Workforce Training & Education Coordinating Board

BOARD MEETING AGENDA

September 11, 2019 | Meeting No. 231

Tri County Economic Development District
986 South Main Street, Suite A | Colville WA 99114

9:00 a.m. **Welcome and Introductions**
- Ice Breaker Question: What's your favorite way to spend time outdoors?
- Local Economy Overview
  - Rod Van Alyne, Eastern Washington Partnership

9:30 a.m. **Chair's Report** **1**
- Consent Agenda **(Action)**
  - July 10, 2019 Meeting Minutes
  - 2020 WTB Meeting Schedule
- Update on Meeting With Governor's Office

9:45 a.m. **Executive Director's Report** **2**

10:00 a.m. **Washington Interagency Regional Dashboard** **3**
- Dave Wallace, Workforce Board

10:30 a.m. **Break**

10:45 a.m. **Perkins Planning Process** **4**
Eric Wolf, Workforce Board
- Vision/Mission
- Regionalization

11:45 a.m. **Break to Dish Up Lunch**

12:00 p.m. **Working Lunch | CCW Skype Presentation**

12:30 p.m. **TAP Planning Priorities** **5**
Eric Wolf, Workforce Board
- Local Planning Process

1:30 p.m. **Decision Packages (Action)** **6**
Nova Gattman, Workforce Board

2:00 p.m. **Meeting Wrap-Up and Evaluation**

2:10 p.m. **Adjourn**

PLEASE NOTE: Times above are estimates only. The Workforce Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Erica Wollen at erica.wollen@wtb.wa.gov.

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Tab 1

MINUTES OF MEETING NO. 229
July 10, 2019

Board Members Present:

Creigh H. Agnew, Acting Chair
Gary Chandler, Representing Business
Mark Mattke, Representing Local Government
Rebecca Wallace, for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Nate Humphrey, for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Suzi LeVine, Employment Security Department (ESD)
Emmanuel Flores for Larry Brown, Representing Labor
Chris Alejano, Representing Underserved Populations
Rob Hines for Cheryl Strange, Department of Social and Health Services (DSHS)

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Ms. Creigh Agnew called the meeting to order at 9:00 a.m. at South Puget Sound Community College in Olympia, WA.

Chair's Report

After introductions, Ms. Agnew called for a vote on the consent agenda.

Motion 2019-229-01: Ms. Suzi LeVine moved to approve the minutes for the April 24, 2019 Regular Board Meeting and the June 6, 2019 Special Board Meeting. Emmanuel Flores 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. Her report summarized numerous items, including the new Workforce Board agency logo, the four Rural Economic Vitality Forums held in the spring, her recent experience at the Ideagen Annual Global Innovation 2030 Summit held in Seattle, her attendance at the Basic Education Advisory Committee Retreat, the second Future of Work Task Force meeting on August 8th in Spokane, and the board staff's involvement in the NGA Good Jobs for All Americans held in May. Ms. Papadakis went

into greater detail about the Rural Economic Vitality Forums held in Toppenish, Quincy, Colville and Aberdeen. One of the most important findings was that the public policy structures in place for economic development are not necessarily having the impact policy makers had hoped for. Several key themes emerged from all four communities: the need for help in diversifying local economies, lack of low cost or subsidized child care, business leaders disconnected from public sector agencies, need to develop localized career connected learning opportunities, need for exploration of policy impact in rural areas, assistance developing state grant application and grant training, issues concerning drug testing and cannabis use, and concern regarding what is the value proposition of rural communities to the leadership in Olympia. Ms. Papadakis proposed a question to the Board of whether they can or should include these concerns as a priority in the current *Talent and Prosperity for All* (TAP) 2020 planning process? It was decided to have Workforce Board staff draft a proposal of how to address these rural concerns in the TAP 2020 Plan.

Lastly, the Board provided positive feedback regarding the new agency logo.

Board Mission and Vision Development Process

Ms. Papadakis led a discussion regarding the agency's review of its existing Mission and Vision statements which were last updated in 2008. Ms. Suzi LeVine asked for clarification regarding the difference between the mission and vision for the TAP Plan versus the Board. In the past, the missions were fairly aligned among TAP, the Workforce Board, and the Governor's office. Ms. Papadakis recommended the Board move towards one unified mission and vision that encapsulates all the agency's areas of work. It was decided the Workforce Board staff will review the budget and if feasible contract a facilitator who will lead the Board through a process of creating new vision and mission statements.

