

**Annual Report  
to the Legislature  
July 2005 – June 2006**

**Progress of Agencies  
In Implementing**

**High Skills, High Wages 2004:  
*Washington's Comprehensive  
Plan for Workforce Development***



**Workforce Training and Education Coordinating Board**

Dear Governor Gregoire, Members of the State Legislature, and Interested Parties:

On behalf of the Workforce Training and Education Coordinating Board (Workforce Board) and our partners, I am pleased to forward our annual report, *Progress of Agencies in Implementing High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*.

This report fulfills the mandate of RCW 28C.18.080 (3) and (5) and describes our progress in accomplishing the plan.

Between July 1, 2005, and June 30, 2006, the 12 local Workforce Development Councils (WDCs) and the state agencies that comprise the state's workforce development system made progress in implementing the specific strategies outlined in *High Skills, High Wages 2004*. This agenda put a high priority on meeting the workforce needs of key industry sectors in Washington. It gave more attention to the needs of people with disabilities, people of color, and women—populations that will increasingly comprise the workforce of the future. It stressed the needs of high school students and high school dropouts. Many of the strategies emphasized partnerships with industry.

Progress in these important areas is due to the commitment and work of many leaders throughout our state and to the special leadership of the 12 WDCs; the State Board for Community and Technical Colleges; the Office of Superintendent of Public Instruction; and the Departments of Employment Security, Social and Health Services and its Vocational Rehabilitation Division, Labor and Industries, Community, Trade and Economic Development, and Services for the Blind. The Workforce Board appreciates our very committed and productive partners.

I believe you will find the report and the specific actions highlighted of particular interest. Should you have additional comments or questions, or require further copies of the report, please call my office at 360-753-5662.

Sincerely,

Don Bennett  
Interim Executive Director

## INTRODUCTION

The Workforce Training and Education Coordinating Board (Workforce Board) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development* in June 2004. To track progress on how the state's workforce training and education agencies are implementing the *High Skills, High Wages* agenda, and to fulfill the mandate of RCW 28C.18.080 (3) and (5), the Workforce Board prepares an annual report to the Governor, appropriate legislative committees, and interested parties.

This document reports on activities that occurred during the second year of a two-year strategic plan. As this report is being written, a new strategic plan (*High Skills, High Wages 2006*) has recently been completed. This new plan incorporates recommendations developed from *Washington Works*, the 2006 study of the workforce development system ordered by Governor Christine Gregoire. The next *Annual Report to the Legislature* will report on implementation of the first year of the 2006 plan.

This annual report captures progress of Washington State's 12 Workforce Development Councils (WDCs), the State Board for Community and Technical Colleges (SBCTC), the Office of Superintendent of Public Instruction (OSPI), the Departments of Employment Security (ESD), Social and Health Services/Vocational Rehabilitation (DSHS/DVR), Labor and Industries (L&I), Community, Trade and Economic Development (CTED), Services for the Blind (DSB), and the Workforce Board in accomplishing our mutually agreed-upon strategies.

*High Skills, High Wages 2004* established four goals for the state's workforce development system.

1. Closing the skill gap.
2. Training incumbent and dislocated workers so they are prepared for economic change.
3. Achieving wage progression for low-income individuals.
4. Integrating workforce development programs to improve customer service.

In order to achieve these goals, our state plan included 13 objectives and 38 strategies that identify the lead entities responsible for implementation. All of the goals, objectives, and strategies are important, and we are committed to carrying them out during the next year and beyond.

Strategic opportunities included:

*Increasing postsecondary education and training capacity:* More employers have difficulty finding workers with training at the subbaccalaureate level (community and technical colleges, private career schools, and apprenticeship programs) than any other educational level. In order to increase the number of young people entering these programs, we must also enhance capacity in secondary career and technical education.

*Reducing dropouts and integrating career guidance into school curricula:* About one third of Washington ninth graders do not graduate with their class. We must build on the success of effective dropout prevention and retrieval programs and help students and their families plan for the future beyond high school.

*Expanding and sustaining skill panels:* Industry Skill Panels comprised of employers, educators, and labor in key clusters, such as health care, identify skill shortages and ways to meet those needs. We must expand these partnerships to more industries and more areas of the state.

*Increasing training linked to retention support for low-income individuals:* We must provide training opportunities and support services, such as childcare and counseling, that enable low-income individuals to advance and meet employers' needs for skilled workers.

*Increasing basic skills and English as a Second Language (ESL) instruction that is integrated with occupational skills training:* Adult Basic Skills and ESL instruction are much more likely to lead to wage gains for participants when the instruction is combined with occupational skills training. We must provide more such instruction to a growing population of adults with limited English proficiency.

*Expanding customized training for incumbent workers:* There is an increasing need to train and retrain incumbent workers to keep pace with technological advances. While the state funds some customized training, Washington lags far behind other states.

During the period from July 2004 to June 2005, Washington made great strides in workforce development. This year we attempt to quantify progress on the strategies of *High Skills, High Wages 2004*. Each strategy is followed by a ranking of "Significant Progress," "Some Progress," or "No Progress." Rankings are based on the information submitted by the agencies and the WDCs to support their progress on each strategy.

**Goal 1: To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.**

**Objective 1.1: Create public/private partnerships to enable individuals to move up job and career ladders throughout their lives.**

**Strategy 1.1.1 – *Some Progress***

Create and enhance Industry Skill Panels, especially in high-demand economic clusters, such as health care and information technology.

**WORKFORCE BOARD**

Thirty-one Industry Skill Panels in 17 industries developed and implemented strategies to address labor shortages. (In Industry Skill Panels, business, government, and education collaborate to reduce labor and skill shortages.) Examples of industries served by skill panels include construction, manufacturing, health care, energy, transportation, and information technology.

**Strategy 1.1.2 – *Significant Progress***

Provide high-quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high-demand clusters, such as health care and information technology.

**ESD**

The Workforce Explorer website [www.workforceexplorer.com](http://www.workforceexplorer.com) provided comprehensive information on employment, wages, growing and declining occupations, links to job openings, and job seeking tools. The site listed data on wages by occupation, benefits offered by businesses, and skill or training requirements. In 2005 and 2006, ESD's Labor Market and Economic Analysis

unit produced the *Washington State Job Vacancy Report*, a twice-a-year snapshot of open positions that provides valuable insights into labor market conditions across the state.

### **WORKFORCE BOARD**

The Workforce Board published the 2006 edition of *Where Are You Going? – A Guide to Careers and Education in Washington State*. The guide offers students, parents, and job seekers information on over 160 occupations, what they pay, and training programs. It lists 500 schools offering training in specific fields. The Workforce Board also published *Washington State Employers' Workforce Training Needs and Practices – 2006*. Roughly 2,100 employers responded to this survey, which was conducted in collaboration with the Association of Washington Business. Extrapolating from the survey, an estimated 69,000 Washington employers—about one in every three—had difficulty finding qualified job applicants during the past year.

#### **Strategy 1.1.3 – Significant Progress**

Develop competency-based education and training programs and modular curricula and assessments linked to industry skill standards.

#### **OSPI**

OSPI continued to create model curricular frameworks for career and technical education (CTE) programs that integrate academics with updated technical skills. Beginning in 2006, local school districts began a course re-approval process, basing all CTE courses on industry standards and academic integration. Professional development for teachers on integrating industry standards and academic integration into the classroom occurs during this process.

#### **SBCTC**

In 2005-2006, SBCTC used assessment-based modular curriculum to approve 28 new primary programs, 57 new options, 30 new alternatives, 116 short-term certificates, and 702 modifications to existing programs. It also funded ten pilot projects to build career pathways by integrating basic skills and professional-technical instruction. The remaining 22 colleges received funds to prepare integrated instruction plans.

**Objective 1.2: Increase the number of young people who understand and act on career opportunities available through career and technical education and training programs, including youth from target populations.**

#### **Strategy 1.2.1 – Significant Progress**

**Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment and their career options including high-wage, high-demand, and nontraditional occupations.**

#### **OSPI**

OSPI continued to support Navigation 101, a guidance program that teaches students how to proactively chart their own educational paths and promotes parental involvement via student-led conferences. In 2006, the Legislature budgeted additional funds to expand Navigation 101, providing \$3,000,000 for grants to Washington districts at an average of \$10,000 per school.

#### **WDCS**

**Benton-Franklin** WDC promoted life-long learning and education to youth at WorkSource Columbia Basin, at schools, and at other locations by initiating and participating in a variety of activities, such as co-hosting a Career Fair for apprenticeship training opportunities with Tri-Tech Skills Center.

When **Eastern Washington Partnership** WDC's Healthcare Occupations Workgroups hosted an annual health care career fair in both the northern and southern counties. More than 200 students from 18 school districts attended.

**Olympic Consortium** WDC collaborated with school district counselors to provide career plans for in-school youth.

**Northwest** WDC's marketing efforts for health and construction careers at local schools were expanded to include marine and wood products. Strategies included Summer Career Camps and presentations by industry professionals. More than 80 young people participated in the camps. Internship training followed for 40 youth in construction, marine manufacturing, and health care. Special emphasis was placed on underrepresented low-income and diverse groups.

