WASHINGTON Workforce Training & Education Coordinating Board

BOARD MEETING AGENDA

November 20, 2019 | Meeting No. 232

Junior Achievement | Pemco Achievement Zone
1610 Perimeter Road SW, Auburn, WA 98001

9:00 a.m.	**Welcome and Introductions** • Ice Breaker Question: When someone finds out what you do for a living what question do they always ask you?	

9:15 a.m.	**Chair's Report**
	• Consent Agenda **(Action)**
	  ○ September 11, 2019 Minutes
	  ○ Partner Agency Budget Requests Alignment with TAP
		1

9:30 a.m.	**Executive Director's Report**	**2**
9:45 a.m.	**Workforce Board Mission Vision Values Statement** Kelly Johnston, Clarity Consulting	
10:30 a.m.	**Break**	
10:45 a.m.	**Workforce Board Mission Vision Values Statement Continued**	
12:30 p.m.	**Working Lunch**	
1:00 p.m.	**Talent and Prosperity for All Planning** Eric Wolf, Workforce Board	**3**
2:30 p.m.	**Perkins Planning** Eric Wolf, Workforce Board	**4**
3:30 p.m.	**Future of Work Update** Nova Gattman, Workforce Board	**5**
4:00 p.m.	**Meeting Wrap-Up and Evaluation**	
4:30p.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.

Tab 1

MINUTES OF MEETING NO. 231
September 11, 2019

Board Members Present:

Perry England, Chair
Lee Anne Caylor, Representing Business
Cami Feek for Suzi LeVine, Employment Security Department
Larry Brown, Representing Labor
Jane Hopkins, Representing Labor
Mark Mattke, Representing Local Government
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Chris Alejano, Representing Underserved Populations
David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)
Rick Anderson for Lisa Brown, Department of Commerce (DOC)

Board Staff Present

Eleni Papadakis, Executive Director
Nova Gattman, Deputy Director for External Affairs
Dave Wallace, Research Director
Eric Wolf, Deputy Director for Policy and Programs

Welcome and Introductions

Mr. Perry England called the meeting to order at 9:00 a.m. at the Tri-County Economic Development Office in Colville, WA. After introductions, Mr. Rod Van Alyne from the Eastern Washington Partnership provided a comprehensive summary of the local economy's successes and challenges.

Chair's Report

Mr. England called for a vote on the consent agenda. Board members discussed changing the proposed date for the 2020 retreat. It was decided to send a new poll for additional dates.

Motion 2019-231-01: Ms. Lee Anne Caylor moved to approve the minutes for the July 10, 2019 Board Meeting. Mr. Larry Brown seconded the motion, and it passed unanimously.

Next, Mr. John Aultman from the Governor's office delivered a summary of the meeting regarding support to advance the Board's legislative agenda and align elements that are consistent with the goals of Career Connect Washington.

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 an update on the Future of Work Task Force, her attendance at the Skillful Convening of States on behalf of Governor Inslee, progress on the Board's initiative to evaluate its Mission/Vision/Values, recognition of Workforce Board staff member Mr. John Murray by the National Association of State Approving Agencies for his work with VA contracts, and summary of the Health Workforce Council's August meeting and new hire Ms. Liz Coleman and Ms. Julia O'Conner.

Washington Interagency Regional Dashboard

Mr. Dave Wallace presented information regarding efforts to collaborate with agency partners to develop a dashboard tool for use across agencies, showcasing different data sets and policy priorities by regions. The Workforce Board has already created an interactive dashboard for the agency's annual Workforce Training Results report. Mr. Wallace provided a demonstration of the Workforce Training Results dashboard. Access to a cross-agency dashboard would also provide useful information to job seekers, planners, educators, businesses and other community members. It is also intended to be used for Local Perkins Planning.

Perkins Planning Process

Mr. Eric Wolf led a discussion regarding the creation of a new Perkins-CTE Mission/Vision/Values statement by the Board and agency partners for career and technical education that guides the Perkins V plan. Mr. Wolf emphasized that Perkins is now part of the TAP plan and provides a critical opportunity for the Board to recommit to and/or revise the goals and strategic priorities set in the 2016 edition of TAP. The board was then given background information about their specific responsibilities for making policy decisions and providing guidance related to Perkins-mandated local needs assessments. Next, Mr. Wolf updated the board on definitions and terms under Perkins IV that have undergone significant change in their meaning with the passage of Perkins V—notably, what constitutes a secondary level CTE "concentrator." Time was spent discussing the most significant change introduced in Perkins V which 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. Lastly, Mr. Wolf discussed regionalization and stakeholder engagement to potentially incentivize a planning structure that 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.

Also during this portion of the Board Meeting, Rebecca Wallace from the Office of Superintendent of Public Instruction (OSPI) and Nate Humphrey from the State Board for Community and Technical Colleges (SBCTC) provided the Board with information on CTE in the secondary and postsecondary

systems, respectively, and shared some highlights so that the Board has a perspective on CTE delivery and its direction in our state.

Career Connect Washington (CCW) Presentation

Ms. Maude Daudon delivered an update and overview of CCW. Ms. Daudon gave an overview of HB 2158 (Creating a workforce education investment to train Washington students for Washington jobs) highlighted the components that have an impact on CCW's mission. She highlighted two focus areas key to the success of CCW—strengthening regional networks to bring education and employers closer together and developing a system of program intermediaries that will bring educators and industries together to build new curriculum pathways. Ms. Daudon also addressed the need for funding to create marketing and technology plans that will advance CCW's mission. Ms. Daudon shared areas of progress including support of current and new industry engagement, assistance to new regional network intermediaries, encouragement for programs to gain career launch endorsement and associated funding, and continued stakeholder outreach to attract new participants. She also reported on the cross agency work group milestones that were reached to finalizing expectations for agency participation moving forward.

***Talent and Prosperity for All* (TAP) Planning Priorities**

Mr. Eric Wolf shared a brief overview to the Board to remind them about the TAP planning process .The goals for this board meeting were to:

- Identify which strategic priorities and goals should move forward during the operational plan writing process,
- Discuss any additional priorities that might be integrated,
- Review the Board staff's charge to convene partners over the next few months to complete a TAP 2020 draft for the Board's review before a public comment period in November/December, and
- Request feedback on a timeline for Local Workforce Council Plans in summer 2020.

Legislative Update – Decision Packages

Ms. Nova Gattman updated the Board about ongoing activities related to three key legislative initiatives and upcoming decision packages due to the Governor's Office. Incumbent Worker Training (IWT) updates included the request for increased funding, changes to Customer Advisory Council to include more stakeholders, change to eligible criteria, and how the initiatives align with the upcoming Future of Work report. Ms. Gattman shared that EconoVue may be included as part of the IWT strategy. Also, significant improvements have been made regarding Integrated Service Delivery (ISD). The Office of Chief Information Officer is now supporting the ISD concept which has resulted in a goal to prepare and evaluate cost options for future funding requests and procurement. The last portion of the legislative updated summarized the upcoming legislative items and decision packages being prepared by Workforce Board staff.

1. Workforce Board approval of the 2020 legislative agenda.
2. Decision packages

- Private Vocational School (PVS): The Workforce Board's PVS System must be replaced. The system has many problems and risks created by aging technology, system bugs, and a lack of business functions.
- Future of Work (FoW): The FoW bill requires the development of recommendations for the next iteration of the Task Force. The Board will be requesting changes to the existing legislation: to remove the FoW sunset clause, modify requirements for the annual reporting, and lessen the meeting restrictions.
- Workforce Board Staff Retirement: Mike Brennan is retiring in February of 2020. Workforce board is submitting information to buy out his leave upon retirement.

Meeting Evaluation and Wrap Up

The Board reviewed the meeting and action items listed below.

1. Requested by John Aultman and the Governor's Office: Workforce Board staff will modify the name for the Incumbent Worker Training decision package.

2. Interagency Regional Dashboard:
   workforce board staff will integrate suggestions and information from the Governor's Poverty Reduction Work Group and Behavioral Assessment System for Children. The Board approved further exploration of additional data points to be included in the dashboard metrics.

3. TAP Planning Priorities:
   - Board staff will reconsider the Integrated Service Delivery section of the plan, particularly how the program expert is defined.
   - The Board agreed to reexamine Performance Accountability as a priority. Workforce Board staff will assemble a group to reframe portions of the Business Engagement section, putting a focus on measuring progress.
   - Workforce Board staff will review possible short-terms goals that could be included in Barrier and Access section and present their suggestions to the Board.
   - The Board also agreed to integrate rural strategy and equity lens into each chapter of the plan.

The meeting adjourned at 3:00 p.m.

Consent Agenda Item
Partner Agency Budget Requests in Alignment with TAP
2020 Legislative Session Requests

Overview: As part of our statutory charge, the Board annually reviews partner agency budget requests to determine if there are items in alignment with *Talent & Prosperity for All* (TAP). For those items meeting that threshold, the agency will submit a letter to policymakers highlighting those items that, if funded, would help advance one or more of the goals outlined in the TAP plan. This list does not signify endorsement of the Board for any request or funding amount.