Board Retreat Follow Up Items

Ms. Suzi LeVine reported on her discussion with the Office of Chief Information Officer (OCIO) about how technology can provide end users with a unified experience to fulfill their needs between multiple agencies. The OCIO recommended the Workforce Board create a decision package to fund consultation services to design a unifying technology solution for the next biennium. Data sharing between agencies was also discussed. It was decided to explore writing a decision package that would include interagency support.

A second Retreat follow up item was presented by Louisa Erickson from DSHS who proposed options for the Board to learn more about Basic Food Employment & Training (BFET), a Washington State program that provides employment readiness opportunities to Basic Food (SNAP) recipients who are not participating in the Temporary Assistance for Needy Families. Mr. Mark Mattke suggested a separate presentation and discussion of how these resources are being deployed throughout the state and how the Board can better utilize this information in conjunction with other programs. Ms. Erickson will follow up with Board staff to coordinate the education and discussion sessions.

Legislative Update

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

- Funding of Senate Bill 5166 regarding religious exemptions and accommodations for students attending any higher education institutions
- Funding for the Heath Workforce Council and continuation of the Sentinel Network
- Funding for the continuation of Behavioral Health Workforce Assessment
- Funding to implement House Bill 2158, which creates a Workforce Education Investment Account and a new oversight board which will be staffed by Workforce Board staff
- The Board's 2020 TAP legislative agenda will continue the priorities from 2019 with the possible addition to fully fund WTB staffing to support HB 2158 requirements
- An overview of ongoing activities of the Future of Work Task Force and goals for the report due to the Governor's office by the end of 2019

Regarding House Bill 2158, Ms. Suzi LeVine proposed that a representative from the Workforce Board be involved in the newly created oversight board.

The Board also discussed identifying the Board's legislative priorities that align with Board members' agency legislative agendas and seek opportunities to support each other.

Talent and Prosperity for All (TAP) Planning

Mr. Eric Wolf led a discussion on the TAP Planning Integrated Service Delivery priorities for focus, exploration, or partnership development. The framework and challenges of the TAP Stakeholder Engagement 2020 process that will happen in the fall and winter of 2019/20 was also discussed. Mr. Wolf suggested that the new mission and vision could be tested on stakeholders during information gathering. Mr. Wolf gave an overview of Perkins Performance Target-Setting and the Local Needs Assessment process and asked the Board to think about measurements beyond just the numbers, such as performance quality.

Meeting Evaluation and Wrap Up

The Board reviewed the meeting and action items listed below.

1. Rural community focus in TAP planning: The board reached consensus that focusing on rural communities is a strategic priority. Workforce Board staff will begin bringing stakeholders together to include this in TAP.
    - It was suggested by Ms. Suzi LeVine to include a "rural value lens" to examine our policies within the system when we make decision.

2. Research staff's site visit in Bremerton: It was requested that Workforce Board data researchers circle back with the team at Bremerton to talk about changes in data entry, and also with the Systems Performance Team at ESD.

3. Board direction on Vision, Mission and Values: The Board will dedicate time in regular meetings to work on creating new vision/mission/values. A facilitator will be brought in to lead the process. If needed for budget reasons, Workforce Board staff will explore options, including potential request for Governor's discretionary funds.

4. DSHS presentation on BFET/SNAP: The Board requested an educational presentation and then a discussion at a separate time.

5. Legislative Agenda Items:
    - The Board agreed to move forward with the 2020 agenda as proposed with all three items plus potential staffing for House Bill 2158.
    - There is a proposed meeting with Rep. Hansen to discuss a bill to add the Board to the Oversight Board.
    - An overview of how the WIOA 10 percent funds are being spent was requested.

6. Future of Work Task Force: It was requested to provide an update at the September Board Meeting regarding the project's progress and to allow the Board to give feedback on the next round of policy recommendations.

7. BASC: To clarify on whether the BASC might be the right place to tackle or prioritize equity work on behalf of the board—such as creating an equity tool for policy analysis.

8. Perkins Contract: The Workforce Board will provide OSPI and SBCTC the contract funding amount so they can begin the process to administer those funds.

9. Strategic Planning Timeline: Mr. Eric Wolf will revise the timeline to include the updating of the mission/vision/value statements , and also provide clarity on the Perkins timeline.