**Pacific Mountain** WDC's low-income youth built electronic portfolios to assist them with career planning and job search. "E-folios" taught young people to competitively apply for jobs on-line.

**Southwest Washington** WDC assisted low-income youth to develop individual plans to complete high school, identify employment and training opportunities, and gain work experience. The Council also aligned job training with Washington State Essential Academic Learning Requirements so young people could earn credit.

**South Central** WDC concentrated on serving youth deemed to be "most in need." A recent survey found the Council serves the third highest number of out-of-school youth in the state. The WDC credits its youth service delivery contractors for exceeding 100 percent of their performance measures for the last four years.

**Spokane Area** WDC's Youth Council, Spokane School District 81's CTE, the Spokane Skills Center, Educational Services District 101, and other community-based organizations conducted a Youth Career Fair. Over 400 students attended workshops, interacting with representatives from business and industry.

During the reporting year, **Tacoma Pierce County** WDC developed individual career and training plans for 675 young people. The plans help ensure youth are aware of the link between learning and employment.

All 330 youth served by **Snohomish County** WDC received career readiness training with an emphasis on the ten high-growth, high-wage industries selected as key industries by education, government, and workforce and economic development. Of these, 35 got jobs, and 13 were placed in employment "enhancement" activities with an average wage of \$8.54.

**Strategy 1.2.2 – Significant Progress**  
Expand partnerships with industries to market their career opportunities to youth and their parents.

**OSPI**  
OSPI worked with business to expand career opportunities for students. During the reporting year, OSPI and *Washington Business Week* partnered to expand career awareness opportunities for students in health, business, and construction. It also worked with the community college Centers of Excellence to expand opportunities for students. This growing partnership resulted in a more seamless transition for students from secondary to postsecondary education.

## **WDCS**

In **Benton Franklin** WDC, WorkSource Columbia Basin emphasized employer participation in youth programs and activities in their marketing repertoire. During the reporting year, the Center continued certifying Work-based Learning sites in local businesses.

**Eastern Washington Partnership** WDC's health care and manufacturing Industry Skill Panels marketed careers to young people by bringing teachers to medical and manufacturing worksites and emphasizing the importance of math, science, and general education to the world of work. The panel successfully brought a training facility to Colville. Fourteen students recently received their Licensed Practical Nurse certificates and five Registered Nurses received specialty training. In addition, industry partnerships led to supervisory skill training for 78 corrections officers and upgrade skills training for 12 manufacturing employees.

**Northwest** WDC partnered with 42 business and labor groups to stage the 2006 Summer Career Camps. These included Kingston Laborer's Training Center, Carpentry Training Center, Cascades Job Corps Center, Associated General Contractors, Building Industry Association of Whatcom and Skagit Counties, All American Marine, Pacific Mariner, and St. Joseph Hospital.

**Pacific Mountain** WDC's Regional Marine Manufacturing Industry Skill Panel expanded its outreach to elementary and secondary schools in 2005/2006. It also hosted a four-day "Float Your Boat" summer camp. Of the 15 high school students who enrolled in the camp, 7 were given employment interviews at the Westport Shipyards.

After its 2005 Youth@Work report, the **Seattle-King County** WDC began the Youth@Work campaign, highlighting the importance of work experience for youth and encouraging businesses to create work opportunities. The WDC then launched YouthatWork.info, a website where youth and employers find tips and resources and link to Go2WorkSource to search and post jobs.

**South Central** WDC sponsored Health and Human Services classes at two Yakima Valley high schools via the Northwest Community Action Center. More than 130 students participated, including students with disabilities and ethnic-minorities pursuing education and vocational rehabilitation. Clinical placements allowed students to watch health professionals at work. The WDC's Health Care Skill Panel helped create over 40 programs for 100s of current and future health care workers. Its *Grow Your Own* initiative enrolled West Valley School's 9th graders in exploratory health classes and coordinated presentations by Klickitat Valley Health Services for over 700 students.

**Olympic** WDC's Health Care and Marine Industry Skill Panels worked closely with employers and schools to market career opportunities to young people and their parents.

**Snohomish County** WDC, Everett Public Schools, and businesses hosted "What about Tomorrow Career and College Fair," featuring training opportunities in high-demand fields and drew 1,700 students, parents, and teachers. Also, a partnership of education, business, and the public sector put industry tools in the hands of students at Snohomish High School's computer aided drafting class. Seven students received "In-Demand Scholars Grant" scholarships in this dynamic industry.

During the reporting year, **Southwest Washington** WDC hosted a dozen Career Academies, where over 90 young people got work experience and training in a variety of businesses and occupations. In addition, the WDC and Washington State University sponsored a career fair for more than 150 young people.

The **Spokane Area** WDC participated in Construction Career Day. Over 600 youth got “hands-on” construction experience. This model program allows high school students to explore career pathways in a variety of industries. The WDC also attended University High School’s Parent Night, where 200 students and parents learned about career opportunities.

The Youth Workforce Development Initiative, led by **Tacoma-Pierce County** WDC’s health care and construction Industry Skill Panels, awarded 45 scholarships totaling \$37,000, conducted 20 healthcare workshops for 500 parents and children, hosted Nurse Camp for 105 youth at Good Samaritan and Tacoma General Hospitals, and sponsored career fairs for 1,400 students.

**Strategy 1.2.3 – Significant Progress**  
Increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students’ individual career plans.

**OSPI**  
OSPI participated in a manufacturing consortium of industry leaders to discuss a seamless curriculum between the secondary and postsecondary systems. The consortium also focused on connecting students to mentorships, job shadowing, internships, and volunteer opportunities. OSPI continues to incorporate work-based learning as an integral part of a CTE program.

**SBCTC**  
Work-based learning is key to professional-technical education. Such learning relies on tours, internships, cooperative education, and speakers from industry. A “Best Practice” funded by Perkins Leadership, paired entrepreneurial students with local businesses. In 2005-2006, 24 chapters of professional organizations paired students with professionals in leadership activities.

**Objective 1.3: Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.**

**Strategy 1.3.1 – Significant Progress**  
Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters, such as health care and information technology.

**OSPI**  
During the 2006 session, the Legislature provided additional support to promote apprenticeship opportunities for secondary students. The legislation was designed to make students aware of apprenticeship opportunities available after graduation from high school. The legislation also:

- Authorized existing Centers of Excellence to compile and provide information about grants, scholarships, job openings, and growth industries to the public.
- Required the Washington State Apprenticeship and Training Council (WSATC) to lead an educational outreach program about apprenticeships for students and educators.
- Required WSATC to manage direct-entry programs, including awarding ten incentive grants for school districts to negotiate and implement agreements with local apprenticeships.

## **SBCTC**

In 2005-2006, SBCTC:

- Approved 28 new professional-technical programs (9 health care and 22 new Associate of Applied Sciences, Transfer Degrees) for community and technical colleges.
- Funded proposals to increase enrollment capacity by 205 student Full Time Equivalents (FTE) in high wage, high demand programs in community and technical colleges.
- Recommended 23 related and supplemental instruction plans to WSATC. This training complements the work processes that the apprentice must know in order to become a well-rounded journey-level worker.
- Approved four pilot baccalaureate programs in the community and technical college system.

## **FEDERATION FOR PRIVATE VOCATIONAL SCHOOLS**

Washington's private career colleges continued to provide business with well-prepared employees. They achieved this goal via instruction that resulted in placing students in good paying, field-related jobs. Career colleges can rapidly respond to market trends. For example, Divers Institute of Technology was asked to respond to the burgeoning need for divers following Hurricane Katrina. No other institution, public or private, was able respond to market demand for well-trained divers and did so without compromising the health and welfare of dive employees. In another example, DigiPen Institute of Technology continued to expand as its reputation for providing the gaming and animation industries with educated, well-prepared employees.

### **Strategy 1.3.2 – *Some Progress***

Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields.

## **OSPI**

In addition to the expansion of health care work experience opportunities, automotive work experience opportunities (offered through the Automotive Youth Educational Systems program) continued to grow. OSPI, in partnership with the automotive industry and Shoreline Community College, developed a national curriculum for Automotive General Service Technician. The curriculum was piloted in three high schools and two community colleges. The project was funded with a grant from the United States Department of Labor.

## **SBCTC**

Four colleges received Workforce Development funding to support extraordinary startup, improvement, and expansion costs of high-wage, high-demand programs. Projects linked to local economic development strategies, included education-industry partnerships and matching business and industry funding, integrated industry-defined skill standards, and demonstrated sustainability. In addition, 11 community colleges continued their work as "Centers of Excellence." Each Center of Excellence focuses on a specific targeted industry – an industry that is strategic to the economic growth of a region or state. During the reporting year, each center maintained a reputation for innovation and responsive education and training delivery, brokered information and resources, and translated industry research into best practices. The centers coordinated with Industry Skill Panels as they implemented strategies to close skill gaps. They also provided system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems.

### **Strategy 1.3.3 – *Significant Progress***

Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees.

