



BOARD MEETING RETREAT

May 4-5, 2023, | 9:00 a.m. – 5:00 p.m. | Meeting No. 263

Hotel Murano | 1320 Broadway, Tacoma, WA 98402 | Venice Rooms 3-4

RETREAT GOALS

1. Identify 3 to 5 strategic priorities to frame the input-gathering process for the state strategic plan for workforce development, "Talent and Prosperity for All" (TAP) for 2024-2028.
2. Identify items to explore for potential inclusion on Board's 2024 legislative agenda.

Day 1: May 4 – Learning & Stage-Setting

9:00 a.m. Call to Order

- Welcome and Introductions
- Workforce Board Co-chairs Gary Chandler and Larry Brown

9:05 a.m. Retreat Goals & Overview

- Facilitators: Rachael Stephens Parker & Jack Porter, National Governors Association

9:20 a.m. Economic Disparities – Data Visualization

Tab 1

- Dave Wallace, Workforce Board
- Coral Garey, Workforce Board
- Christopher Dula, Workforce Board

10:00 a.m. Break

10:15 a.m. Select Industry Sectors – Workforce Challenges and Opportunities

Tab 2

- Healthcare – Renee Fullerton, Workforce Board
- Advanced Manufacturing – Carolyn Busch, Department of Commerce
- Clean Energy – Brian Young, Department of Commerce
- Government Agencies – Michaela Doelman & Sasha Thomas, Office of Financial Management
- Transportation & Transportation Construction – Jeff Pelton, Department of Transportation – *pre-meeting video only*

11:30 a.m.	Looking Back – Workforce Board’s Legislative Priorities	Tab 3
	<ul style="list-style-type: none"> Nova Gattman, Workforce Board 	
12:00 p.m.	Lunch (<i>RSVP required</i>)	
1:00 p.m.	Credential Transparency & Pathways	Tab 4
	<ul style="list-style-type: none"> Scott Cheney, Credential Engine Amanda Winters, National Governors Association Nick Moore, Office of Governor Ivey, State of Alabama Maddy Thompson, Office of Governor Inslee Rovy Brannon, University of Washington Continuum College (<i>pre-meeting video only</i>) 	
2:30 p.m.	Break	
2:45 p.m.	OSPI Priorities and Partnership Discussion	
	<ul style="list-style-type: none"> Chris Reykdal, Superintendent of Public Instruction 	
3:15 p.m.	Survey Results – Potential Strategic Priorities for TAP	Tab 5
	<ul style="list-style-type: none"> Dave Wallace, Workforce Board Christopher Dula, Workforce Board 	
4:00 p.m.	Strategic Prioritization Exercise	
	<ul style="list-style-type: none"> Facilitators 	
4:45 p.m.	Wrap-up & Next Day Preview	
	<ul style="list-style-type: none"> Facilitators 	
5:00 p.m.	Day 1 Adjourn	
5:30 p.m.	Reception for Board Members and Key Partners	
	<ul style="list-style-type: none"> Heavy appetizers 	



BOARD MEETING RETREAT

May 4-5, 2023, | 9:00 a.m. – 4:30 p.m. | Meeting No. 263

Hotel Murano | 1320 Broadway, Tacoma, WA 98402 | Venice Rooms 3-4

Day 2: May 5 – Decision-Making and Commitments

9:00 a.m. Call to Order

- Welcome and Introductions
- Workforce Board Co-chairs Gary Chandler and Larry Brown

9:05 a.m. Summary of Previous Day Activities

- Facilitators: Rachael Stephens Parker & Jack Porter, National Governors Association

9:20 a.m. Response Panel, Partner Voices

- Facilitators
- TAP Core Program Partners

10:30 a.m. Break

10:45 a.m. Discussion 1: Strategic Priorities

- Facilitators

12:00 p.m. Lunch (*RSVP Required*)

1:00 p.m. Discussion 2: Strategic Priorities – TAP

- Facilitators
- Board Members

2:00 p.m. Discussion 3: Strategic Priorities – Legislative Agenda

- Facilitators

- Board Members

3:00 p.m. Commitments & Next Steps

- Facilitators

4:30 p.m. Adjourn

Board Retreat Facilitators
May 4-5, 2023
Hotel Murano
Tacoma, Wash.

The Board Retreat will be facilitated by **Rachael Stephens Parker** and **Jack Porter** of the National Governors Association Center for Best Practices.

Their biographies follow.

Rachael Stephens Parker

Program Director – Workforce Development & Economic Policy **NGA Center For Best Practices**



Rachael Stephens Parker serves as the director of the Workforce Development & Economic Policy program in the [NGA Center for Best Practices](#). Rachael oversees research, policy guidance, and technical assistance provision to Governors and state leaders on expanding equitable access to economic opportunity by reducing barriers to economic participation; fostering economic dynamism and job growth; and providing training and employment opportunities that support employers' talent needs and lead to family-sustaining careers. Current areas of focus include workforce and economic development innovations for a more equitable

economic recovery; cross-system alignment to facilitate lifelong learning; scaling proven training strategies including apprenticeship and youth apprenticeship; streamlining business regulations and fostering entrepreneurship; and advancing place-based economic development strategies.