#	Title	Agency	Summary Detail	FY21 Funding Amount	TAP Goal Area(s)
1	Adolescent Programs	Department of Children, Youth & Families (DCFY)	DCYF has a new Adolescent Programs Division—a multi-unit staff focused on improving outcomes for youth. Funding would support two new Program Administrators who would focus on a range of issues, including better education and employment information for participants.	$343,000	Integrated & Streamlined Customer Service
2	Adult Learner Financial Barriers	Washington Student Achievement Council (WSAC)	Expands a local pilot (currently only in Spokane and King) to provide "MicroGrants" statewide to approximately 1000 adults students. These grants provide relief for adults returning to postsecondary education for old fines, testing fees, admission fees, and enrollment deposits. The program supports the rollout of the Washington College and Career Compass program, a statewide initiative of WSAC, partially funded by the Lumina Foundation, to support increased access to postsecondary education by adults with some college, but no degree or credential.	$500,000	Integrated & Streamlined Customer Service

#	Title	Agency	Summary Detail	FY21 Funding Amount	TAP Goal Area(s)
3	Broadband	Department of Commerce	The Legislature passed a bill focused on increasing access to broadband opportunities in the state in the 2019 Legislative Session. Commerce received funding to implement the bill; however, funding was limited to 1.0 FTE. Commerce is requesting an additional 2.5 FTE to administer a Broadband Office, including seeking additional grants, managing a broadband access website, and providing administrative support.	$401,00	Accessible, Technologically Savvy System
4	CERB Project Development	Department of Commerce	This request would allow the Community Economic Revitalization Board (CERB) to hire a dedicated staff member focused on outreach. CERB provides a range of services to communities and businesses working on projects related to economic and workforce development issues such as job creation and retention, private investment, and economic diversification.	$173,000	Strengthened Business Engagement
5	Equitable Economies in Washington	Department of Commerce	Commerce Business Centers, in partnership with economic development organizations and postsecondary institutions have been operating under a pilot in two counties (Whitman and Asotin) to serve businesses with the goal of improved sustainability. Services include connection to state programs to help retain or expand a business, and mentorship, networking and consulting services. A Wenatchee branch recently opened as well. Funds would add four new centers, co-located with a state college or university for R&D and work-based learning synergies. The initial pilot served 136 businesses starting up, and another 345 businesses with technical assistance and mentorship.	$1.5M	Strengthened Business Engagement

#	Title	Agency	Summary Detail	FY21 Funding Amount	TAP Goal Area(s)
6	Housing Stability for Homeless Youth	Department of Commerce	Would provide 15 additional beds as part of the Responsible Living Skills Program (RLSP) to support youth ages 16-17 who have run out of time in a traditional shelter (generally limited to 15-30 days). RSLP provides a range of skills to help young people successfully transition to adulthood.	$1M	Integrated & Streamlined Customer Service Accessible, Technologically Savvy System
7	Increased Support for BEST	Office of Superintendent of Public Instruction	Funding would expand the Beginning Educator Support Team (BEST) program to address the 25 percent of new teachers, and 60 percent of new principals currently not receiving mentorship and other supports, including professional learning. Grants are currently offered in 189 of the 295 school districts in the state.	$6M	Integrated & Streamlined Customer Service
8	JR to 25	Department of Children, Youth & Families	2019 legislation (HB 1646) updated a requirement to support young adults up to age 25. Funding would support the infrastructure necessary to address a range of support services including counselors, access to education and training materials, pre-apprenticeship training, and education-related equipment. The request also calls for funding to support a study of best practices in serving justice-involved young adults.	$10.3M	Integrated & Streamlined Customer Service Accessible, Technologically Savvy System
9	Opportunity Zones	Department of Commerce	Funding request builds capacity at Commerce to better leverage a federal Opportunity Zones tax incentive for investors. Commerce has held listening sessions across the state and has identified over $400M in business and community projects in rural or otherwise underserved areas of the state. Funds support technical assistance, pre-development costs, and philanthropic outreach.	$1.3M	Strengthened Business Engagement

#	Title	Agency	Summary Detail	FY21 Funding Amount	TAP Goal Area(s)
10	Required Paraeducator Training	Office of Superintendent of Public Instruction	Funds additional professional development days for paraeducator training, as required by state law. Legislature funded two of the four required days in the 2019 Legislative Session.	$39.6M	Integrated & Streamlined Customer Service
11	SBE High School and Beyond Plan	Office of Superintendent of Public Instruction	Proposal would support grants to five to ten districts offering a more comprehensive High School and Beyond Plan process, including the financial education and/or credit-bearing status. The goal is to identify best practices, and develop documentation, and professional learning modules to allow similar processes to be created at more school districts across the state.	$145,000	Integrated & Streamlined Customer Service
12	State Work Study Mentorship Pilot	Washington Student Achievement Council	Funding would support approximately 315 additional college students in the state's Work Study program, and target this work to "near-peer" mentorship opportunities. Work Study recipients would be paid mentors working in local K-12 schools to help students with financial aid, tutoring, and assistance with college preparation. Funds would be delivered via a competitive grant process.	$1.7M	Strengthened Business Engagement Integrated & Streamlined Customer Service
13	Teacher Residency Advisory Group	Office of Superintendent of Public Instruction	Creates a one-year technical advisory committee charged with developing recommendations on an apportionment system to support expansion of teacher residency programs in the state. Residency is generally a much longer term than the standard student teaching experience, but in studies, improves retention and recruitment of diverse populations, particularly for paid residency opportunities.	$60,000	Integrated & Streamlined Customer Service

#	Title	Agency	Summary Detail	FY21 Funding Amount	TAP Goal Area(s)
14	Train & Educate Community Health Workers	Department of Health	Based off of a 2018 recommendation of the Community Health Worker Task Force. Proposes designing a training curriculum and setting training standards for Community Health Workers (CHW), who improve access to care and connect people to health services. Funding supports FTE to develop this program. The request would also develop a CHW leadership group, create a system for reviewing training courses, train CHW trainers, and facilitate linkages to career pathways.	$660,000	Integrated & Streamlined Customer Service Accessible, Technologically Savvy System
15	WWU on the Peninsulas	Western Washington University	Transitions the Western on the Peninsula program, which offers degree and certificate programs for placebound students in the Kitsap and Olympic Peninsulas, often through online delivery options. The program is currently fully tuition-funded, which differs from the state-funded programs in the main campus in Bellingham. The cost difference for a single quarter is $2,004; for two years the difference is $12,024. The proposal requests funding to address the difference between tuition-funded and state-funded programs.	$2.5M	Integrated & Streamlined Customer Service

Tab 2

Workforce Training and Education Coordinating Board
Executive Director's Report

Meeting No. 232
November 20, 2019

1. Career Bridge connects with Google Pathways, Credential Engine

Workforce Board staff have been meeting with Google as part of a pilot project the tech giant is launching in several parts of the country, including Washington, to connect jobseekers with job training programs. The concept is that when people use Google to search for jobs in their local area, they also receive information about education and training programs. The Workforce Board provided Google with data from Career Bridge to populate the education and training search results, and show the performance of the programs, including employment and earnings data of recent graduates. Google will also link to national and state labor market information using data from the US Bureau of Labor Market Statistics and from the Employment Security Department. When users click on a link to show more information about the program, the intent is to send them to Career Bridge's already robust "Education Details" pages. This search feature isn't live yet but is coming soon.

In other Career Bridge news, the Workforce Board is in the process of hiring a contractor to serve as an outreach coordinator to encourage Washington schools and colleges to publish credentials on Career Bridge to Credential Engine, a national credential registry. The Workforce Board was awarded a $50,000 grant to publish as many as 3,800 Washington credentials over the next year, helping populate the national registry. Once information about Washington's diplomas, degrees, licenses, apprenticeships, certificates, and other credentials are mapped and published to the Registry, students and jobseekers will be better able to navigate their options, improve education persistence and obtain better employment outcomes. At the same time, employers will be able to make better hiring decisions based on actual skills and competencies. By partnering with both Google and Credential Engine, we are positioning Career Bridge as a go-to education and career platform. We are also making other improvements, including launching a digital portfolio feature in early 2020, that will drive even more site visits. Last year, Career Bridge recorded over 7 million page views.

2. Credential Transparency Initiative Progress Update Meeting

We've had many recent requests to provide an update on the progress of the national credential transparency initiative. Serendipitously, Scott Cheney, executive director of Credential Engine, and Trevor Cornwell and Taylor Robinson from Merit (inter-operable credential portfolio platform) were in town on November 13. We used the opportunity to send out a broad invitation, and were pleased that about 60 people participated either virtually or in person representing industry associations, labor organizations, WDCs, colleges and universities, occupational licensing agencies, the governor's office, and a wide range of state and local government agencies. We were also pleased to see many representatives of our military and veterans organizations, who expressed great interest in working with us to consider new models to facilitate military transition to civilian employment, and for military family members to reconnect to either school or employment when they relocate to Washington with their spouse or parent in the military. We'll be following up with participants who expressed interest in either becoming involved with the Career Bridge-Credential Engine Pilot project, or in developing additional pilots that will help to advance credential transparency in Washington.

3. Partnership with the Washington Chamber of Commerce Executives (WCCE)

Workforce Board's Marina Parr, Mike Brennan, and Eric Wolf gave a presentation on the workforce system at the conference of the Washington Chamber of Commerce Executives in Anacortes during the first week of October, from which sprung a wonderful new partnership! Attending chamber executives were encouraged by the presentation and began considering how to interact meaningfully with our system. Through this new partnership, the WCCE will support our TAP 2020 planning process by increasing engagement with local business leaders, host a roadshow of the Talent and Prosperity for All draft plan, and solicit comments on its update from a wide range of business-community voices. The Board has contracted with the WCCE to organize plan engagement events at Chambers around the state during late 2019 and early 2020, creating listening opportunities and community-specific conversations about how industry is changing rapidly and whether the state system could be a better resource for all. Our conversations with Chambers will center broadly around the question "What resources do you need to thrive in the future, in the community where you're thriving now?" We hope to take what we learn to incorporate into the next edition of TAP, with an eye to aligning our effort with the Future of Work movement also going on. Dates, locations, and times are being organized right now and will be announced as soon as possible.

