



BOARD MEETING AGENDA
April 24, 2019
United Association Local Union
8501 Zenith Ct NE, Lacey, WA 98516
Meeting No. 227

- 9:00 a.m. **Welcome and Introductions**
- Ice Breaker Question: What's something you believed earlier in your career but think about differently now?
- 9:20 a.m. **Chair's Report** **1**
- Consent Agenda (**Action**)
 - March 13 Meeting Minutes
 - Perkins Budget
- 9:40 a.m. **Executive Director's Report** **2**
- Rural Planning Update
- 10:00 a.m. **Legislative Update** **3**
- Nova Gattman, Workforce Board
- 10:30 a.m. **Break**
- 10:45 a.m. **Talent and Prosperity for All (TAP) Planning: Aligning Priorities Across Agencies** **4**
- Eric Wolf, Workforce Board
- 11:30 a.m. **Working Lunch**
- 12:00 p.m. **Talent and Prosperity for All (TAP) Planning: Aligning Priorities Across Agencies, Part II**
- Eric Wolf, Workforce Board
- 1:30 p.m. **Partnership Brokering Training** **5**
- Eric Wolf, Workforce Board
- 2:00 p.m. **Meeting Wrap-Up and Evaluation**
- 2:30 p.m. **Adjourn**

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Tab 1

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WASHINGTON STATE
Workforce Training and
Education Coordinating Board

MINUTES OF MEETING NO. 226
March 13, 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 Association of Washington Business in Olympia, WA.

Chair's Report

Vice Chair Nomination

Motion 2019-226-01: Ms. Creigh Agnew nominated Ms. Lee Anne Caylor to serve as the Board's vice chair. Ms. Caitlyn Jekel seconded the nomination. The Board voted unanimously to approve the nomination and appointed Ms. Caylor as their new vice chair.

2019 Board Retreat

Mr. Perry England updated the Board on the preparations for the upcoming board retreat. He discussed the format of the retreat which will be a working meeting session focused on the next iteration of the TAP plan, including how to best align Perkins V with *Talent and Prosperity for All* (TAP). He noted that he was working with staff to find a facilitator for the retreat and asked Board members

to pass along any recommendations they had. He also asked Board members to think about any specific items they would like to see on the agenda and to send those items to Erica.

The Board discussed the Teaming Survey and agreed that the survey provides valuable information and they would like to continue with the practice of taking it. The Board discussed the extremely short turnaround time for last year's survey and asked to have this year's survey be distributed to them several weeks before the retreat so they would have time to complete it.

Motion 2019-226-02: Ms. Creigh Agnew moved to approve the minutes as presented. Ms. Lee Anne Caylor seconded the motion, and it passed unanimously.

Executive Director's Report

Ms. Eleni Papadakis provided the Board with a written Executive Director's Report prior to the meeting. In addition, she elaborated on the Board's leadership role in the national system as well as the Board's continued work with Washington's Employment Security Department (ESD) on economic cycle planning.

Overview of CTE System (and Perkins) in WA and the Board's role

Ms. Stacy Wyman, Workforce Board, Ms. Becky Wallace, OSPI, and Mr. Nate Humphrey, SBCTC, provided the Board with a thorough summary of the Board's scope with respect to CTE in Washington along with an overview of secondary and postsecondary CTE accomplishments and opportunities ahead under Perkins V.

The Board discussed their role as the State CTE board. They also discussed dual equivalencies and aligning TAP and Perkins V.

Career Bridge Updated

Ms. Marina Parr provided the Board with an update on the Career Bridge website. She reported the Board has received a \$50,000 grant from Credential Engine to leverage Career Bridge's substantial (6,500+) collection of postsecondary degrees, certificates and short-term credentials, and to 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. They also provided a demonstration of Career Bridge functions, including a digital portfolio that is coming soon to Career Bridge.

The Board was impressed with how far the site had come since its initial introduction in 2009.

Controls Specialist Registered Apprenticeship Program

Mr. Perry England provided the Board with a presentation on his controls specialist apprenticeship program.

He reported the immediate need for skilled controls specialists by local employers affords a unique opportunity to build a new talent development structure, where the technical skills can be learned

largely on the job. A group of employers committed to a public-private partnership with West Sound STEM Network and South Kitsap School District are working to establish the first of its kind controls specialist registered apprenticeship program for youth and adults. Together, they convened a wide range of employers with high schools and colleges in the region to create the nucleus of an apprenticeship program that is scalable across the State.

The Board discussed the opportunity and hurdles to successful implementation of the program and next steps.

Legislative Session Update

Ms. Nova Gattman updated the Board on the 2019 Legislative Session. Highlights from the update include:

- An overview of workforce bills of interest.
- A discussion about the status of the Board's legislative agenda.
- A request from Representative Stonier for the Board to let her know if we have any feedback on her House Bill 1599.
- Information on skill center legislation provided by Ms. Rebecca Wallace.

Mr. Perry England handed the gavel to Ms. Lee Anne Caylor.

Talent and Prosperity for All (TAP) Planning

Mr. Eric Wolf provided the Board with an update on discussions with agency stakeholders on TAP goals for 2020, including the progress on implementation of TAP's 2016 goals. The Board was asked to charge staff to return to the next meeting with any other information needed for partners to make a commitment to the 2020 TAP goals.

Mr. Wolf highlighted the ongoing economic cycle planning effort with ESD and the five Rural Community Vitality Forums. The forums are being conducted in partnership with the US Department of Labor and Maher & Maher consulting in an effort to engage the community on issues related to workforce development in their communities.

The Board and staff discussed what they could do to prepare for the planning session at the upcoming retreat. They discussed reviewing the TAP 11-pager, goals, and priorities in each chapter, and make recommendations before the retreat.

Mr. Wolf asked the Board how staff should manage the Business Engagement piece, and if they had any thoughts on that process, to please share them with staff.

Meeting Evaluation and Wrap Up

The Board took a moment to review the meeting.

The meeting adjourned at 2:36 p.m.

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Tab 1B

Tab 1B presents the Perkins Act budget for July 2019-June 2020 and the allocation of Perkins Act funds into the required use categories (Basic Grant, Leadership, and Administration) and to the two operating agencies, OSPI and SBCTC. This proposed budget was presented for the Board's consideration in the current form at the March Regular Board meeting.

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Perkins V July 2019 – June 2020: Transition Year Distribution Plan
 (projections are based on current Perkins IV allocation percentages with the exception of a new Leadership category *)
 Washington State Allocation
\$21,694,542

1. Basic Grant
 85% of State Allocation:
\$18,440,360.70

2. Leadership
 Up to 10% of State Allocation:
\$2,169,454.20

3. Administration
 5% of State Allocation:
\$1,084,727.10

Basic Grant includes ↓
1.A. Local Programs
\$16,596,324.63

Leadership includes ↓
2.A. State Institutions
 1% of State Allocation:
\$216,944.42

+

1.B. Reserve
 10% of 85%:
\$1,844,036.07

+

2.B. Non-Traditional
 Maximum \$60,000 to \$150,000:
\$150,000.00

+

NEW: *2.C. Recruitment of Non-Traditional to CTE
 Minimum Threshold:
\$2,169.45

Perkins V – Law, Section 112(a)(2)(C):
 “an amount shall be made available for the recruitment of special populations to enroll in CTE programs, which **shall be not less than the lesser of—**
 (1) 0.001 x \$2,169,454.20 ; or
 (2) 50,000”

+

2.D. All Other Leadership
 Leadership – (Institutions + Non-Trad + Recruitment):
\$1,800,342.33