Before joining the NGA Center for Best Practices, Rachael was an economic policy fellow at Third Way, where her research and policy work with Congress focused on workforce development, infrastructure, automation and the future of work. Prior to that, she managed career-mentoring and job-connection programs for low-income adults in the New York City and D.C. metro areas at a nonprofit founded on the understanding that talent is equally distributed but opportunity is not, and that we all have a role in redistributing opportunity, a belief that has been foundational to Rachael's work throughout her career.

Rachael has published opinions in *Real Clear Policy* and *The Hill*, and her research has been featured in *Bloomberg Business Week*, *Forbes*, *Philanthropy Daily*, and *Inside Higher Ed*. She has also appeared as a guest on *Federal News Network* and *Information Security Media Group*.

Rachael holds a master's degree in public policy from the John F. Kennedy School of Government at Harvard University, and a bachelor of arts in economics from Bryn Mawr College, where she graduated magna cum laude as the sole recipient of the Jeanne Quistgaard Memorial Prize for Excellence in Economics. Rachael originally hails from Maryland.



Jack Porter

Senior Policy Analyst

Jack serves as a senior policy analyst on the [Workforce Development and Economic Policy Program](#) of the National Governors Association Center for Best Practices, where he supports governors' staff by providing technical assistance related to workforce and economic development policy. Before joining NGA, Jack was an advocacy associate at the National College Attainment Network, a nonprofit with more than 400 members that support traditionally underserved

students across the United States. He was primarily responsible for providing technical assistance to state and federal policy grantees.

Jack holds a master's of education in higher education policy from the University of Texas at Arlington and a bachelor of science in American Studies from Springfield College.

Jack originally hails from Connecticut.

Tab 1

Economic Disparities

PRESENTED BY: Dave Wallace, Chris Dula and Coral Garey

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ **Discussion Only**

SUMMARY:

Washington's economy has received positive attention in recent years for job creation and its overall performance. However, economic recovery after the pandemic remains uneven and significant disparities continue.

The Workforce Board's vision is that "Every Washington community is thriving, inclusive and economically resilient." This means all communities: Urban and rural, disadvantaged, communities of color, immigrants and refugees, and more.

This will be a data presentation showing existing economic disparities in Washington state. As the data permits, this presentation will show the demographic and geographic breakdown of who is benefiting from our economic successes, who is being left behind, and to what levels.

The following data points will be covered:

- A general economic overview showing how the nation and state have fared since the Great Recession and the pandemic.
- Labor force participation trends as they relate to economic events.
- Comparative regional earnings disaggregated demographically.
- A geographic overlay showing how various populations are engaged economically.
- Service saturation into Washington's working age population and employers.

BACKGROUND:

As the first presentation on Day 1 of the retreat, the intent is to prime attendees on significant economic challenges and opportunities facing our state's workforce system. We will not be exploring data from the system (i.e., how many participants or employers served, outcomes and impact of programs, etc.), but instead will explore data about the overall economy and the general population, and through data visualization focus on who and which communities are not benefitting from Washington's economic successes.

This presentation sets the stage for participants to think about potential priorities for the Talent and Prosperity for All strategic plan and the Board's legislative agenda—the two interdependent goals of the retreat. The Board's priorities will encompass the comprehensive workforce development system, and how all components of the system can work together to affect positive change—better outcomes for both our workers and our employers.

Questions participants might consider include:

- How does the data I heard about resonate with my own experience in my work or life?
- What is missing from the data or what was I expecting to see, but did not?
- Where do we need more data? What types of data will we need to make good systemic decisions, set goals, and track our progress against goals?
- What problems stand out as needing the collective strength of the full system to solve?

STAFF GUIDANCE & RECOMMENDATION:

This is a discussion-only session, but Board members and attendees should feel free to reference the information presented throughout the 2-day retreat, especially during prioritization exercises.

Tab 2

Select Industry Sectors – Workforce Challenges and Opportunities

PRESENTED BY: Renee Fullerton, Workforce Board; Carolyn Busch, Department of Commerce Office of Economic Development and Competitiveness; Brian Young, Department of Commerce Clean Technology Sector; Michaela Doelman and Sasha Thomas, Office of Financial Management Human Resources Division; Jeff Pelton, Department of Transportation

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ **Discussion Only**

SUMMARY:

The panel discussion will focus on the workforce challenges and opportunities of various industries, including the impact of the pandemic, technology, and environment on the industry and its workers. The discussion will cover critical workforce needs, reasons for workforce shortages and workers leaving jobs, recent successful approaches to addressing workforce needs, and how the Board can assist these industries in meeting their workforce needs. Overall, the discussion aims to provide valuable insights into the current state and future prospects of the industries, critical issues affecting the industries, and potential solutions to address these workforce challenges.