4. **Behavioral Health Workforce**

Following the hiring of our Behavioral Health Policy Analyst, Julia O'Connor (referenced in my September update), we've continued work on our behavioral health workforce assessment. The current report project, funded in the 2019 legislative session, focuses on providing recommendations to the Legislature, Office of the Governor, and Department of Health related to five barriers identified by stakeholders in the legislative budget proviso: reimbursement and incentives for supervision of interns and trainees; supervision requirements; competency-based training; licensing reciprocity; and background checks.

Phase I, which began in September 2019, has focused on licensing reciprocity and background checks. We convened two stakeholder workgroups: an in-person meeting in Renton on September 24 and a virtual session on October 7; and conducted numerous stakeholder interviews to gather feedback, which informed the development of draft recommendations. A draft report was submitted to the Office of the Governor and distributed for stakeholder comment at the end of October, with a final draft due to the Legislature by December 1. Phase II will launch in January 2020 and will allow us to expand our recommendations to all five policy areas, with a full report submitted to the Legislature, Office of the Governor, and Department of Health by December 1, 2020. We will be sure to send you a copy of the final report once it's been submitted.

5. Future Workforce Now Policy Forum for Action

This National Governors Association event, Oct. 16-18 in Chicago, IL brought together 24 state teams to explore and build on the NGA Future Workforce Now policy framework and develop policy solutions for their respective states. Gov. Inslee's Senior Policy Advisors, John Aultman and Caitlyn Jekel, lead our state team that also included Larry Brown, Amy Anderson, and me. WA's Future of Work Taskforce was called out numerous times for being the first of its kind in the nation. Our team used the Workforce Board's legislative agenda and the FoWTFs policy recommendations as the fodder for our discussions at the event. The biggest boon for Washington though, was having the Virginia team ask to meet with us to learn how Washington can be voted the best state for business and for workers by national sources. In their research a state has only been one or the other. Larry Brown was a rock star as he told them about the secret recipe of a culture that values both businesses and workers, as reflected by the make-up of

our Workforce Board, and evidenced by who comprised our state team. He had them intrigued and awed, and wanting more. I'm guessing that they will be calling on Larry for some technical assistance in the near future.

6. Center for American Progress—Equity and the Future of Work

Livia Lam, formerly Sen. Patty Murray's policy director, is now a senior fellow and director of workforce development at the Center for American Progress. She is leading a national dialogue on the future of work that focuses on how federal workforce and education policies can be modified to create a more equitable economy. We (Nova Gattman, Eric Wolf, and I) have been able to participate in this important dialogue with a wide range of national organizations, and state and local entities that have had demonstrated success with populations traditionally left behind economically. Two other important Washington voices included Marcus Courtney, a labor member of our Future of Work Task Force, and representatives of SEIU775 Benefits Program.

7. Gov. Lamont directs creation of Governor's Workforce Council

I was pleased to have been invited to provide technical guidance on the creation of a Governor's Executive Order on the creation of the Governor's Workforce Council for the state of Connecticut. Governor's policy staff had reviewed the efforts of a number of high performing workforce states and chose Washington's model as the basis for much of the new model. Here's a link to the press announcement, which includes a link to the executive order.
https://portal.ct.gov/Office-of-the-Governor/News/Press-Releases/2019/10-2019/Governor-Lamont-Forms-Council-to-Ensure-Businesses-Have-Access-to-the-Best-Trained-Workers

8. Washington Workforce Association Conference

Another successful conference for the Washington Workforce Association was held in SeaTac on October 29 and 30. The event was tremendously well-attended by stakeholders from across Washington. Board Executive Director Eleni Papadakis joined the keynote panel during the first day lunch, alongside ESD Commissioner Suzi Levine, DSHS Assistant Secretary David Stillman, L&I Director Joel Sacks, Basic Education for Adults Director Jon Kerr, and DVR Interim Chief of Field Services Paul Vertrees. System partners set out their shared vision for workforce system integration. Board Deputy Director of Policy and Programs Eric Wolf joined ESD Policy Director Dan Zeitlin, ESD Director of Labor Market Economic Analysis Steven Ross, and Spokane WDC Director Mark Mattke for a group discussion on economic cycle planning and efforts at the state and local levels to prepare for future recession events. Finally, Board Chair Perry England joined Director Mattke, Skagit County Commissioner Ken Dahlstedt, and National Association of Workforce Boards' Associate Director of Policy Matt Bandstra, for the keynote panel on the second day, where partners shared their vision of workforce needs related to policy, advocacy, and service delivery. A special note of appreciation goes to Patrick Baldoz, retired CEO of the South Central WDC, who coordinated the event.

9. In Memoriam of Kathy DiJulio

It is with the heaviest of hearts that we say good-bye to Kathy DiJulio who passed away in early October. Representing the 12 local workforce development councils as Executive Director of the Washington Workforce Association, Kathy was an instrumental voice in the development of Talent and Prosperity for All and was always a determined advocate for stakeholders in local workforce areas across the state. Kathy was a reticent but highly effective leader as we witnessed in her service as co-chair of the TAP Implementation Committee on Professional Responsibility and as the WWA's representative on many

state initiatives. Kathy also spent many years at the Employment Security Department where she convened partners from across the system to develop policies and practices in support of better customer outcomes. While Kathy always seemed happiest working behind the scenes and supporting others to shine out front, she was often called to lead. Her unwavering integrity and moral compass, coupled with so much compassion and kindness gave Kathy a unique from of grace, an amazing level of tolerance, and the ability to hear and value all perspectives. Kathy was a valuable partner and friend who we already miss dearly. Caring thoughts for Kathy's family may be left at her online obituary website found at https://www.legacy.com/obituaries/name/kathleen-dijulio-obituary?pid=194212765.

Tab 3

Accomplishing TAP 2020 – November Meeting

PRESENTER: Eric Wolf

BOARD MEMBER SPONSOR: Perry England

BOARD MEETING DATE: 11/20/2019

DISCUSSION TIME ALLOTTED: 1.5 hours

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 continue to offer guidance to staff on the TAP strategic priorities and goals, reflecting the conversation on the Board's mission, vision, and values; and 2) The Board offers feedback on specific guidance for local plans to demonstrate alignment with the state plan.
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.
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) Board members will continue to offer guidance to staff on the TAP strategic priorities and goals, reflecting the conversation on the Board's mission, vision, and values; and (2) The Board offers feedback on specific guidance for local plans to demonstrate alignment with the state plan.

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); 3. A draft of the Local Planning Process Guidelines for program years 2020-2024 for feedback and eventual adoption in final form at the January 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. At the September Board meeting, the following timeline was approved for local plan submission and review: ❖ September 2019 – May 15, 2020: Local planning period. ❖ November 2019: State Workforce Board will release draft 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). Your packet for the current meeting contains specific guiding principles for local plans to demonstrate alignment with the state plan. This guide was adapted from the guide and template used previously by the Board in 2016. **<u>Business Engagement Initiatives with the WCCE</u>** Before the last TAP plan was approved in 2016, Board staff took it out on the road and solicited feedback from stakeholders around Washington. Approximately eight stakeholder engagement events were held across the state and every one of them was very well-attended. Unfortunately, they weren't very well marketed to the business community and as a consequence had little to no business representation

	in the feedback gathering process. In an effort to better inform ourselves and the plan on the needs and concerns of businesses in Washington, the Board has initiated an exciting new partnership with the Washington Chamber of Commerce Executives (WCCE) to ensure the next iteration of *TAP* adequately addresses the concerns of business leaders. The Board has contracted with Bob Green, Executive Director of WCCE, to organize six to ten engagement events between the Board and Chambers around the state during late 2019 and early 2020. The purpose of these engagement events is to meet Washington State Business representatives in their communities and gather input on the workforce development issues that affect them. While we intend to do more listening than talking during these events, some of the key information we hope to gather includes: • How businesses in their area are attracting and retaining talent; • What, if any, involvement they have had with the public workforce development system?; • How technology and globalization are affecting their business?; • How have employer/employee relationships changed over time, and what do they feel they need to be successful moving into in the future? Broadly, we hope to learn more about how rapidly industry is changing and whether the state system could be a better resource for all. Our conversations with Chambers will center around the question "What resources do you need to thrive in the future, in the community where you're thriving now?" We hope to take what we learn and incorporate into the next edition of TAP, with an eye to aligning our effort with the Future of Work movement also going on. Dates, locations, and times are being organized right now and will be announced as soon as possible.
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. Board members will continue to offer guidance to staff on the TAP strategic priorities and goals, reflecting the conversation on the Board's mission, vision, and values; and 2. The Board offers feedback on specific guidance for local plans to demonstrate alignment with the state plan.

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.

Talent and Prosperity for All

Integrated Workforce Plan Guidelines for Regional and Local Plans - Program Years 2020-2024

WASHINGTON Workforce Training & Education Coordinating Board

Draft - November 2019

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PLAN SUBMISSION INSTRUCTIONS

Timeframes and Submission of Documents

- 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).

Please submit your draft and final plans electronically in both Word (.doc) and Adobe (.pdf) format to Eric Wolf at eric.wolf@wtb.wa.gov.

