

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 136  
MAY 5, 2009**

**LEGISLATIVE WRAP-UP**

**Background**

During the legislative session, the Workforce Training and Education Coordinating Board (Workforce Board) staff monitors and provides input on legislation and budget proposals that match the priorities identified in *High Skills, High Wages*, Board budget and policy requests, and operating agency proposals endorsed by the Board.

Attached are summaries of significant workforce-related bills and budget appropriations enacted by the 2009 Legislature (organized by agency request legislation and by the youth, adult, industry goals identified in *High Skills, High Wages 2008: Washington's Strategic Plan for Workforce Development*). The attachments also identify new assignments for the Workforce Board and significant workforce-related bills that did not pass.

**Board Action Requested:** None. For discussion purposes only.

## 2009 WORKFORCE-RELATED BILLS

### Agency Request Bills

#### A. Bill(s) Passed:

1. **SHB 1323 – Workforce and Economic Development Coordination – Prime Sponsor: Rep. Kenney**
  - a. **Summary of the Bill:** Creates clarity and consistency in workforce and economic development terms, improves coordination of workforce and economic development initiatives, and focuses investments on cluster-based approaches. Specifically, the bill: (a) calls for the inclusion of industry clusters in the state plan for workforce development and the state economic development plan; (b) provides a statutory definition of Workforce Development Council and establishes Workforce Development Council planning responsibilities in statute; (c) directs Associate Development Organizations, including Economic Development Councils, to coordinate with Workforce Development Councils; (d) establishes Centers of Excellence under the State Board for Community and Technical Colleges; (e) provides for the inclusion of labor market analysis for the purposes of identifying industry clusters; and (f) corrects “cluster” and “sector” terminology.
  - b. **Workforce Board Assignments:** Directs the Workforce Board (WTB) to work with the Department of Community, Trade and Economic Development (CTED) and the Economic Development Commission (EDC) on industry clusters. By December 15, 2010, the WTB, CTED, EDC, Employment Security Department, and the State Board for Community and Technical Colleges must jointly submit a written progress report to the appropriate legislative committees describing concrete actions taken, individually and collectively, to achieve the act’s intent and objectives.
2. **HB 1394 – Workforce Comprehensive Plan Timeline – Prime Sponsor: Rep. White**
  - a. **Bill Summary:** Directs the Workforce Board to update the state strategic plan for workforce development every four years rather than every two years. The bill also directs the plan to be a 10-year plan.
3. **HB 1395 – High Demand Definitions – Prime Sponsor: Rep. Wallace**
  - a. **Bill Summary:** Creates clarity and consistency in a number of statutes that utilize “high demand” terminology.
4. **SSCR 8404 – 2008-2018 Workforce Comprehensive Plan – Prime Sponsor: Sen. Kilmer**
  - a. **Bill Summary:** Approves the state comprehensive plan for workforce training, “High Skills, High Wages 2008-2018.”

## Youth

### A. Bill(s) Passed:

1. **2SHB 1355 – Opportunity Internships – Prime Sponsor: Rep. Probst**
  - a. **Bill Summary:** Creates the Opportunity Internship Program (Program) to provide incentives for local consortia to build educational and employment pipelines for low income high school students in high-demand occupations in targeted industries. Provides outreach, internships, pre-apprenticeships, counseling and up to one year of financial aid through the State Need Grant, and the promise of a job interview if the student completes a postsecondary program of study. Provides a \$2,000 payment to the consortiums for each Program graduate who completes a postsecondary program of study and obtains and retains employment in a high-demand occupation for at least six months. Directs the Workforce Board to select up to 10 consortia to participate in the program and to conduct an outcome evaluation of the financial benefits of the program.
  - b. **Workforce Board Assignment:** Directs the Workforce Board to select up to 10 consortia to participate in the program and to conduct an outcome evaluation of the financial benefits of the program.
  