Carl Perkins Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2019 Federal Allocation to Washington \$21,694,542

| Agency: | Workforce Training and Education Coordinating Board Prime Recipient and Fiscal Agent | Office of the Superintendent of Public Instruction Secondary | State Board for Community and Technical Colleges Post Secondary | Totals |
|---|---|---|--|-----------------------------|
| Basic Grant 85% of Award Total | | \$18,440,361 | | |
| <small>(Funding for CTE projects at schools and colleges)</small> | | | | |
| Local Programs Secondary 44% / Post-Secondary 56% | | \$ 7,302,383 | \$ 9,293,942 | \$ 16,596,325 |
| Reserve 10% of 85% Secondary 44% / Post-Secondary 56% | | \$ 811,376 | \$ 1,032,660 | \$ 1,844,036 |
| <small>(Funding available for rural areas, or areas with high percentages, or high numbers of CTE students)</small> | | | | |
| <i>Basic Grant Subtotal by Agency</i> | | \$ 8,113,759 | \$ 10,326,602 | \$ 18,440,361 |
| State Leadership 10% of Award Total | | \$2,169,454 | | |
| <small>(Assessment & Research, Technology & Improved Programs, Partnership & Articulation, Special Populations & Career Guidance, Professional & Curriculum Development & Technical Assistance)</small> | | | | |
| Institutionalized Services (Required) 1% of Award Total | | \$ 108,472 | \$ 108,472 | \$ 216,943 |
| Nontraditional Services (Required) | | \$ 75,000 | \$ 75,000 | \$ 150,000 |
| Recruitment of Non-Traditional students to CTE (Required) | \$ 2,169 | | | \$ 2,169 |
| All Other Leadership | \$ 145,364 | \$ 926,788 | \$ 728,190 | \$ 1,800,342 |
| <i>State Leadership Subtotal by Agency</i> | \$ 147,533 | \$ 1,110,259 | \$ 911,662 | \$ 2,169,454 |
| Administration 5% of Award Total | | \$1,084,727 | | |
| <small>(State Planning & Coordination, Fiscal & Audit, Reporting & Accountability, Monitoring & Evaluation, Technical Assistance)</small> | | | | |
| <i>State Administration Total by Agency</i> | \$ 484,352 | \$ 264,165 | \$ 336,210 | \$ 1,084,727 |
| Total Federal Allocation by Agency | <u>\$ 631,885</u> | <u>\$ 9,488,183</u> | <u>\$ 11,574,474</u> | <u>\$ 21,694,542</u> |
| <i>State Match for Administrative Costs</i> | \$ 484,352 | \$ 264,165 | \$ 336,210 | \$ 1,084,727 |

Tab 2

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Workforce Training and Education Coordinating Board Executive Director's Report

Meeting No. 227

April 24, 2019

1. Progress with planning support resources: In my previous reports I mentioned the planning support we're receiving from US Department of Labor and Advance CTE (Gates funding). Neither provides direct funding, but valuable consultant and technical assistance resources.
 - a. US Department of Labor Technical Assistance and Training (TAT) program is providing three consultants from Maher & Maher to facilitate four Rural Community Vitality Forums in Toppenish (April 23), Aberdeen (April 25), Colville (May 14), and Quincy (May 16), in addition to a fifth virtual Forum that pulls together what's been learned, slated for late May. The objective of these forums is to develop a set of recommendations for the Board to consider in TAP planning that would make workforce development services more accessible to our rural communities. The first forum, at the Yakama Nation Cultural Heritage Center in Toppenish, is scheduled the day before the Board meeting. I'll provide a brief overview of the event and how it went. Get more information on the forums, or consider attending one, at: <http://wtb.wa.gov/RuralCommunityVitalityForums.asp>
 - 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. Through this grant, Advance CTE is providing us with about 185 hours of consulting services to support the Perkins/TAP planning process in Washington. Our consultant/coach, Rich Katt, formerly the state CTE director from Nebraska, met with staff from this agency and SBCTC to begin to scope out a plan for his services. Staff from OSPI will meet with him soon, and he hopes to be able to attend our Board Retreat in June to connect with more partners and stakeholders, and to hear from Board members about their hopes for the next iteration of TAP.

2. The Employment Security Department's 2019 Economic Symposium, held on April 1, was a standout event. There was a significant focus on anticipating and planning for upcoming changes in the economic cycle. In addition to hearing from ESD professionals, there were presentations from the Economic Revenue Forecast Council, Results WA, the Commerce Department, agriculture/healthcare/real estate industry representatives, and private sector economists. Workforce Board staff were conference attendees as well as presenters/moderators in a breakout session on the Future of Work.

3. Last week the National Governors Association (NGA) held a National Summit on Scaling Work-Based Learning. The event was the culmination of the NGA Policy Academy that we've been engaged in since 2016. Nova Gattman co-led the Washington team with Daryl Monear from the Washington Student Achievement Council. The Summit included almost 30 participating states, allowing states to learn from national experts, hear about best practices in scaling work-based learning, and discuss common concerns and brainstorm solutions.

Washington was featured on two panels: Jenee Myers-Twitchell from Washington STEM participated in a breakout session on equity in data, and Nova was on the closing panel along with the state of Alabama to highlight a state at the beginning of its journey to create a system (AL), and our own state as one of the vanguards of the nation in developing a system to increase access to career-connected learning opportunities. Nova provided an overview of the Governor's plan and legislation.

She also shared information about Perry England's and others work on the Career Connect Washington (CCW) Task Force and the business leadership group for CCW, and offered highlights on the success and reach of the local CCW projects managed by ESD.

The Policy Academy project ends May 15 of this year, but NGA is in discussion with the lead funder (Siemens Foundation) about a potential third phase. We'll keep you updated if anything changes. The Policy Academy has been a great catalyst for our state to bring all the partners to the table; an additional round of this work would certainly be helpful as we continue building a strong system.

4. Future of Work: Our FoW Co-Managers, Lew McMurrin and Joe Wilcox, have been on an input gathering mission on behalf of the Task Force. They've been traveling the state speaking with numerous public and private organizations about what they are witnessing or experiencing currently because of technological disruptions, and their hopes and fears regarding the changing landscape of work and the workplace, how it impacts businesses, workers, students, government and communities, and gathering their thoughts on potential solution strategies. They have also been poring over a never-ending pile of research, articles, essays, conference reports, etc. that address the future of work. The Future of Work Task Force will convene its first meeting of the year on Thursday, May 9 at Central Washington University in Ellensburg. The Task Force will begin the process to identify policy recommendations for the Legislature, due December 31, 2019. More details at: <http://www.wtb.wa.gov/futureofwork.asp>
5. Advance CTE annual conference for state CTE leaders and partners was held April 8-10 in Washington, D.C. Eric Wolf and I attended and were pleased to be joined by CTE leadership from OSPI and SBCTC. This event is always a good opportunity to learn about the strategies, tactics, and lessons learned from other states. The transition to Perkins V was, of course, on everyone's mind and so the focus of the conference. The conference tag line was "Be Bold." Administration and Congressional representatives were clear that there would be no formal rule-making or prescriptive guidance provided, and that interpretation of the law would be left largely to the states. The new law is intended to support and encourage states to use secondary and postsecondary CTE as a vehicle to reach state economic and workforce goals, and to ensure equitable access to economic opportunity for underrepresented population groups. State CTE plans will be reviewed through this lens. This opens the door to innovative ideas or even total disruption to current systems and structures, with the Board and partners having quite a bit of latitude as they enter the TAP planning process. However, not everyone thrives in such an ambiguous state. We'll have to keep in mind the tension this causes those who have to implement CTE programming, and be held accountable for fiscal integrity and program outcomes.