BACKGROUND:

The State Workforce Board has a long-standing history of working with key industry sectors to identify and address workforce challenges and opportunities, understand industry trends, and prioritize investments in workforce programs and services. Workforce challenges have become a top concern for both employers and workers in Washington and across the country as the economy continues to recover from the COVID-19 pandemic. In 2023, there are more open positions than people looking for work, and the skillset of the labor force does not always align with employer needs.

Moreover, the economic environment has changed dramatically over the past few years and will continue to evolve. Technological and societal shifts have reshaped the labor landscape, such as the increased usage of automation and artificial intelligence, the implementation of

new climate policies, and the restructuring of employer-worker relationships with the gig economy and hybrid work.

The panel will provide insights into topics such as workforce gaps, productivity pressures, and hiring challenges as the Board begins to think about updating the state strategic workforce development plan and how to prioritize and encourage investments in workforce programs and services. The plan is critical to Washington's economic security and resiliency. The Board aims to bring many voices and perspectives from across the state together to think about systemic strategic priorities and goals that create a Washington where multiple industries thrive, and all individuals have every opportunity to improve their economic self-sufficiency.

The panel has been asked to address the following questions, partially in pre-meeting videos and partially in-person on the 4th:

- Is the industry currently in a growth phase, declining, or holding steady? What is the expectation for the next 3 to 5 years?
- How have the pandemic, technology, environment, security, and other issues affected the industry and its workers?
- What are the most critical workforce needs for your industry at the moment, and what are the projections for the future?
- What do you think are the top reasons why your industry is not able to meet its workforce needs?
- Have there been any surveys of workers about why they are leaving jobs in this sector? If not, what do you think the response of a "frontline" worker might be to that question?
- Have there been any recent successes in trying new approaches or partnerships to address workforce needs?
- As the planning and policy oversight body for the state's workforce development system, how can the Board be helpful to your industry in addressing its workforce needs?

The panel members and their industry sectors are listed below:

- **Healthcare** – Renee Fullerton, Workforce Board
- **Advanced Manufacturing** – Carolyn Busch, Department of Commerce
- **Clean Energy** – Brian Young, Department of Commerce
- **Government Agencies** – Michaela Doelman & Sasha Thomas, Office of Financial Management
- **Transportation & Transportation Construction** – Jeff Pelton, Department of Transportation – *pre-meeting video only*

Pre-meeting videos are available on YouTube: [Workforce Board Retreat Videos](#)

Two additional resources are provided in support of the Transportation and Transportation Construction Industry presentation. Included in this Tab are a Washington State DOT Blog that describes their remarkable High School to Highways career path program, and a description and link to a resource from the National Governors Association (NGA), *Strategies*

for Deploying Surface Transportation Funds for Workforce Development and Postsecondary Education.

One final resource from the Office of Financial Management. Michaela Doelman and Sasha Thomas will reference the state's virtual HR data center that you might want to explore.

Here is the link: <https://ofm.wa.gov/state-human-resources/workforce-data-planning/virtual-workforce-data-center>.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only: This presentation features both pre-meeting videos and live presentations. Please prioritize the pre-meeting videos as they are designed to be viewed in advance and aim to provide necessary background and context for participants to prepare for the live presentations and discussions. The live presentations will deliver more comprehensive information and insights in real time. Staff advise the Board to consider potential policy implications and come ready to ask questions of the panel to improve their understanding of industry sector workforce challenges and opportunities.

High School to Highways program gives young adults a path to public service

UPDATE: April 21, 2022

Eligibility for the High School to Highways program has expanded to include applicants ages 18 to 23.

By Angie Millar

Spring break is here for many students, and those graduating from high school – or recently graduated – may be wondering what comes next. It's a question many of us dealt with and we know it can be daunting.

Might we suggest our High School to Highways program?

It's a program designed for graduating seniors and recent grads to give them an opportunity to join our maintenance team. We started it in 2020 to help us fill open maintenance jobs in several areas of the state while offering a foot in the door to those looking to start a career.



WSDOT - High School to Highways Program

How the program works

Any graduating senior or recent high school grads between the ages of 18-22 can apply. Top applicants will be selected and interviewed and from that group a handful will be selected for various roles in a variety of locations around the state. They go through our maintenance academy and orientation, learning how to use equipment and perform repairs such as guardrail and pothole work.

Students in the program are assigned a mentor for the first two years, gaining hands-on experience working on our highways. The agency also covers the cost to obtain a commercial driver's license, which our maintenance workers need to operate construction vehicles and heavy machinery.

These are not internships. Those picked for the program are full-fledged employees of our agency.

Applications for the program are now open through May 25 on our [jobs web page](#).



Those chosen for our High School to Highways program are paired up with experienced members of our maintenance team to learn a variety of skills to help keep our roads safe.