## **HIGHER EDUCATION COORDINATING BOARD (HECB)**

HECB and the Joint Access Oversight Group completed work on five transfer associate degrees in nursing, elementary education, engineering, engineering technology, and business. Each was approved by the academic leadership at the baccalaureate institutions and will be implemented at participating institutions, both public and private, in coming years. HECB is also conducting two data gathering projects related to course equivalencies. Both projects center on the development of a web-based system to establish, publish, and maintain course equivalencies between two- and four-year institutions. The first project, a web-based course equivalency and transfer planning system, will be implemented at the University of Washington and Bellevue Community College. HECB will identify risks and benefits of the system over the year. The second project is a requirements gathering exercise in which students, faculty, and staff from across the state will identify critical components of any web-based course equivalency system that would be implemented statewide.

## **SBCTC**

In 2005-2006, the following pilot projects were approved for applied baccalaureate degrees in the community and technical college system.

- Bellevue Community College—Bachelor of Applied Science in Radiation and Imaging Sciences.
- Olympic College—Bachelor of Science, Nursing.
- Peninsula College—Bachelor of Applied Science, Applied Management.
- South Seattle Community College—Bachelor of Applied Science in Hospitality Management.

Community and technical colleges continue to strengthen partnerships with high school students to receive dual credit Tech Prep. In

2004-2005,<sup>1</sup> Tech Prep articulation agreements enabled 14,100 students to earn over 88,019 professional-technical college credits while taking courses at their home high schools. Additionally, the Running Start program allowed 16,022 high school students to receive college credit. Several colleges are piloting formal processes for granting prior learning credit to serve as best practices for the system.

## **Strategy 1.3.4 – Significant Progress**

Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters, including construction.

## **L&I/WSATC**

L&I approved several new programs, programs with new occupations, and programs that have expanded their geographic areas of coverage. These include administrative assistant; public utilities maintenance worker; residential glazier; youth development practitioner; meter man; limited energy/sound and communication electrician; sound and communications technologist; gear machinist; industrial maintenance millwright; carpet, linoleum and soft tile layers; physical therapist assistant; lineman; transportation technician 2; estimator; construction equipment operator; line electrician; electronic systems technician; bricklayer; waterman; and substation electrician. ESD, with the cooperation from L&I, supported projects in six Workforce Development Areas providing training to over 500 preapprentices and apprentices in food processing, biotechnology, communications, health care, construction, and manufacturing industries.

## **Strategy 1.3.5 – Significant Progress**

Enhance “employability skills” training in workforce development programs.

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<sup>1</sup> 2005-2006 data is not yet available.

### **WORKFORCE BOARD**

The Workforce Board led the effort, along with five other states and Junior Achievement worldwide, to develop a national Work Readiness Credential (WRC) that defines, assesses, and certifies that individuals can meet the demands of entry-level work. Initiated because of business concerns about the difficulty in finding qualified applicants, the WRC is based on a cross-industry standard, defined by experts from multiple business sectors, of what entry-level workers need to be successful. During the reporting year, the investor partners established a not-for-profit corporation that has been registered in Washington, D.C. and hired an executive director to manage the corporation's affairs. The group scheduled a beta testing soft launch to run from September 2006 to February 2007.

### **OSPI**

OSPI's CTE division requires work readiness preparation for all exploratory and preparatory CTE classes, the most commonly taken CTE courses. During the reporting year, the Manufacturing Technologies Advisory Group finished work on its work readiness standards, which are assessed in the classroom and in student internships.

### **WDCS**

The **Northwest** WDC provided competency-based workforce preparation using employer-defined skill standards and Essential Academic Learning Requirements. The WDC promoted the Manufacturing Technology Achievement Certificate initiative.

The **Olympic** WDC coordinated employability skills training with local schools and colleges. The WDC's work experience activities matched youth with area employers and provided hands-on employability training.

**Southwest Washington** WDC developed a soft-skills training program called Spotlight On Success, partnered with the local community college to increase success rates for people looking for high tech work.

All **Tacoma-Pierce County** WDC's 13 programs incorporated employability skills training. As a result of integrating employability skills, the Council met and or exceeded its state and federal performance measures.

### **Strategy 1.3.6 – Significant Progress**

Increase the number of individuals prepared to teach students for high-wage, high-demand fields.

### **OSPI**

OSPI secondary CTE staff and teacher preparation faculty developed strategies to address CTE teacher shortages. One of the outcomes of their discussions included a CTE teacher recruiting video produced by WAVA: An Association of CTE Directors.

During the 2005-2006 school year, Central Washington University and Eastern Washington opted to continue their Business and Marketing teacher preparation programs. OSPI also collaborated with university "Plan Two" programs, allowing individuals with industry experience to achieve a special certification for CTE instruction related to their fields.

### **SBCTC**

Perkins State Leadership funds were awarded to 26 community and technical colleges to support 70 industry-based professional development projects that upgraded faculty knowledge of current industry practices. These grants allowed faculty and administrators opportunities to return to industry in the areas of information technology, health care, education, and engineering.

### **Strategy 1.3.7 – Significant Progress**

Highlight and replicate best practices from around the state and nation in CTE.

#### **OSPI**

Professional development expanded this year with an emphasis on sharing best practices in several career pathways, including agriculture, health and human services, technology and industry, and business and marketing. During the reporting year, over 700 secondary CTE teachers received training in a partnership with the Washington Association of Career and Technical Education. OSPI also partnered with Washington State University on information technology curriculum training.

#### **SBCTC**

Grants were awarded to 55 best practices projects at 30 community and technical colleges. Of these grants, 14 colleges created 15 best practices deemed “innovative and replicable” while 27 colleges implemented 40 projects replicating best practices. In addition, 11 Centers of Excellence gathered and disseminated best practices throughout the community and technical colleges. All 11 Centers held statewide events and conferences to share best practices.

#### **WORKFORCE BOARD**

In 2006, Governor Gregoire presented two workforce and education partnerships with the Governor’s 2006 Economic and Workforce Development Award. In the first, Walla Walla College collaborated with the region’s wine industry and economic development entities to develop the Enology and Viticulture Institute. In the second, the Food Stamp Employment and Training Program significantly expanded resources by using matching funds from private, city, and partner agency sources to serve more low-income individuals and families.

### **Objective 1.4: Increase education and training for older workers and retired individuals who want to return to work.**

#### **Strategy 1.4.1 – Some Progress**

Improve access to opportunities in education and specialized training for seniors and retired individuals who want to return to work.

#### **DSHS AGING AND DISABILITY**

##### **ADMINISTRATION**

Thirteen Senior Community Service Employment program subgrantees provided training for 215 older workers. At the Seattle Mayor’s Office for Senior Citizens, job counselors assisted 962 older workers, finding jobs for 677. The Mature Workers Alliance of Puget Sound sponsored a fair that attracted over 1,300 mature workers and featured over 40 employer and resource tables.

### **Goal 2: To enable workers to make smooth transitions so they and their employers may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.**

#### **Objective 2.1: Increase economic competitiveness, and prevent dislocation by expanding customized incumbent worker training.**

##### **Strategy 2.1.1 – Significant Progress**

**Increase publicly supported, customized incumbent worker training, and provide incentives to both employers and employees for this type of training.**

#### **SBCTC**

The 2006 legislature appropriated:

- \$3.15 million for a Customized Training Program to provide training assistance to businesses locating new jobs or expanding jobs in the state. The program also provided a tax credit for employers engaged in training.

- One million dollars in additional funding for the Job Skills Program (JSP) to provide training customized to meet employers' specific needs. Previous evaluations found wage gains for JSP participants.

**Objective 2.2: Enhance business expansion and retention strategies.**

**Strategy 2.2.1 – Significant Progress  
Market expansion and retention services to at-risk businesses and their workers.**

**CTED**

During the reporting year, CTED’s Business Retention and Expansion program worked with county Economic Development Councils (EDC’s) to retain and expand manufacturing and processing firms. The Business Retention and Expansion program provided funding to 32 counties. The program identified threatened businesses and provided problem-solving and technical assistance to over 1,000 businesses. CTED and local EDCI representatives also participated on Industry Skill Panels.

In March, CTED convened public and private stakeholders to explore issues in the Food Processing Industry Cluster. This was part of a three-state (Washington, Idaho, and Oregon) study in partnership with the Northwest Food Processors Association. CTED’s partner, Washington Manufacturing Services, marketed lean manufacturing to help food processors to be more competitive. During the year, 11 food processors were assisted, with an emphasis on educating Hispanic workers.

CTED established teams to work with eight industry clusters: food processing, forest products, technology, energy, marine services, aerospace, life sciences, and tourism to identify ways to adjust to the changing economy and tools to help retain and grow businesses in these clusters. For example, the aerospace team worked with an

aerospace industry association to conduct an annual conference featuring aerospace speakers. Breakout sessions brought high-level business tools and international connections to the region's aerospace companies. The conference incorporated a trade show allowing businesses to showcase their products.

CTED also updated its ChooseWashington web page with better information about available business resources and services. The web page received the International EDC’s Best Web Page award last year.

**ESD**

When faced with layoffs or plant closures, companies turned to state coordinated “Rapid Response” services provided by community resource teams. This enabled the companies to quickly plan for and manage the transition for impacted employees. Thirteen of these companies formed labor-management or transition committees to mitigate the impacts of major layoffs or plant closures. Approximately 1,500 workers affected by these 13 events were assisted.

