



BOARD MEETING AGENDA
March 13, 2019
Association of Washington Business
1414 Cherry St. SE | Olympia, WA 98501
Meeting No. 226

9:00 a.m.	Welcome and Introductions	
	<ul style="list-style-type: none">• Ice Breaker Question: What was your favorite/most memorable class field trip?	
9:15 a.m.	Chair's Report	1
	<ul style="list-style-type: none">• 2019 Board Retreat• Vice Chair Nominations• Consent Agenda (Action)<ul style="list-style-type: none">○ January 30, 2019 Meeting Minutes	
9:30 a.m.	Executive Director's Report	2
9:45 a.m.	Overview of the CTE System in Washington and the Board's Role	3
	<ul style="list-style-type: none">• Stacy Wyman, Workforce Board• Rebecca Wallace, OSPI• Nate Humphrey, SBCTC	
10:30 a.m.	Break	
10:45 a.m.	Career Bridge Update	4
	<ul style="list-style-type: none">• Marina Parr, Workforce Board	
11:45 a.m.	Controls Specialist Registered Apprenticeship Program	5
	<ul style="list-style-type: none">• Perry England, Board Chair	
12:30 p.m.	Working Lunch	
1:00 p.m.	Legislative Update	6
	<ul style="list-style-type: none">• Nova Gattman, Workforce Board	
1:30 p.m.	Talent and Prosperity for All (TAP) Planning	7
	<ul style="list-style-type: none">• Eric Wolf, Workforce Board	
2:30 p.m.	Meeting Wrap-Up and Evaluation	
3:00 p.m.	Adjourn	

Tab 1

Tab 1



**WASHINGTON STATE
Workforce Training and
Education Coordinating Board**

**MINUTES OF MEETING NO. 225
January 30, 2019**

Board Members Present:

Perry England, Chair
Beth Thew, Vice Chair, Representing Labor
Creigh H. Agnew, Representing Business
Amy Anderson, for Gary Chandler, Representing Business
Caitlyn Jekel for Larry Brown, Representing Labor
Lee Anne Caylor, Representing Business
Mark Mattke, Representing Local Government
Rebecca Wallace, for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Nate Humphrey, for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Suzi LeVine, Employment Security Department (ESD)
Rick Anderson, for Brian Bonlender, Department of Commerce (Commerce)
David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Mr. Perry England called the meeting to order at 9:05 a.m. at the Lacey Community Center in Olympia, WA.

Office of Superintendent of Public Instruction (OSPI) K-12 Vision

Superintendent Reykdal opened his presentation by thanking Becky Wallace for her work. In his presentation to the Board, he spoke of the importance of opening up multiple pathways to success for young people. He spoke about the layers of bureaucracy that, while well intended, can slow down the process of changing the way we educate our children. He also updated the Board on legislation he's introducing to de-link test scores to graduation requirements. He informed the Board that the next wave of investment will be about community connection, for families and students.

Chair's Report

2019 Board Retreat

Mr. Perry England requested the Board provide feedback on items that should be covered at the 2019 Board retreat. He asked the Board to send ideas to Erica Wollen.

Update on the Board's Legislative Agenda

Ms. Caitlyn Jekel and Ms. Amy Anderson reported on the progress of the Board's proposed legislative agenda. Ms. Jekel shared that the part of the decision package request for Incumbent Worker Training was included in the Governor's budget at about half of what was requested, but still double the current investment. There were several components in the decision package that were not included in the budget, and she asked the Board to think about where to go from here.

Ms. Amy Anderson went over the legislative priorities from the business perspective. She noted that they have been talking to their members about incumbent worker training.

Mr. Gary Chandler spoke about how to appropriately advocate the Board's position, specifically as it relates to Board staff participation.

The Board staff's role, especially in pursuing the legislative agenda, pertains to staff taking an education role and not an advocacy role.

Motion 2019-225-01: Ms. Beth Thew moved to approve the 2019 Workforce Board Legislative Agenda as presented. Mr. Gregory Christianson seconded the motion and it passed unanimously.

Review and Adopt Minutes

Motion 2019-225-02: Ms. Suzi LeVine moved to approve the November 2018 minutes as presented. Ms. Lee Anne Caylor seconded the motion and it passed unanimously.

Legislative Session Update

Ms. Nova Gattman provided the Board with a handout summarizing each workforce related piece of legislation introduced so far this session. She verbally highlighted the bills that have the biggest impact on the work of the Board, and also noted that she will be sending out a weekly legislative newsletter to Board members so that they can stay informed between meetings.

Executive Director's Report

Ms. Eleni Papadakis provided the Board with a written Executive Director's Report prior to the meeting.

Economic Cycle Planning

Mr. Dan Zietlin from ESD provided a presentation to the Board informing them of the work being done at ESD to identify leading indicators of a recession.

The presentation explored what resources and programs are most useful to employers during an economic downturn.

Mr. Loren Lyon from Impact Washington, the state's manufacturing extension partnership, provided the Board with information about their initiatives to help small and mid-sized businesses prepare and plan for downturns, particularly in rural communities.

Mr. Mark Mattke briefed the Board about local efforts to mitigate the effects of economic downturns in Spokane, which arose out of the Retooling Washington's Workforce initiative and have since been sustained. He also provided recommendations to the Board to help guide economic cycle planning for the system.

The Board discussed their role and what can be done to prepare for downshifts in the economy.

Motion 2019-225-02: Commissioner LeVine made a motion for the Board to work with state agencies to develop an economic cycle plan for the system. Ms. Lee Anne Caylor seconded the motion and the motion passed unanimously.

Employment Security Department's Strategic Plan

Commissioner LeVine provided the Board with a presentation about ESD's strategic plan. The goals of the new plan are to increase employee engagement, reduce the transition time for customers to find the right job more quickly, improve organizational effectiveness, prepare for economic shifts, and implement the paid family medical leave program.

Career Connect Washington (CCW)

Anna Nikolaeva, Employment Security Department, provided the Board with an update on the CCW local programs.

John Aultman, Governor's Office, updated the Board on the Career Connect Washington Legislation being proposed by the Governor's office. He reported that they have accepted comments, met with the prime sponsors of the bill, and expect for it to move forward in a substitute form in the next day or two. He also reported that it is a priority of both the House and Senate, and that it's getting a lot of positive feedback.

Talent and Prosperity for All (TAP) Planning

Mr. Eric Wolf provided the Board with an updated timeline of the TAP planning process through April 2020, containing upcoming deliverable dates and anticipated periods when the plan will be available for public comment. He also provided the Board with a detailed list of Board Decision Points anticipated at all future Board meetings through April 2020 related to the TAP plan. The timeline also outlined the work product staff will present to the Board for review and feedback throughout the year, a handout on decision points the Board will discuss and act on in the upcoming year specific to completing the state's first Perkins V strategic plan, a detailed list of the Perkins-related information that Board members will receive related to Perkins plan decision points, and the meeting date when the Board can expect staff to provide a briefing to members or will ask the Board to take action.

Mr. Wolf provided the Board with an overview of the documents provided, and engaged them in a discussion surrounding the planning process.

The Board discussed their role in the planning process and what they expect from staff. They also discussed data collection and how to ensure Board members have a thorough understanding of the subject matters they are expected to make decisions on.

At the end of the discussion Mr. Wolf asked Board members to go back to their agencies and stakeholder groups, and have an intentional conversation about what goals in TAP they wish to adopt in 2020 and operationalize in their strategic plan.

The conversation will be followed by a survey of Board members and key state agencies.

Meeting Evaluation and Wrap Up

The Board took a moment to review the meeting.

The meeting adjourned at 3:26 p.m.

Tab 2

Workforce Training and Education Coordinating Board
Executive Director's Report

Meeting No. 226

March 13, 2019

1. New planning support resources: Washington will benefit from two national initiatives to support state workforce and education planning. Neither provides direct funding, but valuable resources nonetheless.
 - a. I mentioned the US Department of Labor Technical Assistance and Training (TAT) program at our January Board meeting. We had submitted a request for help developing a set of recommendations for a rural strategy for workforce and economic development. The recommendations would be incorporated into the next iteration of our *Talent and Prosperity for All* (TAP) plan, and possibly used to help shape a legislative request, either for the Board or our Future of Work Task Force. The TAT program will provide us with three well-qualified facilitators and report writers. We were pleased that they took our recommendations for consultants into account. The work must be completed by mid-May of this year.
 - b. The Bill and Melinda Gates Foundation provided a grant to Advance CTE, a membership organization of state leaders of CTE, to assist states with the development of their plans for the federal Carl Perkins program. The Foundation required that Advance provide intense (coaching) support to Washington and two other states of their choosing, and more general support to all 50 states on key aspects of the new law. Advance has contracted three consultants, all of whom we know. We are so pleased that our request for Rich Katt was accepted. Rich is responsible for taking the Nebraska Career and Technical Education system from one of the worst performers in the nation to one of the top ranked systems in the country; and from one of the lowest funded (no state funds were provided for secondary CTE) to one of the more robust programs. He brought a wide range of partners to the table and built effective relationships across funding and program silos. Rich is an innovator, strategic thinker, and terrific facilitator and partnership-builder. We have 184 hours of Rich's time, which includes three 2-day trips to Washington to meet with our partners.
2. Grant to help advance our efforts to link Career Bridge with Credential Engine: We've received a \$50,000 grant from Credential Engine through their State and Regional Partnerships initiative. I believe we are the 15th state to join so far. Marina will provide an overview of this work at the meeting, so I won't go into detail here.
3. Future of Work: We are being recognized nationally for "being ahead of the curve," and have been asked to represent Washington in a number of national projects. So far, no one is providing us extra resources, although for the events that we have attended, our registration and all travel costs have been covered by external organizations. We are currently assessing the various efforts asking for our participation, determining the value for our state for each, and will develop a short prioritized list of these efforts. We have suggested the idea of establishing a virtual learning community to a few leading organizations exploring policy issue areas similar to ours. So far, we've gotten enthusiasm for the idea, but no one willing to take the lead to develop and curate, or to provide funding to do so. We do have agreement to share progress information via e-mail as it is developed from these organizations. Two large national projects

are being led by the National Governors Association. We are currently working with Gov. Inslee's office and partner agencies to determine if our state will participate.