Why we are doing it

Like many organizations, we have an aging work force, leaving holes to fill across our agency, including the always-important maintenance department.

By partnering with Career Technology Education programs at local high schools, community colleges, tribal and community organizations throughout the state, we're able to connect interested students with a possible career path while helping us develop a sustainable, skilled, diverse workforce. Maintaining a robust workforce helps us keep goods and people moving across our state, ultimately benefitting all residents.

"We want to establish this pipeline so that every year recent grads know this is a standing program," Human Resources Manager Joelle Davis said. "There are students that need an opportunity like this."

Looking to the future

Two years ago, four people participated in the High School to Highways Program strictly filling jobs in King and Snohomish counties. This year we are expanding it to include Skagit, Whatcom, Pierce and Thurston counties as well as the Olympic Peninsula and Wenatchee.

It's a program we're really excited to see grow, helping us fill critical maintenance positions while giving young people a path to a rewarding career.

Select Industry Sectors – Workforce Challenges and Opportunities

Transportation and Transportation Construction Sector

[Strategies for Deploying Surface Transportation Funds for Workforce Development and Postsecondary Education by the National Governors Association \(NGA\)](#)

As states implement the IIJA, it will be critical that they ensure workers are equipped to participate successfully in the highway construction workforce and that education partners and the public workforce system understand employers' talent needs.

This resource offers guidance for states on how to use funds from the Infrastructure Investment and Jobs Act (IIJA) to address workforce issues related to the new influx of federal infrastructure dollars. The IIJA provides significant funding for infrastructure projects, including updating roads, bridges, and highways, and allows Governors and workforce development policymakers to use funds from four Federal Highway Administration programs for talent development activities. Eligible workforce development activities under the IIJA include tuition, employee professional development, pre-apprenticeships, apprenticeships, career opportunities for on-the-job training, and education activities to promote participation in surface transportation careers.

The resource highlights current state approaches to leveraging these funds, including those taken by Oregon and Idaho, and suggests additional opportunities for states to consider, such as establishing a strategy for making strategic investments, leveraging existing career pathways efforts, and engaging employers. Overall, this resource provides useful information on how to effectively use funds from the IIJA to address workforce issues related to the new federal infrastructure dollars.

Citation: Schonberger, C., & Porter, J. (2023, April 17). *Strategies for Deploying Surface Transportation Funds for Workforce Development and Postsecondary Education*. National Governors Association; NGA Center for Best Practices.

Link: <https://www.nga.org/news/commentary/strategies-for-deploying-504e-funds-for-workforce-and-postsecondary-supports/>

Tab 3

Looking Back – Workforce Board Legislative Priorities

PRESENTED BY: Nova Gattman, Workforce Board

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ **Discussion Only**

SUMMARY:

This presentation will review the results of the Board's 2023 Legislative Agenda and new responsibilities charged to the Board in the 2023 budget. Board staff will also provide a look back at various successful Board legislative initiatives.

BACKGROUND:

The Workforce Board put forward a handful of requests for funding to the Legislature and Governor in the Fall of 2022. Board staff will provide an update on the status of each of those requests. As part of the Board's agenda, several partner agency requests were endorsed as workforce system legislative agenda items and their status will also be covered in this presentation.

This presentation will additionally highlight the value of working as a collective impact organization by showcasing a range of successful previous initiatives of the Board.

Board staff have created a handout of select workforce bills of interest that passed the session. This handout follows this coversheet. For a complete list of bills tracked by the Board that passed the session, see: <https://wtb.wa.gov/about-us/workforce-board-legislative-tracker/>.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only. The information presented in this session may support additional conversation and prioritization for potential inclusion in the Board's strategic priorities discussions on Day 2 of the Retreat.