Local Workforce Development Board (LWDB) Contact Information

When submitting your draft and final plans, please provide the name, title, e-mail address, and phone number of the person we may contact with questions regarding the plan:

- Contact Name and Title:
- Mailing Address:
- E-Mail Address:
- Phone Number:

BACKGROUND

Guidelines for Developing 2020-2024 Local Integrated Workforce Plans

One of the new features of Public Law 128-113, the Workforce Innovation and Opportunity Act of 2014 (WIOA), is the implementation of workforce regions. Workforce regions are intended to provide an opportunity for local areas to collaborate more formally to serve regional economies where they exist. Workforce regions recognize that while there are strong and effective programs in workforce areas, industries recruit and people commute for work across local area boundaries. In some cases industry sectors or special initiatives can be more effectively served when several workforce areas leverage their strengths and coordinate appropriate services.

WIOA requires the state to identify workforce regions consisting of one or more local workforce areas. Local Workforce Development Boards (LWDBs) are required to develop plans that detail policies, procedures, and activities they will carry out to implement the law. Because all LWDBs are part of workforce regions, whether these are single local area or multi-area regions, all LWDBs must address both regional and local planning requirements described in the law. LWDBs that are part of a multi-area workforce region must submit a single regional plan that includes a description of how the LWDBs in the region will address seven regional planning elements and followed by local plans for each local area in the planning region. LWDBs in a region consisting of a single area will submit a single plan that includes a description of how the LWDB will address seven regional planning elements, followed by their local planning elements. All plans must support the strategy described in the State Plan developed per WIOA Sections 102 and 103 and otherwise be consistent with the State Plan. Identification of workforce planning across multiple regions should in no way be construed to reduce the authority, autonomy or allocation of local areas, LWDBs or the chief local elected officials that govern them.

WIOA requires the development of four-year plans, to be revisited/revised after the first two years. In an effort to reduce duplication of processes, the Workforce Board will use the regional/local plan as a mechanism to address as many of the criteria for LWDB certification as possible. LWDBs must be certified once every two years. An approved plan will serve as evidence that each LWDB is addressing the 13 required functions of local boards. A table has been added to this document for LWDBs to address board membership requirements that are part of the certification process. LWDBs will be provided the opportunity to update components of their plans once every two years as part of the board certification process, but will not be required to undertake a major plan modification each time they update information for the purpose of board certification.

WIOA regulations direct LWDB to submit their regional/local plans to the Workforce Board and ESD for review. Once reviews are completed, the Workforce Board, in consultation with ESD, will make a recommendation to the Governor regarding approval of each regional/local plan.

2020-2024 Local Integrated Workforce Plan Goals

A. Articulate a vision for the local area's workforce development system.

B. Develop goals, objectives, and strategies to increase skill levels, employment, earnings, customer satisfaction and return on workforce development investments.

C. Develop a blueprint to utilize the area's strategic workforce assets to meet the requirements of the changing economy.

D. Create a planning process, managed by LWDBs, that assures meaningful opportunities for business, labor, local chief elected officials, program operators, WorkSource partner agencies, and others to communicate their needs, offer perspectives and expertise, and participate in the process. The review and comment process for developing the local integrated workforce plan is transparent and dynamic, with opportunities for interested parties to comment as the plan is developed.

E. Create a plan that is focused on the unique needs and resources of the local area and is consistent with the state's strategic plan for workforce development, *Talent and Prosperity for All.*

F. Broadly share goals, objectives, and strategies that:

- Represent the priorities of the LWDB and its partners.
- Reflect stakeholder input.
- Offer guidance and propose approaches that benefit customers of the workforce development system (employers, jobseekers, workers, students, and out-of- school youth).
- Are supported by current and specific economic and demographic data and needs assessment.
- Take into account existing workforce development programs and services.
- Are informed by program performance.

G. Describe the local area's WIOA Title I operational plans.

H. Document WIOA Title I compliance through the use of an assurances checklist.

How is the "Local Workforce Development System" Defined?

The "Local Workforce Development System" means programs that use private and/or public (local, state, and federal) funds to prepare workers for employment, upgrade worker skills, retrain workers, or provide employment or retention services for workers or employers.

The "Local Workforce Development System" includes, but is not limited to:

- Secondary vocational education, including activities funded under the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006;
- Community and technical college vocational education programs, including activities funded under the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006;
- Private career schools and private college vocational programs;
- Employer-sponsored training;
- Youth, Adult, and Dislocated Worker programs and activities funded by Title I of the Workforce Innovation and Opportunity Act (WIOA);
- Work-related adult basic education and literacy programs, including programs funded under the federal Adult Education and Family Literacy Act (WIOA Title II);
- Programs and activities funded under the federal Wagner-Peyser Act (WIOA Title III);
- Registered apprenticeship programs;
- The One-Stop System [as described in WIA Section 121(b)];
- State workforce education programs administered by the public community and technical college system (Job Skills Program, Worker Retraining Program, Customized Training Program, Centers of Excellence);
- Training Benefits Program;
- Vocational rehabilitation programs administered by the Department of Social and Health Services (DSHS) Division of Vocational Rehabilitation and the Department of Services for the Blind (WIOA Title IV);

- Programs offered by private and public nonprofit organizations that provide job training or work-related adult literacy services;
- May include other state- and federally-funded workforce development programs (consult the Workforce Board's Workforce Program Directory);
- May include locally-funded workforce development programs; and
- May include other privately funded workforce development programs and initiatives.

SECTION I

Regional Designation

- Workforce Region Name:
- For each Workforce Development Area Comprising the Workforce Region please list:
  - Workforce Development Area Name and Number:
  - County or Counties Comprising Service Delivery Area:
  - Fiscal Agent/Entity Responsible for the disbursal of grant funds:

SECTION II

Regional Component of Plan

This section presents the vision, goals, objectives, and strategies for the workforce development system within the region and addresses the seven required regional planning elements. The plan should articulate strategies that respond to the needs of the regional economy. In addition, the plan should align with the state's Strategic Plan for Workforce Development*, Talent and Prosperity for All*. Accordingly, the plan should encompass selected objectives and strategies to address the state's strategic goals. The information should provide local and state leaders a current picture of the workforce development programs in the region and show what the LWDB in the region plans to do to continually refine and improve that system.

The State Board and ESD view regional planning "as a work in progress" and do not assume that workforce regions will have fully developed strategies for all regional planning elements. LWDB in a planning region are asked to identify the current status of their regional work, and define where they intend to be at the end of two years and possibly at the end of the four-year planning period if they are ready to do so. The State Board and ESD will be looking for progress along a continuum in future plan submissions.

Please note that there is no expectation that LWDBs in a multi-area region create a regional coordinating board or some other "super-structure." LWDBs engaged in multi-regional planning are free to manage coordination among themselves in any manner that makes sense to them. The development and submission of the regional components of the plan should in no way be construed to reduce the authority, autonomy or allocation of a local area, the Local Workforce Development Board (LWDB) or the Local Elected Official that govern it.

Please provide a response to questions 1 through 7. Each of the 12 regions is required to coordinate planning with at least one (1) contiguous region. This coordinated planning will identify at least one common problem or opportunity and the partnering regions should develop coordinated strategies to solve the problem and/or benefit from the opportunity. If responses incorporate attachments, please reference them within the narrative using active hyperlinks or as appendices.

1. **Regional analysis.** Provide an analysis of regional economic conditions, including:
    a. existing and emerging in-demand industry sectors and occupations, and their employment needs;
    b. demographic characteristics of the current workforce, including the educational and literacy levels, with emphasis on youth, adults in transition, and individuals with disabilities. Describe how the local area's demographics are changing and the planning implications for the anticipated workforce of the future;
    c. knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations;
    d. analysis of the workforce in the region, including current labor force employment/ unemployment data, labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment;
    e. analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region;

    Note: The regional labor market analysis should provide the framework for the development of goals, objectives, and strategies in the region. Plan writers are encouraged to review information on the state's economy and workforce in the state's strategic plan for workforce development.

2. **Regional Sector Strategies.** Identify which in-demand industry sector(s) or occupation(s) the region is serving and why. For each in-demand sector or occupation, use the Sector Partnership Framework (Attachment A) to describe the current status of regional collaboration in support of the sector/occupation, and identify anticipated next steps and timelines for at least the first two years of plan implementation. Please provide one completed framework for each in-demand industry sector or occupation/occupational grouping the region intends to prioritize.

3. **Regional Service Strategies.** Based on the regional analysis, identify and describe which populations and/or service strategies and/or services will be developed on a regional basis to affect a challenge or opportunity. If this will be a multi-regional effort, identify the partner region(s) and describe how this multi-regional focus was determined. Describe the strategies or tactics that will be employed, the goals of this multi-regional approach, a

baseline from which to measure improved service for job-seekers and businesses, and how progress will be measured. Please use the Regional Service Strategies Framework (Attachment B) to describe the current status and anticipated next steps during the planning period. The completed framework will serve as the regional cooperative service delivery agreement once the plan is approved.

NOTE: There is no expectation that all service strategies will be multi-regional, or that regions will have fully-developed strategies in place at the start of the planning timeline. This plan provides the baseline. LWDBs are expected to make a good faith effort at exploring options to better integrate multi-region service delivery, as it makes sense over time.

4. **Coordination with Regional Economic Development Organizations.** Identify regional economic development services and providers in the region and describe how the LWDB(s) will coordinate services with these services and providers. Please complete the framework in Attachment C to describe the current state of coordination with economic development and the anticipated next steps during the four-year plan period.

