



BOARD MEETING AGENDA

July 10, 2019

South Puget Sound Community College

2011 Mottman Rd SW, Olympia, WA 98512

Building 23 Room 219

Meeting No. 229

- 9 a.m. **Welcome and Introductions**
- Ice Breaker Question: What do you collect?
- 9:20 a.m. **Chair's Report** 1
- Consent Agenda (**Action**)
 - April 24, 2019 Meeting Minutes
 - June 6, 2019 Meeting Minutes
- 9:40 a.m. **Executive Director's Report** 2
- Rural Community Vitality Forum Update
- 10 a.m. **Board Mission and Vision Development Process** 3
- Eleni Papadakis, Workforce Board
- 10:30 a.m. **Break**
- 10:45 a.m. **Board Retreat Follow Up Items**
- Office of the Chief Information Officer (OCIO) Update
 - Suzi LeVine, ESD
 - SNAP/E&T Update
 - DSHS
- 11:15 a.m. **Workforce Board Legislative Agenda** 4
- 2019 Legislative Session Roundup
 - Results of Board Retreat
 - Possible Recommendations to Future of Work Task Force
 - Nova Gattman, Workforce Board
- 12 p.m. **Working Lunch**
- 12:30 p.m. **Talent and Prosperity for All (TAP) Plan** 5
- Integrated Service Delivery: Priorities for focus, exploration, or partnership development
 - TAP Stakeholder Engagement Plan

- Perkins Performance Target-Setting
- Local Needs Assessment
 - Eric Wolf, Workforce Board

2:45 p.m. **Meeting Wrap-Up and Evaluation**

- Action Items From This Meeting
- Agenda Items for Next Meeting

3 p.m. **Adjourn**

Tab 1



WASHINGTON STATE
Workforce Training and
Education Coordinating Board

MINUTES OF MEETING NO. 227
April 24, 2019

Board Members Present:

Perry England, Chair
Lee Anne Caylor, Vice Chair, Representing Business
Creigh H. Agnew, Representing Business
Gary Chandler, Representing Business
Larry Brown, Representing Labor
Greg Christiansen, Representing Labor
Cheryl Fambles, for Mark Mattke, Representing Local Government
Rebecca Wallace, for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Nate Humphry for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Suzi LeVine, Employment Security Department (ESD)
David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)
Chris Alejano, Representing Underserved Populations
Rick Anderson, for Lisa Brown, Department of Commerce (Commerce)

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Mr. Perry England called the meeting to order at 9:10 a.m. at the United Association Local Union No. 26, in Lacey.

Chair's Report

After introductions, Mr. England voted on the consent agenda.

Motion 2019-227-01: Ms. Creigh Agnew moved to approve the minutes with noted changes in attendance at the March 13, 2019 board meeting. 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. A question was asked about the recent Employment Security Department (ESD) Economic Symposium, and Suzi LeVine provided a brief summary regarding the outcome of the desire to come together to discuss metrics that matter throughout the state. Ms. Papadakis provided information

about planning for the update of the state's workforce plan, *Talent and Prosperity for All* (TAP), that will occur at the June Board Retreat. She then gave a summary of the first Rural Community Vitality Forum held on April 23 at the Yakama Nation Cultural Center in Toppenish. The primary take away was learning that both the community and business attendees reported that young people in their area are not connecting to the local economy.

Legislative Session Update

With the Session coming to a close, Ms. Nova Gattman gave an update on the key 2019 legislative activities related to the Board's agenda. Highlights from the update include discussion of pending legislation regarding mental health, incumbent worker training, data sharing, Health Workforce Sentinel Network, and a new workforce education bill.

***Talent and Prosperity for All* (TAP) Planning, Aligning Priorities Across Agencies**

Mr. Eric Wolf led a discussion with the Board to solicit feedback to identify goals for the retreat where TAP Strategic Planning will be addressed. Key topics of discussion focused on performance accountability, business engagement, access to technology, and integrated service delivery.

Common themes from this in-depth discussion included:

- How do we overcome tech challenges, particularly data sharing?
- How do we achieve common intake?
- How can we effectively partner with other agencies to help reach common goals?
- How do we engage businesses in Career Connected Learning initiatives?
- How do we better align agencies' "marketing" to end users?
- Do our goals on paper actually say what we mean for the next four years?

This discussion highlighted the need to coordinate and align legislative priorities between the Workforce Board, partner agencies, and stakeholders.

Partnership Brokering Training

The Board was presented with an overview by Suzi LeVine and Eric Wolf about a training program developed by the "Partnership Brokers Association" that could be adapted to fit the current needs of the workforce system. There is a critical need for professional development to support implementation of all four TAP strategic priorities. The desired impact of the training is to develop partnership agreements through the creation and cultivation of new working relationships across organizations. The Board agreed this training would be valuable and requested more information from Mr. Wolf about curriculum and pricing information.

Meeting Evaluation and Wrap Up

The Board took a moment to review the meeting. Lee Anne Caylor shared thanks to Eric Wolf for his work on TAP planning discussions. David Stillman gave kudos to Erica Wollen for her meeting planning expertise. Larry Brown thanked everyone for a warm welcome to joining the Board.

The meeting adjourned at 2:25 p.m.



WASHINGTON STATE
Workforce Training and
Education Coordinating Board

MINUTES OF MEETING NO. 228
June 6, 2019

Board Members Present:

Perry England, Chair
Lee Anne Caylor, Vice Chair, Representing Business
Creigh H. Agnew, Representing Business
Gary Chandler, Representing Business
Larry Brown, Representing Labor
Mark Mattke, Representing Local Government
Rebecca Wallace, for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Nate Humphry for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Suzi LeVine, Employment Security Department (ESD)
Dana Phelps for Cheryl Strange, Department of Social and Health Services (DSHS)
Chris Alejano, Representing Underserved Populations
Rick Anderson, for Lisa Brown, Department of Commerce (Commerce)

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Mr. Perry England called the meeting to order at 8:35 a.m. at the Sleeping Lady Mountain Resort in Leavenworth.

Business Meeting

Workforce Board/Employment Security's Draft Joint Letter Regarding WIOA Performance Targets

At the last Board meeting, ESD Commissioner LeVine gave an update on the problems and progress with development of the new information management system for WIOA/WorkSource system reporting. In the past, the Board has been apprised of some delays in ESD's building of this new system, and the complications the delays were causing the local Workforce Development Councils (WDCs) and for state and federal reporting. Since then the Workforce Board and Employment Security drafted a letter allowing for the postponement of performance evaluation and sanctions for the 12 WDCs for the 2019 program year. Local boards must continue to confirm participant eligibility, and perform their duties within all statutory and regulatory parameters, and will be monitored by ESD within those guidelines. The draft letter was presented to the Board for its approval.

Motion 2019-228-01: Mr. Larry Brown moved to approve the letter as presented. Ms. Lee Anne Caylor seconded the motion, and it passed unanimously.

Business Meeting adjourned at 9 a.m. and the Board entered into a planning session.

