

# **Retooling Washington's Workforce**

## **Work Group #2: On-The-Job Training and Direct-Connect Training**

### **DRAFT Workplan**

**Purpose:** The purpose of Work Group #2 “On-the-Job Training and Direct-Connect Training” is to advance the Retooling WA initiative by developing strategies that can, in the short term, boost employers’ ability to hire and help more unemployed Washingtonians become employed. There are two key objectives. The first is to expand On-the-Job Training opportunities in Washington, building upon the system we already have in place, and the second is to connect unemployed individuals to training that will quickly develop competitive skills and prepare them for available jobs. Given the severity of the recent recession and the slow rebound in the job market, the state and local areas must do everything possible to help the unemployed become employed. (See work group members in Attachment A.)

**Summary:** This initiative will build on Washington’s current On-the-Job Training (OJT) and Direct Connect Training programs by:

- 1) Utilizing, improving and expanding OJT options to boost business output and get people back to work; and
- 2) Connecting unemployed workers with short-term training that increases their competitiveness in the labor market and retools them for economic recovery.

#### **Background: On-the-Job Training**

There are a variety of public OJT programs in Washington that are administered by various state agencies, private businesses and local workforce development councils. There are also other programs that are not identified as OJT programs but have significant on-the-job training or work experience components (see Attachment B.) Each of these programs has a slightly different primary purpose. Some programs focus primarily on boosting business productivity and hiring, while others primarily focus on assisting workers to obtain and retain employment, though most try to fulfill both these objectives.

Washington’s 12 local Workforce Development Councils (WDCs) may direct Workforce Investment Act (WIA) funds to support OJT. According to the Congressional Record of the Workforce Investment Act of 1998 the term “on-the-job training” means “training by an employer that is provided to a paid participant while engaged in productive work in a job.” The OJT program:

- a. Provides knowledge or skills essential to the full and adequate performance of the job.
- b. Provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training.
- c. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.”<sup>1</sup>

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<sup>1</sup> WIA Section 101 (A) and (C) and Section 95 (4) outline WIA OJT program requirements.

The number of WIA OJT participants varies depending on the focus of the local Workforce Development Council. From July 2008 to October 2010, the number of OJTs statewide offered through local WIA funds totaled 933. North Central WDC contracted for 219 OJTs, Spokane contracted for 218. Other workforce development areas that offered a relatively high proportion of OJTs were Southwest WA, Eastern WA, and Northwest WA. See attachments C and D.

The American Reinvestment and Recovery Act provided National Emergency Grants (NEG) through the U.S. Department of Labor to expand WIA OJT programs with a few adjustments that allowed employers to be reimbursed for up to 90 percent of the wage rate of the participant. Higher reimbursements are intended to support more small- and medium-sized businesses to participate in OJT programs. The NEG program is expected to serve about 250 OJTs in Washington in 2010.

Other programs outlined in Attachment B include the Community Jobs program administered by the Department of Commerce, the OJT program administered by the Division of Vocational Rehabilitation, OJT as part of the services to TANF recipients, administered by DSHS, and the Job Skills Program administered by the State Board for Community and Technical Colleges that can train a group of incumbent workers, and the Individualized Certificate Programs that are offered now at two of our state's 34 community and technical colleges, among others.

In addition to overseeing Apprenticeship Training programs, the Department of Labor and Industries' Apprenticeship Training Council oversees some OJT programs, which differ from Apprenticeship programs because they last less than 2000 hours. These programs are currently rarely used but there may be opportunities for expansion of this option.

In 2010, the Governor directed that \$1.5 million of the state's discretionary 10 Percent Workforce Investment Act funds be allocated through a grant program "that emphasizes on-the-job training that increases employment, although other types of training such as apprenticeships could be included." Her directive also states: "Eligibility requirements should be set for workers receiving training, with an emphasis on persons receiving unemployment insurance and these who have exhausted their unemployment benefits. The program could also include those individuals who are underemployed or who are involuntarily employed part-time, as well as those who are at risk of losing jobs without training." The letter also notes that, "the focus remains on job creation."

With an understanding of current OJT options the work group developed the action steps that aim to expand the use of OJT and make better use of OJT resources.

### **Background: Direct-Connect Training**

The Workforce Board's 2010 employer survey, found that six percent of employers during the recession (about 11,000 employers) could not find the skilled workers they needed. Those attempting to hire had the most trouble finding workers with specific occupational skills (85 percent) and the next six categories of skills that were most difficult to find were related to "soft skills" from communication (75 percent) to team work skills (61 percent) among others. These figures suggest that some targeted training could both help unemployed individuals to find work and assist employers to find the skilled workers they need.