Eric and I also used our time in D.C. to visit with a couple of Washington's congressional delegates, Rep. Derek Kilmer and Rep. Susan Del Bene. Both have demonstrated their support of workforce development and education investments, and are especially concerned with how federal policy might be used to ensure equitable access to long-term economic security for all individuals. We shared information on TAP and the Future of Work Task Force. We also asked for their support of an increase for the Perkins line item. Advance CTE is proposing a doubling of the federal investment, which hasn't been increased in many years and has not kept up with inflation.

6. The Clean Slate Project: Harvard Law School's Center for Labor and Work Life is undertaking the re-imagining of U.S. employment law. They are building a set of policy recommendations that would support workers in an environment of continuous change and job instability. I was invited to attend a session where they unveiled preliminary recommendations. Attendees participated in a number of facilitated discussions over two days to generate questions and concerns, enhancements, or new ideas to the core team for the next iteration of the recommendations. The topic and the forum were

fascinating, and provided some new dimensions for our Future of Work Task Force to consider. There were a number of funder organizations in attendance interested in supporting pilot efforts that might help test employment law reform concepts in the context of “future of work.”

7. Progress continues at a fast clip on a project to improve the Career Bridge website using discretionary federal WIOA funds. Workforce Board staff are working with a contractor to construct a digital portfolio feature that will allow users to save information they collect on schools, occupations, and education and training programs in one easily accessed place. The new portfolio feature will also allow users to upload key documents, including resumes, work experience, cover letters, and more. We expect to have an initial version of the portfolio feature ready for preliminary usability testing by mid to late May. Staff will be working with high schools, WorkSource centers, and community-based organizations to find counselors, youth, and others to test-drive this feature and make further improvements. It’s one piece of a larger project to enhance Career Bridge, including making the site mobile friendly for cell phones and tablets, and translating thousands of the site’s featured education programs into new coding that allows them to be readily uploaded to the national credential registry, Credential Engine, among other improvements.

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Workforce System Legislative Update

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 4/24/19

DISCUSSION TIME ALLOTTED: 30 min

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| <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> |

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Accomplishing TAP 2020 – April Pre-Retreat Meeting

PRESENTER: Eric Wolf

BOARD MEETING DATE: 4/24/2019

BOARD MEMBER SPONSOR: Perry England

DISCUSSION TIME ALLOTTED: 2 hr

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| <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> <ol style="list-style-type: none"> 1) Staff will provide an overview of progress on the TAP plan goals and strategic priorities; 2) Board members will discuss the strategic priorities of TAP and their alignment with their respective plans or priorities, to determine where there are opportunities for better alignment; 3) Board members will identify topics for exploration and discussion at the Retreat, and charge staff with preparing or gathering the information necessary for them to prepare for the Retreat. |
| <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:</p> <p>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 TAP.</p> |
| <p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p> | <p>IT IS SIGNIFICANT BECAUSE:</p> <p>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.</p> <p>The Board Retreat represents a critical decision point for workforce system stakeholders to define the shape and direction of the 2020 plan. Staff would like to use the April meeting as an opportunity to assess how we can best help Board members prepare for the Retreat as well as to begin surfacing where partner priorities either clearly align or clearly diverge from the current plan goals or strategic priorities.</p> |

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| <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"> (1) Charge Board staff to obtain additional information necessary for a discussion on recommitting to or reframing the goals or strategic priorities of TAP 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 meeting:</p> <ul style="list-style-type: none"> 1. A one-page handout briefly summarizing where progress has been made on TAP goals and where progress has stalled; 2. A blank copy of the Goals and Priorities Alignment assignment distributed before this April Board meeting; 3. An 11-page summary of the TAP Plan’s four strategic priorities; and 4. A copy of the results of the Summer 2018 survey of Board members and workforce system partners on TAP priorities and goals. The survey identified which goals were considered urgent priorities to maintain as of just before the prior Board Retreat. |
| <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:</p> <p>Stakeholders were asked by the Board Chair to complete the attached matrix before this meeting, assessing alignment or divergence between their respective plans or priorities with TAP’s vision/mission, its four strategic priorities, and its goals.</p> |

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| <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>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:</p> <p>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 the Board Retreat.</p> |

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TAP STRATEGIC PRIORITIES AND GOALS

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|----------------------------|---|--|
| PERFORMANCE ACCOUNTABILITY | <ul style="list-style-type: none"> Develop a system to accurately measure the collective success of all WIOA partners in serving workforce populations. | <p style="text-align: center;"><u><i>What Has Moved and Why?</i></u></p> <ul style="list-style-type: none"> TAP Accelerator funds were used to fund a project to determine the population size of WIOA’s focus population groups around the state. |
| | | <p style="text-align: center;"><u><i>What Has Stalled and Why?</i></u></p> <ul style="list-style-type: none"> Performance reporting is developing, but consumes available resources and limits ability to commit to other projects. Some Federal requirements have been relaxed or deferred but important guidance is yet to come. Current reporting requirements are being met, but challenges remain. Core WIOA programs are in the process of expanding data collection on all 14 focus populations. Data collection in other partner programs has been largely unaddressed. The absence of central IT resources for coordination and planning is slowing data sharing integration. |
| BUSINESS ENGAGEMENT | <ul style="list-style-type: none"> Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system. Identify meaningful metrics to establish a baseline and increase the number of businesses reporting satisfaction with the services they receive via the workforce system by 5 percent each year. Have at least one sector partnership in each workforce region. Train at least 30 percent of the workforce system’s staff on the implementation of sector partnerships. Increase resources for work-based learning opportunities, including on-the job training and registered apprenticeship, internships, job shadows, and especially incumbent worker training. Increase the amount of work-based training, including incumbent worker training, on-the-job training and registered apprenticeship, job shadows, and internships. | <p style="text-align: center;"><u><i>What Has Moved and Why?</i></u></p> <ul style="list-style-type: none"> Work-based learning opportunities have taken center-stage in state education policymaking in the wake of the successful Governor’s Summit on Work-Based Learning and the subsequent Career Connect Washington effort, in both of which the Board was a critical partner. |
| | | <p style="text-align: center;"><u><i>What Has Stalled and Why?</i></u></p> <ul style="list-style-type: none"> Federal guidance on acceptable business engagement metrics has not appeared. Partners have not meaningfully coordinated messaging or marketing of system services in a comprehensive way for employers. In September 2017, the Board assumed direct responsibility for the work of the existing Business Engagement Subcommittee. The Board’s Business Engagement priorities were only in part incorporated into the 2018 Legislative Agenda. |