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
1009 2SHB	Military spouse employment	Claire	Leavitt	Creates a requirement that agencies, boards, commissions, or other regulatory authorities must issue a license to a military spouse within 30 days of receiving a completed application. Completed application means all supporting materials, fees, fingerprints and required documentation for criminal background check have been received. The license may be issued for a limited period of no less than 180 days. DOH, DOL, PESB and other Title 18 RCW authorities (except L & I), must have a coordinator to assist military spouse applicants and provide training to board/commission members re: military spouses, and must establish a military spouse assistance web page. Military spouses may terminate employment contracts with no penalty with written notice if their spouse is deployed to another posting. Creates a joint committee on veterans’ and military affairs to study veterans’ and active military force issues, the structure and administration of DVA and the military department, etc.
1013 2SHB	Regional apprenticeship programs	Marina	Maycumber	<p>An act establishing a regional apprenticeship program pilot through Educational Service Districts, in collaboration with OSPI. The purpose of the program is to identify common best practices and processes for establishing regional apprenticeship preparation programs that support postsecondary success for students and strengthen community engagement in schools and school districts.</p> <p>Establishes five regional programs on the east and west side of the state, with a particular emphasis on small and rural school districts. The Workforce Board is one of several entities tasked with reviewing and evaluating this pilot program (OSPI is lead), with a report due in 2027. This bill also extends the expiration date of the Work-Integrated Learning Advisory Committee, of which the Workforce Board is a member, through June 2027.</p>
1176 2SHB	Climate-ready communities	Nova	Slatter, Governor Request	<p>Bill creates a Climate Corps Network under the Washington Service Corps (AmeriCorps). The Climate Corps would provide education and career development opportunities for service members, including youth and veterans. The bill includes direction to administer grants to expand access to service opportunities in overburdened communities.</p> <p>Specific to the Workforce Board, the bill includes the components of the Board’s decision package item of convening a Clean Energy Technology Workforce Advisory Committee (and funded in the final budget). The Department of Commerce and Employment Security Department are named partners in the Board’s work. The Board is directed to convene an open group of stakeholders to collect and review data specific to this sector, develop an inventory of skills and competencies in the clean energy technology sector and gaps in education, work with training providers to identify where existing programs might meet the needs or be adapted as needed, and create recommendations to mitigate climate change policy impacts on businesses and workers. The Board is also directed to contract with an organization for a feasibility study for a transition to retirement program for late-career workers.</p> <p><i>SB 5247 (Nobles), Companion Bill</i></p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
1301 HB	License review and reporting	Dave P	McClintock	Requires the Department of Licensing to review all its professional licenses on a ten-year cycle, at 10 percent per year, and specifies a report to the legislature with a list of specific information about each program reviewed, including the rationale for creating the license and how other states regulate that profession, along with recommendations for modification or termination. Specifies a further analysis that may be requested on any license reviewed by either legislative committee. Creates a rubric of “least restrictive regulation” for all non-health licensure (health professions being subject to existing rubric in RCW 18.120). This rubric is to be used in any further analysis. If the department finds that it is necessary to change professional licenses, the department shall recommend the least restrictive regulation consistent with the public interest and under whichever of the two rubrics is appropriate.
1316 2SHB	Dual credit program access	Joe	Paul	<p>This bill changes the maximum enrollment for Running Start students from up to 1.2 FTE to up to 1.4 FTE combined maximum enrollment—school district and institution of higher education—and includes the summer academic term. Requires every school district, charter school, and state-tribal education compact school to allow eligible students to participate in Running Start. OSPI is directed to adopt rules to fund student enrollment in summer term Running Start courses for up to 10 credits per student, per term.</p> <p>OSPI must consult with SBCTC, participating institutions of higher education, WSAC, and ERDC to annually track and report the combined FTE experience of students participating in Running Start programs, including course load analyses and enrollments by high school and participating institution of higher education.</p>
1447 2SHB	Assistance programs	Claire	Peterson	<p>The bill, as passed the legislature, states that, in addition to their monthly benefit payment, families eligible for Temporary Assistance for Needy Families (TANF) are able to keep the first \$500 of their earnings and 50 percent of their remaining earnings during every month they are eligible to receive assistance. Under current law, certain resources (e.g., applicant's home, one motor vehicle valued at \$10,000 or less) are exempt from being counted towards a TANF applicant's financial eligibility for assistance, and the limit for the value of all other (nonexempt) resources is \$6,000. 2SHB 1477 increases this all “other resource” value limit to \$12,000 and:</p> <ul style="list-style-type: none"> Removes the \$10,000 equity value limit for an applicant’s motor vehicle. Adds retirement funds, pension plans, and retirement accounts to the list of exempt resources. <p>The bill adds TANF recipients who are experiencing a hardship as defined by DSHS to the list of those who qualify as having "good cause" for failure to participate in WorkFirst program components. The bill also provides that the 60-month lifetime limit for TANF does not apply to child-only TANF.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
1503 ESHB	Health care licenses/info.	Renee	Riccelli	<p>Requires all healthcare professions licensed under Title 18 RCW, except physicians and PAs (who already provide this information), to provide information regarding demographic traits and practice location at time of application and renewal. The information about race and ethnicity must match that collected for student-level data under RCW 28.A.300.042. This creates a requirement to collect disaggregated data that allows for much greater level of detail compared to the US Census racial/ethnic categories.</p> <p><i>Staff note: Implements a recommendation of the Health Workforce Council, which the Workforce Board staffs.</i></p>
1525 2SHB	Apprenticeships /child care	Dave W	Fosse	<p>Expands the eligibility for Working Connections Child Care benefits to apply to persons in the first 12 months of a state registered apprenticeship program when the applicant or consumer has a household income that:</p> <ul style="list-style-type: none"> • Before July 1, 2025, does not exceed 75 percent of state median income (SMI) at the time of application; and • Beginning July 1, 2027, does not exceed 85 percent of SMI at the time of application. <p>Apprentices no longer have the requirement to be a full-time student to receive Working Connections benefits.</p>