4. National Governors Association (NGA) convening of state workforce board chairs and directors, and state workforce liaisons: You might recall that NGA brings these groups together twice per year. I was pleased that Suzi Levine and I were able to attend most of this meeting. We learned that discussion has begun on the reauthorization of the Workforce Innovation and Opportunity Act (WIOA), and investments are being made in evaluating WIOA's progress and performance since it was enacted in 2014. We need to take this seriously because we want to stay informed and help shape policy. However, keep in mind that this is likely to be a multi-year process. Remember that WIOA was enacted 11 years past the sunset of its predecessor statute. Carl Perkins reauthorization last year was 12 years late.

Another interesting facet of the winter meeting is that it is scheduled to coincide with the meeting of the nation's governors, so that relevant presentations can be heard at the same time by governors and their state workforce leaders. This year, "Good Jobs for All Americans" was the theme for the governors and our group, so we were able to participate in a number of the governors' sessions. This is also the title of the year-long initiative of current NGA chair, Gov. Bullock of Montana. Gov. Bullock's initiative is focused on rural economic development, the future of work, and reskilling mid-career workers, but also covers many aspects of service delivery that we are attempting to tackle within TAP. Here is a link to the framework for the initiative: https://www.nga.org/wp-content/uploads/2018/08/NGA_GoodJobs_Framework.pdf. Also, it is not loaded yet, but there will be materials and videos from some of the key presentations at the winter governors meeting at <https://www.nga.org/about/meetings/>.

5. Centers of Excellence: A team from the Workforce Board was invited to speak with the directors of the state's 11 sector-focused Centers of Excellence (CoE). For those not familiar with the CoEs, they work directly with industry partners to understand the workforce and other challenges of their respective sector, keep tabs on the future path of our state's businesses, and develop resources to keep curricula and faculty up-to-date. The CoE program is administered by the State Board for Community and Technical Colleges (SBCTC). Each Center is located on a community or technical college campus, and provides support for all 34 colleges. They also work with the K-12 system, four-year colleges, and apprenticeship programs to understand and support the full scope of talent pipeline development in our state. You should know too that the concept of CoEs emerged from a Workforce Board-led initiative called Industry Skill Panels. In 2009, the Board partnered with SBCTC and the Department of Commerce on a bill that codified the CoE program in state law. The Centers are Washington's hidden gem. Our meeting with them was to provide an overview of current priorities of the Board and find points of intersection where they can engage with us. It was a terrific meeting with great enthusiasm on all fronts. I'm looking forward to sharing more as our dialogue and partnership continues. Please let me know if it would be useful to have a presentation from the Centers at a future meeting. In the meantime, you can learn more about them here: <https://www.sbctc.edu/for-employers/centers-of-excellence.aspx>
6. Sentinel Network: Licensing Agreement Signed with Connecticut: As a reminder, the Workforce Board staffs the state's Health Workforce Council (see <http://www.wtb.wa.gov/HealthWorkforceCouncil.asp>), which works with a broad list of health workforce stakeholders to report on healthcare occupation education program completions, projected employer demand, and to develop policy recommendations. Nova Gattman, Deputy

Director for External Affairs, is our staff lead for the Council. One of the Council's projects is the Health Sentinel Network (<http://wasentinelnetwork.org/>), which is a partnership with the University of Washington Center for Health Workforce Studies. The Sentinel Network engages health employers to offer early warning signals of items changing in the health workforce. Employer sentinels respond to periodic, brief surveys; answering questions on their hiring challenges and training, and provide the critical "why" behind issues in recruitment, retention, and training. The responses are then fed through a feedback loop to education providers, who can use this detailed information to consider changes in programs, often long before the administrative data could identify a problem.

We have started to see some national interest in this topic. Nova and I have both spoken at various national and international meetings about the value of this concept, and are hearing from states who want more information. We recently were able to sign a licensing agreement with the state of Connecticut, who is starting their own Sentinel Network! The Connecticut Sentinel Network is sponsored by the Connecticut Center for Nursing Workforce and the Connecticut League for Nursing, in partnership with CT healthcare trades associations and the state Workforce Investment Board. Planning is underway with the first collection of data from Sentinels starting in the spring. We have also had considerable interest from Northern California, Los Angeles, and the state of Hawaii in starting their own Sentinel Networks. This is not only limited to healthcare either; any sector could utilize this model.

One of the Board's funded priorities in the Governor's budget was the continuation of the Sentinel Network, which is supported by the Governor's WIOA funds only until June 30th of this year. Our budget request would provide dedicated state funding for not only the Sentinel Network, but also for staff support for the Health Workforce Council.

7. With support from the state's Employment Security Department (ESD) and Commissioner LeVine, we had a wonderful opportunity to send a representative to an internationally recognized program on building and maintaining effective partnerships. Deputy Director for Policy and Programs, Eric Wolf, attended the International Business Leaders' Forum training on Partnership Brokering in Vancouver, BC, along with two representatives from the Employment Security Department: Billie Wright, ESD Director of Human Resources, and Phil Castle, ESD's Executive Team Coach. Commissioner LeVine is an alum of this same program, and recognized the value of bringing the skills taught into our state system. Participants learned group facilitation and organizational leadership techniques to help stakeholders define and agree on areas of common interest, build mutually beneficial partnership initiatives, and review and revise partnership agreements to achieve sustainability and maintain momentum. Thank you to Commissioner LeVine for investing in our interagency partnership and sharing these powerful tools with our staff, which will be especially beneficial during the review and revision process of TAP.
8. In 2018, Washington State Senate passed SB 6514 concerning suicide prevention and behavioral health in higher education, with enhanced services to student veterans. Since then, Erica Wollen has been serving as the Workforce Board's representative on the Mental Health and Suicide Prevention in Higher Education Task Force. The Task Force is charged with determining the policies, resources, and technical assistance needed to support postsecondary institutions in improving access to behavioral health services and improving suicide prevention responses. In September, the Task Force solicited applications from postsecondary institutions for grant dollars to assist in the development of suicide prevention and awareness training. The

Task Force received eight applications. The applications were geographically diverse and a representative mix of four-year institutions, community colleges and private vocational schools. In December, Erica, along with several other Task Force members reviewed applications and were able to fund, at least partially, all eight applications. One of the more unique applications was a joint effort between The Divers Institute of Technology (DIT) and Northwest Career Colleges Federation (NWCCF) to provide Suicide Prevention Training to the community of private career schools who would normally not have resources to dedicate to such an effort. Erica is happy to report that on March 1, 2019, the DIT and NWCCF accomplished their goal and provided their first of five comprehensive trainings free of charge to 45 career college participants from 15 different private career schools. Their next training is scheduled for March 13th at Perry Technical Institute. They have encouraged every school to send at least one representative and expect 900 participants!

9. The Workforce Board continues to proudly serve as a state approving agency for our veterans here in Washington State, promoting and safeguarding quality education and training programs for veterans. The agency website for veterans programs, <http://wtb.wa.gov/veterans.asp> was updated, making it more effective for schools to access approval forms, as well as receive technical guidance and updated advisories. As you know, Career Bridge provides many resources specifically designed for veterans and their family members, <http://www.careerbridge.wa.gov/Page.aspx?cid=89>. The Board's strategic plan, Talent and Prosperity for All, has also targeted veterans as one of our priority populations. Staff members John Murray and Lisa Brooks continue to provide schools outreach and technical assistance efforts, through workshops conducted around the state.

John Murray, Veterans Education Program Specialist, was recently recognized by the National Association of State Approving Agencies (NASAA), in Washington D.C. for his national leadership in serving as chair for the Contracts Committee, in which he helped lead deliberations on behalf of NASAA with the Department of Veterans Affairs that led to a revised funding allocation model. I'm pleased to say that for the last two years the veterans' program has been fully funded!

10. Our staff is participating with other members of the Washington State contingent (including representatives from the Governor's Office, WSAC, and SBCTC) in the National Skills Coalition work on a Non-Degree Credential Workgroup. In addition to our state, the group includes Alabama, Iowa, New Jersey, Tennessee, and Virginia. The intent of the workgroup is to learn from each other about how we can assure quality non-degree credentials.

