to lead to improvements

Activities and Results

Policy and Advocacy:

Retention and Success at School and Work

ACTIVITY: Advocating policy and budget recommendations and communicating the need with Governor, Legislature, Policy Bodies	→	**RESULT (Input / Output):** Governor, Legislature Policy Bodies Adopt Recommendations
Create and expand the **Opportunity Grant** program	→	Opportunity Grant created in 2007 at $15 million, in 2008 $23 million provided per biennium, maintained 2009-2011
Expand **financial aid to support part-time students** (many low-income adults are part-time students)	→	State Need Grant Expanded to Serve Part-Time Students Maintained in 2009-2011 budget
Support development and expansion of **Applied Baccalaureates** as an educational pathway for workforce education students	→	Applied Baccalaureates created at four community colleges in 2007, expanded to seven community colleges in 2008
Specific retention strategies: - The **Opportunity Mentorship** Pilot - SBCTC's **Student Achievement Initiative**	→ →	SBCTC provides us with $$ to contract with pilot WDC sites that provide mentors to Opportunity Grant students Workforce Board endorsed the Student Achievement Initiative, the Legislature directed Community and Technical Colleges to do it

Activities and Results

Opportunity Grant
Helps Low-Income and Diverse Students

- **$15 million allocated in 2007 as a Pilot Program**
- **2008 Legislature expanded the program to $23 million for the biennial budget, maintained in 2009-2011**

Early Results (SBCTC October 2008 Report):

- Opportunity Grants to 3,871 students in 2007-2008

  in 130 high-demand occupational fields, predominantly health care with registered nursing the highest student enrollment.
- Programs in business administration and management were the next highest
- Opportunity students' average age was 32 years
- Nearly two-thirds (63 percent) were parents
- Forty-three percent were people of color
- Median income for independent Opportunity students 24 and older was $13,726
- Dependent students under 24, the median family income of their parents was $23,585

Activities and Results

Opportunity Grant

Early Results Show Higher Retention, More Success

- 81 percent of Opportunity students who enrolled in fall 2007 were still enrolled in the spring or left having reached the completion threshold.
- Opportunity students had higher retention/completion rates than their comparison counterparts after taking into account type of aid packages, dependent or independent status and whether or not the student started the year full or part-time.
- The overall achievement rates were also higher for Opportunity students than for the comparison groups of students.
- Employment outcomes for students who left college training in June 2008 will be measured and reported in fall 2009.

Activities and Results

Applied Baccalaureates

- The first offering of 300 and 400 level courses in applied baccalaureate programs at four colleges – Bellevue, Olympic, Peninsula and South Seattle Community Colleges. The students in these programs started in fall 2007

- 90 FTE enrolled meeting 113 percent of the target

- Legislature directed expansion to three more colleges (now seven programs at seven different colleges are authorized and under way)

Activities and Results Opportunity Mentorship

- Administer Opportunity Mentorship pilots
  - Seattle-King County WDC and Seattle-King community colleges
  - South Central WDC and Yakima Valley Community College
  - Programs provide industry mentors to students in health care programs to improve program retention and transitions to work
  - Conducting preliminary evaluations
  - Further work to continue

Activities and Results

WAVE for Adults

- WAVE applicants include both high school seniors and adult students at Community and Technical Colleges.
- Annually there are 49 WAVE recipients from the Community and Technical Colleges – one for each legislative district.

Activities and Results

Develop Perkins Policies

- Develop Perkins policies that promote retention and success in postsecondary career and technical education.
  - Programs of Study
    - Aligned with Career Counseling
    - Developed to include academic and industry-recognized skills and knowledge at the appropriate level
    - Lead to an industry-recognized credential, certificate, degree, or apprenticeship.
  - $75,000 for postsecondary nontraditional programs

Activities and Results Postsecondary Perkins

- Leadership funds used for professional development at the Community and Technical Colleges
  - Grants for industry-based professional development (faculty maintain currency within their field)
    - 2004-2005 84 grants
    - 2005-2006 85 grants
    - 2006-2007 112 grants
  - Statewide support staff training, faculty skills standards and workforce deans' training

Activities and Results

Perkins-Funded Leadership Grants

- To improve performance in recruitment, retention and success of students in nontraditional occupations *(7 grants)*
- To develop and improve business and industry *(9 grants)*
- To serve economically disadvantaged *(9 grants)*
- To serve educationally disadvantaged students *(7 grants)*
- To support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards *(13 grants)*

Activities and Results

Perkins-Funded Leadership Grants

- To support vocational technical education programs that integrate and strengthen academics and vocational components through curriculum development *(15 grants)*
- To develop, improve, or expand the use of technology in vocational technical programs *(19 grants)*
- To identify and develop assessment projects *(11 grants)*
- To improve recruitment and retention in professional technical programs *(23 grants)*

Results Retention in Adult Programs

Program for Adults	Percentage of participants who completed a credential
Community and Technical College job prep (workforce education)	59%
Private Career Schools	79%
Community and Technical College Worker Retraining	61%
WIA Dislocated Worker Program	73%