There are a number of training programs that could boost the skills of unemployed individuals and make them more competitive in the job market. At the same time many unemployed individuals often recognize the value of returning to school as evidenced by enrollment data. In the Fall of 2009, more than 20 percent of students (47,000) enrolling at community and technical colleges were unemployed and seeking work. One in three workforce education and adult basic education students were unemployed and seeking work.<sup>2</sup> If an individual needs to get back to school as quickly as possible, he/she will often seek shorter term training that is inexpensive. Our state has a variety of such options from short-term certificates to free online training, including the Microsoft e-Learning Programs.

According to a 2010 SBCTC report, students earning short-term certificates “are more likely to be male, full-time students and unemployed than students earning long-term certificates or degrees, suggesting that most of these students are seeking training for immediate employment.”<sup>3</sup> In the last five years, the number of short-term training options offered through our community and technical colleges has expanded significantly. SBCTC’s study found that Washington’s community and technical colleges have increased the number of short-term (less than one year) certificates by nearly 50 percent between 2005-2006 and 2008-2009—a growth rate significantly greater than any other college credential. Short-term, stackable credentials have a variety of benefits. They provide training that is matched with specific industry skills needed, they often suit working adults who need to have in and out of training, and they are less likely to be cost-prohibitive for students with limited resources.

One innovative program that is modeled for adults to increase their employability is the “Individualized Certificate Program (ICP).” A major component of the ICP is on-the-job training. Lower Columbia Community College has the most developed version of this program. The course description notes that the ICP “provides students with an opportunity to receive a certificate of proficiency in an area that is not presently available from current college programs.” Individualized Certificate Program offerings include: Biology Technician, Chemical Technician, Criminal Justice, Corrections, Energy Auditor/Residential Weatherization, Fleet Maintenance, Human Resources Assistant, State Certified Interpreter, Landscape Maintenance, Pharmacy Technician, Veterinary Assistant, Wastewater Treatment, among others.

To develop ICPs, Lower Columbia College students and staff work with local businesses and agencies to provide the student with specific vocational training. The business or agency serves as the primary training site providing technical education, equipment, and expertise. Students, in conjunction with business professionals and college supervisors set specific learning goals to be achieved during a specified field placement. The ICP is usually completed in 3-4 quarters. In addition to site-based training, the students complete general education courses on campus. The Southwest WA WDC considered this such an important priority that it funded a position at Lower Columbia Community college specifically to expand ICPs. Centralia College has a similar option. The state would benefit from more such options that help students increase their work experience and skills learned on-the-job while meeting employers’ needs for skilled workers.

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<sup>2</sup> Jan Yoshiwara, SBCTC, presentation to the House Higher Education Committee, September, 2010.

<sup>3</sup> SBCTC, *Growth in Short-Term Certificates at Washington’s Community and Technical College*, No. 1—3, September 2010 available at:

[http://www.sbctc.ctc.edu/college/education/resh\\_rpt\\_10\\_3\\_growth\\_in\\_short\\_term\\_certificates.pdf](http://www.sbctc.ctc.edu/college/education/resh_rpt_10_3_growth_in_short_term_certificates.pdf)

Because employers clearly identify “soft skills” as missing in many of the workers they hire or interview, job applicants, more unemployed workers could benefit from developing these skills. SBCTC is committed to identifying which colleges offer “human relation” courses, expanding these across the state, including online options.

In October 2010, several WorkSource Centers in Washington started offering free Microsoft e-learning courses to customers. The state’s Employment Security Department partnered with Microsoft with the aim of offering these free online courses in various forms of technology to anyone in the state.

There are more than a thousand e-learning courses available through six learning plans:

- ❖ Plan 1: Microsoft Office collection 2003
- ❖ Plan 2: Microsoft Office collection 2007
- ❖ Plan 3: Microsoft Office collection 2010
- ❖ Plan 4: Desktop collections (Office and Windows operating systems)
- ❖ Plan 5: Technical training for IT professionals
- ❖ Plan 6: Digital literacy (for computer beginners) Digital literacy (for computer beginners)

Each plan covers the full array of Microsoft programs and there are several learning modules for each software program. Individuals are encouraged to complete a collection before moving to another. There is no limit on the number of people who may register for these programs and courses are available in multiple languages.

These courses are intended to accelerate the workforce readiness of individuals across Washington and in addition, WorkSource customers who register for the online courses may earn certification credentials in Microsoft Office at no charge. A limited number of Technology Associate certifications, for people pursuing careers in computers also will be available at no cost through WorkSource.

Through Retooling WA’s work plan, the aim is to broaden the access to this Microsoft E-Learning plans and offer them through colleges and nonprofit organizations, in addition to the WorkSource Centers. Individuals may also access these e-learning programs on their home computers. Adequate marketing and availability of computers and internet access are essential to the success of this program.