| | | |
|---|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACCESSIBILITY AND TECHNOLOGY</p> | <ul style="list-style-type: none"> • Implement secure, wireless Internet access in public areas of all comprehensive job centers (“WorkSource”) in Washington by 2020. • Establish a state-level advisory committee on accessibility and barrier solutions and ensure the designation of local advisory committees during the first two years of the plan, by the fourth year of the plan, ensure the state level committee receives local annual progress reports. • Identify and encourage local pilot programs that use technology to facilitate and improve integrated service delivery for customers, including programs designed to improve access to the system. | <p style="text-align: center;"><u>What Has Moved and Why?</u></p> <ul style="list-style-type: none"> • ESD funded implementation of secure wireless Internet in all comprehensive WorkSource one-stops in 2017. • The BASC Committee co-funded the population size project sponsored by the Performance Accountability Committee. • The Committee leadership visited local barrier accessibility groups in all local areas following their required creation in 2016 |
| | <p style="text-align: center;"><u>What Has Stalled and Why?</u></p> <ul style="list-style-type: none"> • Staff has encountered difficulty securing the participation commitment of the right level of agency leadership to make resource commitments to address barriers. • No additional WIOA funds (such as statewide activity funds) were leveraged towards local pilot program grants. | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTEGRATED SERVICE DELIVERY</p> | <ul style="list-style-type: none"> • Increase the number of front-line staff with system-navigator competencies within the workforce 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. | <p style="text-align: center;"><u>What Has Moved and Why?</u></p> <ul style="list-style-type: none"> • The first Professional Development training module launched post-TAP contained a “navigator” overview of the workforce system. • The Integrated Services Committee and the Common Intake Committee co-commissioned a study of the system’s capacity and readiness to move towards an integrated case management system and/or a common intake system. Contractors identified the data fields desired for each system, and provided and analysis of how data definitions aligned across agencies and funding streams. |
| | <p style="text-align: center;"><u>What Has Stalled and Why?</u></p> <ul style="list-style-type: none"> • The Infrastructure Funding Agreement negotiation process was difficult at the local level. Local negotiation representatives of workforce system partners lacked a state-level MOU expressing the commitment of state agencies to braid resources an integrate services. • Data sharing issues, and the absence of central IT resources or expertise coordinating the process of data sharing and integration, have stalled the identification of a common intake process. | |



TAP Planning 2020: Aligning Priorities Across Agencies

Workforce system partners are requested to compare their agency strategic plan or priorities with the mission and strategic priorities of TAP. Please identify where TAP's mission and strategic priorities align or diverge from your plan or priorities, and note if other agency priorities align with TAP. Please share priorities, goals, objectives, specific outcomes or targets your agency aims to achieve, population group targets, regions, or other examples of alignment when possible.

I. TAP'S MISSION

TAP'S MISSION

Governor Inslee charged the workforce system to organize around three "North Star" Priorities:

1. **Help more people find jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.**
2. **Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including apprenticeships.**
3. **Work together across programs and funding silos as a single, seamless team to make this happen.**

How do your agency's strategic plan and priorities align with or address TAP's Mission?



TAP Planning 2020: Aligning Priorities Across Agencies

II. ESTABLISHED STRATEGIC PRIORITIES

PERFORMANCE ACCOUNTABILITY

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.

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

How do your agency's strategic plan and priorities align with or address the Performance Accountability goal?



TAP Planning 2020: Aligning Priorities Across Agencies

INTEGRATED SERVICE DELIVERY

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.

- Increase the number of front-line staff with system-navigator competencies within the workforce 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.

How do your agency's strategic plan and priorities align with or address the Integrated Service Delivery goals?



TAP Planning 2020: Aligning Priorities Across Agencies

BUSINESS ENGAGEMENT

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.

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system.
- Identify meaningful metrics to establish a baseline and increase the number of businesses reporting satisfaction with the services they receive via the workforce system by 5 percent each year.
- Have at least one sector partnership in each workforce region.
- Train at least 30 percent of the workforce system's staff on the implementation of sector partnerships.
- Increase resources for work-based learning opportunities, including on-the job training and registered apprenticeship, internships, job shadows, and especially incumbent worker training.
- Increase the amount of work-based training, including incumbent worker training, on-the-job training and registered apprenticeship, job shadows, and internships.

How do your agency's strategic plan and priorities align with or address the Business Engagement goals?



TAP Planning 2020: Aligning Priorities Across Agencies

ACCESSIBILITY AND TECHNOLOGY

All workforce system partners embrace 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 jobseekers realize their individual talents and to help all workers realize their full potential in the workplace.

- Implement secure, wireless Internet access in public areas of all comprehensive job centers (“WorkSource”) in Washington by 2020.
- Establish a state-level advisory committee on accessibility and barrier solutions and ensure the designation of local advisory committees during the first two years of the plan, but the fourth year of the plan, ensure the state level committee receives local annual progress reports.
- Identify and encourage local pilot programs that use technology to facilitate and improve integrated service delivery for customers, including programs designed to improve access to the system.

How do your agency’s strategic plan and priorities align with or address the Accessibility and Technology goals?



TAP Planning 2020: Aligning Priorities Across Agencies

III. "EMERGING" STRATEGIC PRIORITIES

Before the 2018 Board Retreat, stakeholders were surveyed about other potential strategic priorities that might merit inclusion in a future TAP plan. These included cross-training of workforce professional staff and rethinking our engagement strategies with rural communities to renew a conversation about their vitality.

How do your agency's strategic plan and priorities align with or address these emerging priorities?

Cross-Training/Professional Development

Rural Community Engagement

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.

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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.

TAP Priorities Survey Results

*For Discussion at the July 11, 2018
Regular Workforce Board Meeting*



**Workforce Training and
Education Coordinating Board**



Survey Results Overview

Talent and Prosperity for All (TAP) Plan Priorities for the 2018 Board Retreat



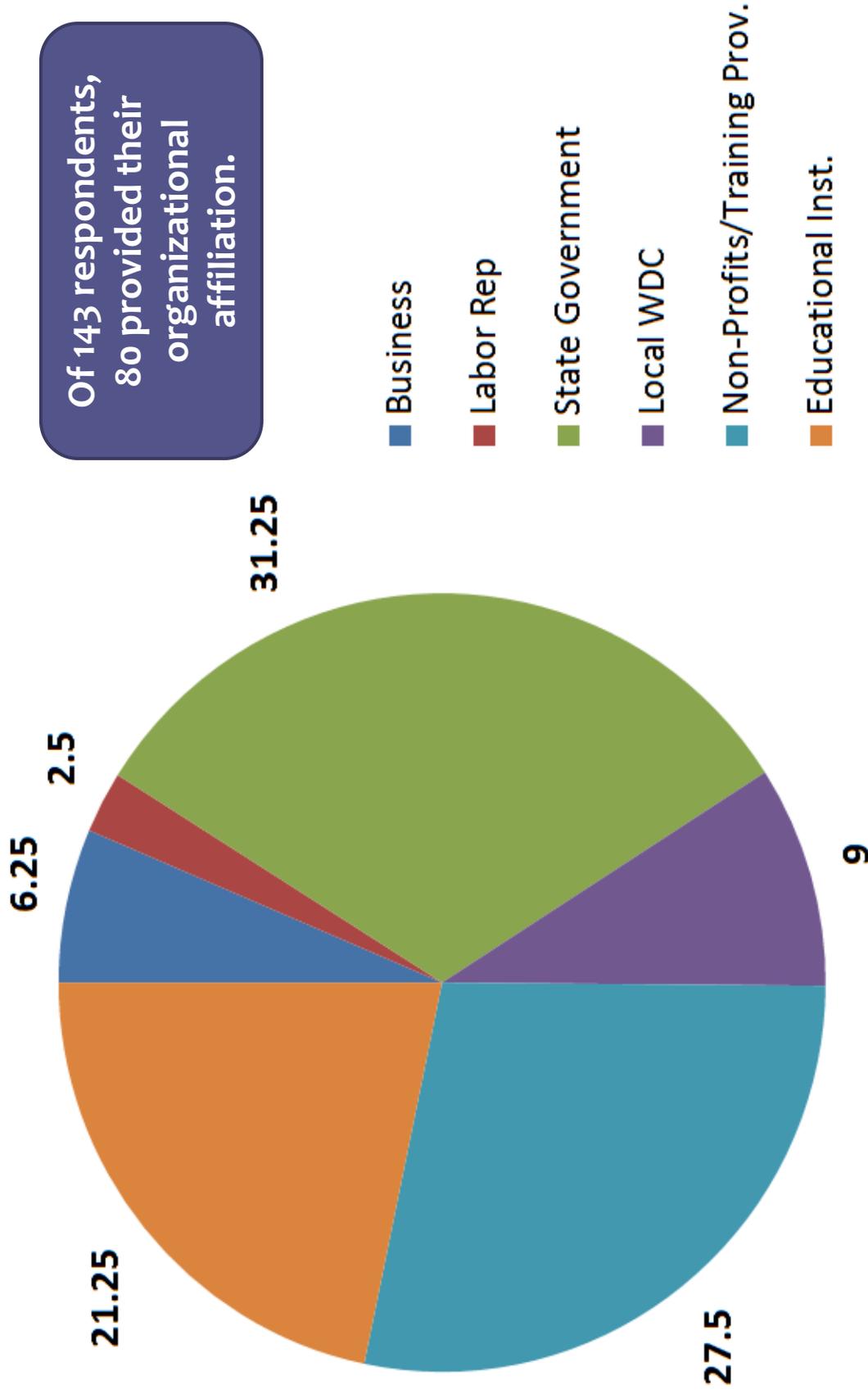
- Survey Available in June 2018
- **143 Individual Respondents**
- Double the survey population, expanded outreach to stakeholders
- Roughly 10 minutes on average to complete
- Mobile- and tablet-friendly!