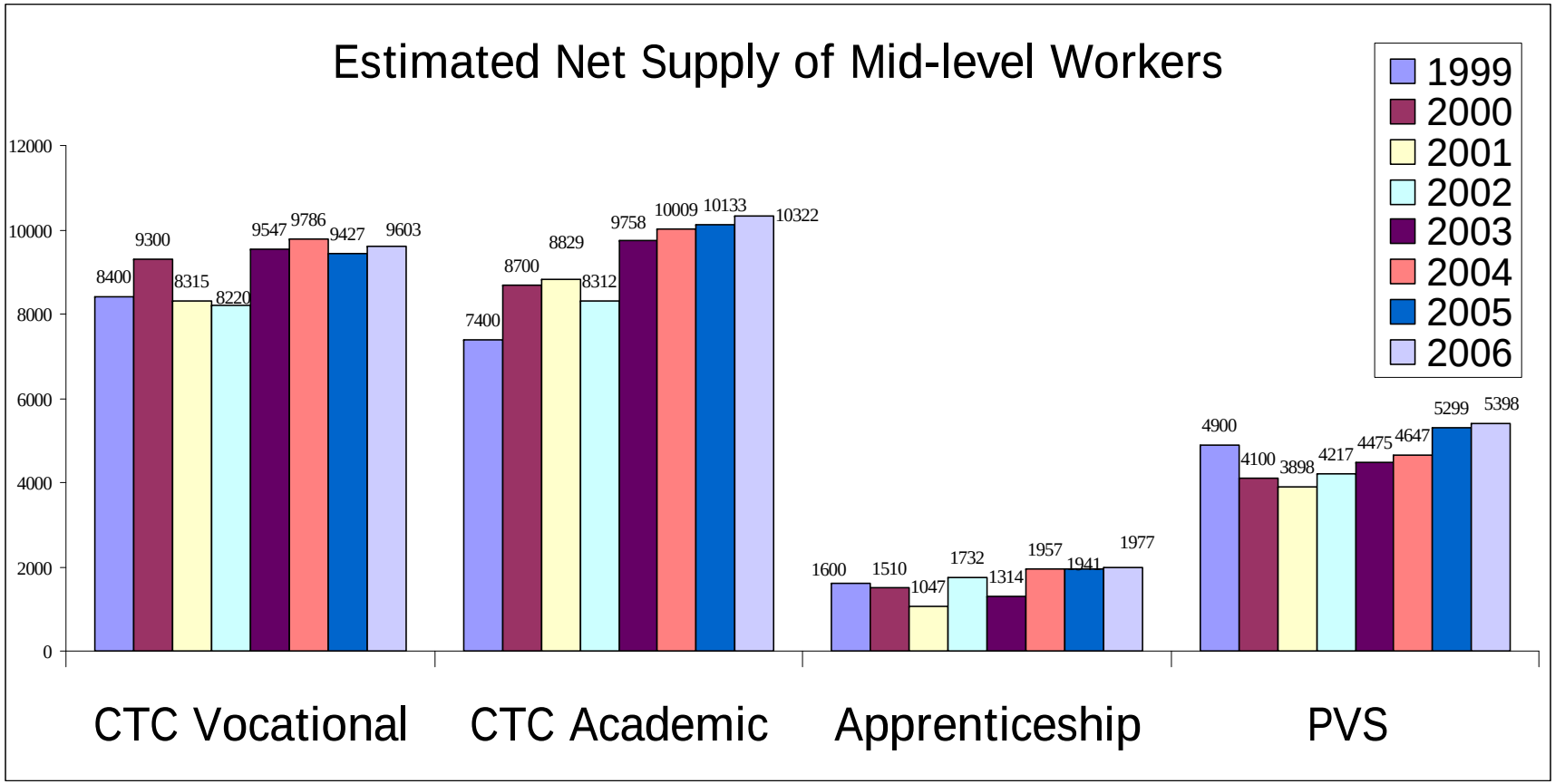
Results

Retention and Success in Adult Programs

- Apprenticeship: The median time to complete an apprenticeship was 43 months. Those who left apprenticeships typically did so at the 17 month mark.
- Adult Basic Education Students not enrolled in I-BEST often do not transition to workforce education programs, or are not ready for college-level work
- Division of Services for the Blind: Some 55 percent of clients were classified as rehabilitated upon leaving the program (that is, they were working for at least 90 days prior to leaving the program).
- WORKFIRST: Only 53 percent of clients had employment reported in ESD wage files during the third quarter after leaving the program, and only one in five were working 30 hours per week or more. The median earnings of those working ($12,775), was not sufficient for a two-person family to live above the poverty level.

Results

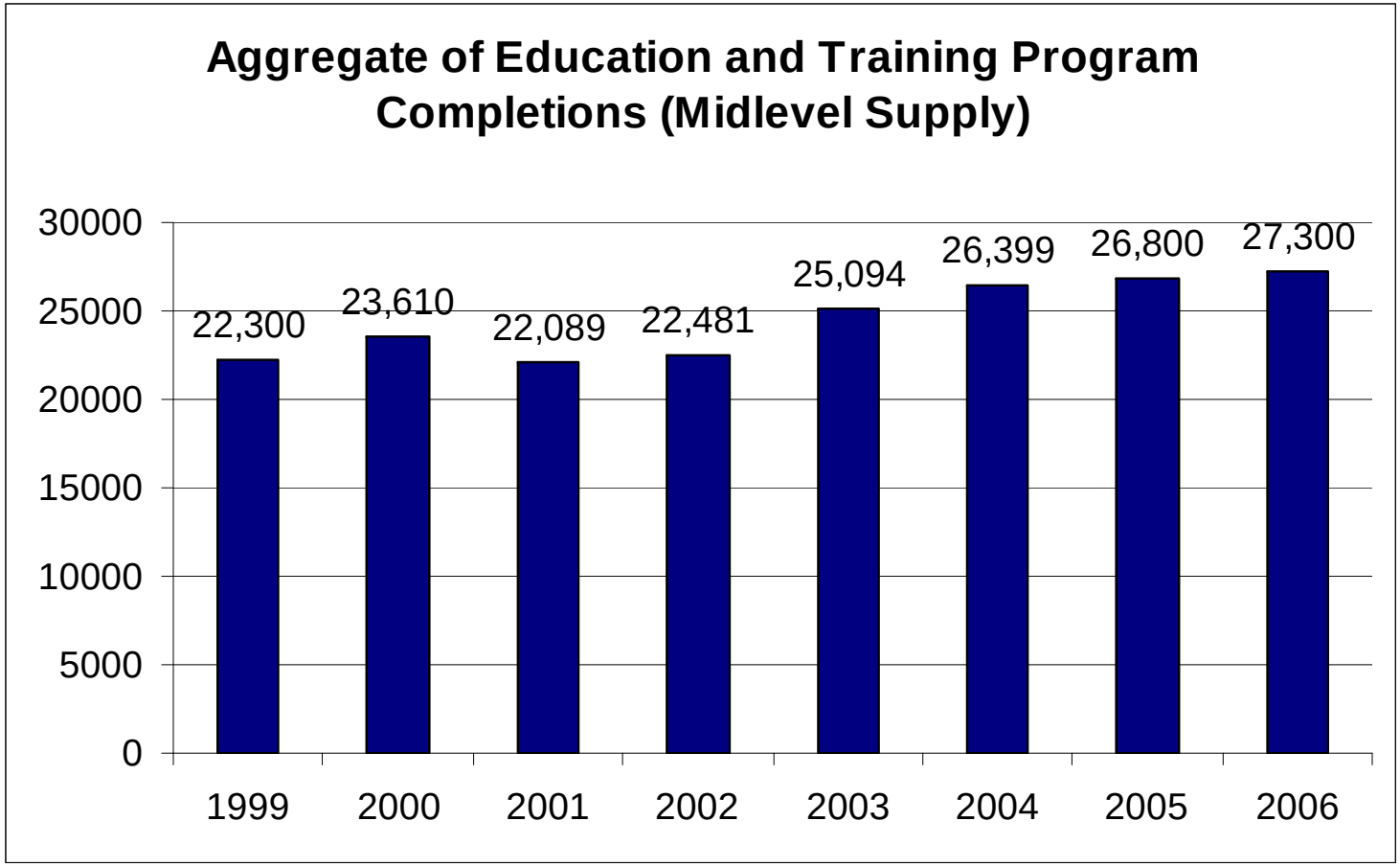
Completions = Supply of Workers with Mid-Level Preparation