Tab 2

Workforce Training and Education Coordinating Board Executive Director's Report

Meeting No. 229
July 10, 2019

1. **New agency logo and website:** The Workforce Board's communications team has been hard at work building a brand new website that's easier to organize, easier to navigate (and easier on the eyes!). The Workforce Board's current website is hosted on an aging platform that is no longer supported. It was time to move to a new platform that can better showcase what we're doing in a clean and streamlined way. The new site, which we expect to launch later this summer, also includes room on the home page for the agency's Twitter feed and rotating photos that highlight current projects. We also created a new logo that better reflects the Workforce Board's fresh approach to workforce development. This new design will replace the "old dome" and give our publications and products a more up-to-date visual appeal.



2. **Rural Economic Vitality Forums:** Our four forums—Toppenish, Aberdeen, Colville, and Quincy—were well attended by a broad cross-section of stakeholders. The discussions, facilitated by the team from Maher and Maher, were robust and edifying. Participants were engaged and willingly shared information and stories that helped depict for us the lived experiences of rural communities. While every community was quite different, there were similarities that allowed us to identify some key themes regarding economic and workforce policy issues. It is clear to us that if we want to see job growth and prosperity in these communities, we must develop a targeted rural strategy within the state's strategic workforce plan, *Talent and Prosperity for All*. That strategy should bring together economic development, community development, and all aspects of talent pipeline development. For an overview of session findings, you can watch the archived webinar, or read the report which will be on our website soon. Find either at <http://wtb.wa.gov/RuralCommunityVitalityForums.asp>.

While the investment from the U.S. Department of Labor to bring on Maher and Maher was truly beneficial, the timing—in the middle of legislative session--and time allotted were certainly not optimal. Because of decision and contract delays, we had less than 3 months to schedule, organize, prepare for and hold the forums—and about a week between the final forum and the webinar to synthesize and distill all that we learned. Our consultants were phenomenal, real troopers who didn't let time constraints keep them from doing the best job possible. I also want to express my enormous gratitude to our staff who, as always, rolled up their shirt sleeves to make each session a success. Erica especially, worked wonders to find locations, food and coffee, as well as staff and consultant lodging. No small feat in these rural communities. Have you ever stayed in a yurt? But this was an organization-wide effort—some team members were out front, others working behind the scenes, others picked up the work of those consumed by the forum responsibilities. Every one of our staff contributed to our success. I couldn't be more proud or more appreciative.

- 3. Ideagen Annual Global Innovation 2030 Summit:** I had a wonderful opportunity to present and participate in this invitation only conference. The event, held at the Microsoft conference center, is one of two summits this year (second one in Athens, Greece on July 31) exploring the current and potential future impact of Artificial Intelligence, Digitization, and Automation on societies across the globe. Ideagen brings together “influencers” from industry, NGOs, and government entities from around the world to explore “society’s most vexing problems.” They are using the UN’s 2030 plan for global sustainable development as their roadmap. Ideagen’s mission is to catalyze collaborations across sectors that focus on solution-finding and impact. For more information on this organization: <https://www.idea-gen.com/>. Find information on the UN’s goals for sustainable development here: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- 4. Adult Education Advisory Committee Retreat:** I am always pleased to be able to attend this annual retreat of the advisory committee that supports Basic Education for Adults (BEaA) programs in WA. BEaA, led by Jon Kerr, is a division of the State Board for Community and Technical Colleges, and encompasses WIOA Title II. As such, BEaA is a core program in the TAP plan. At the retreat, advisory members reviewed progress towards BEaA and TAP goals, and considered some revisions moving forward. The AEAC and BEaA staff will provide on-going review and input as TAP 2020 is developed.
- 5. Future of Work Task Force:** The next meeting of the Future of Work Task Force is August 8 in Spokane. The TF has been exploring a wide range of issues and ideas to spur development of a set of policy recommendations for the 2020 Legislature. Co-managers, Joe Wilcox and Lew McMurrin have continued their engagement of stakeholders of all types, and have been reviewing research and projections from national and international organizations. On August 8, the TF begins in earnest to identify and prioritize policies for development. They will need to have a near-final draft prepared by early November. If you’d like to attend the meeting or to learn more, check the website at http://wtb.wa.gov/futureofwork_meetings.asp.
- 6. Eatonville student wins this year’s Workforce Board “Get Real” CTE Video Challenge:** Alexia Price, an Eatonville High School sophomore, won a first-place award in June for promoting career and technical education in a creative, engaging way. Her three-minute video imagines a “world without CTE” that includes footage of bored students crouched over textbooks while daydreaming of their CTE classes where they learn to cook or take photos or do computer coding and robotics. The video also includes an interview with an Eatonville employer who recently hired a former CTE student. It’s the second year the Workforce Board has held a CTE video contest aimed middle and high school students to promote the value of hands-on, student-focused learning. In 2017, the Workforce Board received a \$20,000 grant from Advance CTE to promote high quality career and technical education to Washington students and their parents. This funding helped pay to administer and launch the student-driven video project, and create two sample videos and toolkit. Two sets of videos won awards in 2018. This year, Alexia’s video was awarded the prize: a \$250 gift certificate to her school’s CTE department. The winning video is featured on the agency’s website and on Career Bridge. Check it out at: <https://www.youtube.com/watch?v=vzb2JWN11I>
- 7. Bremerton visit:** Our two Research Investigators, Chris Dula and Terje Gjertsen, recently spent a day at the WorkSource Center- Kitsap County in Bremerton. They met with a number of line staff with the goal of better understanding the data we work with by observing how it is collected and what issues staff encounter in the process. The WorkSource staff were incredibly helpful and it really improved Research Staff understanding. They also discussed ways reported data and other data

resources might best be used by WorkSource staff, including how data is formatted and displayed for easier access. Chris and Terje plan to continue these conversations and seeking input to inform their work. Our researchers would love to visit at least one more Center at some point to gain more perspective.

- 8. NGA Good Jobs for All Americans:** The National Governors Association (NGA) is currently in the final stages of the Good Jobs for All Americans initiative, which is NGA Chair Governor Steve Bullock's (Montana) charge to the organization. For more information, see <https://www.nga.org/goodjobs/>. The initiative focused on identifying best practices and a Governor's guide which will be released at the NGA Summer meeting in late July. Good Jobs for All Americans includes three core strategies:
- Rural Resurgence (connecting rural communities)
 - Second Acts (re-skill and upskilling the workforce)
 - Workforce of the Future (capitalizing on economic and societal changes to enable all workers to access pathways to good jobs)

NGA sponsored a national Solutions Summit in May, and invited state teams of three to participate and share some of their work. This Summit was the culmination of extensive staff work, interviews, and three regional leadership workshops, which also enjoyed participation from Washington members. For this meeting, our Deputy Director for External Affairs, Nova Gattman, joined Governor Inslee's staff member John Aultman, and Chris Greene from the Department of Commerce. Microsoft's Jane Broom was a presenter at the event on rural broadband, and also participated with the Washington team. Washington was able to share out some of our work on increasing access to postsecondary education, the Future of Work Task Force, and Career Connect Washington as participants in this event.