**Objective 2.3: Return unemployed workers to suitable work in as short a time as possible.**

**Strategy 2.3.1 – Significant Progress**

Continue to develop dislocated worker services that are coherent, flexible, and accessible, and continue best practices such as rapid response labor-management committees.

**ESD**

During the reporting year, 41 companies notified ESD that over 6,000 workers would be laid off. Many of these employees received employment services, and several qualified for federal training programs. For example, over 1,900 dislocated workers from 30 companies were laid off due to foreign trade. Nearly 6,900 dislocated

workers received retraining and skills upgrading services, often accomplished with combined resources of community and technical colleges, Workforce Retraining funds, and federal funds administered by ESD.

#### **WDCS**

During the reporting year, the **Benton-Franklin** WDC convened labor management committees for employers experiencing layoffs in the Hanford area, Kennewick's Welch's plant closure, Bank of America call center closure, Energy Northwest, and Food Pavilion.

In the **Eastern Washington Partnership** WDC, continued dislocated worker services for cannery workers affected by last year's closures. A mine closure and downsizing of a long-term care facility necessitated rapid response services for 96 workers this year. Workers were informed of job alternatives, training, job search tools, and relocation referrals when appropriate.

**Northwest** WDC operates from an integrated plan for dislocated worker programs, including Trade Act, Worker Retraining, and Workforce Investment Act (WIA) programs. The plan includes universal orientations, group assessments, intensive job searches, and a common Individual Training Account. An "integrated orientation" was used, for example, for a commercial laundry facility that recently closed after 100 years in business.

The Rapid Response team at **Olympic** WDC assisted with seven significant lay-offs or closures in 2005-2006. The team, comprised of state and local WIA staff, unions, employers, local colleges, and unemployment insurance specialists, provided job search services to dislocated workers.

The **Snohomish** WDC strategically approached rapid response needs of industries and workers. It took the lead on creating a rapid response partnership of representatives from ESD, economic development, and education to develop customized responses for each dislocation event.

The **Spokane Area** WDC re-convened its Rapid Response team comprised of stakeholders representing unemployment and dislocated worker programs, WorkSource Centers and affiliates, community colleges, labor, and community-based organizations. The team streamlined delivery to ensure workers receive accurate and timely information to re-enter the workforce.

**Seattle-King County** WDC's federal WIA providers served 2,637 dislocated workers with a job placement rate of 81 percent. The Rapid Response team served 37 employers and nearly 4,000 workers. It also coordinated with the WorkSource Seattle-King County Business Solutions team on hiring events with employers whose job openings matched the skills of workers being laid off.

In order to serve dislocated workers not currently accessing WorkSource, the **Southwest Washington** WDC expanded outreach to include DSHS clients, customers with mental health and substance abuse issues, the homeless, and individuals re-entering the workforce after incarceration. In addition, the WDC placed 104 dislocated workers in a successful Rapid Response effort with the Panasonic Company.

The **Tacoma Pierce County WDC** continued to be a best practice model, integrating ESD staff with Tacoma-Pierce County WDC staff. Nearly 840 dislocated workers received workforce development services. In addition, Rapid Response services were provided for 11 companies, assisting 757 individuals with pre-layoff services.

**Strategy 2.3.2 – Significant Progress**  
Provide retraining in high-demand fields.

**SBCTC**

In 2005-2006, Worker Retraining funds provided retraining opportunities at community and technical colleges for 10,773 unemployed or dislocated workers. Of those students, 71 percent were enrolled in high- and middle-wage programs. Information technology and health care were among the leading programs of study. JSP provided customized training to avert layoffs and create promotional opportunities for 1,366 new and incumbent workers employed by 10 employers.

**Goal 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, people with disabilities, and women.**

**Objective 3.1: Reduce dropouts and increase high school graduations.**

**Strategy 3.1.1 – Significant Progress**  
Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program.

**OSPI**

During the reporting year, 165,628 students enrolled in CTE courses. Of those students, 29,290 finished the program as result of completing a sequence of CTE. Additionally, the on-time graduation rate for the class of 2005 was 74 percent, a 7 percentage point increase since 2002 (the first count using the current method of counting on-time graduation).

**Strategy 3.1.2 – Significant Progress**

Develop local community-school partnerships that plan, and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs.

**OSPI**

Summer programs, including those offered by the Skills Centers, are especially important for at-risk youth. During the reporting year, 4,600 students participated in Skills Center summer programs. Additionally, throughout the year, Skills Centers use Barrier Reduction funds to provide support for retrieving dropouts and services for at-risk students. The Skills Centers provided assistance for 1,088 students. In addition, OSPI and DigiPen Institute of Technology provided summer workshops in real-time animation.

**WDCS**

In **Benton-Franklin WDC** all school districts fund dropout prevention and retrieval services for at-risk youth. During the year, the Pasco and Finley school districts contracted with the WDC to use Dropout Prevention Intervention funds. Twenty-two youth received services, eight students will graduate with thirty credits waived, and four students will return to Pasco High to graduate.

The **Eastern Washington Partnership** WDC Customized Employment grant assists youths with disabilities to transition from high school to work. Dropout prevention and retrieval is the focus of two school districts.

**Northwest** WDC partnered with Sedro Woolley School District on dropout intervention for 289 freshmen with poor WASL progress. Of these, 62.5 percent passed. Services also included tutoring, summer school, and correspondence courses. In addition, the WDC, school, and four community groups provided TEEN STEPS (career exploration and readiness) for 30 adjudicated, dropout, and at-risk youth.

**Olympic** WDC's Dropout Prevention and Intervention program worked with schools experiencing a higher than average dropout rate. Service providers worked in targeted schools to identify and serve at-risk youth in Port Angeles and Bremerton. Last year, the WDC helped 24 young people stay in school and on track to graduate.

The **Pacific Mountain** WDC enrolled several students in its Dropout Prevention and Intervention program. All were either high school dropouts or were identified as credit deficient and at-risk of dropping out. The WDC contacted each student every day and implemented a referral and identification system, often referring students to the New Market Vocational Skills Center.

The **Seattle King County** WDC served 34 at-risk, in-school youth at Highline High School. Of these, 30 regained the 10th grade level, and the rest were on track for 2006. The WDC partnered with King County Work Training and SeaTac Occupational Skills Center to serve 25 low-income out-of-school youth. Twelve earned diplomas.

Initiated by the **Snohomish County** WDC in 2005, Project STAR (Supporting Teens at Risk) provided dropout prevention and retrieval for 99 Everett students. They received tutoring, on-line high school classes, and support services so they could graduate on time.

The **Spokane Area** WDC partnered with the local Educational Services District to deliver program services under the Dropout Prevention and Intervention Initiative. The Educational Service District offered a range of services to help students re-enter school and graduate on time.

The **Southwest Washington** WDC partnered with 3 school districts to enroll 170 youth in a dropout prevention and retrieval program. Of these, 22 students overcame credit deficits and graduated. A total of 152 credits were earned by 77 low-income students this year.

The **South Central** WDC collaborated with rural Kittitas school districts to develop the first alternative school of its kind to combine WIA and Basic Education Act funds. Thus far, 36 young people have been served. Collectively, they received 122 credits and 6 High School Diplomas.

**Tacoma Pierce County** WDC partnered with Puyallup and Bethel school districts to serve 770 youth. Contractors provided 288 youth with tutoring to keep them from dropping out. They served 180 youth in alternative secondary schools and placed 219 youth in summer jobs.

**Objective 3.2: Assist unemployed individuals to gain and retain employment, and assist low-income individuals to achieve wage progression.**

### **Strategy 3.2.1 – Significant Progress**

Continue to develop more effective employment services and strengthen post employment services to help individuals obtain and retain jobs that lead to wage progression.

#### **ESD**

**Public Employment Service.** Job seekers and employers made use of a range of employment services, using a network of 25 WorkSource Centers, 40 affiliate sites, and other locations. During the reporting year, employers listed over 121,670 jobs with ESD, and the employment service registered over 335,330 job seekers. Of these, over 220,850 got jobs.

**WorkFirst Employment Services.** A new product, the Comprehensive Evaluation, provides WorkFirst parents with individual evaluations, resulting in better and quicker engagement in activities leading to employment. First, relevant family information is collected. This is followed by an evaluation of education and a WorkSkill assessment that examines skills, interests, and work values. Each skill assessment also links the evaluation to local labor market information to better define career options and opportunities with local employers. Comprehensive Evaluations were administered to about 2,500 WorkFirst parents in the first month. An additional 44,400 will use the product in the next 12 months.

#### **WDCS**

**Benton-Franklin** WDC’s WorkSource center adopted Work Ready, where customers have resumés, skill assessments, mock interviews, and “60-second commercials.” In addition, retention specialists assist employed customers in retention, wage progress, or re-employment.

Low income participants at **Eastern Washington Partnership’s** WDC are tracked to ensure that follow-up needs are

met. WDC contractors operate WorkFirst, Customized Employment, and Senior Community Service Employment to strengthen employment services to customers.