Source: James Hu, Gap Analysis, Workforce Board, 2009.

Results

Supply of Workers with Mid-Level Preparation



Source: Derived from James Hu, Gap Analysis, Workforce Board, 2009.

Logic Model for Adult Team

Objective C: Career Advancement and Self-Sufficiency for Adults with Barriers to Education and Employment

so that…

so that…

so that…

so that…

Inputs

- The Adult Team develops and advocates policies and budget recommendations that promote career advancement and self-sufficiency for adults with barriers to education and employment
- *People of color*
- *People with disabilities*
- *Women*
- *Vets*
- *Ex-Offenders*
- *Low-Income Adults*

Activities

Policy and Advocacy
- Develop strategies for *High Skills, High Wages* adult section
- Develop and advocate policies for employment and training services for adults with disabilities
- Expansion of I-BEST
- Lifelong Learning Accounts and Workplace Learning
- Financial Aid (covered in 2B)

Program
- VETS program approval
- Opportunity Partnership Pilot oversight & evaluation

Research
Research and analyze program results for target populations (published in Focus papers)

Outputs

Performance Measures:

- Number of enrollments and completions for target populations in postsecondary workforce education programs

Intermediate Outcome

Adults with barriers are prepared to enter well-paid jobs.

Measures
- Participant satisfaction (target populations) with job training programs

Ultimate Outcome

We close the skills gap and improve the prosperity and quality of life.

Measures
- Skills gap for target populations
- Median earnings for target populations

Workforce Training and Education Coordinating Board

Coming Attractions

Activities to Improve Access and Retention for Target Populations

Policy and Advocacy for Target Populations: People of color, individuals with disabilities, women, ex-offenders, vets, (often overlaps with low-income)

- Create & advocate for policies in *High Skills, High Wages* – Adult Goal
  - Develop and Expand I-BEST (our Workforce Training Results Evaluations beginning in 2002 reported significant benefits of IBEST model)
  - Expand Adult Learners Strategies: Lifelong Learning Accounts, Workplace-Based Learning and specific models such as Health Employee, Education and Training (HEET)

Research

- Our major product is: *Focus Papers* that analyze outcomes for:
  - African Americans
  - Asian and Pacific Islanders
  - Hispanics
  - Native Americans
  - People with Disabilities and
  - Women

Activities and Results

Policy and Advocacy: Access and Retention for Target Pops

ACTIVITY: Advocating policy and budget recommendations and communicating the need with Governor, Legislature, Policy Bodies	→	**RESULT (Input / Output):** Governor, Legislature Policy Bodies Adopt Recommendations
Develop and Expand I-BEST (our Workforce Training Results Evaluations beginning in 2002 reported significant benefits of Adult Basic Education when integrated with occupational training)	→	SBCTC creates IBEST, Legislature and Governor fund expansion as part of targeted enrollments in 2007-2009, $4.9M in 2008 supplemental budget, Obama mentions IBEST from WA in a speech on expanding access and retention in postsecondary education.
Expand Adult Learner Strategies: Lifelong Learning Accounts	→	Workforce Board receives grant for LiLAs
Expand Adult Learner Strategies: Workplace Learning	→	2008 Legislation directs Workforce Board to undertake Workplace Learning Initiative
Expand Adult Learner Strategies: Specific workplace learning models piloted in Health Care	→	State Operating Budgets provide funding for HEET in 2008 and expand budget to $2.75 million for the biennium in 2009-2011

Activities and Results

I-BEST

A 2009 Community College Research Center evaluation of WA's I-BEST (Integrated Basic Education and Skills Training Program) found I-BEST students "achieved better educational outcomes than did other basic skills students."

I-BEST students were more likely than others to:

- Continue into credit-bearing coursework;
- Earn credits that count toward a college credential
- Earn occupational certificates, and
- Make point gains on basic skills tests

The Legislature and Governor provided funds to expand I-BEST in 2007-09 and again in 2008.As a result enrollments doubled (54 percent growth) to 880 FTEs.

Washington's I-BEST was promoted as a best practice by President Obama. See clip on I-BEST at 13 minutes and 23 seconds: http://www.connectlive.com/events/ednews/index.html

What are LiLAs?