1658 SHB	Work experience/H.S. credit	Joe	Shavers	<p>Beginning in the 2023-24 school year public high school students aged 16 years and older may earn up to two elective high school credits through paid work experience. 0.5 credit awarded for every 180 hours of paid eligible work.</p> <p>Credit for work experience is contingent on meeting the following requirements:</p> <ul style="list-style-type: none"> • Documented approval from school point of contact for the employer, with continued supervision of student from this point of contact. • Work experience is reflected in the student's HSBP. • Includes a student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education, including those essential to understanding the importance of work and finance. • Include provisions for demonstrating or otherwise assessing the student's grade-level proficiencies on the state financial education learning standards for employment and income or financial decisions. • Include provisions for demonstrating or otherwise assessing the student's growth in proficiency in meeting the state financial education learning standards occurring between prework and post-work experiences. <p>All work is approved and vetted by school officials and should be reflected in the student's High School and Beyond Plan (HSBP). Program proposals must include the state financial education learning standards. OSPI is to adopt and periodically revise implementation rules on the elective credit.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
1724 2SHB	Behavioral health workforce	Renee	Bateman	<p><i>The original bill charged the Workforce Board with a report like that outlined below. Under the House Appropriations amendment, that responsibility has moved to the Department of Health (DOH).</i></p> <p>Assigns DOH, in consultation with Workforce Board and Board of Psychology, to examine licensure requirements and identify changes to statutes and rules that would reduce barriers to licensure and streamline/shorten credentialing process for five behavioral health professions (SUD professionals, social work, marriage/family therapy, mental health counselors, and psychologists). A progress report is due by November 2023, a final report is due November 2024. DOH and Board of Psychology are charged with implementing rule changes. DOH must create a program to facilitate placement of associates with supervisors, including stipends to offset the cost of supervision. Removes the limitation of provisional licenses for the named behavioral health professions to only work in certified behavioral health agencies and reduces the number of required hours of qualifying supervision for social workers from 4000 to 3000.</p> <p>The bill additionally creates two new categories of behavioral health credentials – licensed and certified agency affiliated counselors and set the scope of practice for each. DOH and licensing boards/commissions must waive education, training, experience, and exam requirements for applicants who have been credentialed in another state with substantially equivalent standards for at least two years before they applied for Washington credential.</p>
1763 HB	Conditional scholarships	Renee	Eslick	<p>Sets the interest charged for repayment of a state conditional scholarship extended through the Washington Health Corps at 2 percent or less, requires WSAC to offer wraparound services to help obligated scholars complete their service obligations, and requires a service obligation to be forgiven without penalty if the person experiences unforeseen emergencies/hardships that impact their ability to complete the obligation.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
1823 EHB	WA student loan program	Joe	Timmons	<p>Makes targeted adjustments to the WA Student Loan Program, administered by WSAC (passed into law in 2022). The bill limits loan interest rates to 2.5 percent or less, requires the Loan Program account to have a minimum life cycle of seven years (and eliminates previous requirements that the funds would need to be self-sufficient), and loans would start being issued in the 2025-26 academic year. The maximum borrowing limit per borrower is set at \$20,000 annually and the maximum loan repayment period is 25 years unless as exception is granted by the office. WSAC is required to provide a second report on the design, sustainability, and implementation plan for the program to the Governor and the Legislature by December 1, 2023.</p> <p>Students meeting the following criteria will be prioritized: have the greatest unmet need; are lowest income; are first generation; are demographically underrepresented; do not qualify for federally funded student financial aid; or received loans under the program in prior years.</p> <p>Eligible participants are limited to graduate students enrolled in a specialized field of study that has a workforce shortage or is considered high-demand, such as professions in healthcare, behavioral health, education, law enforcement, public safety, and others determined by the office of student financial assistance within WSAC. Postgraduate employment data and time to degree completion are elements added to the required data collection on the program.</p>
5048 2SSB	College in high school fees	Joe	Mullet	<p>This bill requires institutions offering College in the High School (CHS) programs, starting September 1, 2023, to provide free CHS courses for students in grades 9-12 at public schools. Implementation of the bill is subject to appropriation directly to SBCTC and the public, four-year institutions offering CHS courses. CHS courses shall receive state funding based on the calculating total CHS courses administered the prior academic year, at \$300/ student up to a maximum rate of (adjusted annually for inflation beginning in fiscal year 2025):</p> <ul style="list-style-type: none"> • \$6,000 per CHS course administered by a state university. • \$5,000 per CHS course administered by a regional university or The Evergreen State College. • \$3,500 per CHS course administered by a community or technical college. <p>High Schools offering CHS must notify parents and students (grades 8-12) of the program, and provide notice that:</p> <ul style="list-style-type: none"> • There is no fee for enrolling in a course for college credit. • Enrollment starts a college transcript. • Credit earned may only count as elective credit if transferred. <p>The institution of higher education must transcribe the CHS course, grant undergraduate credit as appropriate and applicable to the student's degree requirements, and provide course equivalencies for CHS courses and policy for awarding credit on the institution's website.</p> <p>Participating colleges are required to prepare coordinated reports with SBCTC and Council of Presidents to include data on student demographics, participation rates, and geographic data, as well as recommendations on additional categories for data reporting and disaggregation. Reports are due annually, beginning September 1, 2024.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
5096 SSB	Employee ownership	Joe	Padden	<p>Establishes an Office of Employee Ownership and creates the Washington Employee Ownership Program and Washington Employee Ownership Commission at the Department of Commerce to support efforts of businesses considering a sale to an employee structure. Membership of the Committee includes four legislators, and governor-appointed representatives of a worker cooperative business; an employee stock ownership plan (ESOP) business; a statewide business association; one economic development expert from the private sector; representative from a financial institution with expertise in transitions to employee ownership; one economic development expert from the public sector; and a representative from Commerce.</p> <p>The bill further provides a business and occupation tax credit starting July 1, 2024, for costs related to converting a qualifying business to an employee ownership structure equal to 50 percent of the conversion costs, not to exceed \$25,000, for converting to a worker cooperative; or 50% of the conversion costs, not to exceed \$100,000, for converting to an ESOP. The total amount of credits may not exceed \$2 million per year and expires in 2030.</p> <p><i>Near-Companion: SHB 1743 (Doglio).</i></p> <p><i>Staff note: The Future of Work Task Force, which was staffed by the Workforce Board, included a very similar recommendation in the 2019 report.</i></p>