2. **2SSB 5676 – Middle School Career & Technical Education – Prime Sponsor: Sen. McAuliffe; By Request of the Office of Superintendent of Public Instruction**
  - a. **Bill Summary:** Removes the limitation that a middle school offering career and technical education receives an enhanced funding allocation only within funds appropriated for this purpose. The CTE program must be in science, technology, engineering, or mathematics (STEM) to qualify for the enhancement. Middle schools offering qualifying programs are to be funded at the same level as a high school offering a similar program.

**3. ESHB 2261 – K-12 Education System – Prime Sponsor: Rep. Sullivan**

- a. Bill Summary:** Defines the “program of basic education” which the Legislature shall fund, including the “instructional program of basic education,” subject to a phased-in implementation. The instructional program of basic education includes “instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation. The instructional program of basic education shall be considered to be fully funded through an allocation based on minimum staffing and non-staff costs the legislature deems necessary to support instruction and operations in prototypical schools. The prototypical school includes an average class size specifically for exploratory and preparatory career and technical education and enhanced funding for non-staff costs in exploratory career and technical education courses for students in grades 7-12. The prototypical school model also includes an allocation for guidance counselors performing functions that include parent outreach and graduation advising. Creates the Quality Education Council (consisting of eight legislators, and representatives from the Governor’s Office, the Office of Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), the Professional Educator’s Standards Board, and the Department of Early Learning to recommend and inform the ongoing implementation by the Legislature of an evolving program of basic education and financing and develop strategic recommendations on the program of basic education. Duties of the Council include identifying measurable goals and priorities for the educational system for a 10-year period, including ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates. Declares legislative intent to establish a comprehensive K-12 data improvement system to monitor student progress, have information on the quality of the educator workforce, and monitor and analyze the costs of programs. The data system is to include a subset of student information elements to serve as a dropout early warning system. Establishes the K-12 Data Governance Group in OSPI to assist in the design and implementation of a data system for financial, student, and educator data. Directs the SBE to develop an accountability index to identify schools and districts for recognition and for additional state support. Performance is to be measured using multiple outcomes and indicators, including, but not limited to, graduation rates and results from statewide assessments.

**B. Bill(s) Not Passed:**

**1. ESSB 5449 – Dropout Goals– Prime Sponsor: Sen. McAuliffe**

- a. Summary of the Bill:** Declares it is the goal of the state that by 2020, 95 percent of students must graduate from high school in four years, and 60 percent of youth who have dropped out of school must be reengaged in education and be college and work-ready. Directs the State Board of Education to establish annual graduation rate targets and to make recommendations to the Legislature on a focused assistance program and incentives for school districts to improve their high school graduation rate. Directs the Workforce Board, the Employment Security Department, the State Board for Community and Technical Colleges, the Department of Community, Trade and Economic Development, the Department of Social and Health Services, the Department of Health, and the Family Policy Council to work together to help reduce the state dropout rate.

**b. Implications:** Statewide goals for increasing the high school graduation rate are now the responsibility of the Quality Education Council established under ESHB 2261. There is no specific requirement for OSPI or the State Board of Education to develop a focused assistance program specifically targeted to improving the graduation rate. Such a program could still be developed depending on the initiative of those agencies. There will also be no specific mandate for state agencies with programs serving at-risk youth to coordinate resources to improve the graduation rate, although they could voluntarily continue to work together under the auspices of the Building Bridges Work Group.

**2. SHB 1418 – Dropout Reengagement System – Prime Sponsor: Rep. Kagi**

**a. Bill Summary:** Creates a statewide dropout reengagement system to provide appropriate educational opportunities and access to services for students aged 16 to 21 who have dropped out of high school or are not accumulating sufficient credits to reasonably complete a high school diploma in a public school before the age of 21. Requires each school district to enter into a model inter-local agreement with the Educational Service District to oversee dropout reengagement programs on behalf of the school district or make available to students a high quality dropout reengagement program. Defines an eligible student and an eligible program and directs the Office of Superintendent of Public Instruction to adopt rules in consultation with the State Board for Community and Technical Colleges, the Workforce Board, colleges and community-based organizations and develop statewide model contracts and inter-local agreements for the dropout reengagement system. Directs Educational Service Districts to work with school districts, Workforce Development Councils, colleges, and community-based organizations to: identify high quality dropout reengagement program providers in the region; create partnerships among organizations to offer programs and services; and identify other public and private sources of funding that may be used to leverage the state funds provided for the program.