Q12: Contact Info/Survey Demographics

Self-Identifying Respondents by Stakeholder Group (%)

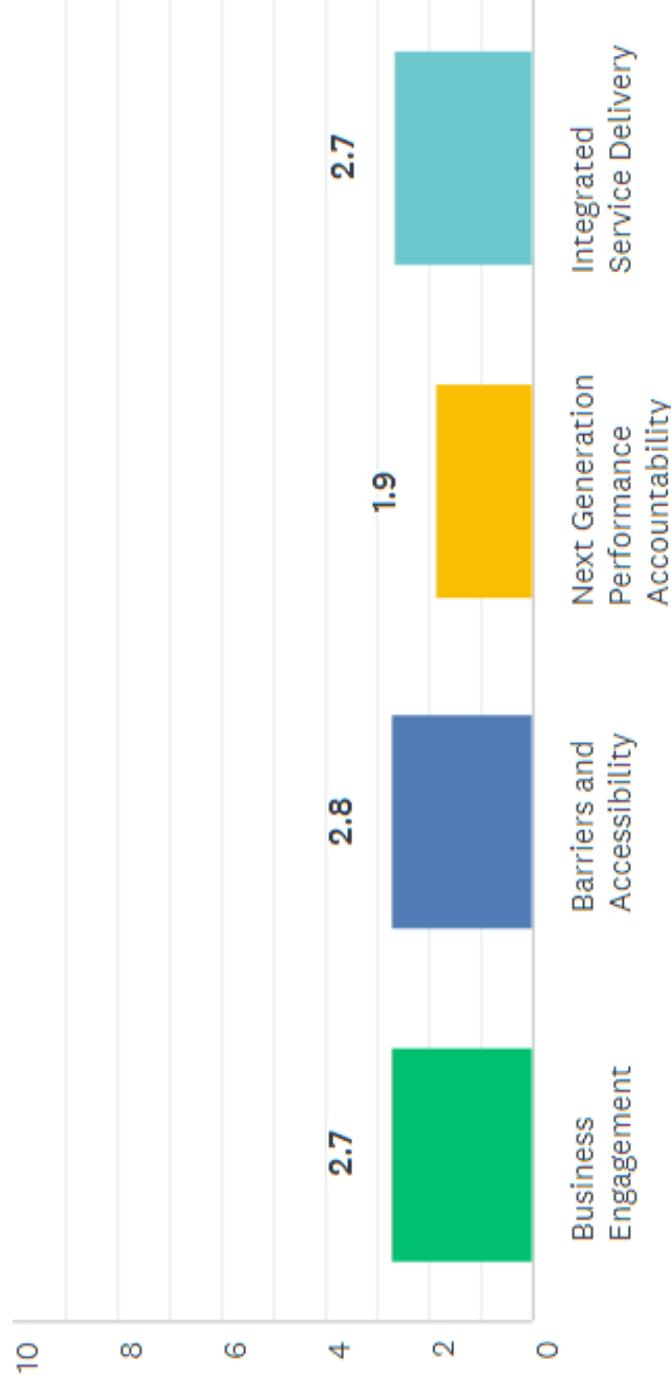




Q1: Ranking TAP Priorities by Importance

- Respondents ranked the four overarching strategic priorities of TAP from most to least important—a higher score below means respondents ranked a priority higher.
- Business Engagement, Barriers and Accessibility, and Integrated Service remain neck-in-neck in terms of desired prioritization.

| % Ranking 1st | |
|--------------------|------|
| B.E. | 31.4 |
| BASC | 30.2 |
| Perf. Acct. | 11.6 |
| ISD | 28.9 |

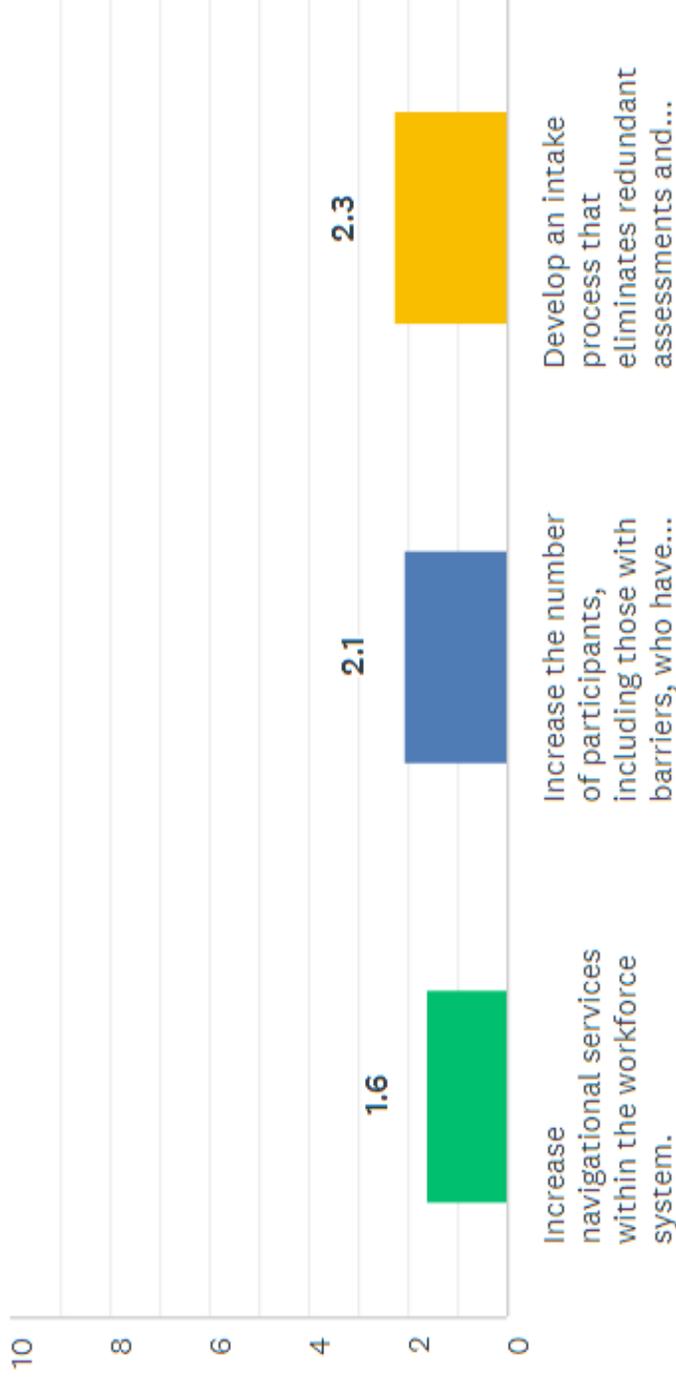




Q2: Ranking TAP Integrated Service Delivery Priorities

- Respondents were asked to rank how important each of the three Integrated Services Delivery goals from most to least important.
- Developing an intake process that eliminates redundant assessments—common intake—is the top priority according to respondents.

| % Ranking 1st | |
|---------------------|------|
| Nav. | 12.5 |
| Skill Gains | 39.3 |
| Comm. Intake | 48.6 |





Q3: What Other Integrated Service Delivery Priorities Should Be Included? 6

“Continue the focus on making each partner a true ‘partner,’ integrated together by more than bricks and mortar.”

