



***a**nnual report to the legislature*



# WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

## The Vision

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*The Workforce Training and Education Coordinating Board is Washington State's valued and trusted source of leadership for the workforce training and education system.*

## Mission

The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- Advise the Governor and Legislature on workforce development policy.
- Promote an integrated system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the nonbaccalaureate training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

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*Chair*

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*Representing Labor*

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### **Dennis Braddock**

*Secretary, State Department of Social and Health Services*

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*Representing Local Elected Officials*

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### **Ellen O'Brien Saunders**

*Executive Director*

## 2003 Report to the Legislature Customer Satisfaction Survey

*The Workforce Training and Education Coordinating Board is committed to high-quality customer satisfaction and continuous improvement. You can help us meet our commitment by completing this form, detaching it, and mailing it in. Please circle the words that best answer the following questions. In the space provided please elaborate on your response, if appropriate.*

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|---|-------------------|---------------------|-----------------|
| 1. How useful is the information presented in this publication?   | Not Useful        | Somewhat Useful     | Very Useful     |
| 2. How clear is the information presented in this publication?  | Not Clear         | Somewhat Clear      | Very Clear      |
| 3. How complete is the information presented in this publication?   | Not Complete      | Somewhat Complete   | Very Complete   |
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| 5. How is the length of the document?   | Too Short         | About Right         | Too Long        |
| 6. Do you want additional copies of this publication?<br><i>(If yes, please provide us with your name and address below.)</i> | Yes ___           | Quantity ___        | No ___          |
| 7. How do you expect to use this publication? How have you used this publication?   |                   |                     |                 |

8. How can this publication be made more useful in future editions? What additional information would you like to see in subsequent publications?

### Please Tell Us About Yourself

|                  |   |
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| <b>JOB TITLE</b> | <b>SECTOR</b><br>Public ___ Private ___ Nonprofit ___ |
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Would you like to be contacted about future WTECB initiatives in this field? Yes \_\_\_ No \_\_\_

If we have any questions about what you have written here, may we contact you? Yes \_\_\_ No \_\_\_  
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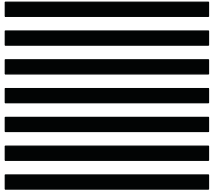


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# *Annual Report to the Legislature*

**JULY 2002–JUNE 2003**

## **Progress of Agencies in Implementing**

### **High Skills, High Wages**

*Washington's Comprehensive  
Plan for Workforce Training  
and Education*

### **Our Agenda for Action 2002**



**Washington State  
Workforce Training and Education Coordinating Board  
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# GOAL 1 Skills Gap

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

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

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Form industry skill panels especially in high-demand economic clusters such as health care and information technology, to assess emerging and declining skill needs, and develop training programs.

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

Develop modular curricula and assessments that are linked to industry skill standards.

| Employment Security Dept. | Office of Superintendent of Public Instruction | St. Board for Community & Technical Colleges | Workforce Training & Education Coordinating Board |
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Published three new products: *Job Vacancies Report*—lists the vacancies of over 10,000 Washington employers, *Employee Benefits Report*—displays employer-paid benefits, and *Occupational Outlook in Spanish*—offers job information in Spanish.

New Career and Technical Education curriculum frameworks ensure programs keep pace with industry changes. Currently, 32 new frameworks completed to industry standards, 21 to national organization standards, and 31 remain to be developed.

Issued Skill Standards Implementation Grants to three colleges: *Lake Washington*—Interactive Digital Content-Creator (an information technology [IT] Career Path); *Peninsula*—School-Age Care Skills Standards; *Pierce*—Marketing Skills Standards.

Created 14 new industry-led skills panels in such industries as health care, IT, electronics, construction and energy industries. Total number of panels as of July 2003: 22.

Significant Progress ■

Some Progress ▲

No Progress ●

**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.

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**Form partnerships with industries to market their career opportunities.**

**Develop individual career plans for all youth to ensure awareness of links between learning and employment. Ensure all youth are aware of the range of career choices available including high-wage, high-demand occupations and nontraditional occupations.**

**Enhance educational attainment of career and technical education students with limited English proficiency.**

OSPI, Washington Software Association, and the Museum of History and Industry created 12 information technology case studies and distributed 600 copies at six professional development venues. These dealt with real people and addressed problems they faced in their careers. OSPI and the Association of Washington Business are working on developing similar case studies for manufacturing.

Career and technical education teachers and support staff received in-service training to develop skills for assisting special needs students, including those with limited English proficiency.