**b. Implications:** Some re-engagement programs currently being funded through school districts may close their doors. The bill is likely to be considered again next session.

## Adult

**A. Bill(s) Passed:**

**1. SHB 1328 – Technical College Transfer Degrees – Prime Sponsor: Rep. Carlyle**

**a. Bill Summary:** Allows technical colleges to offer Associate transfer degrees that prepare students for entry into professional fields.

2. **2SHB 1946 – Online Learning Technology – Prime Sponsor: Rep. Carlyle**
  - a. **Bill Summary:** Encourages all institutions of higher education to use common online learning technologies including existing learning management and web conferencing systems currently managed and governed by the State Board for Community and Technical Colleges and to share professional development materials and activities related to effective use of these tools.
  - b. **Workforce Board Assignment:** Requires the Higher Education Coordinating Board to convene a higher education technology transformation task force (that includes the Workforce Board) to improve the efficiency, effectiveness, and quality of education relative to the strategic and operational use of technology.
  
3. **SSB 5043 – College Info. Web Portal – Prime Sponsor – Sen. Kilmer**
  - a. **Bill Summary:** Directs the Higher Education Coordinating Board to convene a work group to develop a plan to create a single, coordinated, collaboratively supported, one-stop college information web-based portal to provide comprehensive information and applications regarding financial, academic, and career planning, admissions, scholarships, and financial aid.
  - b. **Workforce Board Assignment:** The work group is to include representatives from the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Council of Presidents, the Workforce Board, the independent colleges of Washington, the Office of Superintendent of Public Instruction, representatives of Washington’s public and private colleges, and private vocational schools, and others as may be needed.

**B. Bill(s) Not Passed:**

1. **ESSB 5555 - Lifelong Learning Accounts - Prime Sponsor: Sen. Kilmer**
  - a. **Summary of the Bill:** Directs the Workforce Board to establish a state Lifelong Learning Account steering committee and develop a policy framework to establish a statewide Lifelong Learning Account program, identify technical and budget issues along with recommendations on how to resolve them, study methods for continuing outreach to workers, employers, and foundations willing to participate in and fund Lifelong Learning Accounts, explore career advising options including online tools, design a performance accountability system; and plan and develop the financial infrastructure required for a statewide Lifelong Learning Account program.
  - b. **Implications:** This bill would have provided an important legislative component to help make Washington more competitive should federal legislation proposed by U.S. Representatives Emmanuel and Rahmstead, and Senators Cantwell and Snowe pass. The Workforce Board still has the ability to apply for federal foundation grants, earmarks or competitive grants to support this effort.