Tab 3

Profile of Career and Technical Education (CTE) in Washington

PRESENTERS: Stacy Wyman, Rebecca Wallace, Nate Humphrey
BOARD MEMBER SPONSOR: N/A

BOARD MEETING DATE: 03/13/2019
TIME ALLOTTED: 1 hour

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS: Provide the Board with relevant background information to facilitate decisions regarding the state’s annual \$21 million federal Perkins award for Career and Technical Education (CTE), including:</p> <ul style="list-style-type: none"> a. Summary of the Board’s scope with respect to CTE; b. Overview of secondary and postsecondary CTE accomplishments and the opportunities ahead under Perkins V.
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>SUPPORTS TAP STRATEGIC PRIORITY: Access to effective, high-quality CTE is a critical component of the state’s workforce development system. Federal Perkins funds, while only one component of the state’s overall CTE budget, can shape CTE delivery in the secondary and postsecondary systems, strengthen the talent pipeline for businesses and industry, and enable economic security for tomorrow’s workforce. The Perkins program supports all four strategic priorities of the state’s workforce plan <i>Talent and Prosperity for All (TAP)</i>:</p> <ul style="list-style-type: none"> 1. Improving the Customer Experience 2. Business Engagement 3. Accessibility and Technology 4. Performance Accountability
<p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p>	<p>IT IS SIGNIFICANT BECAUSE: A four-year Combined State Plan for strategically spending the state’s \$21 million Perkins V award will be driven by robust labor market data analytics and economic forecasting. This will help ensure Perkins V funding is directed at relevant, high-quality career and technical education that prepares students for in-demand and high-skill jobs.</p>
<p>OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?</p>	<p>MY IDEAL OUTCOME OF THIS DISCUSSION IS: The Board will:</p> <ul style="list-style-type: none"> • Charge Board staff to work closely with the Office of Superintendent of Public Instruction (OSPI), State Board for Community and Technical Colleges (SBCTC), and a representative from Association of Washington Business (AWB) and Washington State Labor Council (WSLC) to develop a preliminary outline of program priorities, special initiatives, and an outreach plan for stakeholder engagement under Perkins V; • Facilitate discussion and agreement between member agencies and stakeholders on the most critical, high-skilled labor market demands forecasted for the next four years, and propose ways that Perkins funds can

	<p>drive CTE to address forecasted demands;</p> <ul style="list-style-type: none"> Facilitate discussion among Board members and stakeholders to develop recommendations for addressing barriers and equity gaps in completing CTE programs.
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>RELEVANT BACKGROUND INFORMATION:</p> <p>As with previous versions of Perkins, Washington has received between \$18 and \$21 million under Perkins V to add to the state’s CTE spending each year. While Perkins has always given states authority to define how these funds are used, the Board has limited its direction on how to use the funds to a few strategic cases—none in the past 6 years. Washington’s education system and its students benefit from a significant <i>state</i> investment in CTE and workforce education. Because Washington is a “local control” state, spending decisions are generally determined by local school boards, skill centers, and community and technical colleges, although with guidance and certain administrative approvals from OSPI and SBCTC, respectively.</p> <p>With Perkins V, the Board has a new opportunity, and, in fact, a mandate, to re-imagine how funds might be used to support high quality CTE in Washington, and to use available economic, workforce, community and demographic data to direct federal Perkins funds toward programs that make the biggest impact in advancing Washington’s economy and workforce.</p> <p>The Board’s primary decision points include:</p> <ol style="list-style-type: none"> (1) What are the state’s greatest economic and labor market opportunities and challenges over the next four years? (2) What strategic priorities will drive decision-making regarding Perkins discretionary funds, and how will decisions be made? (3) How might the state build and/or accelerate more effective secondary-to-postsecondary dual-credit career pathways that will meet the talent needs of labor and industry? (4) How will the state ensure all students have access to relevant and robust secondary and postsecondary CTE programs that lead to high-wage, high-demand jobs? (5) How might alignment and integration with other components of the state’s workforce system support better outcomes for CTE students, labor, and business and industry? (6) What information and input is the Board seeking through the <i>TAP</i> stakeholder engagement process that will aid decision-making for use of Perkins funds for 2020-2024
<p>STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to</p>	<p>STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:</p> <p>Workforce Board staff, along with CTE staff from the OSPI and Workforce Education staff from the SBCTC, have been working together to identify the questions and develop recommendations for the Board’s consideration. Representatives from the three agencies have also attended guidance sessions with other states, and have presented on the changes in Perkins V to constituents via meetings and conferences. They are currently working together to develop a stakeholder engagement plan that involves other relevant state and local agencies and stakeholder groups, including business and labor.</p>

<p>whom (which stakeholder groups)? Are there viable alternatives to consider?</p>	<p>Under Perkins V, the Board has many choices to consider, different than what was submitted to and approved by the U.S. Department of Education under Perkins IV. Ultimately, the Board is authorized to make the final determination on the best uses of the state’s Perkins V funds. The pros are that the new law permits states to operate with greater innovation and decision-making opportunities than what was permitted under Perkins IV with respect to program, special initiatives, accountability and budget allocations. The cons are that stakeholders may be resistant to, or unsupportive of, change.</p>
<p>FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?</p>	<p>THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:</p> <p>Washington’s annual award under the first year of Perkins V will be \$21,694,542. States are permitted to use their Perkins Administration funds to develop their state plan. Advance CTE (the national advocacy group for state directors of CTE) is providing a 184-hour, time-limited consultant to the state for the purpose of facilitating interagency discussion and decision. The consultant, Mr. Rich Katt, is the former State Director of CTE of Nebraska and is well regarded in the CTE community.</p> <p>Employment Security Department staff will be needed to assist with labor market analyses and forecasting to determine optimal, cost-effective CTE and workforce education programs. IT and data governance staff from OSPI, SBCTC and the state’s Education Research and Data Center (ERDC) will be required to expand their current data systems capabilities to accurately capture and validate new data fields that must be reported under Perkins V as well as implement new, online local applications that must reflect different parameters than what was required under Perkins IV. States are also permitted to use their Perkins Administration funds to support and develop state data systems relevant to the provisions of Perkins V.</p> <p>CTE and workforce education programs, initiatives, procurements or other efforts must be linked to high-demand occupations as identified in a comprehensive needs assessment driven by labor market data. If not, they may not be supported with Perkins V funds. As a result, programs not specific to data-driven labor market needs, whether current or forecasted, would have to be supported by state funds. New curriculum and programs may have to be developed. The time and effort to support these activities is a permissible use of Perkins leadership funds.</p>
<p>RECOMMENDATION & NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS:</p> <ol style="list-style-type: none"> (1) The Board will direct Workforce Board staff and member agencies to recommend the most critical CTE and workforce education programs tied to the state’s current and forecasted labor market demand over the next four years. This will provide the Board with sufficient information to prioritize the use of Perkins funds; (2) The Board will facilitate ongoing discussions between member agencies and stakeholders on critical decision points specific to Perkins V at the Board Retreat and at regularly scheduled Board meetings; (3) The Board will consider additional Workforce Board staff presentations on best practices and innovations using Perkins V funds that have been successfully implemented in other states; and

	<p>(4) The Board will appoint at least one or more Board members at one or more of the Perkins V planning meetings scheduled over the next year for the purpose of providing perspective, ideas, and feedback to the committee.</p>
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Tab 4

Career Bridge and Credential Engine

PRESENTER'S: Marina Parr
BOARD MEMBER SPONSOR NAME:

Date: March 13, 2019
TIME ALLOTTED: 30 min.

<p>ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS:</p> <p>Update the Board on a \$50,000 grant the agency recently received from Credential Engine to leverage Career Bridge’s substantial (6,500+) collection of postsecondary degrees, certificates and short-term credentials; and help institutions load them into Credential Engine’s national credential registry. The grant enables the Workforce Board to create a Help Desk and hire an outreach coordinator to provide one-on-one assistance to schools, and create training and support modules as a “ready-made” resource.</p> <p>ISSUE Helping Washingtonians understand the value of additional education is central to the Workforce Board’s mission to help more residents achieve and sustain family-wage careers. However, currently there are so many credentials out there—including degrees, certificates, licenses, certifications, badges, and apprenticeships—that it’s tough to keep track of them all, and to determine whether they lead to better employment outcomes or higher wages.</p> <p>OPPORTUNITY The Workforce Board has the opportunity to leverage this new grant and help publish as many as 3,800 Washington credentials from Career Bridge to Credential Engine. Building long-term buy-in among schools means this number is likely to grow in the coming years. Workforce Board research staff currently use wage records and student data to independently evaluate employment and earnings for participants of thousands of education programs, posting performance results to Career Bridge via the state’s Eligible Training Provider list. This same rigorous evaluation will be available for many of the programs uploaded to Credential Engine, helping consumers make informed choices about their education and career pathways.</p>
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<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>SUPPORTS TAP STRATEGIC PRIORITY: It ties to the TAP priority focused on improving the customer experience to better serve current and future workers. The system’s goal is to ensure every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency. This project also ties to another TAP strategy focused on building better engagement with business. By helping to build a national registry of credentials, Washington business owners will gain a better understanding of a credential’s true value in the marketplace. It will also help them make better hiring decisions based on actual skills and competencies.</p>
<p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p>	<p>IT IS SIGNIFICANT BECAUSE: Washington will be among the first states to populate a growing registry of degrees, certificates, licenses, apprenticeships, and other credentials, helping demystify the credential marketplace for those seeking training that leads to jobs and better wages, and employers making hiring decisions based on actual skills and competencies.</p>
<p>OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?</p>	<p>MY IDEAL OUTCOME OF THIS DISCUSSION IS: The Board will learn more about the growing movement in skilling up workers through shorter-term, targeted training and capturing these skills and competencies through a wide range of credentials (beyond college degrees). Continuous learning will become even more important to our workforce as automation increases and workers need to gain new skills quickly to adapt to changes. The Board will gain a better understanding of how Career Bridge is a good first step in collecting and understanding Washington’s existing credential marketplace, and growing it further through Career Bridge’s partnership with Credential Engine.</p>