- ✓ Lifelong Learning Accounts (LiLAs) are employer-matched, portable individual accounts to finance employee education and training
- ✓ Pilot goal: Five employers and 30 employees participating in LiLA

LiLAs
Lifelong Learning Accounts

Higher Earning Power
More Opportunities
Meaningful Careers

WSECU
WASHINGTON STATE EMPLOYEES CREDIT UNION

whca
Washington Health Care Association

HALOSOURCE®
Clean Water & Antimicrobial Solutions

Activities and Results Adult Learning Initiatives

- Digital workplace-based learning initiative directed in SB6295 of 2008
  - Workforce Board hold successful meeting in 2008
  - Submit preliminary report delivered to 2009 Legislature
  - Looking for additional foundation support
  - Final Report due to legislature this year

- Training for Incumbent Health Care Workers
  - Health Care Task Force support “Health Employee Education and Training” initiative (SEIU and Health Workforce Institute, Governor and Legislature provide funds for expansion of the pilot in the 2009-2011 biennium

Program Activities

Veterans Education

The G.I. Bill (Servicemen's Readjustment Act of 1944) was created by Congress in 1944.

A new G.I. Bill was signed in to law in 2008. The new bill, known as the Post-9/11 G.I. Bill (also known as Chapter 33 benefits) is the most comprehensive education benefits package since the original G.I. Bill. The new bill provides:

- Cost of tuition and fees, not to exceed the most expensive in-state undergraduate tuition at a public institution of higher learning (IHL)
- Monthly housing allowance equal to the basic allowance for housing
- Yearly books and supplies stipend of up to $1,000 per year
- The new bill has a 15 year delimiting date
- Offers the opportunity to transfer benefits to a spouse or dependent children.

Program Activities

Veterans Education

State Approving Agencies

After World War II, Congress decided that each state should have an agency to determine which programs within their borders are appropriate for veterans to enroll in to utilize their Veterans Administration (VA) educational benefits. As a result, State Approving Agencies (SAAs) were formed. The fundamental role of an SAA is to:

- Promote and safeguard quality education and training programs for veterans
- Ensure greater educational and training opportunities to meet the changing needs of veterans.
- Assist the VA in preventing fraud, waste, and abuse in the administration of the G.I. Bill.

Program Activities

Veterans Education

The Workforce Board approves:

1. Career and technical programs at Community and Technical Colleges
2. Associate degree and certificate programs at proprietary colleges
3. Certificate programs at private vocational schools
4. Certificate programs at public four-year institutions
5. High school diplomas
6. Licensing Exams

The HECB approves:

1. Bachelor degree programs at public four-year and proprietary colleges
2. General academic transfer program at Community and Technical Colleges
3. On-the-job training (OJT) & apprenticeship programs
4. Flight schools
5. Certification exams

Program Activities

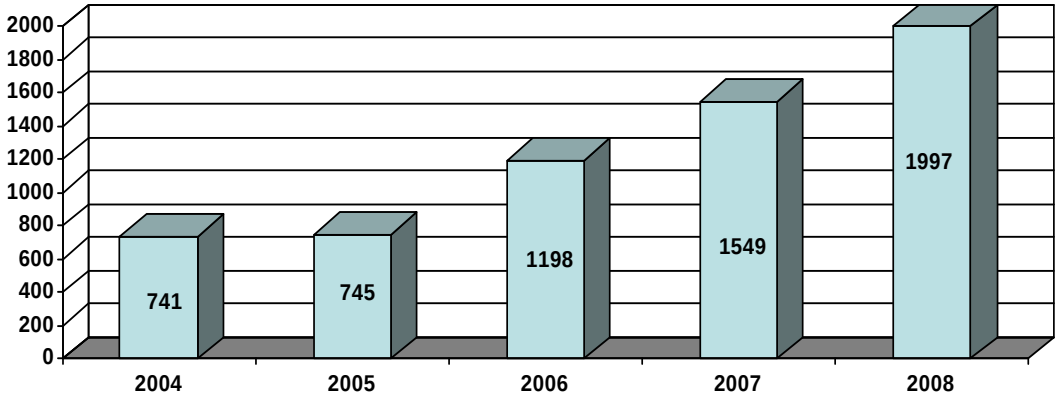
Veterans Education

State Approving Agency

Education and Training Facilities Enrolling Vets

We have 140 schools currently approved. Of those 140, approximately 100 are actively enrolling veterans and eligible individuals. The remainder have infrequent or no VA enrollments.

Each year, we approve new programs upon request from schools, and complete reauthorizations of new catalogs. Over the past five years, the number of approved programs has increased annually.



Program Activities

Veterans Education

State Approving Agency

Additional responsibilities of the state approving agencies:

- Conduct annual on-site supervisory and inspection visits
- Provide technical assistance with application approvals
- Provide information about training and education opportunities to veterans, military base personnel, employers and labor groups through outreach activities
- Serve as a liaison between Washington veterans, schools, and the U.S. Department of Veterans Affairs

➢Since the VA began rating state approving agencies, our agency, with one exception, has received the highest rating possible.

Logic Model for Adult Team

Objective D: Improve services and results for customers in workforce development programs by integrating services.

so that…

Inputs

- The Adult Team develops and advocates policies and budget recommendations that improve services and results for customers in workforce development programs by integrating services.

so that…

Activities

Policy and Advocacy
- Develop strategies for High Skills, High Wages adult section
- Identify barriers to integrated services as outlined in the Compact and develop policies and solutions to eliminate or reduce barriers
- Assist ESD and WDCs to improve customer service in WorkSource Career Development Centers

Research
Research and analyze results for WorkSource customers

so that…

Outputs

Performance Measures:

- Number of co-enrollments (to be developed)
- Number of staff receiving cross-training

so that…

Intermediate Outcome

Adults are employed and enter well-paid jobs.

Measures
- Employment rates of WorkSource Customers
- Earnings of WorkSource Customers

Ultimate Outcome

We close the skills gap and improve the prosperity and quality of life.