Office of Superintendent of Public Instruction (OSPI)      Workforce Development Councils/Youth Councils (WDC)

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Pilot projects demonstrate that individualized student planning motivates student performance. Guidelines and tools to support statewide implementation are scheduled for completion in 2003-2004.

All 12 WDCs are implementing this strategy. Example: In the Northwest WDC service area, Workforce Investment Act youth engaged in work-based learning opportunities, created skill-based portfolios, and developed a cumulative high school project.

Significant Progress ■

Some Progress ▲

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**Objective 1.3** Expand mentor and work-based learning opportunities for all youth by working with the employer community.

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**Provide support to employers in supplying work-based learning opportunities based on individual career plans.**

**Increase adult mentoring of youth participating in workforce development programs.**

Created a Work-Based Learning Coordination Manual to help districts engage and support employers who supply work-based learning opportunities. Last year, 977 educators received in-service training; an additional 222 registered for summer 2003 courses.

Piloted a web-based, school-employer matching service through the Pierce County Careers Consortium. In its first four months, *Internmatch* connected 23 employers, eight career and technical colleges and universities, 18 school districts plus 69 individual students. OSPI will expand statewide in 2003-2004.

| Office of Superintendent of Public Instruction (OSPI) | Workforce Development Councils/Youth Councils (WDC) |
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All 12 WDCs are implementing this strategy. Example: The Tacoma-Pierce County WDC partnered with the Burien Educational Service District to support mentoring opportunities for 130 youth.



**Objective 1.4** Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

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

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

| Office of Superintendent of Public Instruction | St. Board for Community & Technical Colleges |
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Each year, approximately 26,000 students enroll in at least one course in information technology (IT) or health care. In the 2000-01 school year, about 10,000 students completed a sequence of courses in these two fields.

Supported Digipen efforts to expand student interest in IT careers. The Digipen Institute of Technology provides faculty workshops and yearlong classes at skill centers. Last year, 816 students attended Digipen camps or classes; 1,000 more registered for summer 2003.

Twenty-one new professional-technical programs approved at 13 community and technical colleges since July 1, 2002. Nine were for IT programs, eight in health care occupations, and three others.

Twenty-four colleges received High-Demand Project funding for start-up or improvement of high technology/high-demand technical programs. Projects linked to economic development strategies, strong education-industry partnerships, and used industry-defined skill standards.

Significant Progress ■

Some Progress ▲

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**Objective 1.4 (cont.)**

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**Expand the ability of higher education institutions to recognize and grant credit for competencies obtained through other educational institutions and employment.**

**Increase availability of applied degrees especially in science technology, engineering technology, and information technology.**

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

Legislation in 2003 requires a pilot project to develop transfer requirements defined by competencies in specified academic disciplines. Final report due December 2005.

Four private schools offered Bachelors of Applied Science degrees and Eastern and Central Washington Universities are investigating others. A Bachelor of Science in Applied Technology at Eastern Washington University is under review. Evergreen State College offered an Upside-Down degree.

New health care apprenticeship programs developed and implemented in the Tacoma-Pierce County area: facilities management (Health Unit Coordinator) and imaging technology (computer tomography and magnetic resonance imaging). In July 2003, seven individuals became registered Apprentice Health Unit Coordinators.

|  | Higher Education Coordinating Board | Labor & Industries/ WA Apprenticeship & Training Council | St. Board for Community & Technical Colleges |
|--|-------------------------------------|--|--|
| Expand the ability of higher education institutions to recognize and grant credit for competencies obtained through other educational institutions and employment. | ■                                   |  | ■  |
| Increase availability of applied degrees especially in science technology, engineering technology, and information technology.                                     | ▲                                   |  | ■  |
| Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters including construction.              |                                     | ■  |  |

Two-year college partnerships with the state's high schools increased opportunities for students to gain dual credit through tech-prep. These articulation agreements enabled 8,278 students to earn over 57,000 professional-technical college credits while taking courses at their home high school.

Community and technical colleges now award an Associate in Applied Science based on a core of general education courses commonly accepted in transfer degrees in addition to technical competencies. It will articulate to specific, locally negotiated baccalaureate programs.

**Objective 1.4** Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs. *(cont.)*

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

**Highlight and replicate best practices from around the state and nation in career and technical education.**

Expanded the number of information technology (IT) courses and programs. More teachers (242) mastered high-end software and technology, and learned how to use the new curriculum to move students to high-end IT skills. OSPI is exploring similar opportunities in manufacturing and health care.