- 9. Results WA:** Our staff were invited to speak at the Governor's Result WA Review in early July. The topic was "Access to Living Wage Jobs." Our Research Director, Dave Wallace spoke on existing pathways to living wage Jobs, how we might improve career and education pathway information available to students and job seekers, and anticipated changes and disruptions in our labor markets. Dave also brought up the notion that a small adjustment to standard (unemployment insurance) wage reporting by employers could make a tremendous improvement to labor market analytics. WA currently does not have a reliable information source for what types of jobs individuals hold. Employers might be asked to report (that is, choose from a drop down list) a specific occupational code for each worker. This would help us more accurately track whether education and training programs lead to particular jobs, rather than more general "industry" areas.
- 10. Consumer Protection Unit:** Staff of the Consumer Protection Services Unit that houses the private career school licensing and veteran education programs have been working diligently in conducting on-site school compliance activities. Right now, there are 324 licensed private career schools approved to offer non-degree programs (certificate and diploma). Approximately 160 schools, both public and private that are non-degree, are approved by the Department of Veterans Affairs to offer select programs under the GI Bill for veterans and eligible dependents. Staff regularly conduct on-site visits to ensure schools are complying with state regulatory standards, and federal requirements for maintaining eligibility for VA benefits. In the last three months, staff have conducted 46 school visits. Though staff may find areas of concerns, and in some cases errors or deficiencies that require restitution, the primary purpose is to provide technical assistance in identifying areas of improvement in process and practices to safeguard quality education and training programs.

Through these onsite school reviews and inspections and technical assistance visits, filed student complaints have declined.

- 11. Monitoring of Board's WIOA contracts:** The Employment Security Department's Monitoring Team reviewed financial processes and records relevant to our use of federal Workforce Innovation and Opportunity Act (WIOA) funds. The ESD monitoring visit went well. Monitors reviewed procurement processes for recent contracts, several travel vouchers, billings and timesheets. There were no findings. Recommendations were made to create a desk aide for staff conducting procurements, which we have completed. No final report has been issued yet. We are appreciative of the monitors' professionalism and thoroughness, and their focus on continuous improvement.

- 12. Thank you to ESD Commissioner Suzi LeVine:** This is the first time in 7 years that we have a signed contract in hand at the start of the fiscal year (July 1) that provides the operating budget for our WIOA-related work. When Commissioner LeVine heard about this dismal contracting track record, and more importantly, on the burden that it placed on our agency and staff, she made a commitment to improve the process. In November 2018, Commissioner LeVine and ESD contract, monitoring and fiscal staff leads met with us to establish new protocols for developing and issuing our WIOA contract for FY 2020. The new protocol would result in negotiations being finalized by April 1 and a signed contract in place by mid-June. You probably heard the cheers from our office when the new contract was signed. We are now able to develop a more meaningful agency operating plan, including hiring a couple critical positions. Thank you Suzi Levine!

Tab 3

Mission and Vision Statement Development Process

PRESENTER NAME: Eleni Papadakis

BOARD MEETING DATE: 7/10/19

BOARD MEMBER SPONSOR NAME:

DISCUSSION TIME ALLOTTED: 30 m

<p>ISSUE/SITUATION:</p>	<p>THE ISSUE/OPPORTUNITY IS: To review the existing Mission and Vision statements of the Workforce Board, last updated in 2008, and to determine a process for creating new statements if warranted.</p> <p>The current vision and mission statements:</p> <p><u>Workforce Board Vision</u></p> <p>Washington’s Workforce Training and Education Coordinating Board (Workforce Board) is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.</p> <p>Our Mission</p> <p>The Workforce Board shapes strategies to create and sustain a high-skill, high-wage economy.</p> <p>To fulfill this Mission, the Board will:</p> <ul style="list-style-type: none"> • Advise the Governor and Legislature on workforce development policy. • Promote a system of workforce development that responds to the lifelong learning needs of the current and future workforce. • Advocate for the non-baccalaureate training and education needs of workers and employers. • Facilitate innovations in workforce development policy and practices. • Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.
<p>TAP STRATEGIC PRIORITY:</p>	<p>SUPPORTS TAP STRATEGIC PRIORITY: All</p>
<p>POTENTIAL IMPACT:</p>	<p>IT IS SIGNIFICANT BECAUSE: The Board’s vision and mission statements should reflect the interest of all stakeholders of the state’s broad workforce development system, and should be the North Star for all providers of workforce development services in Washington.</p>
<p>OPTIMAL NEXT STEPS:</p>	<p>MY IDEAL OUTCOME OF THIS DISCUSSION IS: Board will provide guidance on a process to review and update the vision and mission statements.</p>
<p>BACKGROUND:</p>	<p>RELEVANT BACKGROUND INFORMATION: As discussed at the Board retreat, the board will be provided with a range of foundational documents about the Board’s responsibilities and historical accomplishments.</p>

STAKEHOLDER ENGAGEMENT, PROS AND CONS:	STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK: Board members will discuss if and how to involve stakeholders in the process.
FINANCIAL ANALYSIS AND IMPACT:	THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE: N/A
RECOMMENDATION AND NEXT STEPS:	THE RECOMMENDATION AND/OR REQUESTED ACTION IS: Discussion only.

Tab 4

Workforce Board Recommendation/Presentation

Workforce Board Legislative Agenda

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 7/10/19

BOARD MEMBER SPONSOR NAME: N/A

DISCUSSION TIME ALLOTTED: 45min

<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:</p> <p>The Board will receive information on the 2019 Legislative Session as it relates to workforce development, and an overview of the status of the Board’s 2020 Legislative Agenda. This session will include a discussion on aligning the Board’s efforts with the newly created Workforce Education Investment Accountability and Oversight Board (HB 2158).</p> <p>Additionally, Board staff have prepared a video overview of the Future of Work Task Force (Task Force), a legislative task force designed to make Washington the “shared prosperity” state and “futureproof” Washington’s workers and businesses.</p> <p>To view: https://www.youtube.com/watch?v=dQ5hcufldPQ&feature=youtu.be.</p> <p>This video will inform additional conversation about potential policy alignment between the Board and Task Force.</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:</p> <p>The TAP agenda was developed by the Board to advance some of the highest priority needs of the system in implementing the TAP plan.</p> <p>TAP and the Task Force are quite similar in their aims—thriving businesses, workers and communities across the state where every citizen has a chance to participate, contribute and thrive. Better understanding of the work of the Task Force may help inform TAP planning moving forward.</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 Board’s workforce system legislative agenda will highlight key issues of importance to moving forward with workforce system transformation under TAP. By coalescing under a single legislative agenda, the items included on the list gain significant support from Board members, staff, and Board stakeholders. A workforce system agenda will allow a more narrowed and stronger focus on a small set of issues critical to the workforce system.</p> <p>Washington is the first state in the nation to have a legislatively created Future of Work Task Force. It has gotten attention from various people and groups outside of Washington, cementing the state’s leadership on this topic and looking ahead.</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>Board members will leave the meeting informed about the actions of the 2019 Legislative Session. Members will be comfortable with the direction of the policy development components of the TAP Legislative Agenda so the staff may move forward with developing proposals for the Governor’s budget process and legislative bill review.</p> <p>For the Task Force, the goal of this discussion is to better inform the Board about the actions of the group, understand potential opportunities for policy alignment, or areas where the Task Force could review policy ideas for the Board.</p> <p>Staff has provided background information (see below) on the above items; Board members are requested to carefully review the attached documents to maximize the time on the agenda for this discussion.</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:</p> <p>This packet item includes several documents to help inform the Board. These items are as follows:</p> <ul style="list-style-type: none"> • Workforce bills of interest • 2019 Legislative Agenda (will be updated for 2020) • HB 2158 project/program funding list (color-coded by agency) • Future of Work 2018 report executive summary • Future of Work policy areas <p>For more information about the Task Force, see http://www.wtb.wa.gov/futureofwork.asp.</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 this recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?</p>	<p>STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:</p> <p>The Board’s legislative agenda has been extensively vetted through Board members and other partners over the last year. Legislators and staff reacted favorably to the Board’s requests in the 2019 Session.</p> <p>Task Force staff have done extensive outreach with a wide range of groups across the state to inform their policy research. The staff have spoken to unions, chambers of commerce, Centers of Excellence, Economic Development Councils, WDCs, individual companies, and trade associations. The staff were also active participants in the April/May Rural Vitality Forums.</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 Board's legislative agenda includes estimated budget numbers on each of the three potential requests, which have gone through a thorough review with staff and other partners. These numbers may change as the requests for the Governor's office are honed.</p> <p>The Task Force has a sunset date of June 30, 2020, but is charged to provide a recommendation on whether its work should continue. The Task Force is likely to support continuation of this work, which would result in a legislative request from the Board.</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>Board members will be comfortable with the direction of the policy development components of the TAP Legislative Agenda so the staff may move forward with developing proposals for the Governor's budget process and legislative bill review.</p> <p>For the Task Force, the goal of this meeting is to better inform the Board about the actions of the group, understand potential opportunities for policy alignment, or areas where the Task Force could review policy ideas for the Board.</p> <p>Staff has provided background information on the discussion items; Board members are requested to carefully review the attached documents to maximize the time on the agenda for this discussion.</p> <p>Please watch the Task Force video: https://www.youtube.com/watch?v=dQ5hcufldPQ&feature=youtu.be</p>