## Industry

### A. Bill(s) Passed:

#### 1. **ESHB 2227 – Evergreen Jobs Act – Prime Sponsor: Rep. Probst**

- a. **Bill Summary:** Directs the Department of Community, Trade and Economic Development (CTED) and the Workforce Board to create the Evergreen Jobs Leadership Team, consisting of the Workforce Board, the Economic Development Commission, the State Board for Community and Technical Colleges (SBCTC), the Employment Security Department (ESD), the Washington State Apprenticeship Training Council, the Office of the Superintendent of Public Instruction, labor, business, at least one representative of a local Workforce Development Council, and other agencies or organizations as may be necessary. Requires the leadership team to direct the delivery of education and training resource moneys to establish workforce training and apprenticeships programs to meet the demand for workers trained in energy audit and energy efficiency services. Creates green industry skill panels and requires panel applicants to provide labor market and industry analysis that demonstrates high demand, or demand of strategic importance to the development of the state's clean energy economy for middle or high-wage occupations, occupations that are part of career pathways to the same, within the relevant industry sector. Requires the panels to: (a) conduct labor market and industry analyses, in consultation with ESD, and draw on the findings of its research when available; (b) recommend strategies to meet the recruitment and training needs of the industry and small businesses; and (c) recommend strategies to leverage and align other public and private funding sources.
- b. **Workforce Board Assignments:** Directs CTED and the Workforce Board, in consultation with the leadership team, to, among other duties: (a) coordinate efforts across the state to ensure that federal training and education funds are captured and deployed in a focused and effective manner to support green economy projects; (b) coordinate local and state implementation of projects; (c) identify emerging technologies and innovations that are likely to contribute to advancements in the green economy; (d) identify statewide performance metrics for projects receiving agency assistance; (e) identify strategies to allocate existing and new funding streams for green economy workforce training programs and education to emphasize those leading to a credential, certificate, or degree in a green economy field; and (f) identify and implement strategies to allocate existing and new funding streams for Workforce Development Councils and Associate Development Organizations, including Economic Development Councils, to increase local capacity to attract green jobs to local communities. Directs CTED and the Workforce Board, in consultation with the leadership team, to provide semiannual performance reports to the Governor and appropriate committees of the Legislature. Directs the Workforce Board to create and pilot green Industry Skill Panels. Authorizes the Workforce Board to prioritize workforce training programs that lead to a credential, certificate, or degree in green economy jobs.

2. **EHB 2242 – Dept. of Commerce – Prime Sponsor: Rep. Kenney**
  - a. **Bill Summary:** Changes the name of the Department of Community, Trade and Economic Development to the “Department of Commerce.” Requires the director of the Department to develop recommendations for the governor and the appropriate legislative committees regarding: (a) the mission, goals, organizational structure and responsibilities of the department; (b) existing programs that might best serve the state’s economic development mission by being aligned within the department; and (c) alternative service delivery mechanisms, collaborations, and partnerships that might best serve the state's economic development goals.
  
3. **SB 5554 – Job Skills Program – Prime Sponsor: Sen. Kilmer**
  - a. **Bill Summary:** Directs the Job Skills Program to promote industry clusters and to give priority to applications from firms in strategic industry clusters as identified by the state or local areas.
  
4. **SSB 5616 – Customized Training – Prime Sponsor: Sen. Shin**
  - a. **Bill Summary:** During 2009 and 2010, employers participating in the Customized Training Program may delay payments to the account. The expectation that participants will increase employment in the state by an amount equal to at least 75 percent of the trainees is changed to a requirement that participants must make good faith efforts to hire from trainees in the participant's training program. Colleges must make good faith efforts to use trainers preferred by participants. Preference will be given to projects that include training that leads to transferrable skills. The State Board for Community and Technical Colleges (SBCTC) must ensure a seamless process toward participation in the program for employers that have qualified for the Job Skills Program but are not able to participate because those funds have been committed. Up to \$75,000 per year from the account may be used by SBCTC for training, marketing, and facilitation services to increase the use of the program
  
5. **E2SSB 5809 – Unemployed Worker Training – Prime Sponsor: Sen. Hargrove**
  - a. **Bill Summary:** Funds appropriated in the 2009-2011 Operating Budget must be distributed by the Employment Security Department (ESD) to Workforce Development Councils (WDCs) as a match to the American Recovery and Reinvestment Act (ARRA) or Workforce Investment Act (WIA) funds that WDCs provide for the training of individuals in high-demand occupations. Eligible individuals are those who are eligible for services under WIA adult or dislocated worker programs, or who are receiving or have exhausted entitlement to UI benefits and are enrolled in a high-demand training program. WDC funds used to increase capacity for training eligible individuals for high-demand occupations at community and technical colleges will receive a 75 percent match, and funds used to provide financial aid (individual training accounts) for students training for high-demand occupations will receive a 25 percent match. Individuals training for occupations in the aerospace, energy efficiency, forest product, or health care industries will be given priority, so long as the priority is consistent with federal law. The Governor must direct that WIA funds made available under ARRA for statewide activities also be used as matching funds.