<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>RELEVANT BACKGROUND INFORMATION: Thanks to Career Bridge, Washington is ahead of many states in collecting credential information. Career Bridge features 6,500 education programs—from single-day training programs to one-year certificates, registered apprenticeships, associate’s degrees and bachelor’s degrees, and even some master’s degrees. This grant builds on Washington’s existing collection of credentials to increase momentum in achieving a comprehensive national registry of credentials.</p>
<p>STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?</p>	<p>STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK: The Workforce Board and its stakeholders have been investigating new options to improve education persistence and momentum along career and income pathways. Recent efforts to expand career-connected learning options have accelerated the state’s interests in new credential pathways. As part of this credential project, Workforce Board staff will continue to inform stakeholders on progress and any hurdles encountered. A recent meeting between Workforce Board staff and Centers of Excellence Directors from the community and technical college system reinforced ongoing support for building a national credential registry, creating transparency for both students and employers in understanding which credentials lead to industry-recognized skills, and improved employment and earnings outcomes.</p>

<p>FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?</p>	<p>THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:</p> <p>The agency is leveraging funds from existing federal WIOA dollars to develop technology that “codes” programs on Career Bridge to a new computer language (CTDL) that enables the upload of thousands of Washington education programs to Credential Engine. Once schools standardize their credential descriptions to CTDL, changes schools make to their own sites will automatically be captured, further reducing the effort needed by the schools to update their programs. We expect to use a little over \$30,000 in federal funding from a current Career Bridge upgrade project to do this initial work.</p> <p>At the same time, this existing funding allows us to meet Credential Engine’s 50 percent match requirement. The \$50,000 grant is focused on hiring an outreach coordinator, creating training and support modules, helping schools understand the value of marketing their programs to a national audience, and building a sustainable project that encourages continued and expanded participation from schools. By strengthening relationships with as many as 350 schools, we expect to publish as many as 3,800 separate Washington credentials to Credential Engine within a year of starting the project. We expect to create an RFP to solicit vendors in the next few weeks.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS:</p> <p>This is for discussion only.</p>

CAREER BRIDGE and CREDENTIAL ENGINE



New project highlights value of WA credentials through a national registry

Helping Washingtonians understand the value of additional education is central to the Workforce Board's mission to help more residents achieve and sustain family-wage careers. One way the Board does this is through its nationally recognized Career Bridge website. The site features 6,500 education programs—from single-day training programs to one-year certificates, registered apprenticeships, associate's degrees and bachelor's degrees, and even some master's degrees.

Project goals by the numbers

Thanks to Career Bridge, Washington is ahead of many states in collecting credential information. Building on that momentum, the Workforce Board was awarded a \$50,000 grant to publish as many as 3,800 Washington credentials from Career Bridge to Credential Engine, over the next year. Building long-term buy-in among schools means this number is likely to grow in the coming years. For now, Washington will be among the first states to populate a growing registry of degrees, certificates, licenses, apprenticeships, and other credentials, helping demystify the credential marketplace.

Project details



Develop technology to upload thousands of WA education programs to Credential Engine.



Hire outreach coordinator to staff a Help Desk and provide hands-on help on this technology.



Help employers make better hiring decisions based on actual skills and competencies.



Help schools understand the value of marketing their programs to a national audience.



Build a sustainable project that encourages continued and expanded participation from schools.

Credential transparency & portability

The Workforce Board and its stakeholders have been investigating new options to improve education persistence and momentum along career and income pathways. Recent efforts to expand career-connected learning options have accelerated the state's interests in new credential pathways. But new tools and technology are needed. Credential Engine has been collecting and building a set of tools to make it easy to "find, understand, and compare information about credentials."

Workforce Board performance evaluation extends to Credential Engine

The Workforce Board uses wage records and student data to independently evaluate employment and earnings for participants of thousands of education programs, posting performance results to Career Bridge via the state's Eligible Training Provider list. This same rigorous evaluation will be available for many of the programs that are uploaded to Credential Engine, helping consumers make informed choices about their education and career pathways.

For more information, contact Workforce Board staff:

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Tab 5



Identifying a Path to Prosperity



Our Students



Our Educators & Counselors



Our Employers & Incumbant Workers

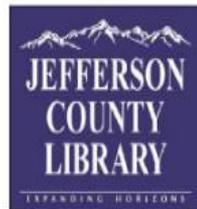
The Why....



The Who...

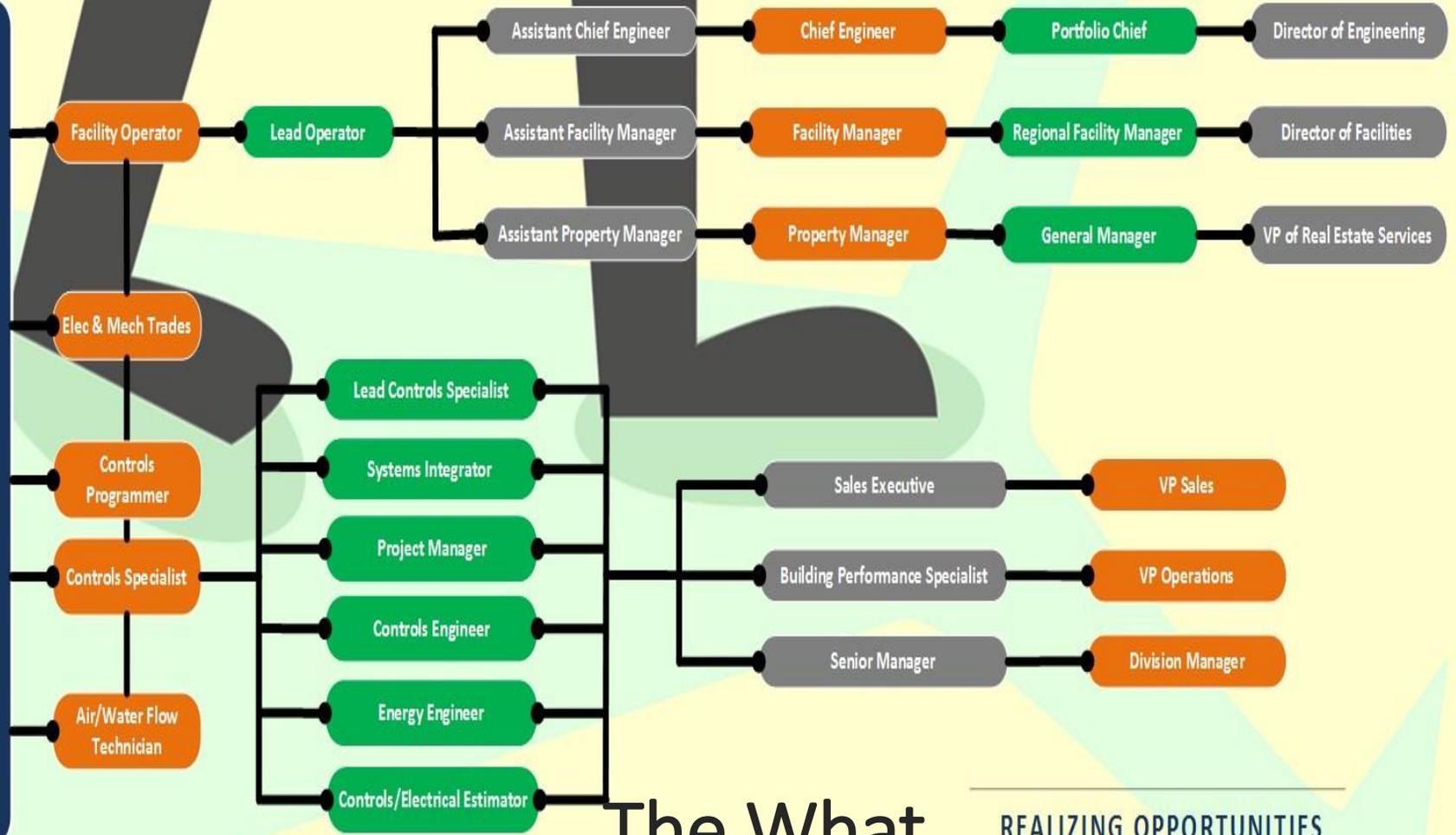


Pope Resources
A Limited Partnership



Controls Technology Specialist Youth/Adult Apprentice

CAREER Pathways



The What... REALIZING OPPORTUNITIES

Occupation Title	Term (Hours)
Youth Controls Specialist (YS)	2,000
Associate Controls Specialist (AS)	8,000
Youth Levels	
YS I	500
YS II	1,000
YS III	2,000
Adult Levels	
AS I	2,000
AS II	4,000
AS III	6,000
AS IV	8,000
Notes:	
Electrical License Fast Track	4,000
RSI = 144 hours/yr x 4 yr = 576 hours	