Bill	Short Title	Description/Notes	Bill Status
1424 (5069)	CTE course equivalencies	OSPI request. Requires a school to offer at least one CTE course for equivalency in any area determined to be part of the state course equivalency framework (previously only math and science). Beginning in the 2021-22 school year, any course determined by OSPI to be a state equivalent course must be offered for academic credit if it's offered at the school. Allows OSPI to grant waivers to school districts with less than 2,000 students.	1424: Passed House and Senate unanimously. Signed by the Governor 4/30.
1498/ 5511	Broadband service	Governor request. Establishes a Governor's Statewide Broadband Office to act as the state's planning body to improve access to broadband services. Includes a competitive grant/loan program administered by the Public Works Board, in coordination with the Office.	5511: Amended in the House 4/16 on a 97-1 vote. Senate unanimously concurred. Signed by the Governor 5/13.
1599	High school graduation requirements	Delinks graduation from high school assessments beginning in the 2019-20 school year, and instead requires student readiness demonstrations through a range of pathway options including completion of a sequence of CTE courses that meet certain criteria. Changes an opt-in provision for pre-high school credit courses to opt-out. Directs the State Board of Education to convene a mastery-based learning work group.	Passed House and Senate unanimously. Signed by the Governor 5/7.
1714/ 5113	High school diplomas by CTC	SBCTC request. Expands the ability for the CTCs to award a high school diploma for students age 16-21 who complete an associate's degree. Previously only available to age 21+.	1714: Passed House and Senate unanimously. Signed by the Governor 5/7.
1893	Postsecondary student assistance	Creates a grant program at the CTCs to provide funds for students facing emergency situations. Requires DSHS to designate CTC programs that meet the state definition for education and training for purposes of eligibility for SNAP benefits. Requires DSHS to request waivers to allow students to use SNAP benefits at campus food service establishments, and requests that students who are eligible for the State Need Grant also be meet SNAP eligibility criteria.	Amended in the Senate 4/17 on a 27-21 vote. House concurred and passed 57-41. Signed by the Governor 5/21.
1973	Dual enrollment scholarship	Creates a pilot program to provide textbook vouchers and scholarships to low-income students in Running Start or College in the High School.	Passed House and Senate unanimously. Signed by the Governor 4/29.

2158	Workforce education	The funding mechanism for a range of postsecondary education opportunities via an increase in the B&O tax for select sectors. Would support Career Connect Washington efforts (competitive grants for local areas and workgroup for implementation), increased enrollments at CTCs and 4-year colleges, and financial aid for students including the College Promise scholarship. Creates a Workforce Education Investment Accountability and Oversight Board, staffed by the Workforce Board.	Passed Senate with a 25-22 vote, and the House with a vote of 52-46. Signed by the Governor 5/21.
5800 (1572)	Homeless college students	Creates a pilot project at the CTCs and public four-year institutions aimed at providing wraparound services for homeless students and former foster youth. Four CTC sites (two on each side of the state), and two, four-year college sites (one on each side of the state) will provide a range of accommodations and services aimed at improving educational attainment.	5800: House passed 57-38 on 4/12, and the Senate passed 30-17. Signed by the Governor 5/9.
5874	Rural satellite skill centers	Changes provisions in current law to allow a rural satellite skill center to receive direct funding. Initiated by the Davenport School District with a goal to offer additional programs to students.	Passed House and Senate unanimously. Signed by the Governor 4/29.

TALENT AND PROSPERITY FOR ALL

Workforce Board Legislative Agenda

Talent and Prosperity for All (TAP) is the state’s plan for creating a world-class workforce development system that helps workers gain the skills and credentials needed to advance their careers, and ensures our state’s businesses have skilled employees needed to thrive. A dual-customer focus puts Washington’s workers and businesses at the heart of the state’s workforce system and TAP.

Governor Inslee outlined three overarching goals for this plan:

1. **Help more people find and keep 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.
3. **Work together as a single, seamless team** to make this happen.

As the Board has begun implementing TAP, state and local partners have surfaced on-the-ground challenges in achieving the plan’s vision. Based on this feedback, Board members prioritized three key areas to actualize this plan, and transform the state’s workforce system.

1. Upskill Workers through Incumbent Worker Training

Challenge: Today’s economy—and the economy of tomorrow—require workers to constantly adapt to advances in technology, upgrading their skills and competencies to keep pace with change. However, Washington invests about \$6 million per year in customized incumbent worker training—nearly the lowest level (#46) of any state, according to a national study. Washington businesses need workers with the right mix of skills, education, and aptitudes to increase productivity and profitability.

Opportunities: Washington should increase its commitment to growing the skills of our current workforce by investing in an Incumbent Worker Training Fund. This would build on the success of the Job Skills Program, overseen by the State Board for Community and Technical Colleges, and double the state’s investment in upskilling current workers with increased skills and credentials. The program would provide a 50/50 match to employer funds. This co-investment leverages capital, expertise, and existing workforce infrastructure to prepare for rapid transformations in industry, while retaining and growing the existing workforce.