   NOTE: it is anticipated that workforce regions may have more than one economic development organization, and that LWDBs will continue to work with economic development organizations that are not regional in nature.

5. **Coordination of Transportation and/or Other Support Services, *as Appropriate*.** As part of the regional service delivery strategy, describe *whether transportation or other support services need to be coordinated* across the region based on the regional analysis, and if so which services and how.

6. **Multi-Regional Cost Arrangements, *as Appropriate*.** Describe any multi-regional cost or resource-sharing or resource leveraging arrangements associated with items 1 through 5 above, which **may** include the pooling of administrative costs. Additional options **may** include: each LWDB manages its costs separately for common goals; coordination of some or all costs among LWDBs in the multi-region; or the creation of a resource pool for some or all multi-regional costs. (*Note:* Regional cost arrangements are not to be confused with one-stop infrastructure cost sharing MOUs and RSAs.)

7. **Regional performance negotiation and evaluation. *Single area regions may describe the process currently used to negotiate performance.*** Describe ***how*** a region will collaboratively negotiate and reach agreement with the Governor on local levels of performance and report on performance accountability measures. For multi-regional efforts, describe how the partnering regions will evaluate the partnership, including governance and decision-making, efficient use of resources, community perceptions, and sustainability of the partnership.

NOTE: There is no requirement that a region negotiate a single level of performance on any measures. The requirement is that the region agrees on how it will manage the negotiation with the Governor, which can include each LWDB negotiating separately.

SECTION III

LWDB Specific Component of Plan

Use the following outline to guide your responses. If responses incorporate attachments, please reference them within the narrative using active hyperlinks or as appropriately labeled appendices. LWDBs within a multi-area region should respond to the following questions individually and attach responses to the regional section of the plan.

LWDB should reference the regional section of the plan for any items that are already addressed in that section, rather than repeating the response.

1. Describe the LWDB's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers), in order to support regional economic growth and economic self-sufficiency.

2. Describe actions the LWDB will take toward becoming or remaining a high-performing board.

3. Taking into account the regional analysis, describe the local board's strategy to work with the entities that carry out WIOA core programs to align resources available to the local area and achieve local strategic vision and goals.

    a. Describe the workforce development system in the local area, using Attachment D to specifically clarify the one-stop system and availability of Adult, Dislocated Worker services in the area.
    b. Describe how each partner program fits into the local workforce development system, how the local area's workforce development system serves youth, adults in transition (e.g., job seekers, dislocated workers, under-employed), and individuals with disabilities, and the public and private workforce initiatives underway.
    c. Taking into account the regional analyses, describe the strategy to work with core programs to align local resources to achieve the strategic vision. Additional local data may be provided to clarify where the strategy meets local needs not identified in the regional analysis.
    d. Describe how the LWDB will work with entities carrying out core programs and other workforce development programs to support alignment to provide services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), to support the strategy identified in the state and local plans.
    e. Describe how the LWDB, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals.

4. Describe your local area's efforts to provide targeted outreach to eligible individuals with barriers to employment, in particular veterans and eligible spouses (including any special initiatives to serve the veteran population), Unemployment Insurance Claimants, older workers, at-risk youth, low-income adults, dislocated workers (including the long-term unemployed and under-employed), and individuals with disabilities. In addition, WDAs 3, 8, 9, 10, and 11 must further describe outreach to Migrant and Seasonal Farm Workers (MSFW) to connect them to services in the local one-stop system.

5. Describe how the LWDB will coordinate education and workforce investment activities in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

6. Describe how the LWDB will facilitate development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

7. Describe how the LWDB will (i) facilitate engagement of employers, including small employers and employers in demand industry sectors and who have demand occupations, in workforce development programs; (ii) support a workforce development system that meets the needs of local businesses; (iii) better coordinate workforce development programs and economic development; and (iv) strengthen linkages between the one-stop delivery system and the state's Unemployment Insurance program. LWDBs that intend to use sector strategies for this engagement should complete the sector rubric in Attachment A for each sector prioritized

8. Describe how the LWDB will implement initiatives such as incumbent worker training, on-the-job training, customized training, industry and sector strategies, career pathways, utilization of effective business intermediaries, and other business services and strategies to meet the needs of employers in the region.

9. Describe how the LWDB will ensure continuous improvement of eligible providers of services and ensure that providers meet the employment needs of local employers, workers and job seekers.

10. Describe how the LWDB will develop an implementation timeline and strategy for wireless Internet access at comprehensive one-stop centers.

11. Describe how the LWDB will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

12. Describe how the LWDB, operators, and partners within the local one-stop delivery system will comply with Section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

13. Assess the type and availability of adult and dislocated worker employment and training activities in the local area. Please use Attachment D to list and describe adult, dislocated worker and training activities in the local area.

14. Assess the type and availability of youth workforce investment activities in the local area, including activities for those with disabilities. Identify successful models of such youth workforce investment activities. Please use Attachment D to list and describe youth workforce investment activities in the local area.

15. Describe how the LWDB will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.

16. Describe how the LWDB will coordinate workforce investment activities carried out in the local area under Title I with the provision of transportation, including public transportation, and other appropriate supportive services in the local area.

17. Describe plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system to improve service delivery and avoid duplication of services.

18. Describe how the LWDB will coordinate workforce investment activities in the local area carried out under Title I with the provision of adult education and literacy activities in the local area carried out under Title II, including a description of how the LWDB will carry out, per WIOA Section 107(d)(11) and Section 232, the review of local applications submitted under Title II.

19. Describe the cooperative agreements between the LWDB, any local entities that serve individuals with disabilities (101(a)(11)(B) of the Rehabilitation Act of 1973) and local Division of Vocational Rehabilitation and Department of Services for the Blind offices. The agreements and descriptions should describe how all parties will improve services to individuals with disabilities and will also include descriptions of joint activities. Examples include but are not limited to, cross training of staff, providing technical assistance, information sharing, cooperative business engagement, and other efforts to improve coordination.

20. Describe the competitive process to be used to award sub-grants and contracts in the local area for activities carried out under Title I.

21. Describe how adult and dislocated worker training services will be provided, including, if contracts will be used, how the use of such contracts will be coordinated with the use of individual training accounts and how the LWDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

22. Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for WIOA programs and programs carried out by one-stop partners.

23. Please use Attachment E to provide a list of current workforce board members and indicate how the membership of the board complies with either the requirements of WIOA or those of an alternative entities requesting certification as an LWDB. Alternative entities must show that they have filled their membership categories, and that the categories are substantially similar to those in WIOA. Describe your efforts to broadly recruit new and replacement board members from across the Local Area.

Section IV

Performance Accountability

LWBDs must include information on performance accountability for the local area's workforce development system. The adjusted levels of performance on (1) federal common measures must be included in Appendix A of the plan. Future years' performance targets will be appended to the local plan at an appropriate later date. The Workforce Board will supply LWDBs with available performance information.

The plan must address each of the following overall goals for performance accountability:

1. How performance information on workforce development programs informs local strategic planning.

2. How performance information is used to oversee WorkSource system and WIOA Title I.

3. How WorkSource system and WIOA Title I performance information is used by program operators to inform continuous quality improvement in their day-to-day management.

4. How performance information is used to conduct performance-based intervention. LWDBs will be held accountable for the results of WIOA Title I through a system of performance-based interventions, and will share in accountability for career and technical education (CTE) and adult education (ABE/ESL) results.

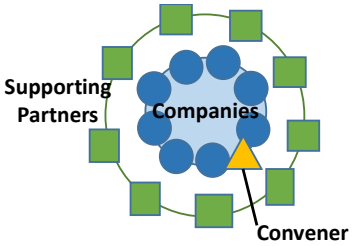
The Workforce Board will issue performance targets once negotiations are complete as Attachment I to this plan.

Workforce Training & Education Coordinating Board

Attachment A: Sector Partnership Framework

Washington Industry Engagement Framework or Sector Partnership Framework

Sector partnerships are **partnerships** of companies, from the same industry and in their natural labor market region, with education, workforce development, economic development and community organizations that focus on a set of key priority workforce and other issues identified by the target industry.



Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education and economic development leaders for ongoing joint decision-making
- Inventory current sector partnership or industry–targeted efforts
- Decide on initial roles & responsibilities – who has the credibility to lead a sector partnership, what support can partners commit to
- Commit to looking at LMI data together

Sample measures of progress

- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine target industries

- Determine growth sectors to investigate
- Ensure relevance for the region
- Evaluate against 10+ consideration relating to growth, relevance to economic development activities, and other key factors

Sample measures of progress

- Data provided
- Partners select key industries to explore

Phase III: Inventory and Analyze

Goal: build baseline knowledge of industry

- Conduct a baseline review of demand-side (employer) and supply-side (labor pool) data
- Analyze industry trends, review existing research
- Analyze data and develop a brief industry "report" or "snapshot" to start the engagement with employers
- Identify business champions to bring industry to the table

Sample measures of progress

- Industry "snapshot" or "report" ready for first meeting
- Industry champions identified
- Companies invited

Phase IV: Convene

Goal: build industry partnership, prioritize activities

- Prepare support team and set expectations for the meeting – business talking to business
- Hold event to find out what's new in industry, growth opportunities, and related needs
- Ask industry to Identify and prioritize key issues
- Determine whether additional resources are needed

Sample measures of progress

- Plan for action developed
- Task forces identified
- Staff and chairs identified/ assigned

Phase V: Act

Goal: Implement initiatives

- Develop Operational Plan
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress

- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress

- New projects identified
- New resources added

Evaluate **Adjust** **Improve** **Report** **Tell Your Story**

Directions: Complete the table below to describe current and future activities for at least the next two years for each sector partnership. Please start at the appropriate phase based on the current status of the sector partnership. Please complete one table per sector.