Measures
- Skills gap
- Median earnings

Workforce Training and Education Coordinating Board

Activities and Results

Policy and Advocacy: Improving integration of services

ACTIVITY: Advocating policy and budget recommendations and communicating the need with Governor, Legislature, Policy Bodies	→	**RESULT (Input / Output):** Governor, Legislature, other Policy Bodies Adopt Recommendations
Identify barriers to integrated services as outlined in the Compact and develop policies and solutions to eliminate or reduce barriers	→	Workforce Board signs Washington Workforce Compact, initial barriers identified and action taken
Assist ESD and WDCs to improve customer service in WorkSource Career Development Centers	→	Workforce Board assists ESD in developing and implementing "The WorkSource Initiative Framework." WIA ⇄ Wagner-Peyser Services

Activities and Results

Improving Customer Service at WorkSource Centers

Solutions to Reduce Integration Barriers	Actions Taken
The need for more staff cross-training	ESD is instituting a training academy
Address tension over performance measures	Workforce Board takes action on June 25, 2009
The need for streamlined co-enrollment process	- Workforce Board advocates for a WIA Youth Program serving youth through age 24 - Recovery Act Youth program waiver
Resource to co-locate staff among workforce partners	Workforce Board's WIA reauthorization recommendations
WorkSource initiative framework	WIA 10% grants to WDCs to integrate the framework

Outcomes and Impacts

Outcomes and Impacts

Intermediate Outcomes: Community and Technical College Job Prep Training

Skills: Percentage of participants who completed a credential.	59 percent
Participant Satisfaction: Percentage of former participants who were somewhat or very satisfied with their program.	91 percent
Employer Satisfaction: Percentage of employers who were somewhat or very satisfied with new employees who completed program.	97 percent

Outcomes and Impacts

Ultimate Outcomes: Community and Technical College Job Prep Training

Employment: employed during third quarter after leaving the program.	70 percent (in-state employment records) 84 percent (survey self-report)
Earnings: median annual earnings based on earnings during third quarter after leaving the program times four.	$24,509 (all) $26,126 (completers)

Outcomes and Impacts

Ultimate Outcomes

Net Impacts Three Years After Program for Community and Technical College Job Prep Training

	All Students (compared to comparison group)	Completers (compared to comparison group)
Employment Rate	+6.7 percentage points	+9.5 percentage points
Hourly Wage	+$2.06	+$3.18
Annual Earnings	+$4,032	+$6,116

Ultimate Outcomes

Benefit/Cost Evaluation
CTC Job Preparatory Training

Benefit and Costs of CTC Job Preparatory Training				
	First 2.5 Years After Program		Forecast to Age 65	
	Participant	Public	Participant	Public
Benefit Difference				
Earnings	$13,644		$90,455	
Employee Benefits	$2,729		$18,091	
Taxes	-$2,354	$2,354	-$15,603	$15,603
Transfers*	-$1,796	$1,796	-$1,324	$1,324
Cost Difference				
Foregone Earnings	-$2,309		-$2,309	
Program Costs**	-$3,869	-$7,560	-$3,869	-$7,560
TOTAL	$6,045	-$3,410	$85,442	$9,367

Notes: Benefits and costs are expressed in 2005 Quarter 1 dollars.

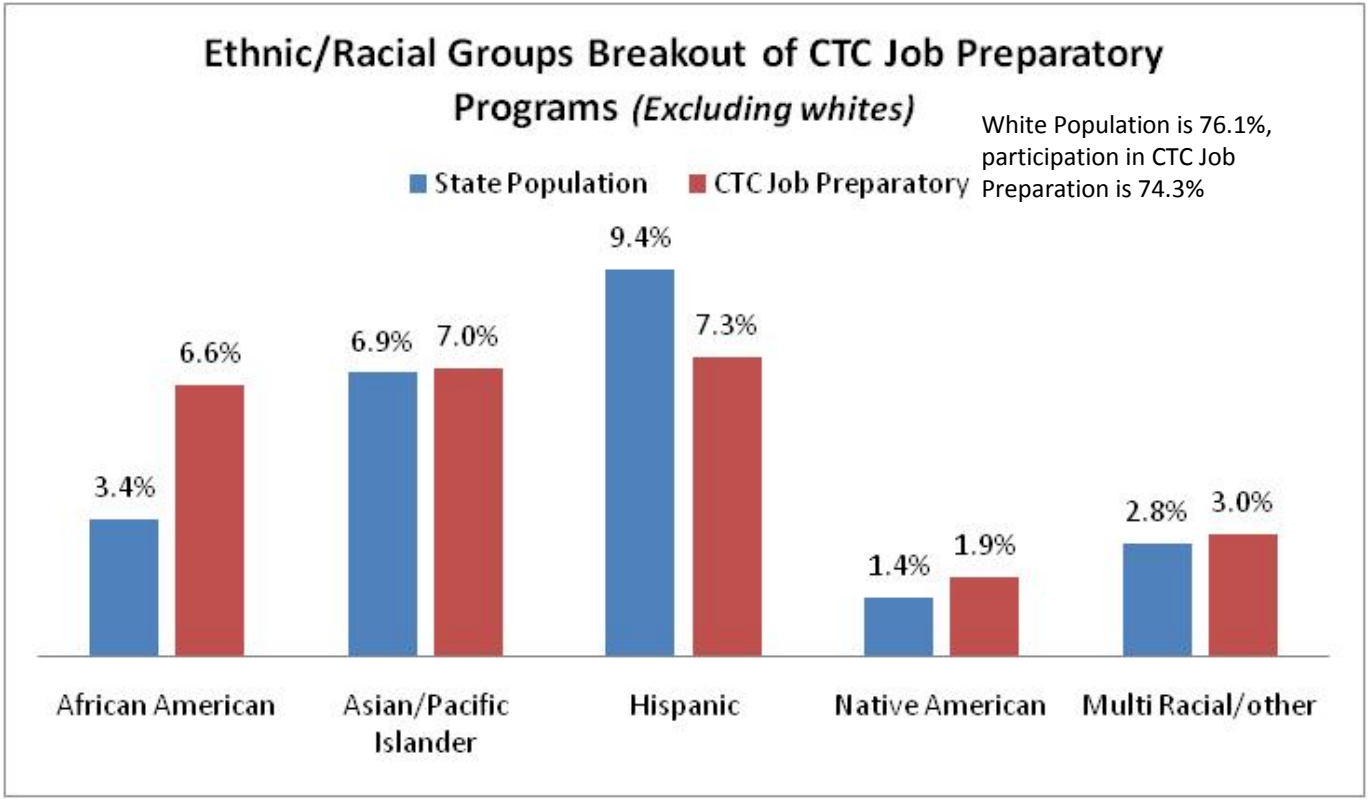
*Transfers include UI, TANF, food stamps, and medical benefits. TANF benefits reflect the value of cash grants, childcare, and other client support services.