The OJT/Direct-Connect training work group’s work plan aims to ensure that more individuals benefit from the various types of training options available.

## Work Plan: Retooling WA OJT and Direct Connect Training Work Group #2

Objective 1 Utilize, improve and expand all OJT options to boost business output and get people back to work.			
Strategy	Who is responsible?	What? By When?	How we will we know that we are successful?
<p>Strategy 1.1 Identify best practices in OJT in WA and elsewhere, communicate these practices across all OJT programs and provide technical assistance for expanding and improving OJT delivery where appropriate</p>	<p><b>Lead:</b> ESD WorkSource Standards and Integration</p> <p><b>Partners:</b></p> <ul style="list-style-type: none"> <li>▪ Workforce Board</li> <li>▪ Workforce Development Councils</li> <li>▪ SBCTC</li> <li>▪ Private Career Schools</li> <li>▪ Division of Vocational Rehabilitation</li> <li>▪ DSHS</li> <li>▪ Commerce</li> <li>▪ Dept of Transportation</li> <li>▪ L and I (Apprenticeship Training Council)</li> <li>▪ Participating Employer and Workers</li> </ul>	<p><b>By March 31, 2011</b>, develop best practices and technical assistance for OJT programs. Specifically: <b>By December 1, 2010, ESD WorkSource Standards and Integration Division:</b> begin convening other agencies who run OJT programs and includes input from participating workers and employers. The group identifies best practices for:</p> <ul style="list-style-type: none"> <li>▪ Collaborative planning / sharing of resources,</li> <li>▪ Business engagement, outreach</li> <li>▪ Staff training</li> <li>▪ Improving the tools and communication of labor market and identifying jobs and industries that are suitable for OJT.</li> </ul> <p><b>By March 31, 2011 ESD</b> develops tools to share best practices and provide technical assistance utilizing experts from local areas and incorporating Workforce Board research.</p> <p><b>Resources:</b> WDCs current practices: Spokane, Career Path Services (video of George Iranon sharing expertise on value, toolkit, pitch to business), North Central, SW WA, Workforce3One.org OJT toolkit, program manager expertise, business and workers input is necessary too.</p> <p><b>By March 1, 2011, the Workforce Board</b> evaluates OJT programs in order to identify the most effective programs. Key measures are participant earnings, retention (this is a longer-term measure for third quarter after participation) Qualifications are included for programs that serve harder to serve or lower skilled participants (e.g. Community Jobs Program) at the outset. Evaluation results are used as a starting point for identifying best practices. The assessment defines where and how OJT programs provide a pathway to a higher-paying jobs. NOTE: <i>This will depend on resources available to conduct this work.</i></p>	<ul style="list-style-type: none"> <li>▪ Evaluation of OJT programs</li> <li>▪ Benefits to employers, workers, are identified</li> <li>▪ Best practices are developed</li> <li>▪ Partner programs report on use of best practices and any adopted</li> <li>▪ OJT program operators collect information on participants both for planning and evaluation purposes. E.g. Cost per participant (useful for planning), type of job, industry, etc.</li> </ul>

Strategy	Who is responsible?	What? By When?	How we will we know that we are successful?
Strategy 1.2 Identify UI exhaustees and create connection with OJT programs (See also Work Group 3 work plan)	<b>Lead:</b> ESD WorkSource Standards and Integration and WDAs  <b>Partners:</b> See 1.1	<b>UI Exhaustee work group</b> will further define this strategy including OJT options that fit with local options and priorities.	Track the number of UI exhaustees who participate in OJT programs.
Strategy 1.3 Focus WIA 10 percent funds (\$1.5 Million) to increase hiring demand.	<b>Lead:</b> ESD WorkSource Standards and Integration and WDAs to apply through competitive process  <b>Partners:</b> See 1.1	<b>December 10, 2011 ESD</b> releases the RFP for the use of WIA 10 percent funds. The RFP contains priorities according to Governor's letter, e.g. the grant program will prioritize UI exhaustees, though others may be included.  <b>By September 2011, ESD:</b> provides a status report on OJT programs via WIA 10 percent.	Track OJT participant earnings and retention
Strategy 1.4 Connect OJT to credit in postsecondary training <b>where appropriate</b>	<b>Lead:</b> SBCTC  <b>Partners:</b> WDC's and WWA and CTCs and the WEC working together.	<b>By February 1, 2011,</b> SBCTC identifies contacts for Job Skills Program outreach and program managers at community colleges and WDC contacts and facilitates connections. WDCs and colleges work together to identify where opportunities exist for granting credit. SBCTC collects information to identify opportunities for sharing best practices and credit assessment that could be shared across the system.  <b>Note:</b> A number of OJT contracts could have components that could be recognized for credit. These could be identified and students could connect with further learning at colleges. This should not be seen as mandatory. This is just an opportunity to connect more people with postsecondary education as appropriate.	OJT program managers track and report number of OJT participants that get college credit and the number and type of credits
Strategy 1.5 Expand OJT options available through Apprenticeship Training Council options.	<b>Lead:</b> L&I Apprenticeship Training Council  <b>Partners:</b> ESD and other WorkSource Partner Programs.	<b>By January 31, 2011,;</b> L&I Apprenticeship Training Council will: <ol style="list-style-type: none"> <li>1) Share tracking of OJTs,</li> <li>2) Describe L&amp;I OJT options with partners and</li> <li>3) Provide a report on activities (date TBA).</li> </ol>	Track OJT under L&I Apprenticeship Training Council program and use the same earning and employment retention measures.