- b. Workforce Board Assignments:** The ESD, in collaboration with the Workforce Board and SBCTC is required to: 1) develop a set of guidelines on allowable uses for the incentive funds; and 2) submit reports on expenditures on education and training, the number of students receiving training, the types of training received by the students, student demographics, institution/program demographics, training completion rates, employment rates, and comparisons of preprogram and post-program wage levels.

**B. Bill(s) Not Passed:**

**1. HB 2308 – Washington Council on Aerospace – Prime Sponsor: Rep. Morris**

- a. Bill Summary:** Creates the Washington Council on Aerospace in the Office of the Governor. The Council will have 13 members. Its nine public sector members are: the Director of the Department of Community, Trade and Economic Development (or successor agency) who will chair the Council; the Executive Director of the State Board for Community and Technical Colleges (SBCTC); the Executive Director of the Higher Education Coordinating Board (HECB); the Presidents of the University of Washington and Washington State University; and four legislators (one from each caucus of each chamber). Its four private sector members, each appointed by the Governor to four-year terms, will represent: a labor organization of machinists; a labor organization of aerospace engineers; the state's largest aerospace manufacturer; and an aerospace employer. The Council's purpose is to: improve coordination and responsiveness of aerospace-related training, education, and research and development to meet industry needs; enhance the economic climate for the aerospace industry; and ensure Washington's continued leadership in aircraft design, manufacturing, and job creation. The Council must provide advice to the Governor and the Legislature on public policies that will strengthen the aerospace industry and support its job growth in-state. The Council members must take joint action to integrate training and education with research and development. For 2009-2011, increased training, education, or research and development activities will be supported by federal Workforce Investment Act funds and other discretionary funds administered by the Governor.
- b. Implications:** The Governor could create the Council on Aerospace by executive order, or simply request that legislators, agency directors, and private representatives form the Council.

2. **SSB 5879 – Entrepreneurial Training – Prime Sponsor: Sen. Kastama**
  - a. **Bill Summary:** Directs the Economic Development Commission to establish and maintain an inventory of education, training, and technical assistance services and programs serving entrepreneurs and assess the extent to which such programs are successful or underperforming in meeting the economic development needs of the state. Requires, within the appropriations provided for the Economic Development Commission and the Workforce Board, the Commission and the Board to jointly create an inventory of targeted education, training, and technical assistance services and programs available in the state that provide exclusively the skills and knowledge that entrepreneurs seek. Specifies that the inventory will report on the numbers of individuals who have sought services and the scale of businesses represented by them, will survey those served by the programs, and will document the public resources used and the benefits of the programs. Requires the agencies to evaluate programs from other entities and identify best practices.
  - b. **Implications:** Stakeholders and agency partners have identified the need for an inventory of small business and entrepreneurial training programs as a first step to increasing services and outcomes for small business/entrepreneurs. These programs at present time are administered by a diverse mix of agencies, non-profit community-based organization, and educational institutions, with no central locus of information, oversight or coordination. Thus, stakeholders and agencies are likely to continue calling for an inventory.

### **Additional Workforce Board Assignments**

#### **A. Bill(s) Passed:**

1. **SSB 5723 – Small Business Assistance – Prime Sponsor: Sen. Kastama**

**Assignment:** Directs the Small Business Development Center (SBDC) to work with the Department of Community, Trade and Economic Development, the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Workforce Board, the Employment Security Department, the Washington state Economic Development Commission, Associate Development Organizations, including Economic Development Councils, and Workforce Development Councils to: integrate and coordinate the SBDCs with other state economic and workforce development programs; target the SBDC services to in-state small businesses; tailor each center's outreach and services to local needs and demographics; and establish or expand satellite offices when financially feasible.

**2009 – 2011 Operating Budget  
Workforce-Related Items  
Budget Passed by the Legislature**

**Workforce Board**

1. **Budget Reduction**: The general fund–state (GF-S) maintenance-level funding for the Workforce Board is reduced by \$560,000 for the biennium. Additional funding, however, is provided for:
2. **Opportunity Internships**: \$142,000 of GF-F for 2010 and \$88,000 of GF-F for 2011 are provided solely for implementation of 2SHB 1355. Of these amounts, \$82,000 for fiscal year 2010 and \$28,000 for fiscal year 2011 are to be contracted to the Higher Education Coordinating Board for administration of State Need Grant provisions of this act. It is expected that the federal funds appropriated in this subsection shall be from among the Workforce Investment Act statewide discretionary funds available for projects in support of disadvantaged youth.
3. **Evergreen Jobs Act**: \$60,000 of GF-S for 2010 and \$60,000 of GF-S for 2011 are provided solely for implementation of E2SHB 2227.