10. Special Board meeting: There is to be a special board meeting to be schedule in August via GoToMeeting.

The meeting adjourned at 2:55 p.m.

2020 Workforce Board Meetings

Regular Meeting: Wednesday, January 29, 2020
Regular Meeting: Wednesday, March 11, 2020
Regular Meeting: Wednesday, April 22, 2020
Board Retreat: Wednesday May 27 – Thursday May 28, 2020
Regular Meeting: Wednesday, July 8, 2020
Regular Meeting: Wednesday September 9, 2020
Regular Meeting: Wednesday, November 18, 2020

Tab 2

Workforce Training and Education Coordinating Board
Executive Director's Report

Meeting No. 231
September 11, 2019

1. **Future of Work Taskforce Update:** The Future of Work Task Force (FoW Task Force) met August 8 in Spokane. The Task Force discussed and narrowed their priority list from a wide range of policy topics. Based on the discussion, FoW staff is now developing a specific set of policy recommendations in the five priority areas: incumbent worker training, use and adoption of technology in the workplace (includes job quality), improved labor market information and credential transparency, modernized worker support system, and equal access to economic development resources. The Task Force also discussed the need to continue their work beyond the sunset date of June 30, 2020. Nova will provide more detail on this during her legislative overview.

   FoW staff have reached out to each of the four legislator members of the Task Force to understand their perspective, inform them of the Task Force's deliberations and prepare them for possible legislation coming out of the policy recommendations.

   After a very successful webinar on credential transparency, we are preparing for two webinars for the Task Force and interested parties. The first is on employee stock ownership plans (ESOPs) and worker cooperatives (Co-ops). Panelists, national and Washington-based experts have been secured; we are now working to finalize a date. The second webinar is on artificial intelligence (AI) and advanced technology. We are working with some major technology companies to set up a presentation that will be useful and informative for Task Force members and others. Information on archived or upcoming webinars, and other Task Force information can be found here: http://wtb.wa.gov/futureofwork.asp.

   FoW staff are involved in other related events as speakers and panelists. We spoke on a panel at the Washington Economic Development Association (WEDA) conference (statewide EDC association) in August and will be presenting at a Pacific Mountain WDC event on September 11. Eleni did a podcast as part of a future of work series with Talent Talks, which will be available later this month. Talent Talks focuses on issues of importance to the workforce development community. You can find information on these podcasts here: https://www.mahernet.com/talenttalks.

2. **Skillful Convening of States:** Eleni attended a Skillful conference in Indianapolis on behalf of Gov. Inslee, July 30 and 31. Skillful is a project of the Markle Foundation (https://www.markle.org/) to bring "skills-based practices" to the nation's workforce development system and the hiring practices of major companies. They've established a network of 26 state governors to help shape the initiative. Gov. Inslee signed on to the initial cohort of 20 states two years ago. There are two "laboratory" states that have received significant investments of $10 to $20 million each to test new methods of delivering services. Colorado was the first state laboratory; initial investments began about 5 years ago. Indiana is their second state laboratory launched this year.

   Markle convened representatives from the 26 network states to learn about the work in Colorado and the plans for Indiana, and to share learning and promising practice information across the network.

In addition to representing Washington, Eleni and Workforce Board staff have also been providing information to the project on performance accountability and credential transparency.

3. **Mission/Vision/Values Update:** The Board has contracted with Kelly Johnston of Clarity Consulting to facilitate an update of your Mission/Vision/Values statement. Kelly holds a Master in Science of Organizational Development, which combined coursework from MBA and graduate Psychology programs. She works in both the public and private sector. Her experience ranges from individual coaching and leadership development to large-scale change initiatives focusing on strategic initiatives and organizational culture. She has also led enterprise level restructuring and organizational design initiatives. Kelly comes highly recommended by several of the Board's agencies and partner agencies including ESD, SBCTC and Pac-Mountain. Unfortunately Kelly was not available for this meeting, but she will be joining us at our next meeting in Auburn. We expect you will be receiving some communications, pre-work and possible meeting requests from Kelly between now and the November meeting.