5156 SSB	Farm internship program	Joe	Torres	<p>Extends the existing small farm internship program, which was originally created as a pilot in 2010, indefinitely and to all counties. Previously set to expire at the end of 2025. In addition to the current requirements to obtain a special certificate, a farm must demonstrate that the internship program encourages the interns to participate in CTE or other educational content with courses in agriculture or related programs of study at a community or technical college. Raises the annual sales threshold to qualify as a small farm from \$250,000 to \$265,000. Eligible farms in new counties to the bill (19 total) must have at least one intern who has or whose parent or grandparent has direct experience working as a migrant farmworker, with some exceptions if these criteria cannot be met.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
5243 E2SSB	High school and beyond plans	Joe	Wellman	<p>The bill amends high school and beyond plans (HSBP), required for all high school students, by revising requirements for these plans so that the process begins in 7th grade, with 8th graders formulating plans for the first year of high school aligning with their graduation goals. The plan should be updated annually and be provided in a language students and parents understand. It should also provide additional supports and resources for struggling students not meeting standards and assessment targets, involve parents, and include an identification of secondary and postsecondary education and training goals.</p> <p>OSPI is charged with establishing a new common platform for HSBP and submitting a report on projected costs to develop the platform and a list of potential vendors to the legislature by January 1, 2024. OSPI shall develop an implementation plan for completing statewide implementation of a universal HSBP planning tool by October 1, 2024. The statewide online platform must meet certain requirements, including having the capability to be routinely updated and modified to include 16 specified elements and capabilities to ensure equity in HSBP implementation and engagement. Once completed, schools will have two years to adopt the universal platform.</p> <p>OSPI is additionally charged to provide a report detailing recommendations for additional policy changes related to the HSBP platform by August 1, 2025. The State Board of Education will also submit a report and recommendations on how the HSBP could be modified to further support student choice and flexibility in meeting graduation requirements and preparing for postsecondary education and training, including increasing access to mastery-based learning and mastery-based crediting opportunities by August 1, 2025.</p> <p><i>Staff Note: Some of these requirements align with the capabilities and potential future capabilities found on the Workforce Board's Career Bridge site.</i></p> <p><i>Companion Bill: SHB 1273 SHB (Berg)</i></p>
5269 2SSB	Manufacturing	Dave P	Shewmake	<p>The Washington Clean Manufacturing Leadership Act: Directs the Department of Commerce to conduct an independent assessment of opportunities to capture new and emerging industries and strengthen its existing manufacturing base, including the impact transition to net zero emissions by 2050, needs related to transportation and port infrastructure, supply chains, workforce, and energy, and opportunities to build and maximize environmental and economic benefits of a circular economy. The workforce assessment must consider how to maximize the use of the existing manufacturing workforce's transferable skills and address any remaining skills gaps and identify opportunities to build a manufacturing workforce pipeline that ensures fair access to a manufacturing career. The assessment will inform the work of the existing Manufacturing Council. Commerce is required to create a state industrial strategy and establish an industrial policy advisor to ensure that Washington fully leverages available federal funding for manufacturing. The assessment shall be released by October 1, 2024, and the strategy by June 1, 2025.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
5534 ESB	Workforce investment board	Dave W	Randall	<p>Replaces the Workforce Board with WSAC as the staff to the Workforce Education Investment Accountability and Oversight Board (WEIAOB). The Workforce Board would maintain the responsibility of updating the data dashboard. A Senate floor amendment also added the Workforce Board as a member of the WEIAOB.</p> <p><i>Note: In Section 1(7) The Workforce Board is directed to develop and maintain the WEIAOB data dashboard. However, funding for this was not included in the final budget at the level necessary for implementation.</i></p>
5582 E2SSB	Nurse supply	Donald	Holy	<p>Multifaceted approach to resolving the nursing shortages in the state. The bill authorizes funding for SBCTC to develop a strategy to train more nurses over the next four years and develop an online curriculum for Licensed Practical Nurses (LPN). The Nursing Commission is required to count a certain number of simulation hours in place of clinical hours, among other items to address the shortage of nurses, especially in rural areas. The bill also seeks to expand the student nurse preceptor program through a grant program which will compensate nurse preceptors in rural, underserved, or long-term care (LTC) facilities. In K-12, a grant program is established to expand health programs in CTE, and a pilot program for rural hospitals to engage CNAs in high school is created.</p> <p>Specific to the Workforce Board, the bill codifies the Home Care Aide to CNA to LPN Apprenticeship (already in process, funded by the 2022 budget), and charges the Board with the development of a marketing strategy to bolster recruitment into nursing professions, including to rural and LTC facilities. The Workforce Board will also work with the OSPI to develop criteria for competitive grant funding to support new or existing HS career and technical education programs.</p>
5617 SSB	Career & tech. ed. courses	Joe	Wellman	<p>The bill is intended to bring uniformity to academic credit access at skill centers around the state by introducing additional Skill Center Cooperative Agreement requirements related to CTE Course Equivalencies. The Skill Center Cooperative Agreements will be updated so that all school districts participating in a skill center (core, satellite, or branch campus) must honor any local or state equivalency courses offered by the host district.</p> <p>Additionally, equivalency evaluation requirements have been increased. OSPI is required to conduct a review of equivalency implementation and provide technical assistance to districts to ensure state course equivalencies are being consistently offered for academic credit for students at high schools and skill centers. OSPI shall convene a technical working group to develop a course equivalency crosswalk for technology-based competitive student activities that complies with specified equivalency and content requirements, and to update a list of approved curriculum frameworks.</p>