Core Credentials - Desired	Learning Level
High School Diploma	YS3 AS1
OSHA 30 Safety Certificate	YS3 AS1
EPA Refrigeration Certificate	YS3 AS1
First Aid & CPR Certificate	YS3 AS1
VFD Start-Up Certificates	X AS1
Electrical License	X AS2
Associate Degree	X AS4

Business Competencies	Learning Level
Microsoft Office Applications	YS1 AS1
Time Management	YS1 AS1
Effective Communications	YS1 AS1
Technical Writing Skills	YS1 AS1
Positional Roles and Trade Interaction	YS2 AS1
Problem Solving Techniques	YS2 AS1
Conflict Resolution Techniques	YS2 AS1
Customer Service Training	YS2 AS1
Project Administration	YS3 AS2
Project Scoping and Estimating	YS3 AS2
Business Accounting Basics	YS3 AS3
Project Management Methods	YS3 AS3
Labor Forecasting	YS3 AS3
Principles of Cost Management & Project Forecasting	YS3 AS4
Principles of Continuous Improvement	YS3 AS4
Lean Construction Methodologies	YS3 AS4

Technical Competencies - Classroom & Related Supplemental Instruction (RSI)	Learning Level
Principles of HVAC Systems	YS1 AS1
Pneumatic Control System Technology, Design & Application	YS1 AS1
Principles of Thermodynamics	YS1 AS1
Principles of Electronic Control Systems	YS1 AS1
Principles of Fluid Dynamics	YS1 AS1
Components of Building Electrical Systems	YS1 AS1
Understanding of Ohm's Law & Electrical Theory	YS1 AS1
Rules for Motors, Motor Circuits & Controllers	YS1 AS1
Principles of Logic Programming	YS1 AS1
Techniques and functionality in block programming	YS1 AS1
First Aid/CPR/AED Training	YS1 AS1
Use of Tools & Instruments	YS1 AS1
WAC/RCW Code Instruction & Updates Parts 1 & 2	YS1 AS1
NEC Code Instruction & Updates Parts 1 & 2	YS1 AS1
Computational Thinking	YS1 AS1
Understanding the Construction Trades & Contracting Methods	YS1 AS1
Number Systems - Hexadecimal	YS1 AS1
Number Systems - Binary	YS1 AS1
Construction Tier Fundamentals - Rules of Engagement & Authority	YS1 AS1
Introduction to Web Design	YS2 AS1
Principles of Electricity, Circuits & Wiring Design	YS2 AS1
Types of Control - on/off, modulating, 3-point floating, SCR	YS1 AS1
Electrical Circuits Design & Troubleshooting Fundamentals	YS2 AS1
Understanding of Electrical Ladder Diagrams	YS2 AS1
Principles of Control Loops & Sequences of Operation	YS2 AS1
Principles of Line Coding & Computer Programming Languages	YS2 AS1
Power Triangle - Real/Apparent/Reactive	YS2 AS1
Control Authority	YS2 AS1
Motor Control Circuits	YS2 AS1
Principles of Motor Starters & Variable Frequency Drives	YS3 AS1
Electrical Circuits & Wiring Standards	YS3 AS1
Overcurrent Protection	YS3 AS1
Principles of Building Automation Wiring Topology	YS3 AS1
Electric Motor Troubleshooting	YS3 AS1
Fire & Life Safety System Functionality	YS3 AS1
Variable Air Volume Terminal Design & Control Principles	YS3 AS1
Arc Flash Protection	YS3 AS1

Technical Competencies - Classroom & Related Supplemental Instruction (RSI)	Learning Level
Refrigeration Cycles, Theory & Technologies	YS2 AS2
Principles of Heat Transfer	YS2 AS2
IT Networking and IP Configurations	YS2 AS2
IT Topology Design Principles	YS2 AS2
Serial Bus Network Architectures and Troubleshooting	YS2 AS2
Fan & Pump Laws and Technologies	YS3 AS2
Graphical User Interface Design Principles	YS3 AS2
Package Rooftop Unit Design & Control Principles	YS3 AS2
Water Source Heat Pump Design & Control Principles	YS3 AS2
Air Handler Design & Control Principles	YS3 AS2
Principles of Cooling Tower Designs	YS3 AS2
Variable Refrigeration System Control	YS3 AS2
ASHRAE BACnet Standard 135	YS3 AS2
Undersatnding BACnet PICS	YS3 AS2
Network Port Communication - Rules and Troubleshooting	YS2 AS3
Building Construction Sequencing from Concept to Occupancy	YS2 AS3
Mech/Elec/Controls/Lighting Design Drawing Comprehension	YS2 AS3
Principles of Accessing Cloud Services Applications	YS2 AS3
Principles of Air & Hydronic System Balancing	YS3 AS3
Air Damper Types & Damper Actuator Sizing Principles	YS3 AS3
Principles of Database Design	YS3 AS3
Design Specification Comprehension	YS3 AS3
Hydronic Valve Design & Selection Fundamentals	YS3 AS3
Data Security Standards & Protocols	YS3 AS3
Lighting Design & Control Principles	YS3 AS3
Utility Metering Design Principles	YS3 AS3
Principles of AutoCAD & REVIT	YS3 AS4
Practical Application of the Psychrometric Chart	YS3 AS4
Steam Tables	YS3 AS4
Fundamentals of District Energy Systems	YS3 AS4
Principles of Energy Engineering	YS3 AS4
Fundamentals of Ductwork & Piping Design	YS3 AS4
Application of Filtration Systems	YS3 AS4
Application of Dehumidification & Humidification Strategies	YS3 AS4
Chiller Design & Control Principles	YS3 AS4
Boiler Design & Control Principles	YS3 AS4
Power Generation & Distribution Fundamentals	YS3 AS4
Fundamentals of Absorption Cycle & Systems	YS3 AS4

Technical Competencies - On-The-Job (OJT)	Learning Level
Safety Training	YS1 AS1
Navigating Construction Sites	YS1 AS1
Project Hazard Identification	YS1 AS1
Safety Walkthroughs	YS1 AS1
Report Generation	YS1 AS1
As-Built & Project Closeout Documentation	YS1 AS1
Lockout/Tagout Procedures	YS1 AS1
Application of Programming Tools	YS2 AS1
Reading Plans & Specifications	YS1 AS1
Troubleshooting Circuit Boards & Controllers	YS2 AS1
Electrical Load & Circuit Calculations	YS2 AS1
Practical Arc Flash Gear Usage	YS2 AS1
Graphical User Interface Design Principles	YS2 AS1
VFD Startup & Programming	YS3 AS1
Completion of Issues/Risk Logs & Management	YS3 AS1
VAV Terminal Point-to-Point Checkout	YS1 AS1
Water Balancing Tasks	YS3 AS1
Application Specific Device Configuration	YS1 AS1
Control Device Start-Up	YS3 AS1
Device Troubleshooting	YS3 AS1
Controller Point-to-Point	YS3 AS1
UL Panel Shop Support	YS3 AS1
Control System Design	YS3 AS1
HVAC Equipment Start-Up	YS3 AS1
Controls Wiring Checkout (LON & BACnet)	YS1 AS1
Control Wiring Terminations	YS1 AS1
Electric Motor Troubleshooting	YS3 AS1
Air Balancing Tasks	YS2 AS2
Application of Electrical Code	YS3 AS2
Application of NEC Code	YS3 AS2
Computer & Software Configuration	YS1 AS2
Graphical User Interface (GUI) Development	YS3 AS2
Troubleshooting Serial Bus & Ethernet Networks	YS3 AS2
Project Schedules	YS3 AS2
Meter Calibration Tasks	YS3 AS2
Lighting Control Programming	YS3 AS2
Control System Commissioning	YS3 AS2
Help Desk Support	YS3 AS2
Valve Sizing & Selection	YS2 AS2
Damper Sizing & Selection	YS2 AS2
Database Setup & Programming	YS2 AS3
IT Networking & Configuration Techniques	YS2 AS3
Product Application & Selection	YS3 AS3
Obtaining Project Permits	YS3 AS3
Workplan Generation	YS3 AS3
Integration Platforms - BACnet, LON, SNMP, HTML, etc.	YS3 AS3
Systems Manual Development	YS1 AS4
Project Estimating	YS2 AS4
Proposal Development	YS2 AS4
Energy Performance Field Assessments	YS2 AS4
Developing Project Schedules	YS3 AS4
Refrigeration Piping Design	YS3 AS4
Application of Energy Code	YS3 AS4

Controls Technology Specialist Youth/Adult Apprentice

It All Starts with the End in
Mind

What do you think?