Supported peer mentoring opportunities, highlighted best practice examples on-line, and pathway supervisors shared best practices with teacher and student organizations.

Office of Superintendent of Public Instruction (OSPI)

St. Board for Community & Technical Colleges

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Industry-based Professional Development grants allowed 104 faculty from 33 community and technical colleges to upgrade their skills and knowledge in fields such as biotechnology, IT Networking, and nursing.

Forty-five best practices grants awarded to 28 community and technical colleges; 14 were to develop innovations to drive systemic change, and 31 were replications of existing best practices.

Significant Progress ■

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**Objective 1.5** Increase education and training for older workers and retired individuals who want to return to work.

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**Encourage older workers and retired individuals who want to return to work to pursue education and specialized training, and improve access for seniors to take advantage of these opportunities.**

Dept. of Social & Health Services/  
Aging & Disability Services  
Administration



Twelve Area Agencies on Aging arranged community service jobs for more than 151 older workers. At the Seattle's Mayor's Office for Senior Citizens, five older workers acting as job counselors assisted 601 older unemployed workers, placing 471 into jobs. King County partner agencies sponsored a job fair attended by 1,500 older workers and 43 employers.

Significant Progress ■

Some Progress ▲

No Progress ●

## GOAL 2 Incumbent & Dislocated Workers

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.

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

Workforce Training  
& Education  
Coordinating Board  
(WTECB)



The 2003 Legislature increased funding for the Job Skills Program (JSP) from \$1.2 million to \$2,950,000 for the biennium. Evaluation demonstrated wage gains in last year's 10 JSP projects affecting 1,000 people. WTECB, the State Board for Community and Technical Colleges, and the Employment Security Department coordinated the allocation of \$4.3 million to support workforce development in key industry sectors.

Significant Progress ■

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

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**Market retention services to at-risk businesses and their workers.**



Marketed retention and expansion services on-line and through local Economic Development Councils. Worked with industry associations in designated industry sectors, and with 368 companies to help save or create 3,161 jobs. Business development services focused primarily on manufacturing and food processing firms.

Rapid Response partners convened 27 local labor-management committees to assist those facing major layoffs or plant closures. Completed a pre-feasibility study on how to avoid closures or mass layoffs. Forty thousand individuals identified at risk of exhausting Unemployment Insurance benefits received information about WorkSource.

Significant Progress ■

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

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**Establish a coherent, flexible, and accessible dislocated worker service strategy, and continue best practices such as rapid response labor-management committees.**

**Provide retraining in high-demand fields.**

| Employment Security Dept. | St. Board for Community & Technical Colleges | Workforce Development Councils (WDC) |
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Over 20,000 dislocated workers, affected by 90 WARN layoffs, informed about rapid response services. Seven thousand dislocated workers from 30 companies received rapid response services and Trade Act orientations. Revised rapid response policies improved program efficiency, clarified state and local roles, and described steps for new Trade Act petitions.

All 12 WDCs are implementing this strategy. Example: The Seattle-King County Community Response Team helped 72 companies with 18,000 affected workers. By April, 4,194 dislocated workers had registered (double the previous year), and 449 got jobs paying an average hourly wage of \$19.32.

The Worker Retraining Program invested over \$35 million to retrain 17,275 workers in high-wage, high-demand fields with wage recovery rates of 86 percent to 114 percent.

Significant Progress ■

Some Progress ▲

No Progress ●

# GOAL 3

## Wage Progression for Low-Income Workers

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** Increase high school graduation rates.

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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.

Expand summer programs to address the education and employment needs of “at risk” students.

Assisted other districts to replicate Franklin Pierce’s individual student planning model, which significantly alters how students link school to future career plans. Results at Franklin Pierce: 43 students registered for chemistry (37 percent increase over previous year); 55 for physics (100 percent increase); 59 for algebra; and 21 percent more students enrolled in pre-calculus.

In conjunction with the Workforce Training and Education Coordinating Board, awarded \$360,000 in grants to the 12 WDCs to assist their Councils in addressing training and education service integration for “at risk” youth, including coordination of summer activities.

| Employment Security Dept. | Office of Superintendent of Public Instruction | Workforce Development Councils (WDC) |
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All 12 WDCs are implementing this strategy. Examples: The Tri-County WDC worked with its partners to expand summer opportunities (credit retrieval, upgrading basic skills, and tutoring) for all students including dropouts. The North Central WDC sponsored a 2002 Native American Education Summit for Workforce Investment Act youth and youth practitioners in Omak.