The **Northwest** WDC partnered with local colleges to develop an Opportunities Program serving low-income adults with wraparound services to ensure success in obtaining occupation training and employment.

**Olympic** WDC service providers worked closely with low-income participants to find jobs with good wages and benefits. Intense follow-up with participants helped staff coordinate successful career progression activities.

The **Seattle-King County** WDC served 4,395 low-income and dislocated worker customers, placing 81 percent with a 90 percent satisfaction rate. Focusing on self-sufficiency, the WDC, WorkSource, and DSHS provided “Advancement Project” services for employed workers. Additionally, it continued to use the Self-Sufficiency Calculator for career planning. (The Calculator looks at the needs of each family compared to required wages and available subsidies for such needs as child care and transportation.) The Advancement Project noted in Section 3.2.1 also focused on work supports.

With the state’s largest Community Jobs program, the **South Central** WDC served 350 Temporary Assistance for Needy Families customers. CTED gave Certificates of Achievement to the WDC and its contractors for exceeding performance targets each year since the program began in 1999.

**Southwest Washington** WDC’s WorkSource Vancouver streamlined customer service by moving Employment Specialists to an intake and assessment

center and conducting eligibility group sessions three times per week. This strategy increased priority population enrollments.

### **Strategy 3.2.2 – *Some Progress***

Expand programs with demonstrated success in enabling low-income individuals to achieve wage progression, such as customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities.

#### **SBCTC**

High-wage, high-demand programs allowed WorkFirst students the opportunity to start and complete a program within twelve months or to complete the last year of a two- or four-year certificate or degree in a high-wage, high-demand field. During this reporting period, 589 students enrolled in high-wage, high-demand WorkFirst programs.

#### **CTED**

Community Jobs (CJ) served the “hardest to employ” WorkFirst parents in an intensive six-month job placement program. The program combined 20 hours per week paid work experience with 20 hours per week of instruction in basic skills, GED, or other training to address barriers. CJ contractors provided intensive case management services to help parents deal with life situations beyond crisis management. Of the 2,076 parents enrolled in the CJ program in 2005-2006, 64 percent got jobs within 90 days of completing the program.

### **Strategy 3.2.3 – *Some Progress***

Expand access to support services, such as child care, especially for target populations.

#### **WDCS**

All programs delivered at **Benton-Franklin** WDC’s WorkSource Columbia Basin are required to provide support services. During the reporting year, there were not enough Workforce Investment Act funds to be of

any appreciable use. Clients were advised to use local options for support services.

Reduced WIA funding at the **Eastern Washington Partnership** WDC prevented them from expanding access to support services. The WDC coordinated with its partners, such as DSHS, community colleges, and community-based organizations to provide services when feasible.

The **Northwest** WDC provided support service as part of its Opportunities Program to move from training into family-wage, career ladder jobs. The WDC partnered with local community-based organizations and DSHS to provide support services.

The **Olympic** WDC looked to other resources before providing WIA funding for support services, thus ensuring good resource management. The WDC worked with DSHS and others for child care for its WIA Temporary Assistance for Needy Families participants.

The **Snohomish** WDC participated in the launch of the Washington Information Network in Snohomish County by one of its partners, Volunteers of America. Through this resource, job seekers are able to receive information about, and referral to, the support services needed from certified information and referral specialists. These services are available in various languages.

**Southwest Washington** WDC used the Job Access Reverse Commute grant, where federal funds helped disabled individuals get to work when public transportation was not available. A pilot service links Vancouver and Longview. In addition, the WDC developed a “braided funding” approach, providing support services by combining resources.

The **Spokane Area** WDC participated in local planning to refer clients to support services and make better use of WIA funding where gaps in the support service network exist.

The **Tacoma-Pierce County** WDC authorized about 10 percent of direct funding for supportive services. To maximize its funds, the WDC leverages with workforce development system stakeholders, such as DSHS, Department of Corrections, and Community Action Agencies.

**DSHS**

Between July 1, 2005, and June 30, 2006, DVR served a total of 10,357 individuals with disabilities. Of these, 10,357 individuals, 91 received an average of \$1,515 in assistance for child care, 2,811 received an average of \$269 in assistance with transportation, and 1,431 received an average of \$310 for other types of support services.

**Strategy 3.2.4 – *Some Progress***

Provide training programs at times and locations accessible to working people, and provide support services to assist in overcoming barriers to training.

**SBCTC**

All of Washington’s 32 community and technical colleges offer evening, weekend, on-line, and flexible courses. Colleges also offer hybrid courses combining on-line instruction with in-person activities such as labs. The colleges piloted projects where classes are available via podcast.

Washington’s community and technical colleges delivered education services to over 80,900 students through a variety of distance learning modalities.

**Strategy 3.2.5 – *Significant Progress***

Increase basic skills and ESL instruction that is integrated with occupational skills training.

**SBCTC**

During the reporting year, 14 I-BEST projects received funding. (I-BEST integrates Adult Basic Education and Workforce Training.) The 22 colleges without pilot projects each received funding to develop and customize I-BEST strategies for use at their college. To help defray the high cost and resource intensiveness of I-BEST programs, SBCTC enhanced program funding to 1.75 full-time equivalencies. In addition, 718 WorkFirst students were trained in Customized Job Skills Training programs. This training was integrated with basic skills education.

**Strategy 3.2.6 – *Some Progress***

Create and offer financial incentives to employers and low-income workers to increase training.

**CTED**

The CJ Career Jump program connected WorkFirst participants with employers by subsidizing wages, providing customized training, and providing resources to support employment. In 2005-2006, more than 1,300 participants obtained unsubsidized employment, qualifying employers for federal income tax credits worth up to \$2,400 per employee.

**Strategy 3.2.7 – *Significant Progress***

Provide financial assistance that enables working adults and ESL, Adult Basic Skills students to take advantage of education and training opportunities

**SBCTC**

The Worker Retraining program served 12,964 students with \$8,799,700 available for financial aid in 2005-2006. WorkFirst provided financial aid for 4,431 students. Additionally, 14 colleges provided I-BEST training as part of a full educational career pathway. In addition, in response to \$4 million in funding from the 2006 Legislature, SBCTC awarded 10 Opportunity Grants to community and

technical colleges for projects beginning in 2006-2007. These grants provided support and preparation for in-demand, living-wage jobs to low-income students.

#### **HECB**

HECB implemented the “less-than-half-time” pilot project in 2005-2006. It continues through the 2006-2007 year. The pilot project provides financial aid to students who attend college less than half-time.

**Objective 3.3: Remove barriers for populations with unique obstacles to employment, and increase the number of employers who hire individuals with disabilities, women, and people of color in high-wage, high-demand occupations.**

#### **Strategy 3.3.1 – Significant Progress**

Implement the Ticket to Work Program.

#### **DSHS**

Between 2005 and 2006, DVR served 1,442 eligible individuals with disabilities who were Ticket to Work recipients. During the same period, 354 individuals served by DSHS under the Ticket to Work program achieved successful employment.

#### **WDCS**

**Northwest** WDC disseminated information about Ticket to Work as part of its one-stop operator role at WorkSource-Northwest career centers.

The **Snohomish** WDC worked with others, including DVR, to implement Ticket to Work. Using a Department of Labor Work Incentive grant, the WDC and DVR launched a transition services facility, offering assistive technologies for Ticket holders and other job seekers.

The **Southwest Washington** WDC partnered to leverage resources and provide retention services as evidenced by its disability marketing specialist, Job Access Reverse Commute grant, job coaching via

the mental health system, and housing subsidies through the Coalition for the Homeless. The WDC’s “shared intervention” with DVR allowed WorkSource to leverage “On the Job Training” with DVR’s supported employment services for persons with disabilities.

Vocational counselors from DVR are located at **Seattle-King County** WDC WorkSource sites. These counselors are part of an employment network for Ticket to Work clients.

The **Tacoma-Pierce County** WDC and DVR have been partners since the formation of the Career Development Center, a Ticket to Work program provider. DVR is collocated at the Career Development Center and, in a pilot project, makes staff available to assist people with disabilities and navigate and access workforce development services, including Ticket to Work.

The **Benton-Franklin** WDC cites high start-up costs as the reason it did not implement the Ticket to Work program. This was also true for the **Eastern Washington Partnership** WDC, stating that the Ticket to Work Program “remains an unaffordable option.” At the **Olympic** WDC, efforts to implement Ticket to Work in the WorkSource system “were not fruitful.”

#### **Strategy 3.3.2 – Significant Progress**

Educate employers, especially employers from high-wage, high-demand industries, about the benefits of hiring individuals from target populations.

#### **ESD**

Washington employers qualified to receive federal tax credits for hiring 9,481 workers from 9 targeted groups who traditionally have had the most difficulty in finding and holding jobs. These employers could potentially receive up to \$37,162,600 in tax

savings. In addition, the Governor's Committee on Disability Issues and Employment and DVR developed a website for employers for referral and problem solving related to employment of people with disabilities. Called "Able Job Seekers," this resource is augmented with live technical assistance provided by the Governor's Committee on Disability Issues and Employment.