**Office of Superintendent of Public Instruction**

1. **Longitudinal Data**: \$1,227,000 of GF-S dollars for 2010 and \$1,227,000 for 2011 are provided solely for the creation of a statewide data base of longitudinal student information.
2. **Comprehensive Data System**: \$1,475,000 of GF-S for 2010 and \$1,045,000 of GF-S for 2011, and \$435,000 of GF Federal are provided solely for implementing a comprehensive data system to include financial, student, and educator data. The Office of Superintendent of Public Instruction will convene a data governance group to create a comprehensive needs-requirement document, conduct a gap analysis, and define operating rules and a governance structure for K-12 data collections.
3. **Pre-apprenticeship**: \$175,000 of GF-S dollars for 2010 and \$175,000 for 2011 are provided solely for incentive grants for districts and pilot projects to develop pre-apprenticeship programs. Incentive grant awards up to \$10,000 each shall be used to support the program's design, school/business/labor agreement negotiations, and recruiting high school students for pre-apprenticeship programs in the building trades and crafts.
4. **Navigation 101**: \$3,219,000 of GF-S for 2010 and \$3,220,000 for 2011 are provided solely for the dissemination of the Navigation 101 curriculum.
5. **Building Bridges**: \$675,000 of GF-S for 2010 and \$675,000 of GF-S for 2011 are provided solely for implementation of a statewide program for comprehensive dropout prevention, intervention, and retrieval.
6. **CTE Funding Formulas**: Career and technical education programs at comprehensive high schools are funded at 0.92 certificated instructional staff units and 0.08 certificated administrative staff units for each 19.5 full-time equivalent vocational student. Non-employee-related costs (NERCs) are funded at \$24,999 per certificated staff unit in the 2009-2010 school year and \$25,449 per certificated staff unit in the 2010-11 school year.

7. Skills Center Funding Formulas: Skills Center programs are funded at 0.92 certificated instructional staff units and 0.08 certificated administrative units for each 16.67 full-time equivalent vocational student. NERCs are funded at \$19,395 per certificated staff unit in the 2009-10 school year and a maximum of \$19,744 per certificated staff unit in the 2010-2011 school year.
8. Middle School CTE: \$1,781,000 of GF-S dollars for 2010 and \$1,943,000 for 2011 are provided solely to allow approved middle and junior high school career and technical education programs to receive enhanced vocational funding. The allocation is formula-driven based on passage of 2SSB 5676 and OSPI shall adjust funding to stay within the amounts provided in this subsection.
9. CTE Grants: \$2,750,000 of GF-S dollars for 2010 and \$2,750,000 for 2011 are provided solely for secondary career and technical education grants pursuant to chapter 170, Laws of 2008. This funding may also be used to support FIRST Robotics programs.
10. Summer School CTE: Authorizes a maximum of \$2,385,000 to be expended for 2010 year and a maximum of \$2,385,000 for the 2011 fiscal year for summer vocational programs at Skills Centers.
11. Student Leadership Organizations: \$97,000 of GFS for 2010 and \$97,000 of GFS for 2011 are provided solely to support vocational student leadership organizations.