Significant Progress ■

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**Objective 3.2** Assist unemployed individuals to gain and retain employment.

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**Develop a more effective labor exchange to help individuals get jobs with the greatest potential for wage progression.**

**Sustain and expand programs with demonstrated success in enabling low-income individuals to achieve wage progression.**

**Expand access to support services such as childcare, especially for target populations.**

**Strengthen postemployment services for customers.**

| Dept. of Social & Health Services/<br>Voc. Rehab. (DVR) | Employment Security Dept. | Office of the Governor/<br>Employment Security Dept. | Workforce Development Councils (WDC) |
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Implemented the WorkFirst Targeted Wage Initiative to get Temporary Assistance for Needy Families (TANF) customers the best paying jobs for their first job. Customers received in-depth work skills assessments, short-term training, employability skills, and employer outreach services.

All 12 WDCs are implementing this strategy. Example: The Snohomish County WorkSource Partnership focused outreach on employers offering high-wage jobs in targeted industries. Monthly job fairs have increased client traffic and community awareness.

WorkFirst Post-Employment Labor Exchange (WPLEX) served 15,000 TANF clients, 87 percent of whom remained employed.

Even with budget pressure, DVR continued funding for childcare and such support services as transportation, work clothing, and work tools. In locations where cases were shared, funding was pooled to expand support services.

All 12 WDCs are implementing this strategy. Examples: The Tacoma-Pierce County WDC increased its supportive service funds to accommodate longer-term training for welfare participants, dislocated workers, and incumbent health care workers participating in skills upgrade training. The Olympic WDC developed a case management plan to coordinate support services in the community.

Salaries increased for 48 percent of WPLEX participants—a 10 percent increase in their monthly earnings over a calendar year. The return rate to welfare programs for WPLEX customers was much lower (13 percent) than those not served (24 percent).

Significant Progress ■

Some Progress ▲

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**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.

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**Plan for and implement the Ticket to Work program.**

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

**Develop accountability and program improvement mechanisms for increasing employment and earnings for target populations.**

|  | Dept. of Services for the Blind | Dept. of Social & Health Services/ Voc. Rehab. | Employment Security Dept. | Workforce Training & Education Coordinating Board |
|--|---------------------------------|--|---------------------------|---|
| Plan for and implement the Ticket to Work program.   | ▲                               | ■  |                           |   |
| Educate employers, especially employers from high-wage, high-demand industries about the benefits of hiring individuals from target populations. |                                 |  | ■                         |   |
| Develop accountability and program improvement mechanisms for increasing employment and earnings for target populations.                         |                                 |  |                           | ▲   |

Developed strategies to meet the unique needs of Social Security disability beneficiaries who qualify for the Ticket to Work program.

Supported two information conferences on the new Ticket to Work program, attracting over 400 people. Prepared to inform 148,590 eligible Social Security disability beneficiaries of the program's services.

Measured program outcomes for target populations identifying where program performance is in need of improvement. Results published in summer of 2003 and shared at fall conference.

Coordinated committee of eight human resource managers from high-demand industries to identify employer needs in recruiting, hiring and retaining employees with disabilities. Established a technical assistance clearinghouse with a toll-free number: 1-866-438-3292.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 3.4** Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities.

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**Expand customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities for low-income individuals.**

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

Funded nine Targeted Industry Partnerships grants serving incumbent workers in health care, boat manufacturing, construction, computer forensics, and education. Six hundred and fifty incumbent workers upgraded skills, obtained certifications, or received wage increases. Also maintained a web site to expand public access to the state's apprenticeship programs, which through May 2003, logged 52,250 total visits and 14,139 requests for apprenticeship follow-up.

L&I and WorkFirst Business Outreach explored strategies for promoting apprenticeships to welfare recipients, and identifying potential businesses interested in utilizing the apprenticeship training model.

| Employment Security Dept. | Labor & Industries (L&I)/WA Apprenticeship & Training Council | St. Board for Community & Technical Colleges |
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Customized job skills training is developed with employers to prepare Temporary Assistance for Needy Families clients for entry-level jobs at better than minimum wage. In 2002-03, 34 community and technical colleges, three private vocational institutions, and one Native American college partnered with over 300 businesses, providing job skills training for over 1,800 individuals.

Colleges offered 21,955 individual evening classes that served 27,423 full-time equivalent students (FTEs) and 1,857 individual weekend classes that served 1,119 FTEs in 2001-02. On-line classrooms (4,637) provided instruction opportunities for 7,877 FTEs.

Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 3.4** Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities. *(cont.)*

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**Increase basic skills instruction in the workplace and integrate it into occupational skills training.**

**Support the development of career ladders leading to high-wage, high-demand occupations.**

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

| Office of the Governor/<br>Employment Security<br>Dept. | St. Board for<br>Community &<br>Technical<br>Colleges | St. Board for<br>Community &<br>Technical Colleges/<br>Office of Adult<br>Literacy |
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Received 14,834 employer applications for Work Opportunity Tax Credits. This federal income tax credit program saves employers up to \$2,400 each time they hire someone who is a member of one of eight targeted groups. Over 6,000 new hires yielded tax credits to the employers who hired them.

Awarded Rural and Community Development Project funds to five rural Eastern Washington college collaborations that addressed the health care personnel shortage by training TANF eligible and low-income Hispanics in health care career ladders. The Eastern Washington Bilingual Health Care Project provided pre-employment health care training to Hispanic students.

Customized job skills training provided integrated basic skills/English-as-a-Second Language with short-term intensive vocational training for Temporary Assistance for Needy Families (TANF) clients.

Significant Progress ■

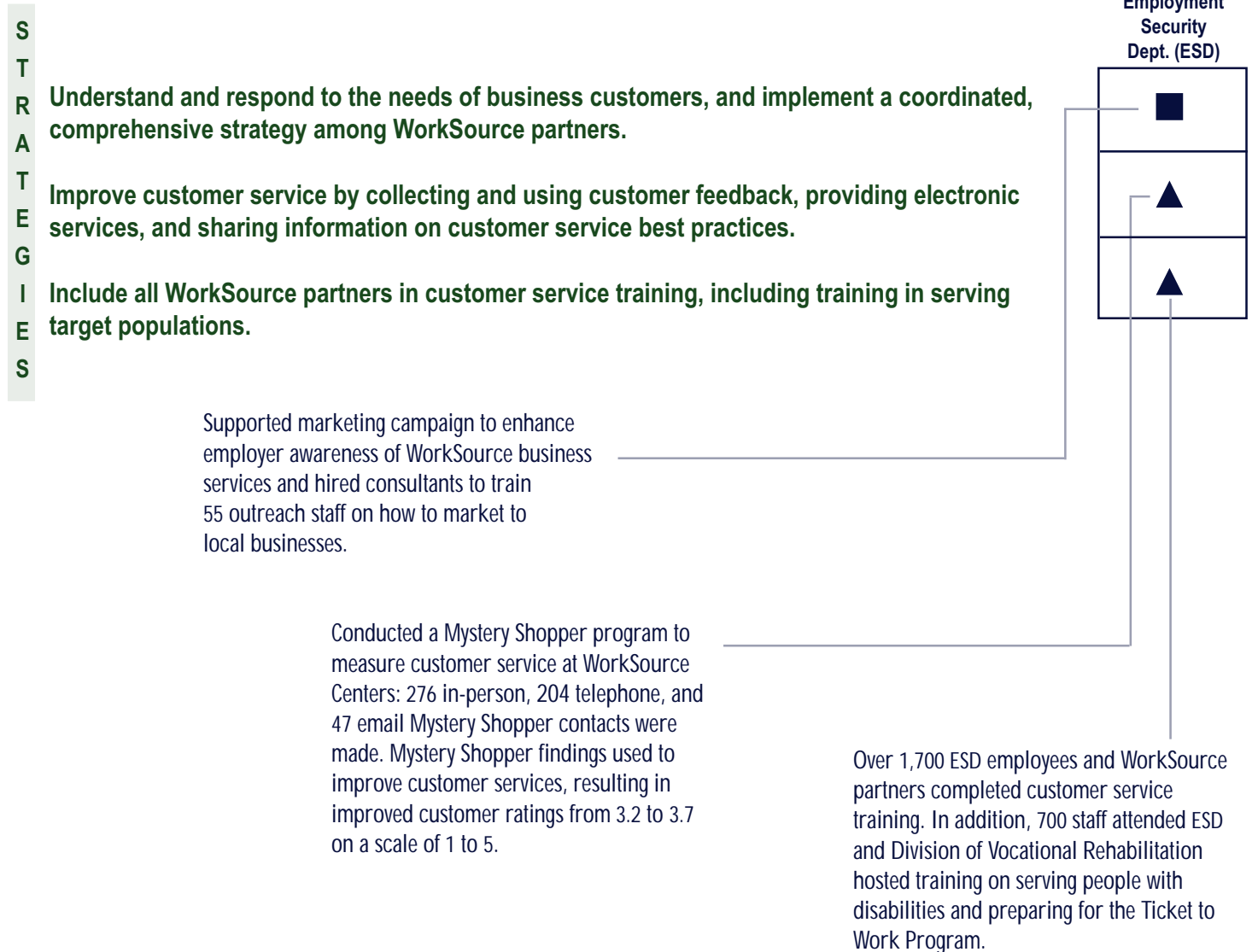
Some Progress ▲

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# GOAL 4 *To integrate workforce development programs to improve customer service.*

## *Facilitate the Integration of Workforce Development Programs*

**Objective 4.1** Improve WorkSource services to customers, including target populations, by bringing together individual partner programs to craft comprehensive solutions.



Significant Progress ■

Some Progress ▲

No Progress ●

**Objective 4.2** Develop and maintain service delivery capacity that is flexible and responsive.

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**Provide a statewide information system for case management that is shared by WorkSource partners.**

**Develop systems to track, and report core WorkSource services.**

**Find financial resources to sustain the WorkSource delivery system infrastructure.**

| Employment Security Dept. (ESD) | Workforce Development Councils (WDC) |
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Services, Knowledge, and Information Exchange System (SKIES) implemented to help WorkSource partners statewide improve their case management. Focus groups, on-site visits, and an on-line suggestion page improved training procedures and reporting capacity.

ESD and Washington Workforce Association enabled 11 workforce development areas to implement a WorkSource Tracking System to collect data on daily customer service usage, including self-service and resource room activities in WorkSource Centers.

Increased partner organizations' contributions to support WorkSource infrastructure costs. From May 2001-March 2003, contributions from more than 36 public and private organizations rose from \$1,236,207 to \$1,649,796; an increase of \$413,589.