4. **Employee Recognition:** The Workforce Board continues to proudly serve as a state approving agency for our veterans here in Washington State, promoting and safeguarding quality education and training programs for veterans. I'd like to recognize John Murray, Veterans Education Program Specialist, who has worked with the agency for 5 + years. John was recently recognized by the National Association of State Approving Agencies (NASAA), for his national leadership in steering the VA Contracts Committee. John has as served as the Chair for the VA Contract/Cooperative Agreement Committee for the past two years. He received the NASAA President's Award for his stewardship in lead in deliberations on behalf of NASAA with the Department of Veterans Affairs that led to a revised funding allocation model. I'm pleased to say that for the last two years the veterans' program has been nearly fully funded thanks to John's Leadership!

5. **New Faces at the Board:** I'm pleased to report that the Board was funded in the 2019 Legislative Session to support our health workforce policy efforts! Nova has been the Board's lead on this issue area, but we have not had dedicated funding for this work since a federal grant ended in 2012.

   We received permanent funding to support the Health Workforce Council (more on that below in the next section) and this broad portfolio with a dedicated staff member for this work. We have hired Elizabeth Coleman, who comes to us most recently from the Department of Health, as well as spending many years at the Washington State Senate. She has a strong communications and policy background, which will be a real boon to us as we promote our efforts in this area and help expand our role in health workforce policy.

   We also received funding to continue our behavioral health workforce assessment, which was a WIOA-funded project in 2016-17. The new Speaker of the House, Representative Jinkins, was a champion of our behavioral health efforts, and secured project funding (funding runs until June 30, 2021) in the last session so we can continue convening stakeholders and make recommendations on five different issues impacting the behavioral health workforce. We have hired Julia O'Connor for this role, and she comes to us with a strong policy background as a longtime staffer for Congressman Derek Kilmer, as well as a clinical background as a licensed social worker.

6. **Health Workforce Council Meetings:** Speaking of health workforce, as a reminder, the Board staffs the state's Health Workforce Council (http://www.wtb.wa.gov/HealthWorkforceCouncil.asp), which

is made up of a mix of stakeholders representing education, facilities, providers and labor groups. The Council has been in operation since 2003 (though the work in this area began in 2001). This group submits an annual report to the Governor and Legislature, and submits policy recommendations every two years.

The Council met on August 6 in Olympia, and discussed a range of issues from the home care aide workforce to how the local Accountable Communities of Health are working to transform the Medicaid delivery system to better serve the "whole person" in health care rather than simply focusing on specific health conditions. The Council meets again October 9 in Renton, and will be discussing the behavioral health project noted above, the Health Workforce Sentinel Network, and planning out the next year's work with our new staff (see above).

Tab 3

Workforce Board Recommendation/Presentation

The Washington Interagency Regional Dashboard

PRESENTER NAME: Dave Wallace **BOARD MEETING DATE: 9/11/2019**

BOARD MEMBER SPONSOR NAME: **DISCUSSION TIME ALLOTTED: 30 minutes**

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** The opportunity is to collaborate with agency partners to develop a dashboard tool of use across agencies, showcasing different data sets and policy priorities by regions.
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.	**SUPPORTS TAP STRATEGIC PRIORITY:** • Customers Receive Integrated Services that Lead to Employment and Careers • Increase Business Engagement with a Clearly Defined Workforce Value Stream • A Next Generation Performance Accountability System That Shows Outcomes and Identifies Gaps
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** The dashboard will have information that is useful to job seekers, planners, educators, businesses and other community members.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** For the Board members to give any feedback on the dashboard as to what is working, what isn't, and how might it be improved.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	**RELEVANT BACKGROUND INFORMATION:** This effort came about from conversations with the Commerce Department and the Employment Security Department (ESD) about the need for regional information from a variety of different viewpoints. Since the early conversations the State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC) have joined the effort.

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?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** We have received input from the five agencies involved. This is our first effort to show to stakeholders outside of the immediate work group.
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?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** The only resources needed are staff time for meetings and development of the dashboard.
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?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** Aside from any suggestions or recommended changes to the dashboard, we are only looking for approval to continue working on this.