(Cost: \$12.5 million annually)

Board Members

Chair

Perry England

Labor

Greg Christiansen
Beth Thew

Business

Creigh H. Agnew
Lee Anne Caylor
Gary Chandler

Government

Chris Reykdal
*Office of
Superintendent of
Public Instruction*

Jan Yoshiwara
*State Board for
Community and
Technical Colleges*

Suzi LeVine
*Employment Security
Department*

Participating Officials

Chris Alejano
Brian Bonlender
Mark Mattke
Cheryl Strange

TALENT AND PROSPERITY FOR ALL

Workforce Board Legislative Agenda

2. Boost Business Engagement across Washington

Challenge: To meet TAP's goal of connecting more workers with jobs, and employers with the help they need—when they need it—the public workforce system must do more to engage businesses. We estimate the state's workforce system is directly serving only between 4 and 8 percent of businesses. These services can make a tremendous impact. But we are not reaching enough potential customers. Being able to more quickly identify businesses in need of services will help the workforce system more effectively use limited staff and funding. Up until now, there was no way to do this without extensive research and analysis costs.

Opportunities: The Board has identified a program that could help more effectively target resources through Dun & Bradstreet, called EconoVue. The program employs a wide range of data to identify businesses showing signs of growth and that are likely to add workers, so the system can help them secure needed talent. EconoVue can also identify businesses at risk of layoffs or closure so the workforce system can help mitigate layoffs or even prevent closure.

(Cost: \$350,000 annually)

3. Integrated Service Mapping to Improve Customer Experience

Challenge: Recent federal workforce legislation (Workforce Innovation and Opportunity Act, 2014) called for service integration across programs and funding streams to achieve better outcomes, but did not provide any new resources. Instead, it provided mechanisms for states to break down the walls between funding and program silos. True integration of service planning and delivery requires that programs can communicate with each other on critical aspects of the customer relationship. As an example, a business with critical workforce shortages should be able to access the full breadth of services available across WorkSource centers, community and technical colleges, and the Department of Commerce without having to retell their story, or supply the same intake information or qualification requirements across multiple agencies. For both businesses and jobseekers, an integrated case management system will streamline the customer experience, save time, and reduce duplication on the path to customer goals. Every agency has its own data collection and service management system, and these systems don't talk to each other, limiting our ability to operate as a comprehensive system.

Opportunities: Funding is needed to support an IT business analysis of our system's MIS infrastructure. New technologies have provided more options, at less expense, for data sharing and integration, while still maintaining personal data security. Under the Board's proposal, a business analyst will scope the technological and legal challenges to data sharing, and will scan the national environment and technology solutions to make recommendations for cost-effective mechanisms for sharing data across existing systems, without having to rebuild any single system.

(Cost: \$560,000, 2020-21 biennium)

House Bill 2158 Project/Program Funding List (color-coded by Agency receiving funds*)

No.	Task	Agency	Funding FY2020	Funding FY2021	Description
1	Workforce Education Investment Account	State Treasury	N/A	N/A	Expenditures from the account may be used only for higher education programs, higher education operations, higher education compensation, and state-funded student aid programs K-12. Workforce Education Investment surcharges are to be deposited in the WEIA. (Sec. 2, pg. 2)
2	Workforce Education Investment Accountability and Oversight Board	Workforce Training and Education Coordinating Board (WTB)	\$75k	\$75k	The board consists of 17 members; staff by WTB. Provide guidance and recommendations to the Legislature on what workforce education priorities should be funded with the workforce education investment account; and ensure accountability that the workforce education investments funded with the workforce education investment account are producing the intended results and are effectively increasing student success and career readiness, such as by increasing retention, completion, and job placement rates. (Sec. 3, pg. 3)
3	Washington College Grant	WSAC	39.7 mil	\$99.4 mil	Replaced the State Need Grant. Beginning with academic year 2020-21, all eligible students are entitled to a grant. Eligible students must be residents, file a financial aid application, not already have a bachelor's degree, be enrolled in a higher education institution or apprenticeship program, and demonstrate financial need. (Sec. 18, pg. 15)
4	Expanding the income eligibility	WSAC	N/A	21.2 mil	For expanding the income eligibility threshold for the Washington college grant program. (Sec. 4, pg. 5)
5	Increase the number of high school seniors and college bound scholars enrollment	WSAC	\$580k	\$575k	For the student achievement council to increase the number of high school seniors and college bound scholars that complete the free application for federal student aid and the Washington application for state financial aid through digital engagement tools, expanded training, and increased events at high schools. (Sec. 4, pg. 5)
6	Future teachers conditional scholarship	WSAC	\$1 mil	\$1 mil	For the future teachers conditional scholarship and loan repayment program. (Sec. 4, pg. 5)
7	Health Professionals Loan Repayment Program	WSAC	N/A	N/A	For the 2019-21 biennium, eligibility for loan repayment must also be given to chiropractors. (Sec. 72, pg. 80)
8	Student Loan Refinancing Program	WSAC	\$1.1 mil	\$1.1 mil	The program allows WSAC to contract with up to five private financial institutions to provide more favorable terms by refinancing student loans. Private financial institutions may leverage some combination of two financial incentives (1) interest rate buy down, or (2) loan loss reserve coverage. (Sec. 49-52, pg. 49-52)
9	Career Connected Learning	Multiple agencies	N/A	N/A	CCL cross-agency work group is established. The work group's purpose is to coordinate agency functions and external partnerships to carry out a variety of CCL responsibilities, such as creating a statewide CCL system, expanding participation in CCL, making budget recommendations to the Office of Financial Management regarding CCL education programs, supporting the formation and operation of regional networks to guide CCL, and developing a data enclave for CCL. (Sec. 53-55, pg. 52-56)
10	CCL Grant Program	ESD	\$2.45 mil	\$2.95 mil	Established to support regional CCL networks in rural and urban areas and to support CCL program intermediaries. (Sec. 56, pg. 56-57)

* = Agencies receiving only a single budget item are in white.

House Bill 2158 Project/Program Funding List (color-coded by Agency receiving funds*)

No.	Task	Agency	Funding FY2020	Funding FY2021	Description
11	Washington State Opportunity Scholarship (WSOP)	Opportunity Scholarship Board	\$7.468 mil* *From difference source, not appropriated in this bill	\$7.468 mil*	Private sources, including tribes, municipalities and counties, are eligible for the state match. If the donation from the private source is from a municipality or county, an amount at least equal to the value of the private source plus the state match must be returned to recipients within the municipality or county. (Sec 62-67, pg. 64-76)
12	Working Connections Child Care	Department of Children, Youth, and Families	\$4.24 mil		Provided solely for eliminating the work requirement under the working connections child care program for single parents who are pursuing a vocational education full-time at a community, technical, or tribal college. (Sec. 69-72, pg. 76-79)
13	Veteran and National Guard Tuition Waivers	N/A	N/A	N/A	The mandatory tuition waiver credit limit is increased from 200 to 250 for children, spouses, and domestic partners of service members who died as a result of service, became totally disabled, or have a POW or MIA designation. (Sec. 73, pg. 80-83)
14	College Ops	SBCTC	\$6.2 mil	\$7.6 mil	Provided solely for college operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 5, pg. 6)
15	College staff and program enhancements	SBCTC	\$6.2 mil	\$7.6 mil	Provided solely for employee compensation, academic program enhancements, student support services, and other institutional priorities that maintain a quality academic experience for Washington students. (Sec. 5, pg. 6)
16	Guided Pathways	SBCTC	\$2 mil	\$30 mil	Provided solely to implement guided pathways at each of the state's community and technical colleges by academic year 2020-21. (Sec. 5, pg. 6)
17	Nurse educator salaries	SBCTC	\$20 mil	\$20 mil	Provided solely to increase nurse educator salaries. (Sec. 5, pg. 7)
18	Increasing high-demand program faculty salaries	SBCTC		\$20 mil	Provided solely for increasing high-demand program faculty salaries, including but not limited to nursing educators, other health-related professions, information technology, computer science, and trades, including welding. Contract negotiations relating to salary increases must consider, and to the extent practicable establish, salaries that are comparable to industry professionals, and no less than the average salary identified by the college and university professional association for human resources or a similar organization. (Sec. 5, pg. 7)
19	Enrollments in new career launch programs	SBCTC	\$1 mil	\$2 mil	Provided solely for enrollments in new career launch programs. (Sec. 5, pg. 7-8)
20	Equipment for regional training facility in Bothell	SBCTC	\$500k	N/A	Provided solely for purchase of equipment for a regional training facility in Bothell to offer a simulated good manufacturing practice experience in partnership with a community college. (Sec. 5, pg. 8)
21	Operations	UW	\$7 mil	\$11 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 6, pg. 8)

* = Agencies receiving only a single budget item are in white.