All WDCs are implementing this strategy. Examples: The Snohomish County WDC used a resource room sign-in database at each WorkSource site and implemented the Washington Tracking System. WorkSource Centers in the Benton-Franklin and Pacific Mountain WDC areas are among the centers using swipe cards to measure use of core services.

**Objective 4.3** Reach out to individuals from target populations in order to increase their use of WorkSource services, and provide services that meet their unique needs.

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

**Increase outreach, recruitment, and marketing activities conducted in partnership with tribes and community-based organizations serving target populations.**

**Encourage diversity among the membership of local workforce development councils and WorkSource staff to reflect the diversity of the community being served.**

ESD, Division of Vocational Rehabilitation, Department of Services for the Blind, and local staff assessed physical and program accessibility of 26 WorkSource Centers. Teams recommended ways to remove service barriers, evaluated information technology equipment, and identified resources so customers can access assistive technology and other accommodations.

Multi-agency staff received training to help them better assist individuals receiving disability-related Social Security resources. ESD conducted over 50 outreach events for people with disabilities seeking to obtain work. The Governor’s Committee on Disability Issues and Employment and the Puyallup, Muckleshoot, Lummi, and Yakima tribes collaborated to sponsor a series of Native American disability conferences, drawing over 700 participants.

| Employment Security Dept. (ESD) | Workforce Development Councils |
|---------------------------------|--------------------------------|
| ■                               |                                |
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Actively recruited Council members and staff that reflect the diversity of the community being served.

Initiated quarterly profile reports that reflect current ESD staff diversity within each WorkSource Center. Administrators are encouraged to hire staff reflecting the diversity of the community and customer populations served.

Significant Progress ■

Some Progress ▲

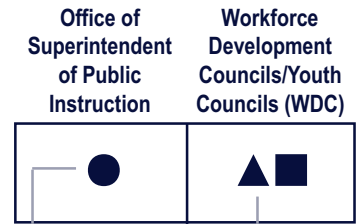
No Progress ●

**Objective 4.4** Facilitate the integration of workforce development programs that serve youth.

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**Facilitate the transfer of information among workforce development programs serving youth.**

Advised local districts on the importance of reducing dropout rates and improving student recapture and retention. Supported the use of state labor market information to provide students with current information on careers available in Washington's economy.



The Eastern Washington Partnership WDC and the Spokane Area WDC held a summit for youth and youth service providers in a 10-county area and produced a youth services directory. The Southwest Washington, Seattle King County, and Pacific Mountain WDCs worked with area school districts to increase transfer of information commitment among workforce development programs serving youth, including youth with special education needs.