“[The] ability to effectively blend funding streams to widen staff’s ability to work across agencies - better serve customers. Support to Opportunity Center for Employment and Education in order to take next steps to integrate TANF, college and WIOA.”



“A tremendous amount of professional development is needed across the system to provide high-quality, integrated dual-customer service.”

“We could use a catalogue of the ‘community of services’ available geographically, or available online.”



Q3: What Other Integrated Service Delivery Priorities Should Be Included?

“It’s especially important to coordinate efforts regionally so that multiple providers are not trying to deliver like products and events, limiting impact”

“We also need to partner on creating marketing strategies about the impact of WIOA on customer service for job-seekers and businesses.”



“We have to focus on a model where the future isn’t about getting a four-year degree, it’s about building skills.”

“There’s a greater need for intake staff to work closely with training providers and quickly ensure proper selection of education and training for participants.”

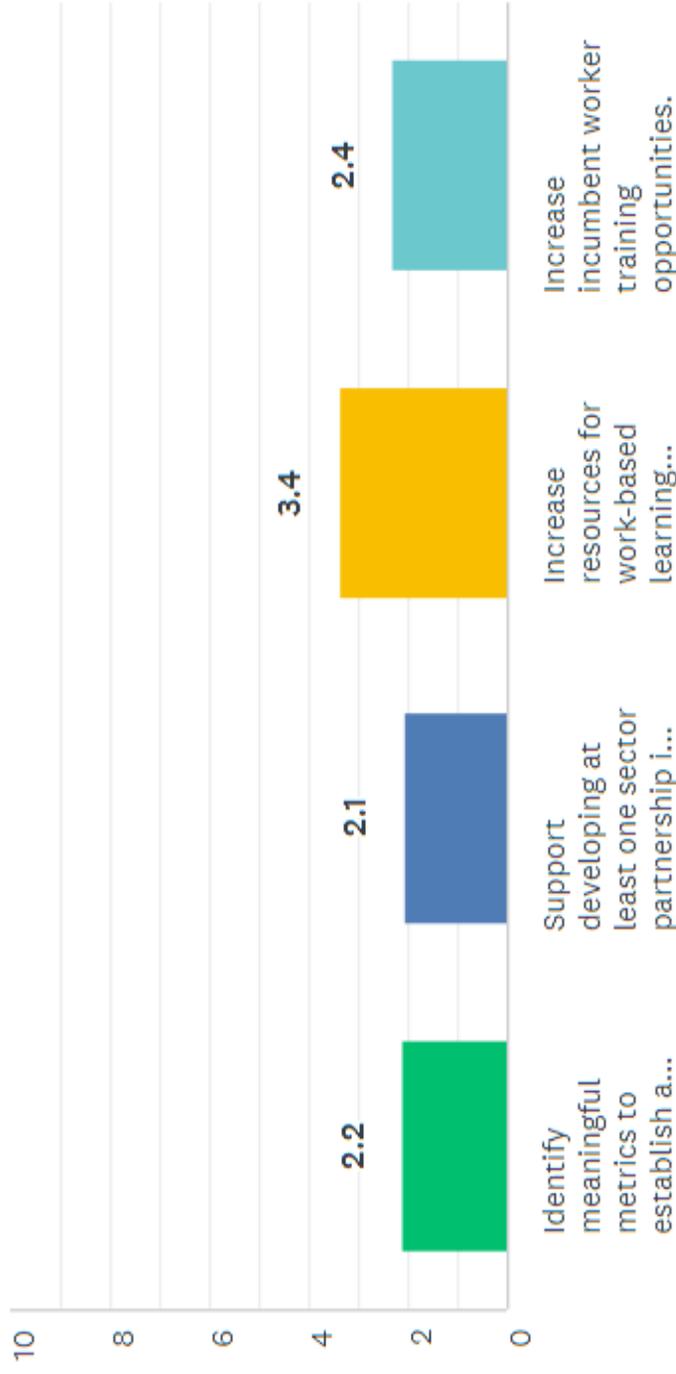


Q4: Ranking TAP Business Engagement Priorities

8

- Respondents were asked to rank how important each of the four Business Engagement goals from most to least important.
- Increasing resources for work-based learning emerged as the top priority.

| % Ranking 1st | |
|-----------------------|------|
| Metrics | 17.3 |
| Sector Ptshp. | 10.5 |
| Work-Bsd. Lng. | 62.8 |
| Incub. Wkr. | 10.4 |





Q5: What Other Business Engagement Priorities Should be Included?

“We have to figure out how to proactively engage and productively work with the state’s many business associations.”

“Business engagement leading to mentorship opportunities can have a huge impact, especially in communities of color. Mentoring could be offered in-person or virtually.”



“We could create a state-wide list of community-engaged employers who expand equity and demonstrate ‘corporate citizenry’—such as in partnering to hire people with conviction histories”

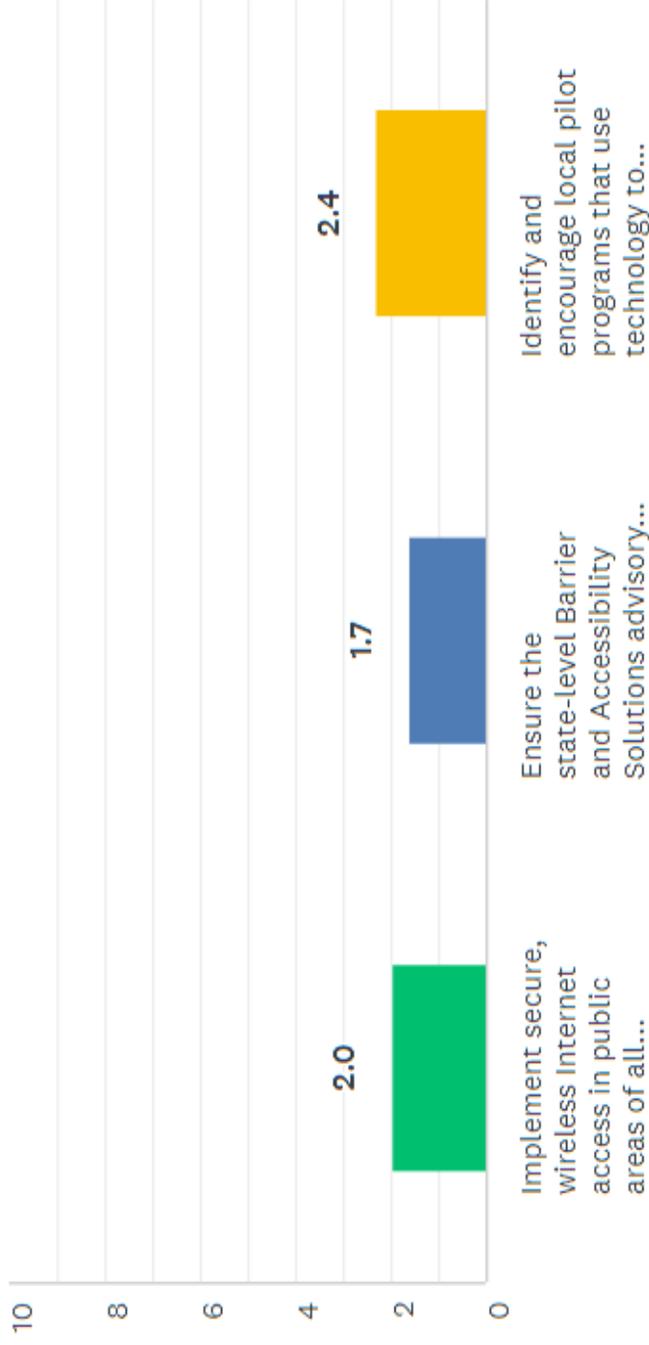
“We have to market the State’s workforce system. No one knows what it is or what it offers. Businesses hear about Indeed all the time. Budget for marketing!”