Tab 4

Perkins Plan Update – September Meeting

PRESENTER: Eric Wolf

BOARD MEMBER SPONSOR: Perry England

BOARD MEETING DATE: 9/11/2019

DISCUSSION TIME ALLOTTED: 1 hr

ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** 1) The Board has the opportunity to offer feedback on a new Mission/Vision/Values statement for career and technical education that guides the Perkins V plan; and 2) The Board will learn more about their specific responsibilities for making policy decisions and providing guidance related to Perkins-mandated local needs assessments focusing on how regionalization of labor-market data might be leveraged in these processes.
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.	**SUPPORTS TAP STRATEGIC PRIORITY:** This is a critical opportunity for the Board to either recommit to or revise the goals and strategic priorities set in the 2016 edition of *TAP*.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** The Perkins V plan is the first new federally required strategic plan for career and technical education since 2006. The Board has the opportunity to ensure that the momentum and growth experienced by career-connected learning is reflected in the new plan, while charting a course for a more integrated and aligned CTE system.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** The Board will: (1) The Board will identify to staff what additional information they need about local needs assessments and/or the decision-points owned by the Board to take action at a future meeting regarding regionalization of data or other Perkins issues.

BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	**RELEVANT BACKGROUND INFORMATION:** **<u>September Perkins Plan Update</u>** The Board will hear an update from partners on the Perkins V planning process. Specifically, partners will present to the Board: 1. A draft Perkins V Mission/Vision/Values statement for feedback; 2. A brief overview of important terms that are new or have changed under Perkins V; 3. A deeper dive into the requirements of comprehensive local needs assessments that underpin district/college applications for Perkins funds, with a focus on options for regionalizing the comprehensive local needs assessment process where appropriate; and 4. An update on upcoming stakeholder engagement opportunities and tools. **<u>Perkins V Mission/Vision/Values</u>** Perkins V Act directs states to clarify their mission and vision for career and technical education. The Workforce Board, OSPI, and SBCTC met in July and August to undertake this task, resulting in a mission statement that directs the Perkins plan development, a vision statement that defines the "North Star" for Perkins programs, and values statements that highlight the focus of Perkins planning moving forward. The draft Mission/Vision/Values statements are attached within this packet Tab. Partners will present the Mission/Vision/Values statements and seek feedback from Board members. **<u>Perkins Definitions</u>** Some familiar terms under Perkins IV have undergone significant change in their meaning with the passage of Perkins V—notably, what constitutes a secondary-level CTE "concentrator." Staff will briefly highlight these new definitions for Board members. **<u>Comprehensive Local Needs Assessments (CLNA)</u>** One of the most significant changes introduced in Perkins V is the comprehensive local needs assessment (CLNA). The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results of the local needs assessment must form the foundation of the local application, and drive local spending decisions. The strengths and weaknesses identified in the local needs assessment should connect to the strategies and activities outlined in the local application for Perkins funds. The CLNA process must include an examination of the local labor market conditions, before addressing how an institution's CTE offerings align to result in high-demand industry growth. While schools and colleges have advisory committees for their CTE programs to help inform program development, labor market analysis has not commonly been employed in local funding decisions for Perkins expenditures. The Workforce Board is recognized for their expertise in providing labor data analysis and is making strides to package the data necessary

	to complete an effective CLNA in a user-friendly, dashboard format. By providing this information in a user-friendly format, it ensures that all Perkins planners have equal access to the data. Chris Dula from the Workforce Board has put together a video that demonstrates the state economic data that is accessible for preparing this portion of the needs assessment. https://www.youtube.com/watch?v=UXPYOQPJ38w This portion of the CLNA will identify what industries/occupations are projected to grow in an area/region. This in turn can enable a local Perkins institution to evaluate CTE program offerings to ensure students have learning opportunities that align with in-demand industries. This evaluation, when coupled with stakeholder engagement, can help identify what skills will be needed for these jobs and inform how students can be best-prepared to enter the labor market. Districts and colleges will also need to evaluate where there are gaps in access and/or performance by evaluating disaggregated data from the federal accountability indicators over past years. This evaluation will identify how students from special populations are performing in CTE programs and any gaps in performance between subgroups of students. This also provides an opportunity to identify which CTE programs have the highest and lowest outcomes. A template will be adopted to share with local districts/colleges to aid in conducting local needs assessments, as required by Perkins V. A national conference of Perkins administrators is scheduled in Phoenix during mid-September, where staff from the Workforce Board, OSPI, and SBCTC will have the opportunity to work with other state CTE peers. One of the key outcomes of this conference is anticipated to be a CLNA template that we adopt for use here in the state. **The Perkins Kind of "Regionalization"** One of the important decisions states will need to make as they implement this new requirement is how to structure the needs assessment development and submission process among eligible recipients. States must determine whether each individual eligible recipient of Perkins funds will develop and submit a single CLNA or if they will allow – or require – eligible recipients to collaborate on a regional approach that bridges secondary and postsecondary levels and regional labor markets. There are many hybrid models in between these two approaches that can be used as well (such as requiring specific regional collaboration during the CLNA but individual local applications), but the approach will have major implications for the state role in the design and implementation of the CLNA guidelines and communications with the field. Incenting a regional planning structure could help partners across the state align systems and pathways, enhance coordination and collaboration, streamline local stakeholder engagement processes, and alleviate some of the capacity concerns the new CLNA process imposes on grant recipients. At a future Board meeting, likely November, the Board will take action on guidance detailing expectations on CLNA regionalization, as well as accompanying tools designed to complement the CLNA process locally. In order for staff to develop