<b>Objective 2</b> <b>Connect unemployed workers with short-term training that increases their competitiveness in the labor market and retools them for economic recovery.</b>			
Strategy 2.1 Develop and share more widely current online training options and particularly focus on soft skills or “human relations” training.	<b>Lead:</b> SBCTC working with the community and technical colleges	<b>By January 15, 2011, SBCTC</b> will work with the Workforce Education Committee to identify colleges that are willing to share information on these classes, and where they occur online and have space available. <b>By January 15, 2011, ESD</b> and Workforce Development Councils will share information on “human relations” classes that can be shared with OJT and a variety of other customers (employers and jobseekers.) <b>By March 31, 2011, SBCTC</b> will develop an online human relations options that can be shared across the system. <b>Resources:</b> Many community colleges currently have a “human relations” class. They typically have no prerequisites and are open to anyone who has been admitted to the college and can register. Regular per credit tuition applies plus perhaps an online fee.	Track which colleges offer this, track when it is connected to OJT programs with WDCs and whether an online component is established.
Strategy 2.2 Expand the use of the Individualized Certificate Programs currently offered at Lower Columbia and Centralia Colleges.	<b>Lead:</b> SBCTC working with the community and technical colleges and the local workforce development councils or other business outreach partners as appropriate	<b>By March 1, 2011, SBCTC</b> has identified which colleges wish to expand OJT option  <b>Resources:</b> Lower Columbia Community College and Centralia College ICP Programs. Note that the SW WDC sponsors a position at LCC to expand Individualized Certificate Programs.	Track the number of ICPs offered and retention of participants in employment post-program.
Strategy 2.3 Make maximum use of the Microsoft free training options.	<b>Lead:</b> ESD/WDA's working community colleges and other public resources that provide computer and internet access	<b>By December 1, 2010, ESD</b> provides communication strategy and identifies additional places where equipment (computer and internet access) can be used to undertake this training.  More than a thousand courses currently available. Register via <a href="http://Go@WorkSource.com">Go@WorkSource.com</a>	ESD works with Microsoft to track use of this e-learning program
Strategy 2.4: Communicate the variety of training options for UI Exhaustees and other unemployed individuals. ***(Note: This is not via mass mailings but rather through local workforce development councils)	<b>Lead:</b> ESD and Workforce Development Councils working with SBCTC and other trainers (such as private career schools) and WorkSource partner programs.	<b>UI Exhaustee work group</b> will further define this strategy. (See Strategy 1.2.)	Website developed and posted, WorkSource Centers have provided a defined method for communication

## **Attachment A: OJT Retooling WA Work Group Members**

October 20, 2010

Matt Bench, WDA 4 Snohomish  
Jordana Barclay, Southwest WA WDC  
Sandy Crews, WDA 2 Pac Mountain  
Josie Darst, Eastern WA Partnership  
Albert Garza, WDA 5 Seattle-King County  
Anne Goranson, Assistant Commissioner, Employment Security Department  
Marcia Henkle, WDA 8 North Central  
MaryEllen Hill, Tacoma Pierce WDC  
George Iranon, Career Path Services, Eastern WA  
Diane Klontz, Department of Commerce – WorkFirst Work Support  
Andrea Leary, Lower Columbia Community College  
Ignacio Marquez, WDA 9 South Central WDC  
Mark Mattke, Director, Spokane WDC  
Melinda Nichols, Executive Director, WA Apprenticeship Training Council  
Tom O’Brien, WDC Director, Eastern WA Partnership  
Marijo Olson, DSHS  
David Perrin, CITC (private career school)  
Dixie Simmons, Workforce Director, State Board for Community and Technical Colleges  
Kurt Simmons, WDA 4 Snohomish  
Mary Jane Vujovic, WDA 4 Snohomish  
Scott Wheeler, ESD