House Bill 2158 Project/Program Funding List (color-coded by Agency receiving funds*)

No.	Task	Agency	Funding FY2020	Funding FY2021	Description
22	Employee compensation	UW	\$2.6 mil	\$4 mil	Provided solely for employee compensation, academic program enhancements, student support services, and other institutional priorities that maintain a quality academic experience for Washington students. (Sec. 6, pg. 8)
23	Increase degree production College of Engineering	UW	\$2 mil	\$4 mil	Provided solely to increase degree production in the college of engineering at the Seattle campus. (Sec. 6, pg. 8)
24	Redshirt program	UW	\$500k	\$500k	Provided solely to maintain the Washington state academic redshirt program. (Sec. 6, pg. 9)
25	Support the biomedical innovation partnership zone at the Bothell campus	UW	\$150k	\$1.35 mil	Provided solely to add degree capacity and increase undergraduate enrollments per year by two hundred ten (210) in the engineering, mathematics, and science programs to support the biomedical innovation partnership zone at the Bothell campus. (Sec. 6, pg. 9)
26	Support increased student and local employer demand for graduates in mechanical and civil engineering at the Tacoma campus	UW	\$177k	\$1.6 mil 1	Provided solely to establish bachelor of science programs in mechanical and civil engineering, enrolling one hundred eighty students per year by fiscal year 2025, to support increased student and local employer demand for graduates in these fields at the Tacoma campus. (Sec. 6, pg. 9)
27	Operations	WSU	\$1.9 mill	\$3.4 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue (Sec. 7, pg. 9)
28	Funding for students at the Elson S. Floyd college of medicine	WSU	\$3.6 mil	\$7.2 mil	Provided solely to complete funding for four classes of sixty students each at the Elson S. Floyd college of medicine, allowing previously funded cohorts of first and second year students to complete their education. (Sec. 6, pg. 10)
29	To increase the cohort size for the Elson S. Floyd college of medicine	WSU	\$1.2 mil	\$2.4 mil	Provided solely to increase the cohort size by twenty students for the Elson S. Floyd college of medicine in fall 2019 and fall 2020 for a total of 80 students per cohort, thereby increasing the number of physicians trained and serving in Washington's workforce. (Sec. 7-3, pg. 10)
30	Operations	CWU	\$701k	\$1.1 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 8, pg. 10)
31	Increase K-12 teacher training	CWU	\$525k	\$525k	Provided solely to increase the number of certified K-12 teachers. (Sec. 8, pg. 10)
32	Mental health counseling	CWU	\$368k	\$368k	Provided solely for increasing mental health counseling. (Sec. 8, pg. 10)
33	Operations	WWU	\$689k	\$1.1 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 9, pg. 11)

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House Bill 2158 Project/Program Funding List (color-coded by Agency receiving funds*)

No.	Task	Agency	Funding FY2020	Funding FY2021	Description
34	Increase access to STEM degree	WWU	\$1.7 mil	\$1.7 mil	Provided solely to increase access to science, technology, engineering, and mathematic degrees, which may include expanding pre-health care capacity, creating an energy science and technology bachelor of science degree, and expanding electrical engineering degrees. (Sec. 9, pg. 11)
35	Operations	Evergreen State College	\$757k	1.3 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 10, pg. 12)
36	Increase enrollment capacity for psychology program	Evergreen State College	\$335k	\$335k	Provided solely to increase enrollment capacity by 75 students in the psychology program by hiring additional psychology faculty. (Sec. 10, pg. 12)
37	Increase student success	Evergreen State College	\$280k	\$300k	Provided solely to increase student success by establishing a new student precollege immersion program and The Evergreen first-year experience program. (Sec. 10, pg. 12)
38	Operations	EWU	\$677k	\$1.1 mil	Provided solely for institution operating costs, including compensation and central services, in recognition that these costs exceed estimated increases in undergraduate operating fee revenue. (Sec. 11, pg. 12)
39	Create a computer engineering degree	EWU	\$1.3 mil	\$1.3 mil	Provided solely to create a computer engineering degree in the college of science, technology, engineering, and math with an average enrollment per year of one hundred thirty-three students at full implementation. (Sec. 11, pg. 13)
40	CCL	OSPI	\$425k	\$425k	Provided solely for expanding career connected learning. (Sec. 13, pg. 13)
41	CCL launch program	OSPI	\$158k	480k	For career launch programs to allow students to engage in learning outside of the school day. (Sec. 13, pg. 13)
42	To develop a regional apprenticeship pathways pilot program	OSPI	\$750k	\$750k	Provided solely for Marysville school district to collaborate with Arlington school district, Everett Community College, other local school districts, local labor unions, local Washington state apprenticeship and training council registered apprenticeship programs, and local industry groups to develop a regional apprenticeship pathways pilot program. (Sec. 13, pg. 13)
43	CCL	OFM	\$50k	\$50k	Provided solely for implementing career connected learning. (Sec.14, pg. 14)
44	Caseload Forecast Council	Caseload Forecast Council	\$166k	\$166k	Provided solely for forecasting the caseload for the Washington college grant program. (Sec. 23-24, pg. 21-22)

* = Agencies receiving only a single budget item are in white.

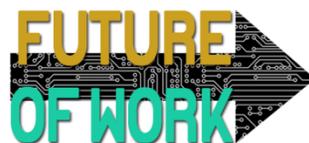
Future of Work Task Force Plan of Action for 2019

Exploring and Developing Policies to “Future Proof” Washington’s
Workers and Businesses

December 28, 2018

Workforce Training and Education Coordinating Board

Joe Wilcox and Lew McMurrin, Future of Work Co-Managers



Future of Work Task Force Plan of Action for 2019

Executive Summary

Introduction

Self-driving cars. Cashierless checkout. Wireless communication devices that transfer data seamlessly. Algorithms that perform the tasks of lawyers, accountants, journalists, musicians, and personal assistants. Robots and software programs, fueled by advances in artificial intelligence (AI), are becoming increasingly proficient at performing an array of tasks more efficiently and accurately than the humans who created them. The collection and analysis of a dizzying volume of data is providing new ways to conduct business and even understand human behavior. Once the domain of science fiction, new technology is dramatically reshaping our environment, the economy, and the way we live.