Attachment A: Sector Partnership

Sector to be served: _____

Check one: ____Regional _____Local

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for sectors that will be served in a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team ***Goal: build buy-in & support***				
Phase II: Investigate ***Goal: determine target industries***				
Phase III: Inventory and Analyze ***Goal: build baseline knowledge of industry***				

Phase IV: Convene ***Goal: build industry partnership, prioritize activities***				
Phase V: Act ***Goal: Implement initiatives***				
Phase VI: Sustain and evolve ***Goal: grow the partnership***				

Attachment B: Regional Service Coordination Framework

Washington
Regional Service Coordination Framework

Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education and economic development leaders for ongoing joint decision-making
- Inventory current regional service strategies
- Determine initial roles & responsibilities of partners - who will lead, what support can partners commit to
- Commit to looking at regional data analysis together

Sample measures of progress
- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine options for coordinated service delivery

- Identify customers who could be better served by a regional approach based on the regional analysis
- Identify services that could be worth coordinating
- Ensure relevance for the region and the partners participating

Sample measures of progress
- Data reviewed
- Potential customers/services identified for coordinated approach

Phase III: Inventory and Analyze

Goal: build baseline knowledge

- Conduct a review current services and strategies
- Analyze trends, review outcome data and existing research
- Develop a brief "report" or "snapshot" of the current state to engage current and potential partners
- Identify champions, resources and resource gaps

Sample measures of progress
- "Snapshot" or "report" ready for first meeting
- Champions identified
- Partners invited

Phase IV: Convene

Goal: build partnership, prioritize activities

- Hold event or meeting to find discuss the analysis and develop options for addressing the challenges
- Identify a goal and strategy to address it.
- Prioritize key issues
- Determine whether additional resources are needed and how to bring these to the table

Sample measures of progress
- Plan for action developed
- Task forces identified
- Assignments made

Phase V: Act

Goal: Implement initiatives

- Develop plan for implementation
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress
- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress
- New projects identified
- New resources added

Evaluate **Adjust** **Improve** **Report** **Tell Your Story**

Directions: Complete the table below to describe current and future activities for at least the next two years for any service strategies to be coordinated across the region. Please start at the appropriate phase based on the current status of the regional. The completed table will serve as the Regional Cooperative Service Delivery Agreement required by Section 107(d)(11) once the plan is approved.

Attachment B: Regional Cooperative Service Delivery Agreement

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team ***Goal: build buy-in & support***				
Phase II: Investigate ***Goal: determine options for coordinated service deliver***				
Phase III: Inventory and Analyze ***Goal: build baseline knowledge***				
Phase IV: Convene ***Goal: build partnership, prioritize activities***				
Phase V: Act				

Goal: Implement initiatives				
Phase VI: Sustain and evolve ***Goal: grow the partnership***				

Attachment C: Regional Economic Development Framework

Washington
Regional Economic Development Framework

Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education leaders for ongoing joint decision-making
- Inventory current regional economic development organizations and strategies
- Determine initial roles & responsibilities of partners - who will lead, what support can partners commit to
- Commit to looking at regional data analysis and economic development plans together

Sample measures of progress
- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine options for coordination with economic development

- Identify opportunities for collaboration based on regional analysis
- Identify services and strategies that could support economic development goals
- Ensure relevance for the region and the partners participating

Sample measures of progress
- Data reviewed
- Potential opportunities for coordinated approach identified

Phase III: Inventory and Analyze

Goal: build baseline knowledge

- Analyze trends, review outcome data and existing research
- Identify champions, resources and resource gaps
- Identify topics for discussion
- Identify what information is needed to engage

Sample measures of progress
- "Snapshot" or "report" ready for first meeting
- Champions identified
- Partners invited

Phase IV: Convene

Goal: build partnership, prioritize activities

- Hold event or meeting to discuss the analysis and develop options for addressing the challenges
- Identify a goal and strategy to address it.
- Prioritize key issues
- Determine whether additional resources are needed and how to bring these to the table

Sample measures of progress
- Plan for action developed
- Task forces identified
- Assignments made

Phase V: Act

Goal: Implement initiatives

- Develop implementation strategies
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress
- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress
- New projects identified
- New resources added

Evaluate **Adjust** **Improve** **Report** **Tell Your Story**

Directions: Complete the table below to describe current and future activities for at least the next two years regarding regional coordination with economic development. Please start at the appropriate phase based on the current status of the regional.

Attachment C: Regional Economic Development Coordination Plan

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team ***Goal: build buy-in & support***				
Phase II: Investigate ***Goal: determine options for coordinated service deliver***				
Phase III: Inventory and Analyze ***Goal: build baseline knowledge***				
Phase IV: Convene ***Goal: build partnership, prioritize activities***				

Phase V: Act ***Goal: Implement initiatives***				
Phase VI: Sustain and evolve ***Goal: grow the partnership***				

Attachment D: Local Area Profile

Please complete the following three sections for each Local Area in the Region and submit the information as part of the plan.

1. Local One-Stop System

List all comprehensive, affiliate, and connection one-stop sites in the local area, along with the site operator. If the operator is a partnership, list all entities comprising the partnership.

Site	Type of Site (Comprehensive, Affiliate, or Connection)	Site Operator(s)
Add more rows if needed		

[continues]

2. WIOA Title I Service Providers

Dislocated Worker Program List all current and potential service providers in the area	**Indicate service(s) provided by each** Basic	Individualized	Training	**WIOA funded?**
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Comments regarding the adequacy and quality of Dislocated Worker Services available:

Adult Program List all current and potential service providers in the area	**Indicate service(s) provided by each** Basic	Individualized	Training	**WIOA funded?**
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Comments regarding the adequacy and quality of Adult Services available:

Youth Program	**Indicate service(s) provided by each**	**WIOA**	**Services for**

List all current and potential service providers in the area	Basic	Individualized	Training	**funded?**	**youth with disabilities?**
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

Comments regarding the adequacy and quality of Youth Services available:

Attachment E

Local Workforce Development Board Membership and Certification

LWDBs must complete one of the two tables below. The information in the appropriate table will be used to certify LWDBs pursuant to WIOA Section 107(c)(2) and in the second and subsequent certifications pursuant to Section 106(e)(2). Data regarding performance and fiscal integrity will be added at the time of certification. The labels in the first column represent minimum criteria for certification. Please add lines as needed.

Complete this table to demonstrate Board membership in compliance with WIOA:

Required categories	Name/Title/Organization*	Nominated by
Business majority (greater than 50% of all members)		
1. Business		
2. Business		
3. Business		
4. Business		
5. Business		
6. Business		
7. Business		
8. Business		
9. Business		
10. Business		
Workforce (20% of members. Majority must be nominated by organized labor)		
1. Labor		
2. Labor		
3. Apprenticeship		
4. Other workforce		
Education		
1. Title II Adult Ed		
1. Higher Education		
Government		
1. Wagner-Peyser		

1. Vocational Rehabilitation		
1. Economic Development		
Add more rows if needed		

<u>* LWDBs must provide evidence of recruitment for any empty seats on the board.</u>

Complete this table if your LWDB qualifies as an alternative entity.

Categories	**Name/Title/Organization*** (please list one per line and add lines as needed)	**Nominated by**
Business majority (>50%) - Please indicate the total number of seats available for this category:____		
Workforce/Labor - Please indicate the total number of seats available for this category:____		
Education - Please indicate the total number of seats avail Please indicate the total number of seats available for this category:____		
Government/workforce programs (may include		

economic development) - Please indicate the total number of seats available for this category:____		
Add more rows if needed		

<u>* LWDBs must provide evidence of recruitment for any empty seats on the board.</u>

The table should identify how an alternative entity serving as a Local Workforce Development Board is substantially similar to the local entity described in WIOA Section 107(b)(2), by indicating membership in each of the 4 categories listed above.

Attachment F

Local Integrated Workforce Plan Assurances Instructions

This section of the plan is a "check-the-box" table of assurance statements, including the legal reference(s) corresponding to each assurance. Note: Boxes can be electronically populated by double-clicking the check box and selecting “checked” as the default value.

By checking each assurance and signing and dating the certification page at the end of the Local Integrated Workforce Plan, the LWDB and local chief elected official(s) certify that (1) the information provided to the State in the following table is accurate, complete, and meets all legal and guidance requirements and (2) the local area meets all of the legal planning requirements outlined in WIOA law and regulations and in corresponding State guidance. By checking each box and signing the certification page, the LWDB and local chief elected official(s) also assure the State that supporting documentation is available for review upon request (e.g., state or federal compliance monitoring visits).

If a local board is unable to provide assurance for a specific requirement, it must promptly notify the staff contact in ESD’s Employment System Administration and Policy Unit to provide the reason for non-compliance and describe specific actions and timetables for achieving compliance. Identified deficiencies within the assurances may result in additional technical assistance and/or a written corrective action request as part of the State’s conditional approval of the Local Integrated Workforce Plan.