Staff: Maddy Thompson, Workforce Board

## Attachment B: Mapping On-The-Job Training (OJT) Programs in WA

OJT Programs	Program Administration	Program Description	Statutory Authority	Participant Eligibility	Payments to Employers	# Participants	State Funding	Federal Funding	Outcome Measures
WIA - OJT	Employment Security Department and the local Workforce Development Councils.	Training by an employer that is provided to a paid participant while engaged in productive work in a job that: (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.	The Workforce Investment Act of 1998.	Unemployed or employed workers that are not earning a self-sufficient wage as determined by the local WDC or when the OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified by the local board.	Compensation for the extraordinary costs associated with training participants and the costs associated with the lower productivity of the participants. Employer may be reimbursed up to 50 percent of the wage rate of an OJT participant for the extraordinary costs of the providing the training and additional supervision related to the OJT. Employers are not required to document such extraordinary costs.	933 (July 08 - Oct 2010) Different by different WDAs	None.	WIA ESD working with WDCs to collect	Employment and earnings outcomes.
WIA - OJT Governor's 10 Percent	Employment Security Department and the local Workforce Development Councils.	A competitive grant program that will focus on OJTs, though apprenticeships and other training that boosts employment may be considered. This grant RFP is under development and will be released before the end of the year.	The Workforce Investment Act of 1998.	TBA	TBA	TBA (approx 428)	None.	WIA 10 Percent \$	Employment and earnings outcomes
National Emergency Grants (regular)	Employment Security Department and the local Workforce Development Councils.		Grant directives from DOL that partially fall in line with the usual Workforce Investment Act guidelines.	Prolonged unemployed – laid off since 1/1/2008 (they coined a new term). Could include UI exhaustees.	TBA	TBA	None.	Yes.	Employment and earnings outcomes
SB5809 (OJT component)	Employment Security Dept and the local Workforce Development Councils	Incentives earned on WIA/ARRA funds used to buy high-demand training classes. Deadline for fund expenditure extended from June 2010 to June 11, 2011. Incentives used for high-demand training and support of students in training.	SB 5809 passed in 2009 and American Reinvestment and Recover Act of 2009.	WIA eligible students (and others?).	288 so far (subset of all WIA OJTs)	TBA	TBA	Portion of WIA 10% (\$5.528 M) and ARRA funds \$13.8 Million 09-10	