Tab 6

Workforce System Legislative Update

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 3/13/19

DISCUSSION TIME ALLOTTED: 30 min

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS: Board staff will provide an update on the legislative session as it relates to the state’s strategic plan for workforce development – <i>Talent and Prosperity for All</i> (TAP).</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>THIS IS IMPORTANT TO THE WORKFORCE SYSTEM BECAUSE: A coordinated and effective approach to the Board’s statutory role to provide advocacy for the workforce system requires a thorough understanding of legislative initiatives and changes relating to the workforce system.</p>
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>Information about the agency’s legislative activities are located at http://www.wtb.wa.gov/LegislativeUpdates.asp.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS: Education and discussion only. Board members may request additional information on bills or budget items that relate to workforce development.</p>

Tab 7

Accomplishing TAP 2020 – March Update

PRESENTER: Eric Wolf

BOARD MEETING DATE: 3/13/2019

BOARD MEMBER SPONSOR: N/A

DISCUSSION TIME ALLOTTED: 1 hr

<p>ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS: The Board will receive an update on discussions with agency stakeholders on <i>Talent and Prosperity for All (TAP)</i> Goals for 2020, including the progress on implementation of the TAP 2016 goals. The Board will be asked to charge staff to return with any other information needed for partners to make a commitment to the TAP 2020 goals.</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>SUPPORTS TAP STRATEGIC PRIORITY: This is a critical opportunity for the Board to either recommit to or revise the goals and strategic priorities set in the 2016 edition of <i>TAP</i>.</p>
<p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p>	<p>IT IS SIGNIFICANT BECAUSE: The 2020 TAP Plan is an opportunity to recommit to goals we believe as a system will change outcomes for job-seekers and employers, or to revise or eliminate priorities that the Board no longer feels are an effective prescription for the system today. Effective planning, including goal-setting, timelines, clearly-stated objectives and deliverables, will result in both a new <i>TAP</i> plan and Perkins V Plan that have impact and momentum.</p>
<p>OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?</p>	<p>MY IDEAL OUTCOME OF THIS DISCUSSION IS: The Board will:</p> <ol style="list-style-type: none"> (1) Receive an update of the Executive Director and staff’s conversations with <i>TAP</i> partners on the progress of implementation of the plan goals; (2) Receive a preliminary overview of the group’s position on goals; (3) Charge Board staff to obtain additional information necessary for a discussion on recommitting to the goals at the Board Retreat.

<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>RELEVANT BACKGROUND INFORMATION: <u>Board Packet Materials</u></p> <p>Your Board packet contains the following materials for this March update:</p> <ol style="list-style-type: none"> 1. An updated timeline of the <i>TAP</i> planning process through April 2020, containing upcoming deliverable dates and anticipated periods when the plan will be available for public comment; 2. A detailed list of Board Decision Points (on the flip-side of the timeline) anticipated at all future Board meetings through April 2020 related to the <i>TAP</i> plan, as well as the work-product staff will present to the Board for review and feedback throughout the year; 3. An 11-page summary of the TAP Plan’s four strategic priorities.
<p>STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?</p>	<p>STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK: The Board’s Executive Director and Deputy Director for Policy and Programs have been meeting one-on-one with leadership from <i>TAP</i> partner programs to discuss implementation between 2016 and 2019 and to review and revise TAP goals as appropriate.</p>
<p>FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?</p>	<p>THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE: n/a</p>

<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS: That the Board directs staff to obtain information or background briefing materials that assist their review and revision of TAP goals as appropriate, prior to a later Board meeting (likely the Retreat) when partners will be asked to explicitly recommit to a set of goals.</p>
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ACCOMPLISHING TAP 2020: BOARD DECISION POINTS

1	November 2018 Regular Meeting: Board adopts planning timeline, decides whether to include new Perkins V strategic plan as component of 2020 update to TAP Combined Plan.
2	January 2019 Regular Meeting: Board adopts TAP planning process. This includes Perkins Plan component the Board is also responsible for coordinating. Board begins to consider which TAP goals stakeholders are prepared to commit to during 2020 planning cycle. The Board will either: —Charge TAP implementation committees with revising their respective sections of TAP, <u>OR</u> —Charge specific Board members or stakeholders to drive revisions. The Board will charge the Perkins Planning Team with preparing a Perkins V Transition Plan for the Board’s review at the March 2019 regular meeting.
3	March 2019 Regular Meeting: Board reviews Perkins Transition Plan if needed before staff to submits plan in April. Board determines which current TAP goals stakeholders are prepared to commit to for TAP 2020. The Board will also examine opportunities for innovation with new possible uses of Perkins V funds, in preparation for the Annual Budget presentation at their next meeting.
4	Late April 2019: Anticipated due date for the Perkins V Transition Plan. (This transition plan will be in operation from July 1, 2019—June 30, 2020).
5	April 2019 Regular Meeting: Board will discuss Perkins V budget during their annual Budget presentation. A work-session with the Board will highlight progress on two of the four TAP strategic priorities, identify successes and challenges, and obtain guidance from the Board on their desired direction for strategic priorities in the TAP 2020 plan.
6	June 2019 Board Retreat: Board members will continue strategic discussions and provide staff with additional direction or guidance to incorporate in TAP 2020.
7	July 2019 Regular Meeting: A work-session will highlight progress on two of four TAP strategic priorities, identify successes and challenges, and obtain guidance from the Board for strategic priorities in the TAP 2020 plan. Also, the Board will be asked to adopt a template for Local Needs Assessments for Perkins funds recipients, required by Perkins V, or provide guidance on templates to be developed by OSPI and SBCTC. The Perkins Plan Team will also present pros-and-cons on the new Perkins V measure of secondary CTE quality. If possible, the Perkins Plan Team will also present their methodology for identifying and implementing the new Perkins V state-determined performance targets.
8	September 2019 Regular Meeting: The Board will be asked to finalize their commitments to the revised goals in TAP 2020. The Board will then charge program leads in each TAP partner program with integrating the Board’s strategic priorities and revised goals in their respective program plans. The Board will charge Board staff with convening a cross-agency TAP “Operational Plan” team to pull together required components from each plan partner. The Perkins Plan Team will present recommendations to the Board on defining CTE concentrators, building career pathways, growing work-based learning opportunities, fortifying articulation agreements, and integrating national work on credentialing, and will share progress on the first draft of the Perkins V Plan. The Board will also vote on endorsing their chosen indicator of secondary CTE quality.
9	November 2019 Regular Meeting: The Board will receive their first comprehensive presentation of the draft TAP 2020 plan (including the Perkins V plan component), to provide feedback and release them for public comment and forums. The Board will charge staff with convening public forums as appropriate and to release the plan for public comment.
10	January 2020 Regular Meeting: Board reviews final draft of TAP after first series of public forums. The Board offers any desired direction or feedback before Board staff completes the plan and holds additional public forums, if necessary. The Board will release the TAP plan and its related partner plans for public comment.
11	April 2020 Regular Meeting: Board finalizes approval of TAP, obtains the review and signature of the Governor. TAP is submitted to federal agency partners by Board staff.

Talent and Prosperity for All

Washington's New Strategic Plan: Our Customers Drive Everything We Do

Washington's workforce system is far-reaching, and brings together employers, educators, and community leaders that work together to develop worker skills, enhance economic development, and help businesses find the qualified workers they need to succeed. This talent development pipeline starts as early as kindergarten, and moves through elementary, middle, and high school, through postsecondary education and training, including short-term certificates, two- and four-year degrees, on-the-job training, internships and apprenticeships. Each step brings rising wages, lower unemployment, and, ultimately, economic self-sufficiency.

Making connections between education and employment seamless and accessible to workers of every age and ability helps Washington workers advance in their careers, while providing employers with a skilled and educated workforce. In our state, a dual-customer focus puts Washington's workers and businesses at the heart of the state's workforce system, and undergirds the state's new strategic plan for workforce development. Our customers drive everything we do and touch every aspect of this new plan—from aligning services, to improving outcomes, to evaluating results. The plan was approved by the Workforce Board in the spring of 2016 and is now in the beginning steps of being implemented at the ground level.

Historic Opportunity to Strengthen System

The state's workforce plan empowers individuals, communities, and businesses to realize their full potential through a universally accessible workforce system that continually improves and adapts to changing economic conditions and workforce demands. This new plan comes with a new name—***Talent and Prosperity for All: The Strategic Plan for Unlocking Washington's Workforce Potential***. We like to call it TAP.

After the passage of the federal Workforce Innovation and Opportunity Act (WIOA) in 2014, Washington seized the opportunity to improve integration and coordination to better deliver programs and services at the federal, state, and local levels, allowing the workforce system to build on previous successes and overcome remaining obstacles. In a broader sense, the new federal act offers an opportunity to expand the system's reach and strengthen the satisfaction of both

Washington's Workforce System

The workforce system helps supply an appropriately skilled, educated, and able workforce that allows businesses to:

- Thrive and grow
- Be more competitive in a global economy

The workforce system brings together workforce development, education and training, and human services to help people, including those with barriers, to:

- Get and keep jobs
- Grow along lifelong career pathways.

businesses and jobseekers, with an emphasis on seamlessly integrating programs and braiding funding streams to better serve people and businesses.