**Participant program costs refer to tuition only; it does not include costs such as books and supplies. Public program costs do not include student financial aid programs.

Outcomes and Impacts

CTC Job Prep Results for Target Populations

Targeted Populations Participating in CTC Job Preparatory Program



Outcomes and Impacts

Wages by Race/Ethnicity

CTC Participants Post Program Wages and Earnings by Ethnicity			Percent of Difference to General Population	
Race/Ethnicity	Hourly Wage	Annualized Earnings	Wage	Earnings
African American	$13.10	$20,853.77	-6%	-15%
Hispanics	$12.37	$21,293.40	-12%	-13%
Asian/Pacific Islander	$12.20	$26,156.02	-13%	7%
Native Americans	$12.07	$18,837.03	-14%	-23%
Whites	$14.27	$25,001.10	2%	2%
Population of All Participants	$14.00	$24,508.65		

Look to Improve

CTC Job Preparation

Areas for Improvement

- Improve on the 59 percent completion rate.
- There are gender, racial, and ethnic differences in employment and earnings, and for people with disabilities. Guide target populations to higher paying career programs.
- Median age of 29. Continue efforts to increase enrollments among younger people.

We Could Have Covered...

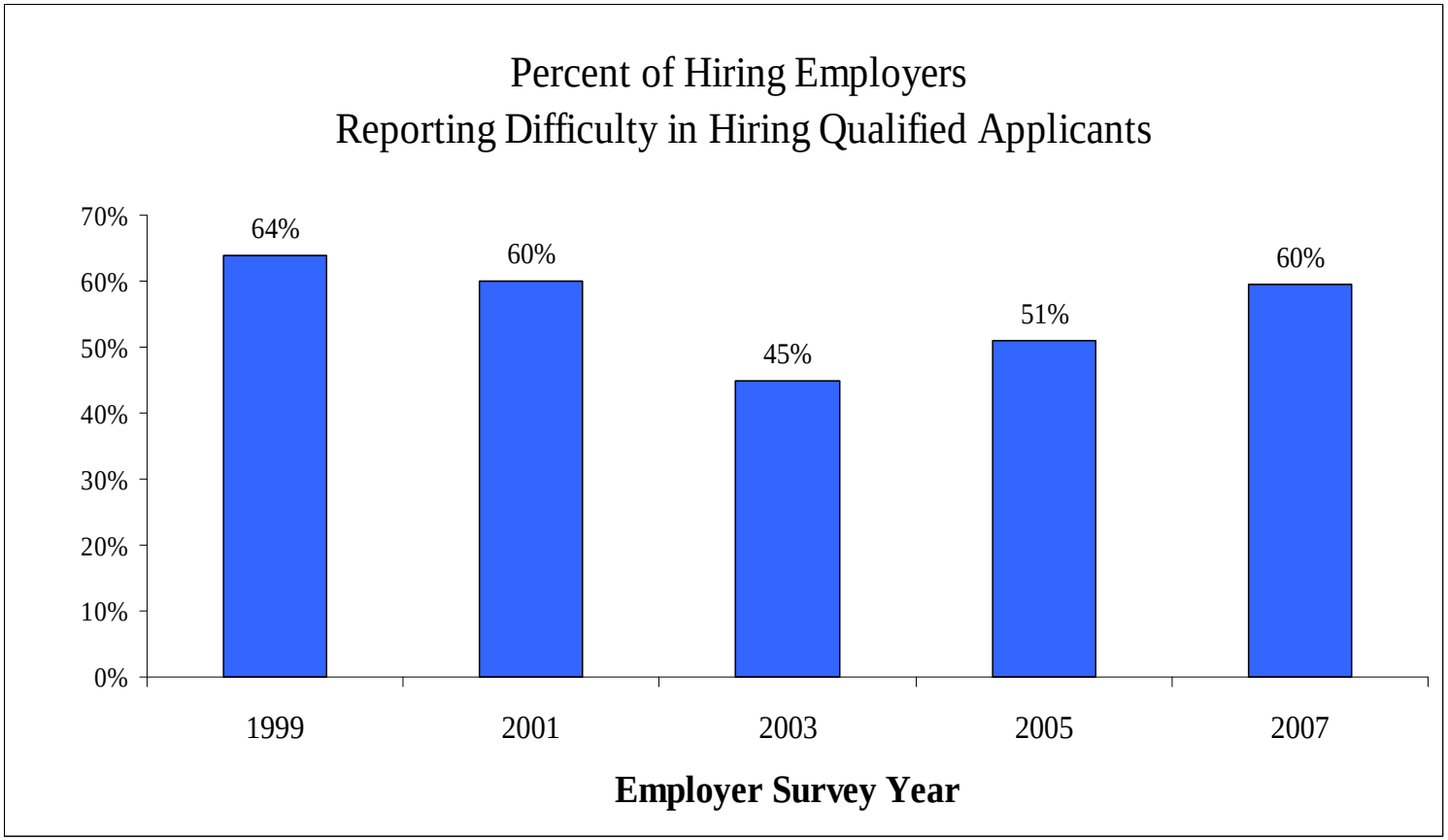
- Outcomes for participants and employers, and areas for improvement for:
  - Community and Technical College – Job Preparatory Training Adult Basic Education/English as a Second Language
  - Apprenticeships
  - Community and Technical Colleges – Worker Retraining
  - Division of Services for the Blind
  - Division of Vocational Rehabilitation
  - Private Career Schools
  - WorkFirst
  - Workforce Investment Act Title I-B Adult Program
  - Workforce Investment Act Title I-B Program for Dislocated Workers

Please see Workforce Training Results!

The Ultimate Impact...