	this guidance, the Board will examine and discuss the following at the September meeting: • To what degree would eligible secondary institutions welcome collaboration with postsecondary institutions around the CLNA process and/or local application? To what degree would eligible postsecondary institutions welcome collaboration with secondary institutions around the CLNA process and/or local application? • If Washington decides to move in a regional direction for the CLNA and/or local application, which stakeholders would support that decision? Which stakeholders would oppose it? • Are there any regional structures already in place in your state that might make natural geographic areas for regional collaboration? • Are there entities or leaders within existing regions well poised to convene secondary and postsecondary eligible recipients? If not, how could this capacity be created? • Does the state currently incentivize or require regional collaboration among secondary and postsecondary eligible recipients? If yes, in what ways? How effective has the collaboration been to date? • What resources (including fund pools in Perkins itself) does the state have that could be used to incentivize regional collaboration around the CLNA and/or local application? • What is the current state capacity to support an individual CLNA and/or local application for each individual eligible recipient? How could regional collaboration reduce the burden at the state level? • What is the current capacity of local recipients to conduct robust CLNA processes and connect the results to local applications? How could regional collaboration enhance that capacity? • Would requiring a regional approach to the CLNA and/or local application require any policy changes in Washington state outside Perkins? If so, what are the political and practical challenges to making those changes? **<u>Stakeholder Engagement</u>** A significant change between Perkins IV and V is intentional stakeholder engagement throughout state and local plan development. The Act identifies the breadth of those stakeholders required to be consulted, including: • CTE administrators and faculty (secondary and postsecondary) • Career guidance counselors • Representatives of local workforce development boards • Representatives of local or regional businesses and industries • Parents and students • Representatives of special populations • Representatives of regional or local agencies servicing out-of-school youth, homeless children and youth, and at-risk youth • Representatives of Indian Tribes and Tribal organizations Workforce Board staff will conduct at least two public meetings in October with diverse stakeholders – one in western WA and one on the east side of the state. The intent will be to gather input on key strategic planning areas of the state plan – such as increasing work-based learning and improving equity and access. The

	intention will be to engage interested attendees in future input opportunities through e-surveys and conference calls. Logistical details on meeting locations and times will be shared with the Board as soon as available. In response to the Board's charge to create a directory tool to aid local stakeholder engagement, Board staff has put together a database of contacts that must be consulted in the comprehensive local needs assessment by districts and colleges receiving Perkins grant funding. The directory is currently organized by county and will be made available to school districts and colleges, as they begin their stakeholder engagement activities.
STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** n/a
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?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** n/a

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?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** 1. Provide input on stakeholder groups Board staff and partners should additional engage during the public outreach process of TAP plan renewal. 2. Identify to staff what additional information they need about local needs assessments and/or the decision-points owned by the Board to take action at a future meeting.

PERKINS DEFINITIONS ADOPTED IN THE PLANNING PROCESS

"Secondary Program Quality"

Our Secondary CTE partners are still assessing which among three possible program quality measures might be adopted for measurement and reporting:

1. Dual Credit
2. Industry-recognized credential
3. Work-based learning

Partners will dialog with peer states at the Advance CTE forum in September to learn which metrics have proven popular elsewhere. Stakeholder engagement thus far has revealed an even split across the three measures among the CTE community.