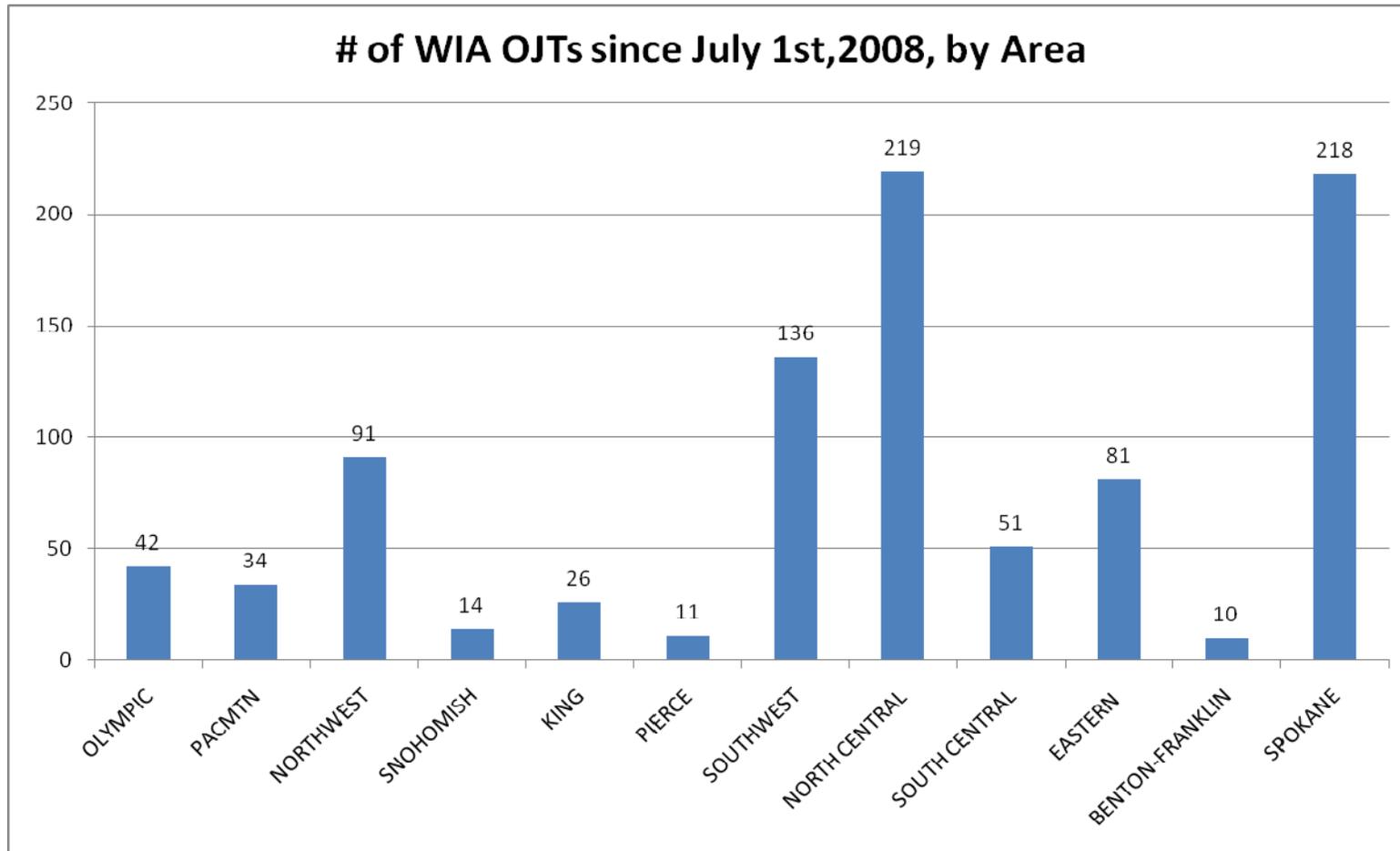
OJT Programs	Program Administration	Program Description	Statutory Authority	Participant Eligibility	Payments to Employers	# Participants	State Funding	Federal Funding	Outcome Measures
National Emergency Grants (expansion through ARRA)	Employment Security Department and the local Workforce Development Councils.	Purpose of the National Emergency Grants are to (A) support the creation of OJT opportunities; (B) Serve areas severely impacted by the economic downturn and those with the highest levels of poverty; (C) Focus on dislocated workers with prolonged unemployment and the greatest barriers to reemployment and d) Help employers accelerate the creation of new job opportunities. OJTs are defined as training that is provided to a paid participant while engaged in productive work in a job that (1) Provides knowledge or skills essential to the full and adequate performance of the job; Provides reimbursement to the employer for up to 90 percent of the wage rate, depending upon employer size and/or participant skill level, for extraordinary costs of providing the training and additional supervision related to the training; May not exceed six months and is limited in duration as appropriate to the occupation for which the participant is being trained. Employers enter into a contract to provide a job and the training necessary to perform the job. Employers provide information regarding the OJT placement and disposition. Employers must provide a safe and constructive work environment.	American Reinvestment and Recovery Act 2009 OJT National Emergency Grants.	Must meet the definition of a dislocated worker. Any dislocated worker who has been laid off since January 1, 2008 and is still unemployed may be eligible to participate in an OJT opportunity under these NEGs.	Sliding scale for OJT reimbursement of employers. 1 - 50 employees up to 90 percent; 51 - 250 up to 75 percent; 251 and over is the standard 50 percent. There is a sliding scale based on skills gap: Scale established by state policy, Policy must incorporate use of recognized skill assessment tools, Determined by gap between participant's initial skill level and skill level needed to perform job.  *Employers must give successful OJT participants "high priority" for future employment at the end of OJT contract.	255	None.	Yes.	

OJT Programs	Program Administration	Program Description	Statutory Authority	Participant Eligibility	Payments to Employers	# Participants	State Funding	Federal Funding	Outcome Measures
Community Jobs Program	Commerce	The Community Jobs program is a transitional jobs program that provides comprehensive, paid work experience plus training opportunities for hard to employ Temporary Assistance for Needy Families recipients. Community Jobs builds work and life skills. Participants improve the quality of their communities through their work in community, government, and tribal organizations. Community-based organizations provide participants with 20 hours of work per week, a paycheck, one-on-one support, and mentoring to resolve barriers to work. Program participants remain in the program up to six months—long enough to gain both substantial work experience and an opportunity to deal with life situations beyond crisis management. The ultimate goal is unsubsidized job placement.	The Personal Responsibility and Work Opportunity Reconciliation Act of 1996.	Participants must demonstrate to their DSHS case manager that: (1) They have been unsuccessful in job search.; (2) They would benefit from intensive case management to manage employment barriers; (3) They have the potential to become more employable after a Community Jobs assignment.	No direct payments to employers.	Approximately 4,920 in 2008-2009.		\$19,653,315 (July 1, 2008-June 30, 2009).	Retention in paid employment about 65 percent (2008 figure)
WorkFirst (Supported Work)	Dept of Commerce. Commerce contracts with community-based organizations throughout the state to provide local service delivery operations, often as regional consortia.	Supported Work programs provide employment skills and training to TANF recipients in a work experience setting to increase their employability lasting for up to six months. Rather than a paycheck, participants are working to earn their TANF grant. Participants cannot work more hours per week than the maximum allowed by the Fair Labor Standards Act (FLSA) rules. Commerce contracts with local community-based organizations to provide and manage three Supported Work programs for TANF recipients: Community Service, Community Works and Community WEX. Participants coordinate with a case manager who arranges the work activity. Participants are placed on a worksite and supervised by a worksite supervisor who provides daily supervision and work training.	The Personal Responsibility and Work Opportunity Reconciliation Act of 1996.	TANF recipients. Note: This program was designed to re-engage participants in WorkFirst activities and add to the Federal Participation Rate with the Deficit Reduction Act. The Deficit Reduction Act (DRA) of 2005 requires that TANF recipients be participating in specific activities for states to qualify for full federal funding. The Supported Work Programs were implemented in 2007 to provide core work activities that met the federal guidelines and provide participation options that support obtaining employment.	No direct payments to employers.	4,305 participants were served by the Supported Work program between July 1, 2008 and June 30, 2009.	None	\$5,157,685 (July 1, 2008-June 30, 2009).	