**Strategy 3.3.3 – Significant Progress**  
Continue developing accountability and program improvement mechanisms for increasing employment and earnings for target populations.

#### **WORKFORCE BOARD**

The Workforce Board continues to assess program outcomes for African Americans, Asians and Pacific Islanders, Hispanics, Native Americans, people with disabilities, and women. Outcomes include hourly wages, annual earnings, and employment. Results are published every two years, most recently in 2005.

**Goal 4: Integrate workforce development programs to improve customer service.**

**Objective 4.1: Improve WorkSource services to business customers.**

**Strategy 4.1.1 – Significant Progress**  
Respond to the needs of business customers and implement coordinated strategies among WorkSource partners.

#### **ESD**

ESD developed partnerships with national companies with multi-state offices, including Fred Meyer, QFC, Safeway, Premera Blue Cross, Mortgage Investment Lending, and Lowe's Home Improvement. Other partnerships are being developed with Bank of America, PACCAR, State Farm Insurance, and the Greater Seattle Chamber of Commerce. WorkSource service protocols are being tailored to meet the

unique hiring and personnel needs of each company. Each business will use WorkSource to access the state's labor pool, screen applicants, interview, and for other employment and training-related services. The Institute for Workforce Development and Economic Sustainability assists ESD in these and other business initiatives.

#### **WASHINGTON WORKFORCE ASSOCIATION**

The Washington Workforce Association chartered a statewide Business Services team to achieve its vision of a demand-driven workforce system. The system allows for the unique characteristics of each Workforce Development Area and its associated economic and labor markets. The goal is to ensure that each WorkSource location offers consistent quality services and is able to capture and track services in a consistent manner for reporting performance outcomes. The team produced a standard format for job orders in order to provide quality referrals and best business practices. The format was disseminated statewide.

#### **WDCS**

**Benton-Franklin** WDC partnered with economic development, improved the "single point of contact" approach, developed fee-for-service in response to employer requests, provided employer-required technologies in WorkSource Columbia Basin, Washington State University, and CH2Mhill Tech Center, improved WorkSource Columbia Basin services, and coordinated hiring activities for Amazon.com inbound call center. (210 people were hired, with an estimated 400+ by December 2006.)

The **Eastern Washington Partnership** WDC and its contractors used customer feedback to continually improve employer services. The WDC's Industrial and Healthcare Industry Skill Panels actively involved local employers. At 73 percent, the WDC's WorkSource service providers have the highest percentage of repeat business customers in the state.

The **Northwest** WDC convened Industry Skill Panels in health, marine, and wood product manufacturing. Incumbent worker training was provided for 140 key industry employees. About 80 percent of WIA training dollars were invested in high-demand occupations in key sectors. Creative recruitment strategies included travel to Yakima and Aberdeen to attract dislocated workers resulting from plant closures.

**Olympic** WDC's Health Care and Marine Industry Skill Panels were a regular part of WDC efforts to identify employer needs and create effective training to meet those needs. Other employers were surveyed by the WDC's business outreach staff to improve services.

The **Seattle-King County** WDC's WorkSource Business Solutions team filled 654 job openings in 309 businesses with a customer satisfaction rate of 90 percent. In PY05, WorkSource partnered with the Small Business Administration in a Breakfast Seminar Series. It also responded to employer need for health care shortages by implementing three strategies. In the Youth Nursing Careers for All program, 16 high school students became Certified Nursing Assistants (CNA,) completed pre-requisites for LPNs, and went on to Renton Technical College to earn their LPN certificates. Five students received scholarships for college courses in health care careers in the In-Demand Scholars Program and, in Project Start-Out, 86 bilingual people successfully completed CNA training.

**Snohomish County** WDC's and ESD's Enhanced Business Services account executives worked with 1,477 businesses in ten targeted industries. They provided employment and industry data and assisted with hiring events, recruiting, and training. The WDC also convened Industry Skill Panels in health services, construction, and aerospace.

**South Central** WDC, Yakima Regional Medical and Cardiac Center, Yakima Valley Memorial Hospital, and Heritage University addressed a critical need to expand a Medical Technology Program. The partnership spearheaded an initiative for Heritage to assume coursework for "Grow Our Own" medical technicians in Yakima Valley and Central Washington.

Business services and job placement staff from multiple organizations worked together in **Southwest Washington** WDC's WorkSource Center. In addition, regular meetings with community vocational program providers ensured coordination.

The **Spokane Area** WDC created a cross-partner, systemwide, business services team to deliver services. Based on a consultative sales model, businesses received customized solutions designed to meet their human resource needs. Services were tracked in order to assess effectiveness.

The **South Central** WDC's Manufacturing Industry Skill Panel trained over 300 employees from 50 companies in "Lean Manufacturing." The WDC also began a Food Processor Industry Skill Panel. The panel focused on operators and mechanics, future leaders (particularly women and Hispanics), and an Online Clearinghouse linking businesses with education and training.

In order to increase the pipeline of high school graduates entering marine manufacturing, Westport Shipyard

collaborated with **Pacific Mountain WDC**, public education, and the Marine Manufacturing and Technology Industry Skill Panel on a four-day Float Your Boat Summer Camp. Fifteen students participated in the hands-on camp, building a model of a 100 foot yacht.

The **Tacoma-Pierce County WDC** supported the WorkSource Business Connection, where ESD, Tacoma Community House, and WDC staff met business needs. A partnership with the Pierce County's Economic Development Board and Chamber of Commerce resulted in enhanced service to 850 businesses (who received 2,650 services during the reporting year). In addition, the WDC continued two Industry Skill Panels and will expand it to a third once funding can be identified and sustained.

**Objective 4.2: Make workforce development services from multiple providers a straightforward and effective experience for job seekers and youth.**

#### **Strategy 4.2.1 – Some Progress**

Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices.

#### **WORKFORCE BOARD**

The three WIA related Customer Satisfaction Surveys continued providing information to WDC's, WorkSource Operations and WIA IB program providers. This monthly survey reported the opinions of employers and job seekers and their level of satisfaction with the services received, providing information needed for improving the services and customer needs across the state. One example of this effective cooperation led to improvement in the state's core measure of participant satisfaction from 86 percent in 2004 to 87.6 percent in 2005.

#### **Strategy 4.2.2 – Some Progress**

Include all WorkSource partners in customer service training, including training in serving target populations.

#### **ESD**

During the reporting period, ESD hosted its fifth Annual Dislocated Worker Symposium. Nearly 300 employment and training professionals representing ESD, local WDCs, WorkSource Centers, community and technical colleges, other state agencies, and labor organizations attended the symposium. The annual symposium brings employment and training partners together to learn about local, state, and national dislocated worker trends, best practices, and programs. Last year's highlights included a presentation on a national dislocated workers project conducted by the John J. Heldrich Center for Workforce Development and a panel presentation featuring best practices from two local workforce development systems in serving limited English speaking dislocated workers.

Four regional two-day conferences were held for WorkSource partner staff on how customer services will be measured under the new "Common Measures" recently established by the U.S. Department of Labor. While technical in nature, the training emphasized the importance of maintaining current levels of quality service for all customers, including those who are hard to serve, as well as meeting new performance goals. National presenters from the Social Policy Research Institute and state performance experts introduced frontline staff and program managers to the new measurements, new state reporting approaches, and the importance of recording type and dates of customer services into the tracking system. They also emphasized how targeted measures for youth will better serve in- and out-of-school youth.

### **Strategy 4.2.3 – Significant Progress**

Enhance the statewide information system, “Services, Knowledge, Information Exchange System” or “SKIES” for case management that is shared by WorkSource partners.

#### **ESD**

In 2005-2006, a daily average of 850 workforce development staff used the statewide information system to enter data and coordinate customer service records. This system is continuously improved to support local service delivery processes. Over 70 changes were made to enhance the system over the last year.

### **Strategy 4.2.4 – Significant Progress**

Maintain and continue to develop systems to track and report core WorkSource services.

#### **WASHINGTON WORKFORCE ASSOCIATION**

All 12 WDCs implemented the WorkSource Membership System (WMS), using a swipe card to track customer flow through WorkSource. WMS tracks such activities as outreach to young people, outreach to persons with disabilities, and core WorkSource services selected by job seekers. The Washington Workforce Association, in cooperation with the ESD, manages the new system. Last year, WMS showed that an average of 46,025 individuals per quarter visited the 25 WorkSource Centers for a total of 151,000 total visits per quarter.

#### **WDCS**

**Benton-Franklin** WDC’s WorkSource Columbia Basin used the Washington Workforce Association’s WorkSource Management System and SKIES to track core services.

At the **Eastern Washington Partnership** WDC, contractors convened workgroups to assess services. With the goal of having consistency of service, continuity of methodologies, agreed-upon standards, and

using SKIES data, management devised a data base to track missing core components. The WMS tracked 81,290 core services during the reporting year.

**Olympic** WDC maintained and developed systems to track and report core WorkSource services. The WMS counted job seekers and the number of times they accessed services at WorkSource offices. The WDC also used SKIES to track and report WorkSource use.