Q6: Ranking TAP Barriers and Accessibility Priorities

- Respondents were asked to rank how important each of the three Barriers and Accessibility goals from most to least important.
- Identifying and encouraging local pilot programs using technology in particular to address access issues is the top priority.

| % Ranking 1st | |
|---------------------|------|
| WiFi | 32.0 |
| State BASC | 16.2 |
| Local Pilots | 52.7 |





Q7: What Other Barriers and Accessibility Priorities Should be Included?

“All front-line staff should have some basic cultural competency training on how to work with customers with disabilities.”

“Education of our staff is the only way to address cultural and disability barriers that consumers experience. These systemic barriers will remain without training.”



“Online program content—and printed content as WorkSource—needs to be accessible to the sight-impaired.”

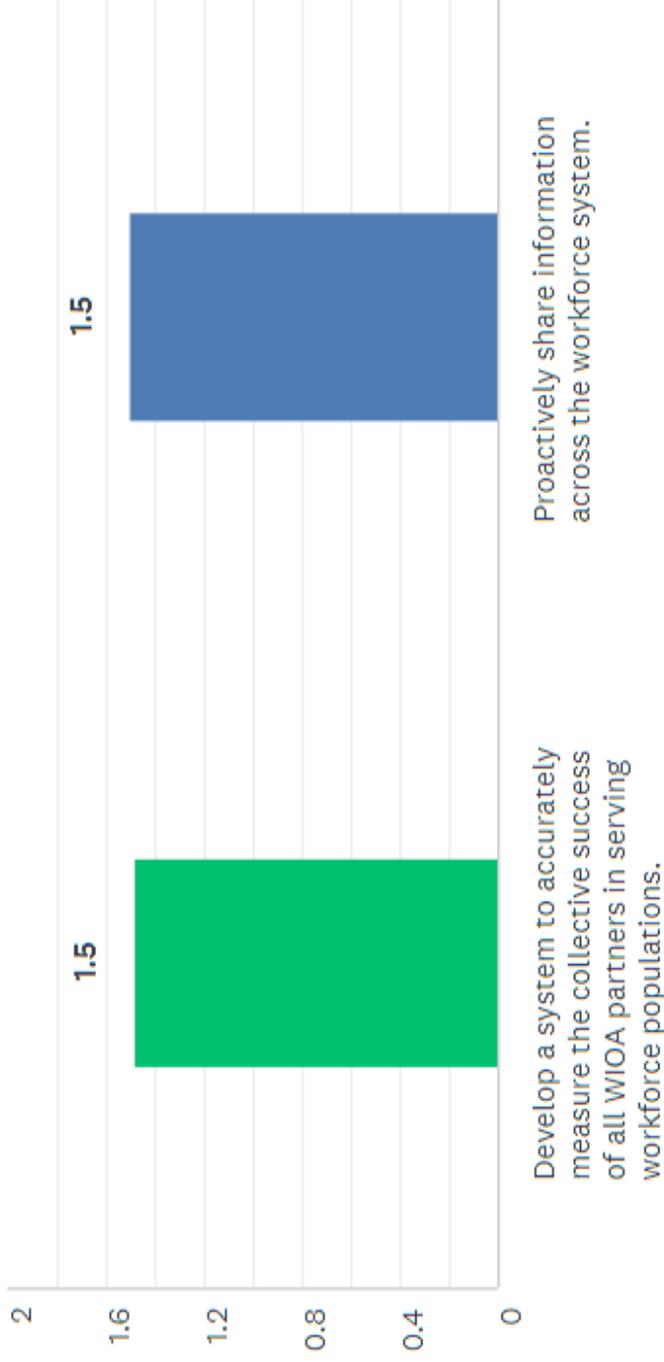
“We could do better tracking and sharing enrollment figures for the 14 focus populations to see which areas are doing well and focus on learning from what’s working right.”



Q8: Ranking TAP Performance Accountability Priorities

- Respondents were asked to rank the relative importance of the two Performance Accountability Committee goals.
- Both committee charges—developing an accurate measurement system for collective success, and proactively sharing information across the system more effectively (data sharing)—were thought to be equally important.

| % Ranking 1st | |
|---------------|------|
| New System | 49.2 |
| Data Sharing | 51.8 |





Q9: What Other Performance Accountability Priorities Should be Included?

“Really think outside the box and not only look at numbers/quantitative measures to tell the story of success for participants.”

“A reliable data system is needed as soon as possible. Without one, it’s impossible to know the actual impact of the system’s work and how to improve.”