So where does this leave Washington's workers and businesses? It has become apparent that we cannot afford to wait and find out what happens next and need to take tangible steps now to plan for a future that helps both our workforce and businesses prosper together.

Washington in the Spotlight

In the summer of 2018, Washington's Legislature created and funded the Future of Work project to investigate this future. It's the first of its kind in the U.S. and puts Washington in the spotlight as a thought leader. This included the creation of a Task Force made up of legislators, business, and labor leaders. The Task Force was charged with developing a set of policy recommendations that will benefit both Washington's workers and businesses.

The report you have before you is meant to outline the framework for what comes next for this project. In this report, you'll find policy areas the Task Force will explore in greater detail in 2019, along with key areas of interest. These include:

- The growth of income disparity across populations, geography, and business sectors.
- The evolution of the workforce and its changing relationship with business on issues including: workplace training, alternative work arrangements, length and nature of tenure, and employer-sponsored benefits.
- Lack of resources to support economic vitality, innovation, skills development and talent in all areas of the state.
- Identifying skills needed for workers to attain and perform quality jobs aligned with the needs of business, and how to better delineate the means to obtain these competencies.

All of this work will be conducted using an equity lens to help ensure no one is left behind—from rural Washington residents to minority- and women-owned businesses to workers with disabilities.

Future of Work Task Force Plan of Action for 2019

Policy Areas for Exploration in 2019

The Task Force has provided to the Governor and the Legislature the following initial set of policy areas for the Task Force to explore in 2019. This includes a research and design proposal and the plan and methods the Task Force will use to develop a final set of recommendations. Research and analysis, along with input and feedback among individual Task Force members and Task Force staff, resulted in the development of 10 policy areas for future study. These policy areas will be explored further by the Task Force in 2019 for the purpose of developing specific policy recommendations with special consideration for equity and inclusion.

1. Some of Washington's current workforce needs to be retrained, reskilled, and upskilled to keep pace with changes in technology, the environment and business practices that have the potential to create ongoing disruptions across a wide range of industries and sectors.
2. Gains in business productivity, although slowing over the past decade, continue to outpace wages.
3. Many jobs considered "high demand" pay low wages and offer limited on-the-job training, minimal advancement opportunities, inconsistent and unpredictable schedules, and few benefits. A robust "future of work" strategy must address the fact that many of the fastest growing jobs do not provide a living wage, or opportunities for career advancement, spurring further income inequality for a growing number of workers.
4. Many businesses outside of the state's major urban areas do not have access to research, engineering, fabrication, testing and modeling, or the capital needed to invent or adopt new technologies, to remain competitive.
5. Partnerships between among businesses, workers, and the public sector can lead to advancements in workforce development, and also spur the adoption of new technology within a community, or industry sector. Washington has invested in numerous pilots and demonstrations where such partnerships have proven successful, but not sustainable.
6. Rural economies face different economic and workforce development challenges than urban areas.
7. Public infrastructure, including broadband internet access, is necessary for businesses to remain competitive and to create more quality job opportunities. It's also needed to provide access to educational opportunities for learners of all ages. However, it's unevenly distributed across the state.

Future of Work Task Force Plan of Action for 2019

8. Additional information is needed to more accurately and efficiently match jobseekers with employers, and jobs, across the state. Jobseekers often do not know which skills are needed for particular jobs and lack a clear pathway to obtain these skills.
9. Workers engaged in alternative or contingent work arrangements, including those who earn a living through independent contracting and the gig economy, lack a steady paycheck, or key employer-provided benefits, such as retirement savings, health insurance, or paid sick or parental leave.
10. Periods of self-employment and business ownership are becoming more prevalent for many workers, sometimes by choice, sometimes not. Washington is among the easiest places to open a business, but has a higher than national average failure rate of business start-ups.

2018 Task Force Members:

Legislature	
Sen. Maralyn Chase	Rep. Vandana Slatter
TBD	Rep. Matt Manweller

Business	Labor
Amy Anderson Association of Washington Business	Annette Bernhardt UC Berkeley Labor Center
Jack Chen Microsoft	Marcus Courtney UNI Global Union Switzerland
Machelle Johnson Pearson Packaging	Joe Kendo Washington State Labor Council
Lisa Perry Sierra Pacific	April Sims Washington State Labor Council
Richard Rhodes New York Life	Rebecca Smith National Employment Law Project
Mark Smith Providence St. Joseph Health	Stan Sorscher SPEEA

Task Force Meetings:

1. October 8, 2018
2. October 29, 2018
3. November 26, 2018
4. December 17, 2018

The Task Force will host four meetings in 2019. For the most up-to-date meeting details, see http://www.wtb.wa.gov/futureofwork_taskforce.asp.

Future of Work Task Force Plan of Action for 2019

Background

Some call it the Fourth Industrial Revolution. Others consider it a digital divide. What is clear is we have entered a period of rapid technological change that is profoundly impacting the way we work and do business, and will continue to do so in ways we can't fully foresee.

The Future of Work poses pressing questions for Washington's workforce, employers, and our state. Are we preparing our workforce with the necessary skills in a rapidly changing economy? What role does the human worker play? What role does business play?

In the summer of 2018, Washington's Legislature created and funded the Future of Work project to investigate this future. The project, signed into law by Governor Inslee, included the creation of a 16-member Task Force made up of legislators, business, and labor leaders. The Task Force's tri-partite structure was designed to achieve meaningful change by advancing the goals of all participants through mutual collaboration and agreement.

Task Force's Role: How to "Future Proof" Workers and Businesses

The Task Force is charged with developing a set of policy recommendations for the Legislature and Governor by December 31, 2019 that, if enacted, would establish the conditions for Washington's businesses and workers to prosper together in the current and projected future economy.

In the simplest terms, the Task Force is responsible for "future proofing" the state's workforce and businesses by taking into account current and anticipated changes in technology, demographics, the economy, and other external factors. As laid out in the legislative mandate, these recommendations fall into three primary categories:

1. **Establish Collaborative Applied Research** opportunities between education institutions and businesses. This allows instructional staff and students to learn about new technology while at the same time helping companies adopt this technology.
2. **Support a talent development pipeline and lifelong learning structure**, from K-12 through retirement, for all workers and industries with an emphasis on ensuring:
 - Washington's young people navigate careers and workplaces of the future.
 - Workers keep their skills up-to-date or retrain for new careers when needed.
 - Education and training credentials are portable, transferable, and cost- and time-efficient.
 - Instructional staff keeps pace with changes in their disciplines and related occupations.
3. **Enable Sustainable Industry Sector Partnerships**, so employers and workers can collaborate to support their sector's growth. Support consortia of multiple employers within an industry to convene to identify common skill gaps and other issues, and work together with their workers and the public sector to find solutions.

Future of Work Task Force Plan of Action for 2019

External Factors that Impact Washington

While the Future of Work Task Force is focused on policies and practices Washington can adopt to help both businesses and workers thrive, we must be mindful of external factors and trends that affect the state's economy and workforce.

The issues of cyberattacks/cybersecurity, resistance to weather extremes, immigration, trade, and general macroeconomic conditions impact every state, every nation, and the world at large. There are actions that businesses and individuals can do to mitigate the impacts of these trends but little can be done by individuals or companies alone to stem the effects of these forces.