The **Northwest** WDC remained active in leadership of the statewide WMS. Staff participated in statewide forums to develop and advocate improvements to WMS and SKIES. Regional products aligned with WMS and SKIES facilitated seamlessness for WorkSource customers.

The **Seattle-King County** WDC, continued its participation in SKIES. The Council also tracked WorkSource core services via WMS swipe cards, which underwent several improvements to data reporting. In PY05, WorkSource hosted 67,485 visitors, who made 157,678 visits to WorkSource (an average of 13,000 per month), and participated in 246,781 services.

**South Central** WDC recognized the importance of overseeing the local one-stop system. With no way of counting WorkSource usage, the Council authorized the development of a WMS “swipe card” tracking system. The system was subsequently adopted by the other WDCs. This year, ESD began to interface the WMS system with the state database system.

The **Southwest Washington** WDC’S WorkSource Vancouver used GMAP to convene a cross-sectional team to review its internal processes, including tracking and reporting core services.

The **Snohomish** WDC integrated the use of WMS. Staff also entered core services into SKIES. Increased use of both systems provided a complete picture, not only of visits to the centers, but a more accurate reflection of the core services that were used. In PY05, WorkSource Snohomish County provided 65,536 services to 13,973 customers.

The **Spokane Area** WDC took the lead in using GMAP to track service delivery at its WorkSource center and affiliates. The WDC worked with the state to break out its data by provider and agreed as a Workforce Development Area to use measures, indicators, and a dashboard created by and for ESD.

The **Tacoma-Pierce County** WDC used WMS to report WorkSource activity, improve local management, and enhance program performance. To date, all affiliate sites are connected to the WMS to track customers and their activities.

#### **ESD**

Data for reports was extracted from SKIES for Department of Labor reports. In addition to the SKIES and WMS systems, core services were tracked by Go2WorkSource. Employers and job seekers increased their use of Go2WorkSource.com. In fact, during the reporting year, this electronic self-service job-match system was used an average of 400,000 times each month. Job seekers used the site to conduct over a million job searches. Employers conducted approximately 15,000 resumé searches each month. Over 17,000 employers are registered to use the site. Nearly 40,000 job listings are currently available and employers can access over 150,000 job seeker resumé. In April 2006, Version 7 of Go2WorkSource.com was launched, adding many new features including user account management, a Resumé Builder, saved searches, job scouts and multiple language translation.

#### **Strategy 4.2.5 – Significant Progress**

Improve communication and collaboration among workforce development youth partners.

#### **OSPI**

This year, OSPI collaborated with SBCTC, Council of Presidents, and HECB to expand student and parent understanding of the need for math skills. Through broadly distributed brochures and presentations, all partners carried the message that mathematics skills are key to many career and educational opportunities. In addition, OSPI worked with the Franklin Pierce School District and other participating school districts to implement Navigation 101. Finally, OSPI partnered with the Workforce Board, ESD, and 2 local WDCs to create a dropout prevention and retrieval project that leveraged federal WIA funds with state Basic Education Act funds. This cooperative pilot initiative contributed to statewide discussions on the importance of all students to the future workforce.

#### **WDCS**

**Benton-Franklin** WDC developed “Memorandums of Understanding” with six school districts to refer students to Workforce Columbia Basin for job search, explore continuing education options, and provide additional educational services for low-income youth.

**Olympic** WDC’s Youth Council connection to key education and youth organizations paid off in well-performing WIA programs for low-income youth and joint planning of projects like the Dropout Prevention and Intervention program.

**Eastern Washington Partnership WDC** incorporated a cross section of youth service providers on its Youth Council. The dropout prevention grant afforded the opportunity to collaborate with two local school districts. Industry Skill Panels included members from 13 school districts.

**Northwest WDC's** Youth Council improved communication and collaboration among youth partners. The Youth Council maintained the youth portal, [www.youthworks nw.org](http://www.youthworks nw.org), for young people, parents and/or care providers, school counselors, and youth services providers.

**Pacific Mountain WDC** intensified its focus on serving youth interested in careers requiring advanced education and training beyond secondary school, including apprenticeship opportunities. Seventeen young people received scholarships that were co-funded by industry.

**Seattle-King County WDC** brought youth service providers together in many ways. Providers selected a work-readiness assessment tool for youth (Accuvision), and began implementing it. Also, as part of the Youth@Work campaign, youth providers began working more closely with the WorkSource Business Solutions team.

**Snohomish County WDC** continued to convene its 22 member Youth Council. Additionally, Council staff, including AmeriCorps staff, attended monthly community "Youth RAP" meetings where youth issues and service delivery coordination strategies are discussed.

**South Central WDC's** CareerStart served students who dropped out or were at risk of dropping out of high school. It also assisted students with disabilities to move from high school to employment. The Yakima County Transition Council spearheaded the project.

**Southwest Washington WDC** collocated service providers at the WorkSource Center. The WDC also hosted a retreat for WorkSource, JobCorps, and Educational Service District #112, developed an educator award program, and sponsored WorkSource and "Career Academies." tours for high school staff.

**Spokane Area WDC's** partner agencies worked together in the WorkSource Operations Committee, Partner GMAP Committee, Youth Council, and other ad hoc teams. The WDC's goal was to improve outcomes and get a better return on investment.

A Services Coordinator in the **Tacoma-Pierce County WDC** brought providers together for training, technical assistance, and collaboration. Youth providers ran the WorkSource Youth Center, co-enrolling youth to maximize resources. Council providers also collaborated with the Business Connections Team and on a summer youth employment program.

#### **Strategy 4.2.6 – *Some Progress***

Find financial resources to sustain the WorkSource delivery system infrastructure.

#### **ESD**

In the past year, Congressional budget actions and funding formulae for this state relative to other states led to significant declines in funding for WorkSource-related infrastructure and services. Reduction in staff and other efficiency measures took place at the state and local levels. System and facility costs are often fixed costs, so there was some impact to the quality and quantity of planned services. ESD and local WDCs completed major budget planning and decision making activities to meet minimum infrastructure needs, while providing as many services as possible. Both groups focused on maintaining the quality and quantity of employment and training services electronically through

Go2WorkSource, the on-line labor exchange system, and for customers coming into WorkSource Centers and their affiliate and partner sites.

### **WDCS**

For maximum efficiency, the **Benton Franklin** WDC delivered all WIA services via WorkSource Columbia Basin. In addition, the WDC completed its first full year providing fee-for-service activities for employers and job seekers.

In addition to WIA programs, the **Eastern Washington Partnership** WDC operated the Senior Community Service Employment program and WorkFirst at WorkSource sites. The Customized Employment Grant assisted persons with disabilities. Employers provided match for training and schools provided match for dropout prevention.

The **Northwest** WDC opened the WorkSource Skagit Center, which increased the number of partners participating in Resource Sharing Agreements and supported the service delivery infrastructure. The WDC also introduced short-term meeting facility rentals to generate additional revenue.

The **Olympic Consortium** WDC sought other funding to help maintain its WorkSource infrastructure. Other (non-WIA) agencies collocated in the Port Hadlock and Bremerton WorkSource offices and contributed to the costs of rent, phones, janitorial, and other services.

The **Seattle-King County** WDC identified funding and resources needed to support the WorkSource system and sector initiatives. It submitted applications to competitive government grants as well as private foundations and corporations.

The **Snohomish County** WDC employed a development director who sought funding to sustain WorkSource infrastructure and

complement WorkSource client services. One example was the Assets for Independence grant that created a matched savings program to assist 50 clients to achieve educational or entrepreneurial goals.

The **Spokane Area** WDC sought grants and other resources to stabilize its infrastructure and developed partnerships to increase service levels. The reduction of federal formula funding for Workforce Investment Act and Wagner-Peyser services comes at a time when Spokane's workforce needs more training to stay competitive in the global economy.

To support its local efforts, the **Tacoma-Pierce County** WDC secured federal grants from several sources. In addition, strategic partnerships with city of Tacoma, Pierce County, Department of Corrections, industry partners from growth sectors, and CTED brought additional resources to serve targeted customers from corrections, WorkFirst, incumbent workers, and youth.

**Objective 4.3: Provide services that meet the unique needs of individuals from target populations, and reach out to these populations to increase their use of WorkSource services.**

### **Strategy 4.3.1 – Significant Progress**

Provide individuals with disabilities with equal opportunities to benefit from WorkSource services.

### **ESD**

Across the state, nine employment and training professionals, called "Disability Navigators," assisted individuals with disabilities to use WorkSource services. Navigators also trained staff, coordinated with advocacy and social service groups, and recruited and trained Local Disability Access teams in each WorkSource Center and most of the affiliate sites. The Navigators and Access teams oversaw the development and implementation of

disability access plans, reasonable accommodation policies and practices, and installation of assistive technologies. They also conducted staff training, developed and distributed a comprehensive training manual, and assisted with outreach to employers, school districts, disability organizations, and service providers. Using additional resources through the State Medicaid Infrastructure grant, the WorkSource Disability Network is just completing a series of focus forums in each area. Job seekers with disabilities who used WorkSource as a part of their job search activities provided feedback about their experiences and outcomes. This information was used to improve access and effectiveness of WorkSource services for people with disabilities.