Skills Gap

Even in a recent recession employers trying to hire had difficulty in finding qualified job applicants



Employers Have Difficulty Finding Qualified Workers in All Industry Sectors

Sector		Percent of Employers Among Employers Attempting to Hire - 2007
Agriculture/Food Processing		63 percent
Construction		69 percent
High Technology *		47 percent
Manufacture		67 percent
Services		48 percent
Trade		75 percent
Other Industry		64 percent
All Firms		60 percent

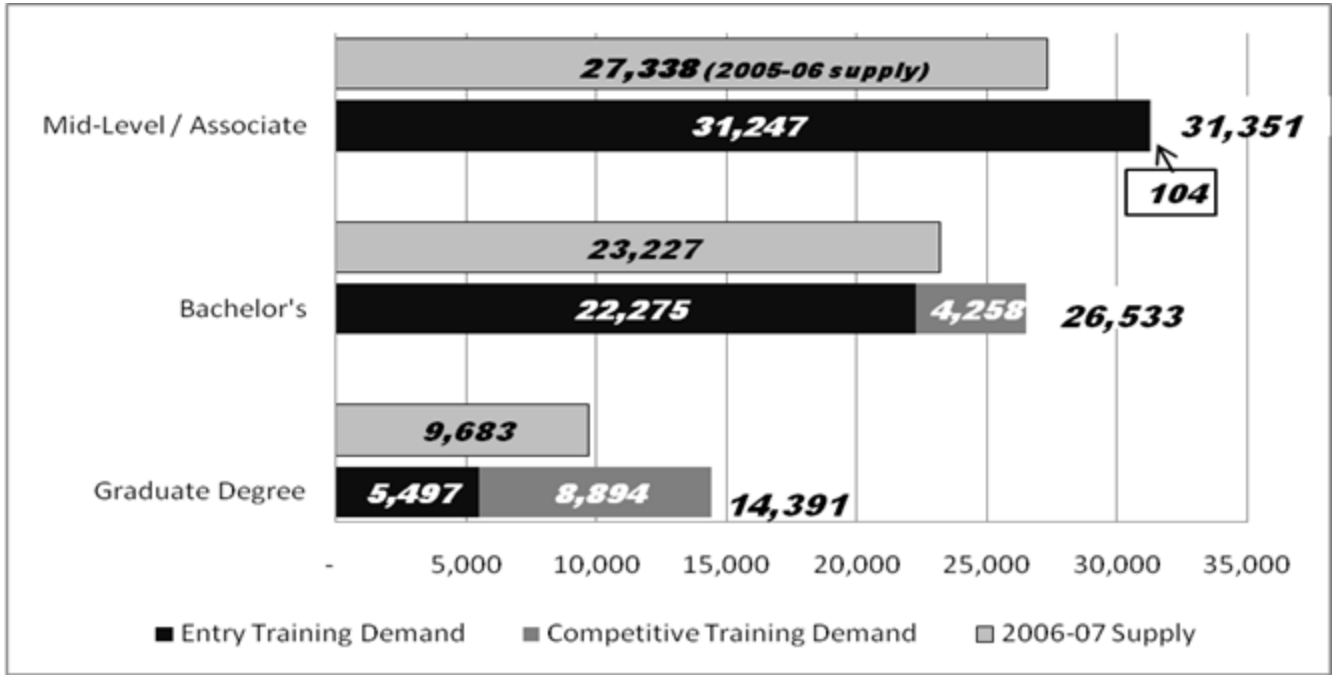
* High Technology includes chemicals and allied products, industrial machinery and equipment, electronics and other electric equipment, instruments and related products, communication, software, business services, and engineering and management services. Boeing is included in the Manufacturing sector.

Employers Particularly Have Difficulty Finding Workers with Vocational Qualifications

Education Levels		Percent of Employers Among Employers Attempting to Hire – 2007
Neither a high school diploma or GED		14 percent
High school diploma or GED		25 percent
Some college course work		42 percent
Vocational certificate		35 percent
Vocational associate degree		27 percent
Academic associate degree		19 percent
Baccalaureate degree		24 percent
Masters degree		14 percent
Doctoral or professional degree		10 percent

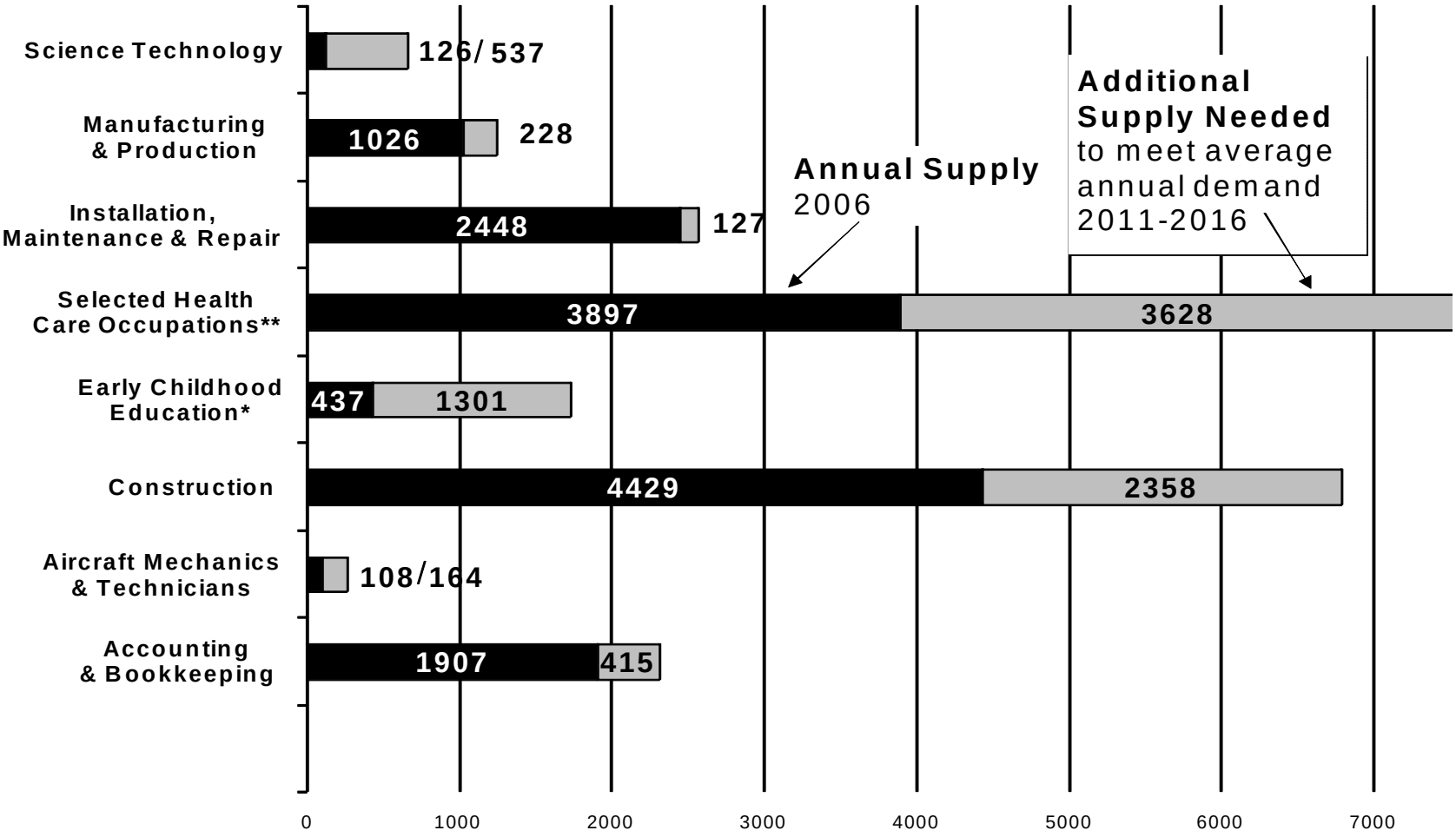
Washington is Not Supplying Enough Workers with Postsecondary Education and Training to Fill Employer Job Openings