Business Engagement a Significant Focus of State’s New Plan

Woven throughout this historic reset of our state’s workforce system was a renewed focus on serving Washington’s business community. For the state’s economy to thrive, businesses need workers with the right mix of skills, education, and aptitudes to increase productivity and profitability. At the same time, it’s vital that the business community sit at the table as true partners, or co-investors, in the workforce system. By shaping training programs that meet their needs, businesses ensure workers have the specific skills and education that drive business success, while also advancing their careers. Success for all means prosperity for all, both for businesses and individuals and their families.

TAP: The Result of Large Scale Planning, Statewide Visioning

After many months of collaboration and consultation among Washington’s workforce development program leaders and their teams, leaders in business and organized labor, local elected officials and local Workforce Development Councils, and other workforce system stakeholders, the following key strategic priorities were adopted by the state’s Workforce Board:

1. **Customers Receive Integrated Services that Lead to Employment and Careers:** Customers need to be able to find and navigate the career pathway that is best for them. This means Washington’s richly complex system must help customers move beyond prescribed, “cookie-cutter” solutions to make informed choices that pull from a full menu of services.
2. **Increase Business Engagement with a Clearly Defined Workforce Value Stream:** Just 8 percent of Washington’s businesses utilize the public workforce system when hiring. This stark fact underscores the sometimes limited interaction between businesses and workforce development service providers at all levels. Businesses need simple paths to the workforce system, both online and in person, and workforce professionals need to be better able to explain the benefits, from statewide job posting opportunities to professionally vetted resumes that ensure a good employer-employee fit.
3. **Universal Accessibility to the System through Technology and Other Barrier Removal:** This plan embraces barrier removal and universal accessibility of workforce development services—both physical and programmatic—as core priorities. The system’s promise to those with barriers is to help employees realize their individual talents and to help all workers realize their full potential in the workplace.
4. **Next Generation Performance Accountability System that Shows Outcomes, Identifies Gaps:** While Washington’s workforce system has been a national leader in performance accountability, new federal legislation and its mandates create the opportunity to improve performance measures to better support a more integrated and coordinated service delivery system. The new federal workforce law acknowledges that many participants are served by

multiple programs. A new performance accountability system will tell us how well service integration is working.

The Workforce Board offered additional opportunities for public input, including a web portal and community forums in eight cities across Washington state, guaranteeing that TAP was guided by the voices of the system's business and worker/job-seeker customers.

Great Expectations: A Plan Aligned with the Workforce System's Mission and the Governor's Goals

The previous four goals form the backbone of TAP. But the plan also was shaped, in part, by goals set forth by Governor Jay Inslee to maximize the state workforce development system's impact:

- Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations;
- Close skill gaps for employers, with a focus on in-demand industry sectors and occupations;
- Work together as a single, seamless team to make this happen.

Critical Steps: From Planning to Implementation

The Workforce Board approved the TAP plan in early 2016 and the plan has received final approval from all participating federal agencies, including the U.S. Department of Labor and U.S. Department of Education. The workforce system is now in the plan implementation phase, putting into action the recommendations of the plan as we work together to achieve TAP's goals.

The following pages provide an outline of the progress the workforce system is making to deliver on TAP's goals. They also provide a context for the changes the workforce system is committed to making and how implementing these changes will lead to better outcomes for customers.

A Plan Designed to Respond to Our Changing Economic Climate

Economic Recovery has Arrived and Businesses Need Skilled Workers

As productivity continues to rise in the U.S. and Washington and the economy recovers from the Great Recession, the business community has a great opportunity to engage with the workforce development system and meet their needs for a continuous supply of skilled workers. Despite large numbers of jobseekers, companies still have difficulties finding workers with specific skills. To better measure the needs of industry, the Workforce Board administers and publishes an Employer Needs and Practices Survey. The most recent survey, conducted in 2012, featured responses from 2,800 employers. According to the survey, over half of firms hired new employees, but among those attempting to hire, about one-fifth experienced difficulties. Just over half of high-tech companies reported hiring difficulties, more than any other industry. Construction and agriculture also reported a high degree of hiring challenges. This underscores the need to forge better connections to businesses that require skilled workers, and the need to provide workers with the necessary skills to be competitive in the marketplace. It is estimated by 2020 that two-thirds of all jobs will require education that goes beyond high school. It's also clear that more highly educated workers have lower

unemployment rates and higher incomes. Since the Great Recession, this divide between higher educated and lower educated workers has only grown wider and continues even as the economy recovers. Education matters when it comes to landing a job. In 2013, those without a high school diploma or equivalent faced unemployment rates four times higher than those with a bachelor’s degree or higher. With living-wage jobs difficult to come by for low-skilled workers it’s more important than ever to help them find pathways into career-focused postsecondary education.

Focus on Youth Employment

Of particular concern are younger workers. Labor force participation for 16-19- year-olds fell from 45.8 percent to 36.1 percent between 2007 and 2014. Those with less than a high school diploma face significant hiring difficulties and poor labor participation rates. This information, along with other indicators outlined in the Workforce Board’s economic and workforce analysis chapters (online) helped focus the need to provide guided pathways to employment for all sectors of our population, but particularly for those with barriers, including disconnected youth. Nearly 15 percent, or approximately one in six youth in Washington, aged 16-24, were not in school *and* not working, as recently as 2014. Persistent unemployment and disconnection from the world of work places our state’s youth at a competitive disadvantage. As this problem has grown more pervasive, both in Washington and nationally, policymakers have addressed it through WIOA, which requires a much higher percentage of available state and local youth funds go toward out-of-school youth—75 percent versus 30 percent under WIA, the predecessor act. WIOA also raised the age for out-of-school youth eligibility to age 24, (up from 21). This new focus on “disconnected” or “opportunity” youth is encouraging local Workforce Development Councils to invest in out-of-school youth services. An ongoing challenge is sustaining participation in such services. National research from the MDRC suggests that successful strategies will need to incorporate financial incentives and opportunities for paid training and work, along with opportunities to feel connected to caring adults and to the community, among other elements.

WIOA Designates Key Populations with Barriers

Youth aren’t the only ones with employment challenges. Under WIOA, 14 populations are designated as facing employment barriers that make it challenging to achieve economic self-sufficiency and prosperity. These populations are as diverse as the state’s workforce system.

The 14 populations designated as “populations with barriers” under WIOA include:

Populations with Barriers under WIOA	
Displaced Homemakers	Youth in, or formerly in, Foster Care
Low-income individuals	English Language Learners
Native Americans, Alaska Natives, and Hawaiians	Migrant/Seasonal Farmworkers
Individuals with Disabilities	Individuals within Two Years of Exhausting TANF
Older Individuals	Single Parents/Pregnant Women
Ex-Offenders	Long-Term Unemployed
Homeless Individuals	Veterans
“Other Groups” Designated by the Governor	

These “priority populations” will require training and services targeted to meet their particular needs while also ensuring better, more universal, access to the system. WIOA encourages work-based learning strategies as one way to better serve low-income individuals, and those with barriers. This allows participants to earn an income while also receiving training and developing key job skills. WIOA also does away with a “sequence of service” requirement from the previous federal workforce act. This allows participants to more directly access training they need right away, rather than navigating sometimes unnecessary layers of services. New accountability measures are being created to evaluate earnings and employment gains for each of these groups to better measure performance.

WIOA Brings More Federal Programs into One Performance Accountability System

Under WIOA, additional federal programs were brought under the umbrella of a single performance accountability framework. Employment and training services for disadvantaged youth and adults, and for dislocated workers, are joined with Vocational Rehabilitation for people with disabilities, Basic Education for Adults, which addresses the needs of those with low literacy and skill levels, and the Wagner-Peyer Act, which helps jobseekers and those accessing a wide range of services in our state’s WorkSource career center system. WIOA also created clearer requirements for other workforce programs to work in concert with the system’s core programs to improve outcomes for all.

TAP is Broader, More Far-Reaching than WIOA

WIOA greatly increased the scope of coordination among workforce development programs, but Washington’s strategic plan for workforce development, TAP, goes further and binds together all programs designated by state statute to be part of the talent development pipeline. It’s helpful to think of Washington’s *Talent and Prosperity for All* plan as an umbrella that folds in WIOA’s key programs and requirements but uses the federal act as a starting point for a far more ambitious state workforce plan that ultimately pulls together 22 distinct programs and funding streams.