### **State Board for Community and Technical Colleges**

1. Worker Retraining: \$28,761,000 of GF-S dollars for 2010, \$28,761,000 of GF-S for 2011 are provided solely as special funds for training and related support services, including financial aid. Funding is provided to support up to 6,200 student FTES in 2010 and 6,200 full-time equivalent student FTEs in 2011.
2. Job Skills Program: \$2,725,000 of GF-S dollars for 2010 and \$2,725,000 for 2011 are provided solely for administration and customized training contracts through the Job Skills Program.
3. Student Achievement Initiative: From the overall appropriation to the community college system, \$3,500,000 is provided for the Student Achievement Initiative.
4. Online Learning Technology: \$1,112,000 of GF-S for 2010 and \$1,113,000 of GF-S for 2011 are provided solely for SBCTC to enhance online distance learning and open courseware technology. Funds are to be used to support open courseware, open textbooks, open licenses to increase access, affordability and quality of courses in higher education.
5. Health Care Workers: \$2,250,000 of GF-S for 2010 and \$2,250,000 of GF-S for 2011 are provided solely for the Hospital Employee Education and Training (HEET) program under which labor, management, and college partnerships develop or expand and evaluate training programs for incumbent hospital workers that lead to careers in nursing and other high-demand health care occupations.
6. Workforce Language in the Budget: “When implementing the appropriations in this section, the SBCTC and the trustees of the individual community and technical colleges shall minimize impact on academic programs, maximize reductions in administration, and shall at least maintain, and endeavor to increase, enrollment opportunities and degree and certificate production in high employer-demand fields of study at their academic year 2008-2009 levels.”
7. Applied Baccalaureate Degree: Within the board’s 2009-2011 biennial budget allocation to Bellevue Community College, the college may implement an additional applied baccalaureate degree in interior design.

8. Student Services and Instruction: Funding to the community and technical college system is reduced by approximately 6 percent from the 2009-2011 base level after accounting for anticipated tuition increases and federal stimulus assistance. Despite efforts to target reductions to other areas, up to 60 percent of the reductions are likely to impact direct instructional and student services, which comprise approximately 63 percent of the colleges' state- and tuition-funded activities. As a result, up to 4,900 fewer students may have access to full-time enrollment opportunities in 2009-2011 than are actually enrolled this year. Alternatively, students may need to stay in school longer, or be less likely to earn a degree or professional certificate in their chosen field, due to reduced course offerings, larger class sizes, and fewer academic support services. Because the colleges are expected to prioritize enrollment opportunities for re-training of unemployed workers, opportunities are particularly likely to be curtailed for students who need basic skills instruction in speaking and reading English, or to acquire a high school-equivalency certificate.

#### **Employment Security Department**

1. \$293,000 of the administrative contingency fund for 2010 is provided solely for the implementation of HB 2227 (Evergreen Jobs Act).
2. \$7,000,000 of GFS for 2010 is provided solely for the implementation of SB 5809 (Workforce employment and training).

#### **Higher Education Coordinating Board**

1. Part-Time Student Financial Aid: \$500,000 of GF-S dollars for 2010 and \$500,000 for 2011 are provided solely for State Need Grants provided to students enrolled in three to five credit-bearing quarter credits.

#### **Baccalaureate Institutions**

1. Workforce Language in the Budget: Directs the four-year universities to maintain, and endeavor to increase, enrollment and degree production levels at or beyond their academic year 2008-2009 levels in high-demand fields – S; set target for specific number of graduates in high demand.

#### **Department of Community, Trade and Economic Development**

1. Evergreen Jobs Act: \$10,500,000 of GF Federal is provided for training and technical assistance associated with low income weatherization programs. Subject to federal requirements, CTED shall provide: (i) Up to \$4,000,000 to the SBCTC to provide workforce training related to weatherization and energy efficiency; (ii) up to \$3,000,000 to the Bellingham opportunity council to provide workforce training related to energy efficiency and weatherization; and (iii) up to \$3,500,000 to community-based organizations and to community action agencies consistent with the provisions of E2SSB 2227 (Evergreen Jobs Act).

2. Industry Clusters: Directs Associate Development Organizations, including Economic Development Councils, receiving funding to work with the community and technical colleges to better align workforce and economic development programs within industry clusters identified by the Associate Development Organizations as necessary to deploy funds in response to high-demand fields and consistent with E2SSB 5809. The workforce programs are to be consistent with industry clusters identified by the Associate Development Organization and approved by a private industry partner within the industry cluster.