Annual Supply and Demand of Workers by Education Level
2006-2007 Supply and Average Annual Job Openings, 2011-2016



Source: “ A Skilled and Educated Workforce” HECB, SBCTC, WTECB, 2009

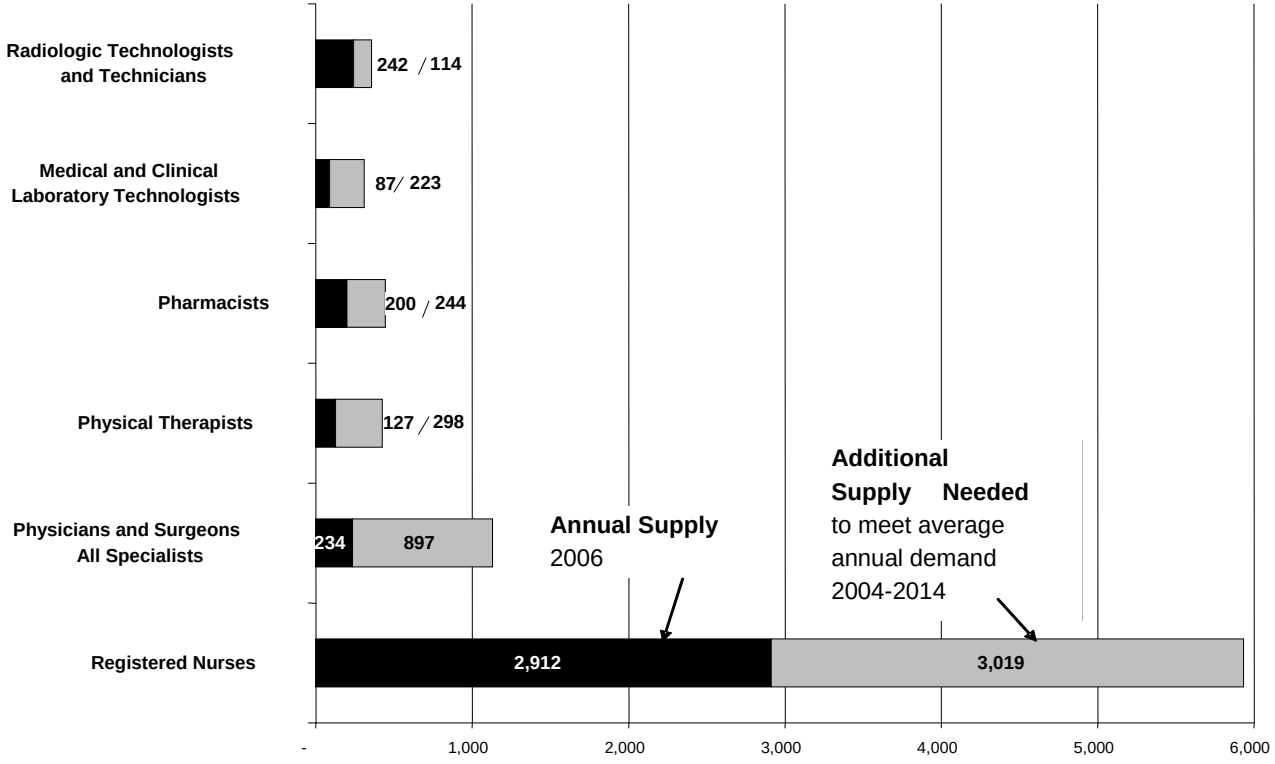
High Employer Demand Programs of Study Supply Gaps at the Mid-Level



Source: *A Skilled and Educated Workforce*, HECB, SBCTC, WTECB, 2009

High Employer Demand in Health Care

High Demand Occupations and Supply Gaps in Health Care Occupations



Source: Workforce Training and Education Coordinating Board

Ultimate Impact

- Median Earnings for 18-64 year olds in WA is about $41,000 (State Population Survey for 2008)
- 1.4 million adults with a high school education or less
- Even in recessionary times employers report they cannot find workers with the skills they need

What We Need to Work On

- Expand financial aid such as the Opportunity Grant program
- Develop strategies to retain more students in workforce programs
- Develop alternative delivery methods to ensure more adult workers gain postsecondary education and training credentials
- Develop broad and customized strategies to improve outcomes for target populations

Th… Th…
That's All Folks!