#### **WDCS**

A Department of Labor grant for disabled job seekers allowed the **Benton-Franklin** WDC to add equipment and train WorkSource Columbia Basin staff to improve services for this target population. A “WorkSource Leadership Team” reviewed service delivery strategy for all funding streams. In addition, area school districts regularly brought disabled students to workshops at the WorkSource Center.

The **Eastern Washington Partnership** WDC’s Customized Employment Grant served persons with disabilities and integrated services into WorkSource. Of the 50 people who enrolled, 24 became employed. Additionally, WorkSource resource rooms were improved with more assistive technology equipment.

The **Northwest** WDC supported its comprehensive accessibility policy with staff training on disability awareness, assistive technology, accommodation, and facility adaptation. An annual Accessibility Plan was developed. Customer data for people with disabilities is tracked and trends

are forwarded to a Regional Accessibility team for quality improvements.

**Olympic** WDC’s highly successful Disability Navigator project resulted in acquisition of disability access aids and increased staff knowledge of their use. Along with the equipment and training, a renewed outreach effort was made that included job seekers with disabilities.

The **Pacific Mountain** WDC conducted a veterans-with-disabilities hiring event. Funded by Community Transportation of America and coordinated with the Pacific Mountain Workforce Development Areas’ Disabled Outreach Veterans Program, the Road to Work event featured a veteran prep and staging area and employer breakout sessions.

The **Seattle-King County** WDC’s WorkSource Centers were leaders in this area. In fact, WorkSource Renton was named One-Stop Center of the Year by the International Association of Workforce Professionals for services to customers with disabilities. Each WorkSource site had a Disability Access team and assistive technology. DVR was the system’s “disability navigator.” Business Solutions team members were trained to help employers to hire and manage individuals with disabilities.

The **Snohomish County** WDC funded the WorkSource Transitions Services office, originally created through Work Incentive Grant funds, to provide customized and comprehensive employment services supporting transition to an integrated setting for people with significant disabilities. In the Transitions Center, people with disabilities work side-by-side with Vocational Rehabilitation Counselors and Community Independent Living Facilitators to develop the skills needed to make a successful transition to work.

The **South Central** WDC improved WorkSource access for people with disabilities via a Department of Labor Customized Employment grant. Forty individuals with disabilities were employed. A WorkSource “Navigator” facilitated services for customers with disabilities. A WorkSource marketing program targeted people with disabilities and English and Spanish software assisted customers with self-assessment, general life skills, decision making, career choices, finding resources, and obtaining employment.

**Southwest** WDC’s system improvements resulted in more than 159 placements for people with disabilities during the year. Improvements included integration of DVR staff in WorkSource, coordination with mental health organizations, creation of a program to serve disabled dislocated workers, and partnerships with supported employment vendors. A specialized brochure encouraged people with disabilities to use WorkSource. Columbia River Mental Health Services facilitated a job club at the WorkSource Center.

The **Spokane Area** WDC partnered with DVR and with service providers, including Goodwill Industries of the Inland Northwest and Career Path Services, to serve individuals with disabilities.

The **Tacoma Pierce County** WDC required WorkSource and its ten affiliate sites to comply with Equal Employment Opportunity requirements. Assistive equipment was installed at the Career Development Center and affiliate sites to ensure individuals with disabilities can access services. In addition, one of the CDC operators, DVR, is collocated and integrated into WorkSource daily operations to provide intensive services to the disabled population.

**Strategy 4.3.2 – Significant Progress**  
Continue outreach and capacity building activities with partners, including tribes and

community-based organizations to ensure involvement of targeted populations within the WorkSource system.

#### **ESD**

The Yakima Nation sponsored the seventh annual “American Indian Alaska Native Statewide Disability” conference to discuss and learn about disability accessibility for WorkSource, Social Security, and other service resources. Additionally, the Governor’s Committee on Disability Issues and Employment is working with the Department of Labor, the Social Security Administration and others to plan two National American Indian and Disability Conferences. The 2008 National Conference will be held here in Washington and hosted by the Tulalip Tribe and Casino.

#### **WDCS**

**Benton-Franklin** WDC’s WorkSource was certified by a committee whose members are involved with community-based organizations and knowledgeable about targeted populations.

**Spokane Area** WDC increased its level of cooperation among system partners by collaborating to improve communication and service delivery. All partners met monthly to work on key issues. A conference for service providers offered professional development for staff and improved connectivity and understanding of all programs and services.

#### **WorkSource Seattle-King County**

continued its partnerships with community- and faith-based organizations to reach out to limited-English-speaking groups; added WorkSource capacity to serve youth by designating youth contacts at each site; and continued its focus on customers with disabilities. In addition, WorkSource Seattle-King County now requires all staff, regardless of function or agency, to complete training in standard competencies. The eight modules, which include principles

of customer service, computer resources, and job-search assistance, lead to certification as a WorkSource professional. Additional training topics include serving ex-offenders and providing financial literacy counseling.

**Northwest** WDC participated on advisory boards of numerous organizations and worked with tribal services. The WDC, Skagit County Youth and Family Services, Upper Skagit Tribe, Skagit County Community Action Agency, and Skagit Valley College introduced onsite GED at WorkSource Skagit. An additional example is the WDC's collaboration with Washington Vocational Services and the Veterans program.

The **Olympic** WDC worked with its partners to ensure involvement of targeted populations in the WorkSource system. The WDC funded staff training for service provider staff and workshops for partners.

The **Southwest Washington** WDC created a Community Corrections Partnership to serve those with criminal barriers, including provision of WIA services to offenders at the Department of Corrections. The WDC also held a "Hire-A-Vet First" event that was attended by over 240 veterans and more than 30 employers. Finally, WorkSource Vancouver provided services at the Veteran's Administration four hours per week.

**Snohomish County** WDC and WorkSource Snohomish County staff participated in the Multicultural Employment and Resource Fair sponsored by DSHS. Forty-six businesses attended the event to answer employment questions and interviewed the over two hundred and twenty-five job seekers in attendance who spoke twenty-six different languages.

### **Strategy 4.3.3 – Significant Progress**

Encourage diversity among the membership of local WDCs and WorkSource staff to reflect the diversity of our communities.

#### **ESD**

ESD state and local administrators reviewed quarterly management information reports on the demographic characteristics of staff in WorkSource Centers and other locations. This information helps with hiring decisions to ensure diversity. In addition, the state Equal Opportunity Officer conducts onsite reviews of six WDCs each year for compliance and to offer recommendations for enhancing diversity.

#### **WORKFORCE BOARD**

Every two years, the Workforce Board assists the Governor in certifying the WDCs. Chief Local Elected Officials (CLEOs) appoint Council members. The Governor and the Workforce Board encouraged CLEOs to appoint members who reflect the community at large in terms of gender, ethnicity, and physical disability. The 12 Councils were recertified by the Governor in June 2006.

#### **WDCS**

**Benton-Franklin** WDC maintained memberships representing the diversity of the community for its two counties. Its board membership also included advisory members that further ensured planning is inclusive for all populations.

The demographics of the **Eastern Washington Partnership** WDC and WorkSource staff reflected those of the local area.

**Northwest** WDC reflected the diversity of its community. Hiring and nomination criteria are based upon skill sets that ensure qualified individuals equal opportunity.

The **Olympic** WDC sought to include members from the full spectrum of the region's diverse population. At present, it has members from some minority groups and female business owners and managers, along with a representative from the persons with disabilities target group.

**Seattle-King County** WDC's providers target language-minority populations and individuals with disabilities. Approximately 71 WorkSource staff in King County speak a second language, providing meaningful access to services. WorkSource resources include advanced technology, interpreters and translators, outreach documents, and posting announcements with multicultural groups. Twenty-seven percent of WDC staff are people of color.

The **Spokane Area** WDC is committed to a diverse team and service delivery levels that mirror the community and bring a range of perspectives and experience to the table. In the past year it successfully recruited a new member to the Council who represents the small business and minority community.

With the assistance of the Locally Elected Officials, the **Tacoma-Pierce County** WDC targets minority and women owned businesses for membership. Thirty percent of the members are females; thirteen percent are African American; seven percent are Hispanic/Latino; and three percent have a disability. The WorkSource staff mirrors the diversity of the community. The staff includes those from community-based organizations with expertise working with minority and/or disabled adult and youth populations; Centro Latino (Hispanic/Latino), Goodwill Industries and Vadis Northwest (disabled), Tacoma Community House (immigrants and refugees); and My Service Mind (Korean).

**Objective 4.4: Maintain a performance accountability system for workforce development that is integrated across programs.**

**Strategy 4.1.1 – Significant Progress**

Lead the national Integrated Performance Information

**WORKFORCE BOARD**

The Workforce Board led the way for 16 states to develop the next generation performance measurement system for workforce development programs.

*Integrated Performance Information (IPI) for Workforce Development: A Blueprint for States* was presented to numerous audiences, including national organizations of business, labor, advocacy organizations, workforce development professionals, and congressional staff. It proposes an accountability framework that works for multiple programs, (state or federal) across the system. The U.S. Senate included a reference to the IPI performance measures in the committee report for the bill to reauthorize WIA.