OJT Programs	Program Administration	Program Description	Statutory Authority	Participant Eligibility	Payments to Employers	# Participants	State Funding	Federal Funding	Outcome Measures
On-The-Job-Training	Dept of Transportation	The purpose is to increase minority, female and disadvantaged people employment opportunities in the highway construction industry. Federal guidelines governing federally-funded highway construction contracts allow DOT to implement this affirmative action program. The program provides participants with training and support services while on the job and to pursue a career in the skilled construction trades.	Federal Highway Admin Nondiscrimination Section, Title 23 USC 140; 23 CFR 230, Subpart A, Appendix B. Administered by the Washington State Dept Transportation.	Minorities, females, and disadvantaged individuals are recruited for the program.; non-protected members may apply.		199 (08-09)	\$81,900 (July 1, 2008-June 30, 2009), state Legislature.	None	The report includes the number of participants starting, receiving, and completing training. The report also includes apprentices reaching journey level.
OJT	DVR	An OJT can help a customer get work right away when a lengthy academic program is not practical or desired. The host employer is paid for the extra costs associated with training. The fee to the employer The fee generally decreases over time as the customer learns job skills and the trainer (employer) spends less time with the customer; (4) The fee agreement is not based on percentages of the customer's salary, is an actual dollar amount for the cost of providing training.	Title 1 of the Rehabilitation Act.	An OJT is for a DVR eligible customer who would benefit from training by an employer: (1) In areas of employment not offered in an academic setting; (2) Enabling a customer to start work right away when a lengthy academic program is not practical or desired.	(1) DVR will pay the employer the agreed-upon fee to cover the extra costs associated with training the customer;(2) The VR Counselor and employer negotiate and agree to a payment schedule	108 Customers for FY 2009-2010	Program received 21.3 percent of funding from the State- about \$10 million (DVR does not separate funds. \$242,711 was spent on OJT in FFY 09-10.	Program received 78.7 percent of funding from the federal government - about \$50 million.	OJT agreement between employer and DVR identify specific skills being trained and, upon completion of OJT, permanent employment.
OJT	Apprenticeship Training Council	On-the-job training programs that last less than 2000 hours which differentiates them from Apprenticeships.	RCW 49.04.080  RCW 49.04.090	TBA	TBA	TBA	TBA	TBA	Employment and earnings.
Individualized Certificate Program	Lower Columbia Community College and Centralia College	Certificate programs that are individually negotiated between student, employer and college. LCC programs are usually completed in 3-4 quarters.	Not specifically addressed in state statute but fit with definition of "Adult Education" under RCW28B	No restrictions on student eligibility. However, eligibility restrictions apply if applying for financial aid programs such as the Pell Grant or support services through WIA.	Not currently a part of the programs.		Yes. State FTE enrollment \$\$\$?	Students may be eligible for Individual Training Accounts (via WIA)	Course completion, earning of credits, employment