In-demand

A decision was made for schools districts and colleges to adopt the ESD Occupational Demand list (the "Demand/Decline List"), or to alternatively provide documented evidence of local demand (employer surveys/employer attestations) when one of the following scenarios exists:

- An industry is growing and experiencing a workforce supply/demand gap;
- An industry is flat and cannot grow because of a workforce supply/demand gap; or
- There is a workforce supply/demand gap in a region, but not statewide.

"Nontraditional" Careers

Partners will adopt a national list developed by the National Association for Partnerships in Equity (NAPE), available at: https://www.napequity.org/nape-content/uploads/Non-Trad-CIPs_Cluster-Table-3_rev1-28-13.pdf

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"High Wage"

Greater than or equal to the median wage in a region (using data provided by a local WDC/ESD).

"High Skill"

Recognized, quality credentials (i.e., program certifications).

"Secondary Concentrator"

A student who has completed at least 2 courses in a single career and technical education program or program of study.

The secondary concentrator definition was provided in Perkins V, a departure from Perkins IV. Under Perkins IV, the state counted "concentrators" at the secondary level as students who enrolled in two or more CTE courses above the exploratory level in the same career cluster. Perkins V's definition of CTE concentrators encompasses a wider student population than previously measured under Perkins IV.

Washington State's Perkins Mission/Vision/Values

MISSION

The Washington state Perkins plan uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

VISION

Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

VALUES

The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:

- Using quantitative and qualitative data to inform decisions
- Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices
- Leveraging and aligning federal and state policies and funding to improve student outcomes
- Responding to labor-market gaps and emerging industries and occupations in the design of programs of study
- Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers

Tab 5

Accomplishing TAP 2020 – September Meeting

PRESENTER: Eric Wolf

BOARD MEMBER SPONSOR: Perry England

BOARD MEETING DATE: 9/11/2019

DISCUSSION TIME ALLOTTED: 1 hr

ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** 1) Board members will identify which strategic priorities and goals will continue onward in TAP 2020; 2) The Board will charge combined plan partners to integrate the TAP 2020 strategic priorities and goals in their respective planning processes (operational and strategic); 3) The Board will charge staff from combined plan partner agencies to collaborate on the "Operational Plan" responses required by the planning guidelines to present a draft plan at the next Board meeting for feedback and release for public comment comment; and 4) The Board will offer feedback on a timeline for local workforce development council plan approval during 2020.
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.	**SUPPORTS TAP STRATEGIC PRIORITY:** This is a critical opportunity for the Board to either recommit to or revise the goals and strategic priorities set in the 2016 edition of *TAP*.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** The 2020 TAP Plan is an opportunity to recommit to goals we believe as a system will change outcomes for job-seekers and employers, or to revise or eliminate priorities that the Board no longer feels are an effective prescription for the system today. Following the Board's retreat in June 2019, staff is seeking further clarification and direction on the specific TAP goals or priorities Board members wish to focus staff effort on during the next planning cycle. This clarification is necessary to ensure the planning process remains on track and a draft plan is

	presented to the Board with sufficient time for feedback and comment.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** The Board will: (1) Recommit to or reframe the goals or strategic priorities of TAP, and/or move forward on integrating other priorities (for instance, rural community vitality) into the plan. (2) The Board will charge combined plan partners to integrate the TAP 2020 strategic priorities and goals in their respective planning processes; and (3) The Board will charge staff from combined plan partner agencies to collaborate on the "Operational Plan" responses required by the planning guidelines to present a draft plan at the next Board meeting for feedback and release for public comment.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	**RELEVANT BACKGROUND INFORMATION:** **<u>Board Packet Materials</u>** Your Board packet contains the following materials for this meeting: 1. An 11-page reference summary of the TAP Plan's four strategic priorities; and 2. A brief summary of where progress has been made on TAP goals and where progress has stalled (this was first presented at the April 2019 Regular Board meeting); **<u>Local Planning Process Timeline</u>** Immediately following the state strategic planning process, local workforce development councils are expected to develop local strategic plans in alignment with the goals and priorities of the state plan. The Governor certifies local WDC strategic plans at the advice of the Workforce Board. Local WDC partners have requested that the Board specify the anticipated 2020 Local Planning Process timeline so they may make resource investment decisions internally. Staff is proposing the following timeline for local plan submission and review to accomplish the process before the beginning of the next program year on July 1: ❖ September 2019 – May 15, 2020: Local planning period. ❖ November 2019: State Workforce Board will release guiding principles for local planning process and review of local plans. ❖ March 1, 2020 – March 31, 2020: Public comment period on local plans. ❖ April 10, 2020: Draft local plan due to Workforce Board and ESD. ❖ April 17, 2020: State comments on draft local plans transmitted to LWDBs following review. ❖ May 15, 2020: Final, signed local plans due to the Workforce Board and ESD.