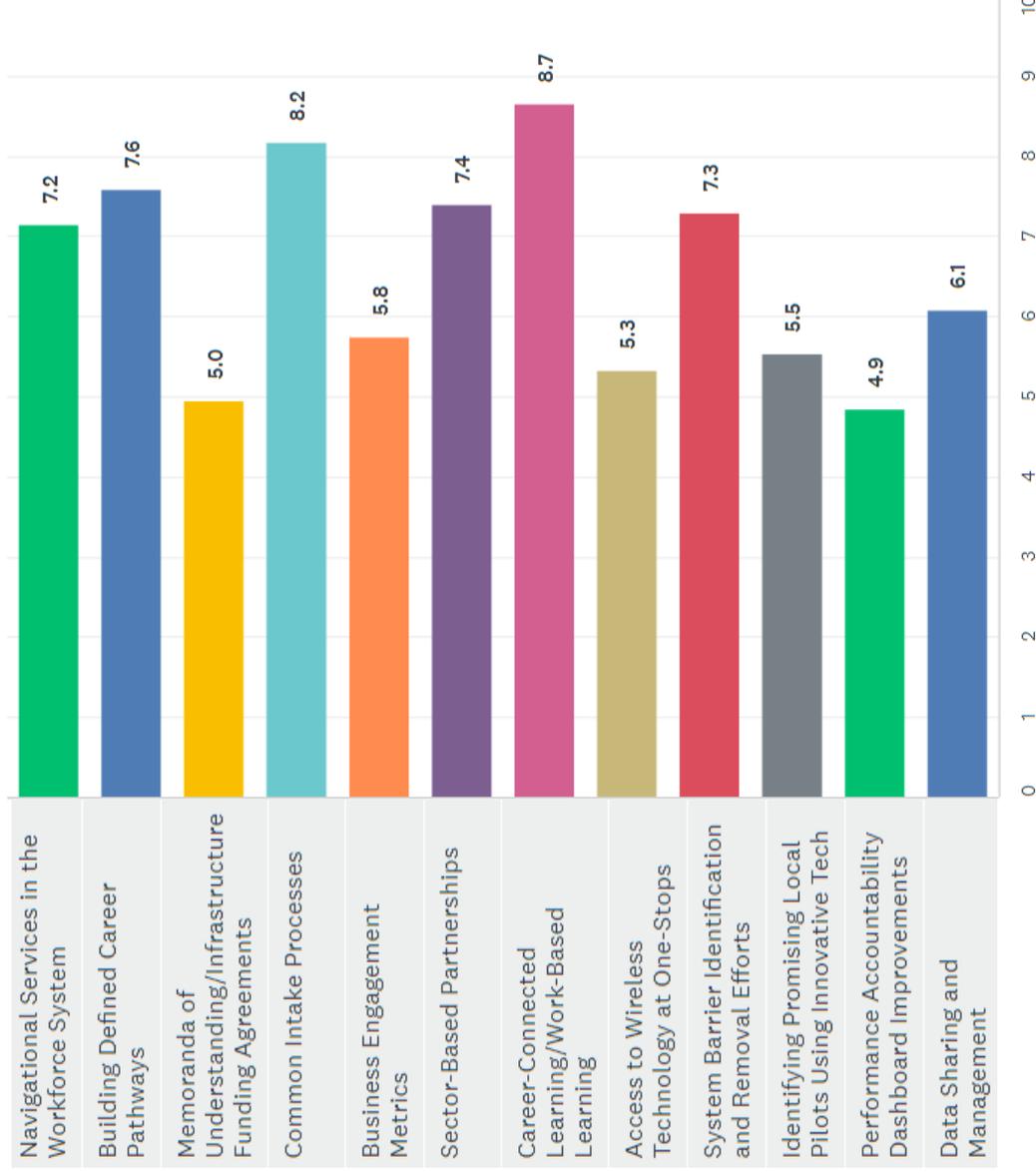
“There could be a unique identifier for work-related information (not SSN) for all 16 year-olds and up, allowing to track for ROI and trend data. But—we would have to think hard about data security.”

“Reach beyond WIOA partners and gather data from all partners in the talent development system to make better ROI decisions.”



Q10: Ranking the Importance of Goals Against All other

Goals



Top 3 Answers

- Career-Connected Learning (21.9% first)
- Common Intake (18.7% first)
- Building Defined Career Pathways (14.52% first)

“Low Priority” Answers

- Perf. Acctt. Dashboard (39.6% ranked in bottom 3)
- MOUs/IFAs (44.4% ranked in bottom 3)



Q11: What Else?

“We need support in realistic timeline expectations. We are currently tasked with data and outcome expectations without a reliable data system.”

“As part of the Governor’s Opioid Response Plan, we need to think more about integrating workforce strategies into the opioid response.”



“Continue focusing on registered apprenticeship expansion—the best performing, least funded workforce program in the state.”

“Transportation and childcare remain the biggest access barriers for job-seekers to a stable job. Digital illiteracy is also a challenge.”



Q13: If the Workforce System were in an Ideal State, what would it look like?

“A dual customer model that provides a wide range of services to business and job-seekers, universal access for all, and trained staff to ensure equitable service for all.”

“Seamless common intake and processes, limiting paperwork for participants—and leading to short-, medium-, and long-term career planning and coaching services.”



“The system would proactively identify ‘hot spots’ where employment transitions are happening and allow data-sharing to facilitate common intake.”

“All customers would be connected to the resources they need—whether they’re a job seeker or a business—without recognizing there’s a process behind-the-scenes.”



Q13: If the Workforce System were in an Ideal State, what would it look like?

“The system would be embedded with the secondary and postsecondary education systems so we have an engaged future workforce in development before they enter the world of work.”

“A system that understands multigenerational poverty approaches to serving job seekers, and businesses ready to partner on such approaches.”



“One highly integrated cooperative system that shares data, works collaboratively, and supports one another sharing best practices and partnering rather than competing.”

“Businesses would identify entry level workforce competencies well in advance of need. The system would respond by co-creating viable pathways to those opportunities.”

| Contact Information | | |
|--|--------------|------------------------|
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For additional information go to:

www.wtb.wa.gov/WIOA



**Workforce Training and
Education Coordinating Board**

Tab 5

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Partnership Brokers Training

PRESENTER: Eric Wolf

BOARD MEETING DATE: 4/24/2019

BOARD MEMBER SPONSOR: Suzi LeVine

TIME ALLOTTED: 30 mins

| | |
|---|---|
| <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> <ol style="list-style-type: none"> 1) ESD Commissioner Suzi LeVine approached the Board about hosting a conversation around partnership broker training and to explore possible opportunities to adapt training for workforce system staff. 2) Staff will provide an overview of the partnership brokering training and will take guidance from the Board on convening future discussion on the training or on seeking additional relevant information. |
| <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:</p> <p>An emerging priority identified by partners has been the critical need for professional development to support implementation of all four TAP strategic priorities—professional development, accessibility, integration of service delivery, and business engagement</p> |
| <p>POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?</p> | <p>IT IS SIGNIFICANT BECAUSE:</p> <p>Integration of services requires the creation and cultivation of new working relationships across organizations and places staff at every level of the workforce system into new roles as partnership brokers. Training on the development and facilitation of partnership agreements provides a toolkit of resources for workforce system professionals to draw from.</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:</p> <p>The Board will:</p> <ol style="list-style-type: none"> (1) Learn the basics about the Partnership Broker Training curriculum and ask staff to obtain additional information as desired; (2) Identify next steps to convening future conversations about this or other professional development opportunities, and the role Board members would like to play in those conversations. |

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| <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>In February 2019, with support from the state’s Employment Security Department (ESD) and Commissioner Suzi LeVine, Workforce Board Deputy Director for Policy and Programs, Eric Wolf, attended the International Business Leaders’ Forum training on Partnership Brokering along with two representatives from the Employment Security Department: Billie Wright, ESD Director of Human Resources, and Phil Castle, ESD’s Chief Learning Officer and Organizational Development Manager. 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.</p> <p>After the experience, the Washington trainees debriefed the session with Commissioner LeVine and Executive Director Papadakis and related suggestions about its applicability in the workforce system. Staff specifically identified the potential for partnership brokers training to help cement the process of integrating services and achieving a “no wrong doors” experience for job-seekers and employers.</p> <p>Background on Partnership Brokering</p> <p>The “Partnership Brokers Association” training was developed in the early 1990s out of a partnership between the International Business Leaders Forum and the Overseas Development Institute, a UK-based international development NGO. Approximately 20, four-day training sessions are offered world-wide each year, drawing participants equally from the private, public, and nonprofit sectors.</p> <p>The training heavily focuses on a partnership case study that allows participants to rotate through role playing different stakeholder perspectives. The course also introduces a theoretical framework for partnership brokering and the importance of good brokering (“the partnership cycle”) in the development of robust, efficient, inclusive and innovative partnerships, consortia and coalitions; techniques for facilitating partnership development, including scoping, resource-mapping, facilitation, interest-based negotiation, relationship-management, reaching agreement and reviewing partnerships; and explored common partnership brokering challenges and how to address them.</p> <p>Please visit http://partnershipbrokers.org for additional background information.</p> |
|--|---|

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|--|---|
| <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: This item is intended to begin discussion around partnership broker training and to identify next steps for stakeholder engagement.</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 identifies their desired next steps to either gather additional information on partnership broker training, or identifies next steps for staff to convene a future conversation around partnership broker training.</p> |