2020-2024 Local Integrated Workforce Plan Assurances

	Planning Process and Public Comment	References
☐	1. The local board has processes and timelines, consistent with WIOA Section 108(d), to obtain input into the development of the local plan and provide the opportunity for comment by representatives of business, labor organizations, education, other key stakeholders, and the general public for a period that is no less than 30 days.	WIOA Sections 108(d); proposed 20 CFR 679.550(b)
☐	2. The final local plan is available and accessible to the general public.	Proposed 20 CFR 679.550(b)(5)
☐	3. The local board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.	WIOA Section 107(e); proposed 20 CFR 679.390 and 679.550
	Required Policies and Procedures	**References**
☐	4. The local board makes publicly-available any local requirements for the public workforce system, such as policies, including policies for the use of WIOA Title I funds.	Proposed 20 CFR 679.390
☐	5. The local board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local workforce investment board or entity that they represent, and provides for the resolution of conflicts.	WIOA Section 107(h); proposed 20 CFR 679.410(a)-(c); WIOA Title I Policy 5405; WIOA Title I Policy 5410
☐	6. The local board has copies of memoranda of understanding between the local board and each one-stop partner concerning the operation of the one-stop delivery system in the local area, and has provided the State with the latest versions of its memoranda of understanding.	WIOA Section 121(c); proposed 20 CFR 678.500-510; WorkSource System Policy 1013
☐	7. The local board has written policy or procedures that ensure one-stop operator agreements are reviewed and updated no less than once every three years.	WIOA Section 121(c)(v); WorkSource System Policy 1008 Revision 1
☐	8. The local board has negotiated and reached agreement on local performance measures with the local chief elected official(s) and Governor.	WIOA Sections 107(d)(9) and 116(c); proposed 20 CFR 679.390(k) and 677.210(b)
☐	9. The local board has procurement policies and procedures for selecting One-Stop operators, awarding contracts under WIOA Title I Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision under WIOA Title I in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIOA.	WIOA Sections 121(d) and 123; proposed 20 CFR 678.600-615 and 681.400; WIOA Title I 5404; WIOA Title I Policy 5613
☐	10. The local board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIOA Title I individual training accounts and to train dislocated workers receiving	WIOA Sections 107(d)(10), 122(b)(3), and 123; Proposed 20 CFR 679.370(l)-(m) and 680.410-430; WIOA Title I

	additional unemployment insurance benefits via the state's Training Benefits Program.	Policy 5611
☐	11. The local board has written procedures for resolving grievances and complaints alleging violations of WIOA Title I regulations, grants, or other agreements under WIOA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts.	WIOA Section 181(c); proposed 20 CFR 683.600; WIOA Title I Policy 5410; WorkSource System Policy 1012, Revision 1
☐	12. The local board has assurances from its one-stop operator that all one-stop centers and, as applicable, affiliate sites have front-end services consistent with the state's integrated front-end service policy and their local plan.	WorkSource System Policy 1010 Revision 1
☐	13. The local board has established at least one comprehensive, full-service one-stop center and has a written process for the local Chief Elected Official and local board to determine that the center conforms to the definition therein.	WIOA Section 121(e)(2)(A); proposed 20 CFR 678.305; WIOA Title I Policy 5612
☐	14. The local board provides to employers the basic business services outlined in WorkSource System Policy 1014.	WorkSource System Policy 1014
☐	15. The local board has written processes or procedures and has identified standard assessment objectives and resources to support service delivery strategies at one-stop centers and, as applicable, affiliate sites.	WorkSource System Policies 1011 and 1016; WTECB State Assessment Policy
☐	16. All partners in the local workforce and education system described in this plan ensure the physical, programmatic and communications accessibility of facilities, programs, services, technology and materials in one-stop centers for individuals with disabilities.	WIOA Section 188; 29 CFR parts 37.7-37.9; 20 CFR 652.8(j)
☐	17. The local board ensures that outreach is provided to populations and sub-populations who can benefit from one-stop services.	WIOA Section 188; 29 CFR 37.42
☐	18. The local board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partner development, and numeric goals.	WIOA Section 188; 29 CFR 37.42
☐	19. The local board complies with the nondiscrimination provisions of Section 188, and assures that Methods of Administration were developed and implemented.	WIOA Section 188; 29 CFR 37.54(a)(1); WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☐	20. The local board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188.	WIOA Section 185; 29 CFR 37.37; WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☐	21. The local board complies with restrictions governing the use of federal funds for political activities, the use of the one-stop environment for political activities, and the local board complies with the applicable	WorkSource System Policy 1018; 2 CFR Part 225 Appendix B; 2 CFR Part 230 Appendix B; 48 CFR 31.205-22; RCW

	certification and disclosure requirements	42.52.180; TEGL 2-12; 29 CFR Part 93.100
☐	22. The local board ensures that one-stop MSFW and business services staff, along with the Migrant and Seasonal Farm Worker program partner agency, will continue to provide services to agricultural employers and MSFWs that are demand-driven and consistent with ESD's mission.	WIOA Section 167
☐	23. The local board follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIOA, and applicable Departmental regulations.	WIOA Sections 116(i)(3) and 185(a)(4); 20 USC 1232g; proposed 20 CFR 677.175 and 20 CFR part 603
	Administration of Funds	**References**
☐	24. The local board has a written policy and procedures to competitively award grants and contracts for WIOA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process.	WIOA Section 108(b)(16); proposed 20 CFR 679.560(a)(15); WIOA Title I Policy 5601; WIOA Section 134(c)(3)(G); proposed 20 CFR 680.300-310
☐	25. The local board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to insure proper disbursement and accounting of WIOA adult, dislocated worker, and youth program and the Wagner-Peyser Act funds.	WIOA Section 108(b)(15), WIOA Title I Policy 5230; WIOA Title I Policy 5250
☐	26. The local board ensures compliance with the uniform administrative requirements under WIOA through annual, on-site monitoring of each local sub-recipient.	WIOA Section 184(a)(3); proposed 20 CFR 683.200, 683.300, and 683.400-410; WIOA Policy 5230
	27. The local board has a local allowable cost and prior approval policy that includes a process for the approval of expenditures of $5,000 or more for equipment requested by subcontractors.	WIOA Title I Policy 5260
☐	28. The local board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities.	WIOA Section 184(c); 20 CFR Part 652; proposed 20 CFR 683.410(a), 683.420(a), 683.750; WIOA Title I Policy 5265
☐	29. The local board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIOA funds, including property purchased with JTPA or WIA funds and transferred to WIOA, and that comply with WIOA, Washington State Office of Financial Management (OFM) and, in the cases of local government, Local Government Property Acquisition policies.	WIOA Section 184(a)(2)(A); proposed 20 CFR 683.200 and 683.220; OMB Uniform Administrative Guidance; Generally Accepted Accounting Procedures (GAAP); WIOA Title I Policy 5407

☐	30. The local board will not use funds received under WIOA to assist, promote, or deter union organizing.	WIOA Section 181(b)(7); proposed 20 CFR 680.850
	Eligibility	**References**
☐	31. The local board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIOA-funded basic career services and qualifications for enrollment of adults, dislocated workers, and youth in WIOA-funded individualized career services and training services, consistent with state policy on eligibility and priority of service.	Proposed 20 CFR Part 680 Subparts A and B; proposed 20 CFR Part 681 Subpart A; WorkSource System Policy 1019, Revision 1
☐	32. The local board has a written policy and procedures for awarding Individual Training Accounts to eligible adults, dislocated workers, and youth receiving WIOA Title I training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized.	WIOA Section 134(c)(3)(G); Proposed 20 CFR 680.300-320; WIOA Title I Policy 5601
☐	33. The local board has a written policy and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services and, as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIOA Title I programs.	WIOA Sections 129(c)(2)(G) and 134(d)(2); proposed 20 CFR 680.900-970; proposed 20 CFR 681.570; WorkSource System Policy 1019, Revision 1
☐	34. The local board has a written policy for priority of service at its WorkSource centers and, as applicable, affiliate sites and for local workforce providers that ensures veterans and eligible spouses are identified at the point of entry, made aware of their entitlement to priority of service, and provided information on the array of employment, training and placement services and eligibility requirements for those programs or services.	Jobs for Veterans Act; Veterans' Benefits, Health Care, and Information Technology Act; 20 CFR 1010; TEGL 10-09; Veterans Program Letter 07-09; WorkSource System Policy 1009 Revision 1

Attachment G

Local Integrated Workforce Plan Certification

This section of the Local Integrated Workforce Plan serves as the LWDB's certification that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and must be signed by authorized officials.

Please customize this signature page to accommodate your CLEO structure (i.e., local areas that require more than one local chief elected official signature).

The Local Workforce Development Board for _____ certifies that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and plan development guidelines adopted by the State Workforce Development Board. The LWDB also assures that funds will be spent in accordance with the Workforce Innovation and Opportunity Act, Wagner-Peyser Act, and their regulations, written U.S. Department of Labor guidance implementing these laws, Office of Management and Budget circulars, and all other applicable federal and state laws and regulations.

_____

Local Chief Elected Official(s)

_____

Date

_____

Local Workforce Development Board Chair

_____

Date

Attachment H

Public Comment

Describe the Council's public review and comment process. The description should specify the public comment duration and the various methods used to seek input (e.g., web-posts, newspapers, e-mail, web-posting, events/forums and plan development workgroups. Also include any comments that represent points of disagreement with the plan.

Attachment I

Performance Targets

This page is intentionally left blank pending the results of state board negotiations with chief local elected officials.