It is important to take into account larger national and global issues when anticipating future challenges and opportunities affecting our state. These external forces should also be considered in attempting to gauge anticipated trends, consequences and outcomes of policy recommendations.

Environment

Increased prevalence of extreme weather can have a very real impact on the state's economy as more severe weather patterns damage property, infrastructure, and agriculture products as well as alter marine and terrestrial ecosystems. At the same time, these problems represent opportunities in the development of businesses and jobs around green technology, renewable energy, agriculture and aquaculture, disaster response and mitigation, and other related fields.

Global Trade and Interdependence

Washington is a key trade and logistics hub on the West Coast and a substantial exporter of goods and services around the world. Similarly, immigration and related federal policy regulating the movement of people has a substantial impact on the state's workforce from laborers and agriculture workers to computer programmers and executives.

Demographic Shifts

Shifts in national demographics must also be taken into account when planning for the future workforce as Baby Boomers age out of the workforce and younger, digital natives enter the workforce. This is particularly true of the Millennial generation (born between 1981 and 1997), which now accounts for the largest share of our state and national workforce. These changes will have a significant impact not only on the size and capabilities of the labor force, but also on sectors such as healthcare and transportation, which will face changing demands as demographics shift over time.

Even small changes in policies related to these national and global issues have substantial ramifications in Washington. The Task Force will consider these factors when weighing future policy recommendations.

Policy Areas for Exploration in 2019

The Future of Work Task Force provided to the Governor and the Legislature the following initial set of policy areas for the Task Force to explore in 2019 in our December 2018 report. These policy areas are being explored further by the Task Force for the purpose of developing specific policy recommendations with special consideration for equity and inclusion.

- 1. Retrain, reskill, upskill**
- 2. Productivity growth outpaces wage growth**
- 3. Dwindling quality living wage jobs**
- 4. Universal access to innovation, research and new technology**
- 5. Collaborative effort towards continuous workforce development**
- 6. Urban/ Rural divide**
- 7. Infrastructure disparities**
- 8. Credentialing and skills identification**
- 9. Alternative work arrangements**
- 10. Entrepreneurship and small business support**

Tab 5

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.

TAP STRATEGIC PRIORITIES AND GOALS

PERFORMANCE ACCOUNTABILITY	<ul style="list-style-type: none"> Develop a system to accurately measure the collective success of all Workforce Innovation and Opportunity Act (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. <hr/> <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. <hr/> <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 an 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 and 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.

PERKINS V ACTION POINTS FOR STATE CTE BOARDS AND ADMINISTRATIVE AGENCIES

Student Performance Data	<ul style="list-style-type: none"> • Share state-collected, disaggregated data with local eligible recipients to reduce data collection burden and ensure more consistency • Align data collection in ESSA, WIOA, and Perkins agencies to allow effective analysis of performance data disaggregated by special population • Provide guidance and professional development/technical assistance in conducting analysis of special populations data
“Size, Quality, and Scope”	<ul style="list-style-type: none"> • Review the current state definitions and ensure they align with our current goals
Labor Market Alignment	<ul style="list-style-type: none"> • Provide locals with direct, navigable access to state, regional, and local labor market information • Review the definitions of “high-skill,” “high-wage” and “in-demand” • Provide guidance and professional development/technical assistance in conducting analysis of labor market data • The Board may require or provide incentives (financial or otherwise) to encourage consortia of eligible recipients to conduct a joint comprehensive local needs assessment that looks at a region’s entire CTE system. This may provide a fuller picture of CTE’s strengths and gaps, provide a meaningful opportunity for collaboration (within and across secondary and postsecondary) and, potentially, reduce the burden on stakeholders who may be tapped by multiple eligible recipients as stakeholders
Implementing Programs of Study	<ul style="list-style-type: none"> • Examine alignment between secondary programs of study and postsecondary pathways
Recruitment, Retention, Training of Instructors	<ul style="list-style-type: none"> • Provide guidance on the type of information locals need to collect on the recruitment, retention, and training of CTE faculty and staff • Conduct or share existing analyses of CTE teacher, faculty and other related staff workforce and begin to collect and share best practices • Consult leaders who oversee Title II of ESSA (Professional Development) who have experience developing root cause analyses of teacher shortages, etc.
Access & Equity	<ul style="list-style-type: none"> • Provide data that allows local recipients to evaluate how well they are providing access to and through CTE courses and programs of study for student subpopulations • Consider the removal of barriers—physical, geographic, and otherwise—to access to CTE • Encourage local recipients to identify and assess the effectiveness of existing strategies to meet the needs of special populations in CTE
Stakeholder Engagement	<ul style="list-style-type: none"> • Develop and share communication strategies for the local eligible recipients to inform the value and purpose of the stakeholder engagement process • Provide guidance for locals on how and with whom to conduct focus groups and surveys of key stakeholder groups, including providing sample questions for different groups that allow individuals to speak from their unique perspective to the programs and programs of study offered, student performance, and use of funds • Provide listings of contacts within offices and agencies for eligible recipients to use in identifying stakeholders to engage in individual focus groups or the broader stakeholder engagement activities that may not be immediately accessible in the local eligible recipient’s area • Provide technical assistance for local eligible recipients as they conduct individual focus

	groups, listening sessions or other engagement activities for identified stakeholder groups
Investing our Perkins Resources	<p>In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective (and reflect the needs assessment), the law includes six “required” activities:</p> <ul style="list-style-type: none"> • Provide career exploration and career development activities through an organized, systematic framework; • Provide professional development for a wide variety of CTE professionals; • Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations; • Support integration of academic skills into CTE programs; • Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and • Develop and implement evaluations of the activities funded by Perkins (including the LNA)
Designing the Local Application	<ul style="list-style-type: none"> • Consider and identify which goals in <i>TAP</i> and the ESSA plan need to be reflected in alignment with the local Perkins Application • Encourage accurate and complete responses in the local application that effectively address the requirements without writing a thesis
Aligning LNA to Local Applications	<p>As the state eligible agency identifies the <i>criteria</i> for local application approval, each of following must be met:</p> <ul style="list-style-type: none"> • The LNA must be the dominant source on which the components and strategies detailed in the local application are based • Each of the required components of the local application must be addressed with enough detail to justify approval that the information/activity satisfies the required components • Each of the required uses of funds, including all CTE course offerings and activities, must be addressed with enough detail to document that the requirement is met <p>The state eligible agency must also identify the <i>process</i> that will be used to approve the local application:</p> <ul style="list-style-type: none"> • Clearly articulate the timeline local eligible recipients must meet, Identify and communicate out the approval process that will be used • Establish an approval checklist for both the local eligible agency and state agency to use that identifies all required components of, as well as the level of detail and quality of content that is expected in all responses on, the local application • Provide technical assistance to local eligible recipients on completing the local application. • Ensure consistency of approval process through training • Establish and communicate a process for returning applications for changes or additional information to meet requirements
Ensuring Continuous Improvement	<ul style="list-style-type: none"> • Communicate the value and importance of the LNA and its role supporting continuous improvement moving forward. • Determine if locals must revisit the LNA each year or every two years • Consider how the LNA becomes a part of the work of local advisory committees or industry and sector partnerships – and vice versa • Consider the role of the needs assessment is the state’s program approval and review process