Washington’s TAP Plan Includes 22 Separate Workforce Programs

What programs are part of <i>Talent and Prosperity for All</i> ?	
<i>Programs Included in Federal “Combined” Plan</i>	<i>Programs Included in State Strategic Plan Only</i>
<ul style="list-style-type: none"> • WIOA Title I <ul style="list-style-type: none"> • Disadvantaged Adult • Youth • Dislocated Workers • WIOA Title II: Basic Education for Adults • WIOA Title III: Wagner-Peyser Services • WIOA Title IV: Vocational Rehabilitation <p style="text-align: center;"><u>WIOA “Partner” Programs</u></p> <ul style="list-style-type: none"> • Temporary Assistance for Needy Families (TANF)/WorkFirst • Trade Adjustment Act • Veterans Employment and Training • Unemployment Insurance Services • SNAP Employment & Training • Senior Community Services Employment • Community Development Block Grant • Community Services Block Grant 	<ul style="list-style-type: none"> • Carl Perkins Act (secondary and post-secondary) • Worker Retraining Program • Training Benefits Program • Apprenticeship • Private Vocational Schools • Second Chance Act • Job Skills Program • Customized Training Program

Accelerating TAP Implementation

The Workforce Board has formed six TAP implementation committees including those focused on:

- System Accessibility and Barrier Solutions
- Integrating Service Delivery
- Developing a Streamlined, Common Intake Process
- Performance Accountability and Data Sharing
- Business Engagement
- Professional Development

Governor Inslee has invested \$3 million from WIOA discretionary funds to make faster progress on accomplishing TAP’s goals. These “TAP Accelerator” funds are aimed at helping the state invest in activities and monitor progress on efforts to help more Washington workers secure living-wage jobs that grow into lifelong career pathways while providing Washington industry with the skilled and educated workers they need to thrive. Funds are being distributed via competitive grants, geared toward testing innovations that leverage WIOA’s new emphasis on building strong “upskill-backfill” relationships with businesses. The upskill-backfill strategy helps current employees move up the career ladder through targeted training, while, at the same time, opening up lower-level positions to be “backfilled” by new workers.

Goal 1: Improving the Customer Experience

Streamlining and integrating the way our system delivers services to customers—jobseekers and businesses—is the first step in helping all of the state’s current and future workers gain a foothold in Washington’s economy. Some jobseekers will pass through the system with minimal support required, while others will require multiple resources to find a path to economic self-sufficiency. Service delivery integration means current and future workers can quickly and efficiently access the state’s workforce system, at any level throughout their lives, and can obtain the right mix of services to propel them to economic self-sufficiency.

Serving all seamlessly

The system’s goal is to ensure every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency, and receives wraparound services needed to pursue his or her career pathway.

Service Delivery Integration

So how do we do that? It starts with customer choice and asset-based programming. Integration honors the assets and interests of customers at every stage of their experience within the workforce system. Customers help shape their individual pathways to achieve their employment goals, with periodic check-ins to help keep their progress on track. Each customer comes with their own strengths and experiences. Building on these assets helps customers achieve economic success by tapping their talents and interests.

Career Pathway Approach

TAP proposes to help customers achieve success through a career pathway approach connecting levels of education, training, counseling, support services, and credentials to specific in-demand occupations. This helps customers reach their career goals through thoughtful planning and targeted wrap-around support. This approach also involves the business community, with employers encouraged to help shape education and training to meet their workforce needs and provide their employees with career advancement opportunities.

Intake, Assessment, Case Management...and More

By serving each customer in a more strategically aligned way, individuals can get the services they need right away. In the past, customers typically travelled through a prescribed “sequence of services” that delayed services until they had checked each box. This new approach provides a much more direct route to employment and training services, and also calls for providing additional support services and case management when customers need it. This new approach also calls for a streamlined intake and assessment system that can share necessary data among providers as the customer moves through the system. In the past, customers have had to largely navigate the system on their own, fill out duplicate forms, and essentially start from scratch each time they attempted a new training course, delaying achievement of their education and career goals.

Improving the Customer Experience Goals

- Increase the number of designated navigators available within the WorkSource system.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.
- Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.

Goal 2: Engaging Business for Better Results

When Washington’s workforce system effectively engages with the business community to build sustainable partnerships, it’s a win-win for workers and employers. By working closely with firms to determine talent challenges and by implementing effective solutions, the workforce system helps both businesses and workers prosper.

Aligning and Coordinating Across the System

An easily accessible, coordinated business engagement approach that conveys the full strengths of the system increases the likelihood employers will realize value from the system. Too often, programs work in isolation to build relationships with employers. The end result is a patchwork business engagement approach where some businesses are asked the same questions over and over, and others are left completely out of the conversation.

Engaging Business through Sector Partnerships

Industry sector-based strategies bring together employers from one industry along with government, education, labor, community leaders, and other partners to hammer out solutions to common challenges, such as employee training needs. While Washington is a recognized leader in the sector strategies arena, the state needs to advance this work into sustainable “sector partnerships” where businesses are no longer simply customers of the workforce system but active participants in the design and creation of workforce solutions.

Make Workforce Services More Transparent, Accessible, and User-Friendly

Businesses often find it difficult to navigate the vast array of available workforce services, especially when individual programs compete to be “the” solution. Instead, the system must simplify the menu of services, hire cross-trained business navigators to find the best fit for businesses, translate programs into “plain talk” that businesses can understand, and train job counselors to better understand the needs of business.

Business Engagement Goals

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system.
- Increase the number of businesses reporting satisfaction with workforce services by 5 percent each year.
- Develop at least one sector partnership in each of the state’s 12 workforce regions.
- Train at least 30 percent of workforce system staff on implementing sector partnerships.
- Increase resources for work-based learning, such as on-the-job training, internships, apprenticeships, and job shadows, with a particular focus on skilling up existing workers.
- Increase work-based training, including a focus on existing workers, through on-the-job training, apprenticeships, job shadows, and internships.

Better engagement, more satisfaction

The more businesses engage in designing programs, curriculum, and services, the better our system can respond to business needs. Business satisfaction will rise as business becomes a true workforce system partner.

Goal 3: Accessibility and Technology

A key priority for Washington’s workforce system is ensuring universal access for all customers seeking to benefit from the entire array of education, training, and support services. Every Washington resident should have the opportunity to progress along a clearly defined career pathway that leads to economic self-sufficiency, regardless of employment barriers.

Removing Workforce System Barriers

Local advisory committees are forming to work on solutions to accessibility barriers, in conjunction with the Workforce Board’s advisory committee on barrier solutions. Barriers are wide-ranging, including economic, geographic, physical, language and cultural, and skills, among others. Best practices will be collected and shared, partnering with local Workforce Development Councils.

Advances in technology offer one way to provide both remote and universal access to the state’s workforce system.

Identifying and Removing Barriers to Workforce Services

The federal Workforce Innovation and Opportunity Act (WIOA) spurred our system to break down barriers to better connect all Washingtonians to education and career pathways and living-wage jobs. The federal act specified 14 “populations facing barriers to employment.” (See page 4.) The Workforce Board and stakeholders saw this as a chance to improve service delivery across the state, across an even broader range of populations.

Secure Wireless at Washington’s WorkSource Career Centers

The TAP plan proposes expanding wireless Internet connectivity at WorkSource employment centers, which could pay off for many customers, especially for the blind and low-vision community who rely on screen readers. One area is piloting a “paperless” experience, making materials remotely accessible for customers facing transportation and childcare challenges, or other difficulties getting to WorkSource.

Accessibility and Technology Goals

- Implement secure, wireless Internet access at all WorkSource centers by 2020.
- Establish statewide advisory committee on accessibility and barrier solutions. Ensure the designation of local advisory committees during first two years. By the fourth year, ensure state-level group receives annual progress reports on WorkSource center accessibility.
- Identify and encourage local pilot programs to use technology that facilitates integrated service delivery, including programs improving system access.

Ensuring access to everyone

Every Washingtonian needs universal, barrier-free access to our state’s workforce system. Technology is a powerful tool that can reduce obstacles to access. However, it’s clear that technology will not solve all accessibility issues. Tailored approaches to different populations and geographies are required.

Goal 4: Next Generation Performance Accountability

To meet the combined demands of a competitive economy and a changing labor force, Washington’s workforce system must continuously improve its performance. While Washington’s workforce system has been a national leader in performance accountability, new mandates from WIOA create the opportunity to improve performance measures and better support a more integrated and coordinated service delivery system.

New measures for a new federal act

New measures will help determine whether, and how far, the economic needle is moving on 14 populations with barriers.

New measures will provide a system-level, cross-agency assessment of overall progress. This will provide a clearer picture of customer progress rather than individual program results.

Overview of Washington’s Workforce Development Accountability System

Washington has been a national leader in implementing a workforce development accountability system since the Legislature created the Workforce Board in 1991. Core Measures were created to answer the following questions:

- *Did workforce program participants get needed skills?*
- *After leaving a program, were they employed?*
- *How much did they earn?*
- *Were program participants and their employers satisfied?*
- *Did the participant and public get a good return on investment?*

These Core Measures have been successfully used to evaluate programs across Washington for nearly 15 years, and helped shape the federal evaluation requirements now mandated by WIOA.

WIOA Promises Better Integrated, More Coordinated System

WIOA places a new emphasis on connecting the customer to a full range of services as quickly as possible. This is a departure from the previous federal act which required customers to proceed through increasingly “intensive” levels of assistance. Because of these changes, the performance system must be able to measure results when participants are served by multiple programs at once.

A Commitment that Goes Beyond Federal Requirements

The Workforce Board is committed to developing a cross-agency assessment of overall progress, beyond federal requirements. This will help create a performance approach that addresses how partners are collectively serving all populations within the workforce system and will provide aggregated data by population type, in unduplicated counts across core programs.

Next Generation Performance Goal

- Develop a system to accurately measure the collective success of all WIOA partners in serving workforce populations.