Tab 4

Perkins Plan Update – November Meeting

PRESENTER: Eric Wolf

BOARD MEMBER SPONSOR: Perry England

BOARD MEETING DATE: 11/20/2019

DISCUSSION TIME ALLOTTED: 1.5 hours

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) 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 the decision-points owned by the Board to take action at a future meeting; partners anticipate they will create a briefing document with their recommendations and to be considered and adopted by the Board at the next meeting.
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:** Perkins involves all four strategic priorities of TAP; with the evolution of the federal Perkins law into Perkins V, many concepts were imported into Perkins directly from WIOA, including the "populations facing barriers to employment."
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) 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 the decision-points owned by the Board to take action at a future meeting; partners anticipate they will create a briefing document with their recommendations and to be considered and adopted by the Board at the next meeting.

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:**

November Perkins Planning Update

The Board will hear an update from partners on the Perkins V planning process. Specifically, partners will present to the Board:

1. An overview and opportunity to give feedback on the draft comprehensive local needs assessments template underpinning district/college applications for Perkins funds, and other guidance documents related to the local application process; and
2. An update on upcoming stakeholder engagement opportunities and tools.

Revisiting the Proposed Perkins Mission/Vision/Values

In August, staff from the Workforce Board, the Office of Superintendent of Public Instruction (OSPI), and the State Board for Community and Technical Colleges (SBCTC) developed the state's Perkins Mission, Vision, and Values document, which was brought to the Board in September.

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

	Given the Board's anticipated discussion about their own mission/vision/values statement anticipated at the November meeting, Board members may wish to revisit the Perkins mission/vision/values statement and consider whether it continues to align with the Board's vision. **Comprehensive Local Needs Assessments (CLNA) Progress** 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. 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. In mid-September, these same staff members participated in a multistate Perkins workshop in Phoenix, AZ, sponsored by Advance CTE. Other states participating in the workshop included: Arizona, Connecticut, Georgia, Idaho, Michigan, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oregon, South Dakota, Texas, and Wyoming. The agenda included three facilitated cross-state feedback sessions. During these sessions, the participants shared an overview of state planning processes and received targeted feedback from their state peers in breakout sessions, as well as additional guidance from national experts in career and technical education from around the country. The agenda also provided opportunity for state team time. The staff took full advantage of this time. Their work resulted in the development of the state's draft Perkins V CLNA, a key component in the Act. Following the Phoenix meeting, the CLNA was shared with Perkins program providers across the state in technical assistance visits made by both OSPI and SBCTC staff. SBCTC's Tim McClain drafted a *Perkins V Comprehensive Local Needs Assessment—Washington State Guidelines and Resources* document. The Workforce Board's Terri Colbert drafted a contact resource file to assist school districts and colleges as they seek stakeholder involvement with development of their local CLNA and planning applications.

The draft CLNA template is included in your packet for this Board meeting. A copy of the draft guidance document accompanying the CLNA can be found at http://wtb.wa.gov/Documents/CLNAGuide-NearFinal.pdf.

Stakeholder Engagement

A stakeholder engagement "Listen and Learn" session was held on November 6 at Great Wolf Lodge in Grand Mound, with a second one calendared for January 8. The session brought together representatives from business, labor, special populations, Workforce Development Councils, and CTE directors to discuss a variety of Perkins-related issues. Business and labor shared ideas around engagement and work-based learning. The challenges faced by rural school districts was a key conversation with regards to recruitment and retention of qualified CTE instructors, limited ability to offer full programs of study, offering a range of CTE programs, and offering dual credit options. The conversations included not only the challenges, but also suggestions and possible solutions.

A secondary Listen and Learn session will be held January 8 in Eastern Washington, although a location has not yet been selected.

Next Steps

Over the next two months, Workforce Board staff has scheduled weekly audio/video meetings for OSPI and SBCTC Perkins staff to discuss:

- Performance Indicators and Targets
- "Size, Scope, and Quality" Definitions for Perkins Programs
- Special populations—performance gaps and strategies to narrow gaps
- Funding options for the Perkins State Leadership reserve funds – Investing our Perkins Resources
- Programs of Study

Accompanying your Board packet for this meeting is the one-sheet with specific decision points to be examined by partners and advanced to the Board on each of the above topics.

Staff continues to develop the Perkins plan narrative sections. The plan is approximately two-thirds complete. Sections will be shared with OSPI and SBCTC staff for input and edits as Workforce Board staff drafts them after the weekly topical work sessions on remaining sections of the plan and continues to compile feedback from both the Perkins-specific community engagement event in January and the ongoing *TAP* community engagement efforts.

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 the decision-points owned by the Board to take action at a future meeting; partners anticipate they will create a briefing document with their recommendations and to be considered and adopted by the Board at the next meeting.

DRAFT

Perkins V Comprehensive Local Needs Assessment (CLNA) Washington Template

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

SUPERINTENDENT OF PUBLIC INSTRUCTION WASHINGTON

WASHINGTON Workforce Training & Education Coordinating Board

What are the minimal requirements of the CLNA

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
    - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
    - providing programs that are designed to enable special populations to meet the local levels of performance; and
    - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
    - sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
    - aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or
    - designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

For Partnerships Conducting a CLNA

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team

Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) involved with the completion of this template. This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.
Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If "representative of a special population" or "other stakeholder" has been identified, please include the specific representation within the table below.

Please add additional cells as needed.
The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations
- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor
- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of "Other relevant stakeholders" please identify the appropriate representation.
For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities, English learners, migrant students, Homeless students, or students with a parent in active military.

.

Name	Organization	Email/Contact Info	Representative (Primary)	Representative (Secondary)

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source

1.C What counselling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:**
Rating (circle one) **1 2 3 4**	

Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source

2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?

Current State	Desired State	Evidence/Data Source

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *

Current State	Desired State	Evidence/Data Source

Element 1: Evaluation of Student Performance	Action Plan for Improving Student Performance
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:**
Rating (circle one) **1 2 3 4**	

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or post-secondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source

3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?

Current State	Desired State	Evidence/Data Source

3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?

Current State	Desired State	Evidence/Data Source

3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.

Current State	Desired State	Evidence/Data Source

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- **Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or**
- **Designed to meet other local education or economic needs identified through other sources.**

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
Ratings:	Strategies in Priority Order:

1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	
Rating (circle one) **1 2 3 4**	

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?

Current State	Desired State	Evidence/Data Source

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source

Element 4: Programs and CTE Programs of Study	Action Plan for Improving Programs and CTE Programs of Study
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:**
Rating (circle one) **1 2 3 4**	

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?

Current State	Desired State	Evidence/Data Source

Element 5: Recruitment, Retention and Training of CTE Educators	Action Plan for Improving Recruitment, Retention and Training of CTE Educators
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	**Strategies in Priority Order:**
Rating (circle one) **1 2 3 4**	

Comprehensive Local Needs Assessment Summary		
Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.		
Element 1: Improving Equity and Access		
Rating	**Priority Strategies**	**Estimated Funding Use ($)**
Element 2: Evaluation of Student Performance		
Rating	**Priority Strategies**	**Estimated Funding Use**
Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality		
Rating	**Priority Strategies**	**Estimated Funding Use**
Element 4:Implementation of Programs & CTE Programs of Study		
Rating	**Priority Strategies**	**Estimated Funding Use**
Element 5: Recruitment, Retention, and Training of CTE Educators		
Rating	**Priority Strategies**	**Estimated Funding Use**

Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals			
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;			
3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;			
4. Parents and students			
5. Representatives of special populations including individuals with			

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title.			
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			

Workforce Training & Education Coordinating Board

PERKINS V ACTION POINTS FOR STATE CTE BOARDS AND ADMINISTRATIVE AGENCIES

Student Performance Data	• Share state-collected, disaggregated data with local eligible recipients to reduce data collection burden and ensure more consistency. • Align data collection in agencies associated with the Every Student Succeeds Act (ESSA), WIOA, and Perkins to effectively analyze performance data disaggregated by special population. • Provide guidance and professional development/technical assistance in conducting analysis of special population data.
"Size, Quality, and Scope"	• Review the current state definitions and ensure they align with our current goals.
Labor Market Alignment	• 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	• Examine alignment between high school Programs of Study and postsecondary pathways.
Recruitment, Retention, Training of Instructors	• 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	• 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	• 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 broader stakeholder engagement activities that may not be 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	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: • 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. • Develop and implement evaluations of the activities funded by Perkins (including the LNA).
Designing the Local Application	• Consider and identify which goals in *Talent and Prosperity for All* (TAP) 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 Local Needs Assessment (LNA) to Local Applications	As the state eligible agency identifies the ***criteria*** for local application approval, each of following must be met: • The Local Needs Assessment (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. The state eligible agency must also identify the ***process*** that will be used to approve the local application: • 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	• Communicate the value and importance of the Local Needs Assessment (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.

Tab 5

Workforce Board Recommendation/Presentation

Future of Work Update

PRESENTER NAME: **Nova Gattman**

BOARD MEETING DATE: **11/20/19**

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 a status update on 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.
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:** 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.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** 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. The Task Force has developed policy recommendations in five issue areas; staff will be sharing those recommendations with the members at the Board meeting. The final report is due to the Governor and Legislature in early December.
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 leave the meeting informed about the actions of the group, and understand opportunities for alignment in the 2020 Legislative Session.
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:** For more information about the Task Force, see http://www.wtb.wa.gov/futureofwork.asp.

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:** 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, trade associations, and many others.
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 Task Force has a sunset date of June 30, 2020, but is charged to provide a recommendation on whether its work should continue. The agency has put forward a request to continue this work beyond the sunset date.
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:** The goal of this meeting is to better inform the Board about the actions of the Task Force, and understand the policy recommendations to inform policymakers in the 2020 Legislative Session.