	❖ May 27-28, 2020: Workforce Board takes action on local plans on behalf of the Governor. ❖ June 2020: Local plans approved by the Governor. ❖ June 30, 2020: Local Chief Elected Officials and LWDBs notified by Workforce Board of Governor approval of their local plans (official correspondence to follow). Staff will develop specific guiding principles for local plans to demonstrate alignment with the state plan for presentation and Board action at the November meeting.
STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** n/a
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?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** Agency partners to the plan will need to devote significant staff time over the next quarter to prepare operational plans that align to and integrate the goals of TAP 2020. Partners will be expected to draft answers to approximately 12 long-form narrative questions, ranging from a half-page to two pages in length; partners will meet in a weekly drafting team meeting to discuss their respective operational plan components and address alignment with TAP 2020 goals.
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?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** 1. Board members will identify which strategic priorities and goals will continue onward in TAP 2020; 2. The Board will charge combined plan partners to integrate the TAP 2020 strategic priorities and goals in their respective planning processes; and 3. The Board will charge staff from combined plan partner agencies to collaborate on the "Operational Plan" responses required by the planning guidelines to present a draft plan at the next Board meeting for feedback and release to comment.

	4. The Board adopts the proposed local planning timeline and directs staff to disseminate the timeline among local WDCs and develop specific guidance for local plans to demonstrate alignment with the state plan, for the November Board meeting.

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.

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.

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

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 *Talent and Prosperity for All*?	
Programs Included in Federal "Combined" Plan	***Programs Included in State Strategic Plan Only***

• **WIOA Title I**
  • Disadvantaged Adult
  • Youth
  • Dislocated Workers
• **WIOA Title II:** Basic Education for Adults
• **WIOA Title III:** Wagner-Peyser Services
• **WIOA Title IV:** Vocational Rehabilitation
 	
WIOA "Partner" Programs
• **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**
	• **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.

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.

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.

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.

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.

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.

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	• Develop a system to accurately measure the collective success of all Workforce Innovation and Opportunity Act (WIOA) partners in serving workforce populations.	*What Has Moved and Why?* • TAP Accelerator funds were used to fund a project to determine the population size of WIOA's focus population groups around the state.
		What Has Stalled and Why? • 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	• 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.	*What Has Moved and Why?* • 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.
		What Has Stalled and Why? • 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.

ACCESSIBILITY AND TECHNOLOGY	• 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.	*What Has Moved and Why?* • 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 *What Has Stalled and Why?* • 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.
INTEGRATED SERVICE DELIVERY	• 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.	*What Has Moved and Why?* • 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. *What Has Stalled and Why?* • 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.

Tab 6

Workforce Board Recommendation/Presentation

Decision Packages

PRESENTER NAME: **Nova Gattman**

BOARD MEETING DATE: **9/11/19**

BOARD MEMBER SPONSOR NAME: **N/A**

DISCUSSION TIME ALLOTTED: **30min**

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** The Board will receive information on the legislative requests of the Board and the agency for the 2020 session. The agency decision packages and bill submission process is a required component of cabinet agencies to advance our legislative agenda and agency-specific needs.
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.	**SUPPORTS TAP STRATEGIC PRIORITY:** The TAP agenda was developed by the Board to advance some of the highest priority needs of the system in implementing the TAP plan. Several of the decision packages tie directly to TAP implementation. The agency of the Board also has some operations-specific requests that will be shared at the meeting.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** 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.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** Board members will be comfortable with the direction of the policy development components of the TAP Legislative Agenda so the staff may submit the official documentation for the Governor's budget process and legislative bill review.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	**RELEVANT BACKGROUND INFORMATION:** Board staff will provide a handout in advance of the meeting that includes the decision packages for the Board's review. The formal submission deadline is September 13 for bills, and September 20 for budget items.

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?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** 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.
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?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** The Board's decision packages will include estimated budget numbers on each of the requests, which have gone through a thorough review with staff, and where appropriate, with other system partners.
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?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** Approval of the Legislative Agenda and Decision Packages.