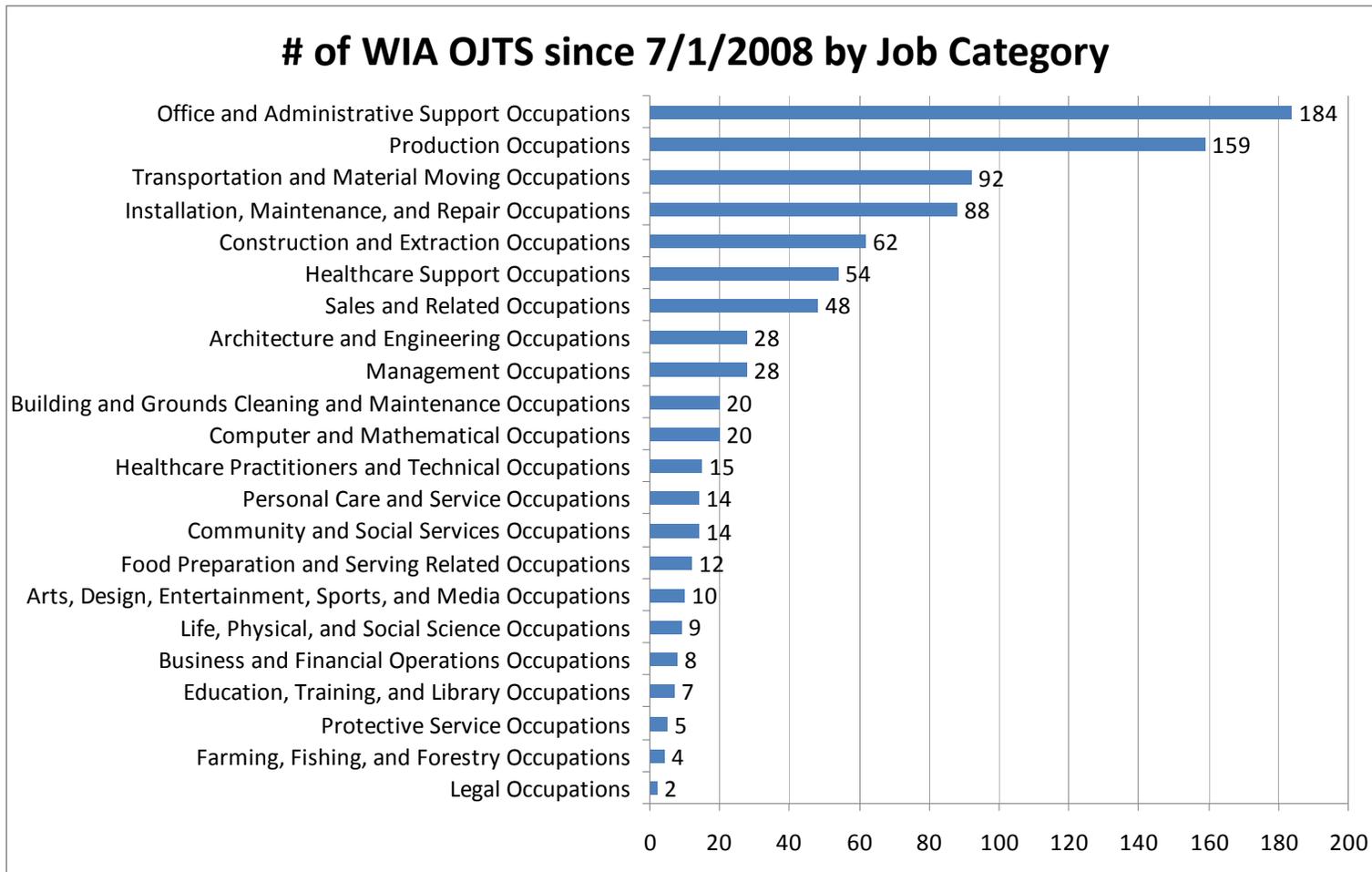
OJT Programs	Program Administration	Program Description	Statutory Authority	Participant Eligibility	Payments to Employers	# Participants	State Funding	Federal Funding	Outcome Measures
Job Skills Program	SBCTC provides funds to colleges to administer programs	<p>JSP brings together employers and educational institutions to provide customized employee training. State JSP funds, combined with employer match, support four types of training:</p> <p>Other Program Characteristics: JSP coordinates economic development with workforce training and supports local industry clusters whenever possible. JSP resources are concentrated where there is a shortage of skilled labor to meet employers' needs; in economically disadvantaged areas with high unemployment rates; in areas affected by economic dislocation; and in areas with new and growing industries.</p>	State - RCW 28C.04.400.	Prospective and current employees of a business receiving a Job Skills Program (JSP) grant are eligible for training. Eligible businesses and industries include private firms and institutions, groups, or associations concerned with commerce, trade, manufacturing, or service provisions. Public or nonprofit hospitals are also eligible.	Not a direct payment to employers.	2009-2010 Served 4766 participants 46 projects And 68 companies (some projects were consortia)	\$2,725,000	None.	Employee retention among other performance-based, individually negotiated criteria

**Attachment C**



Source: Scott Wheeler, ESD, October 2010. These figures are for WIA OJTs.

**Attachment D**



Source: Scott Wheeler, ESD, October 2010. These figures are for WIA OJTs.