Bill	Title	Board Staff Lead	Original Sponsor	Staff Summary
5702 ESSB	Student homelessness pilot	Joe	Trudeau	<p>This removes sunset of July 2024 for the Students Experiencing Homelessness pilot program that was initiated by the Legislature in 2019 to provide assistance and accommodations to students experiencing homelessness and to students who were in foster care when they graduated from high school. In expanding the programs, all public four-year institutions and community and technical colleges are eligible to participate.</p> <p>The participating institutions must provide accommodations to homeless students and students who were in foster care at high school graduation that may include access to laundry facilities, storage, locker rooms and showers, access to technology; reduced-price meals or meal plans; access to short-term housing or housing assistance, especially during seasonal breaks; and case management services.</p> <p><i>Companion: HB 1693 (Lekanoff).</i></p>

Tab 4

Credential Transparency

PRESENTED BY: Scott Cheney, Credential Engine; Amanda Winters (tentative), National Governors Association, Nick Moore, Alabama Governor Ivey's Office; Maddy Thompson, Washington Governor Inslee's Office; and a pre-meeting video presentation from Rovy Branon, Vice Provost of University of Washington Continuum College

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ **Discussion Only**

SUMMARY:

The Board has been a leader in advocating that all learning should be valued regardless of *where* it's learned and *how* it's learned. Learning on the job, in a registered apprenticeship, via career & technical education (CTE) pathways, traditional college, military, or other venues; each modality can be a pathway to career success.

The Board will hear from a panel of national and state level experts on the topic of credential transparency. They will provide some definitions, tools, and resources on the topic, discuss policy and impact considerations, and provide examples of what is occurring in this space across the country. The panelists include:

Credential Engine - *Scott Cheney*

National Governors Association - *Amanda Winters*

State of Alabama Governor's Office - *Nick Moore*

State of Washington Governor's Office - *Maddy Thompson*

University of Washington Continuum College - *Rovy Branon (pre-meeting video only)*

Pre-meeting videos are available on YouTube: [Workforce Board Retreat Videos](#)

BACKGROUND:

If credentials represent validated skills, competencies, and experiences, in a perfect system, those credentials should be portable, and give the holder mobility within the economy and the education marketplace. With a fully transparent credentialing system, navigating credential waters is made easier—how one credential stacks on another, what skills are needed before new skills can be learned, how much will a credential cost, what is the return

on investment, etc.—and if we are successful creating a transparent system, there would no longer be terminal credentials, as all learning becomes a platform for additional learning.

Washington has been on a path to increase access to and attainment of postsecondary credentials for all its residents, especially those marginalized from economic success, and to strengthen the connection between industry and education to improve economic outcomes for its students and the competitive stature of its businesses. The state has been recognized nationally for some of the tremendous gains it has made. Successful advancements have been achieved in opening on-ramps to careers for immigrants, refugees, and under-educated adults, and in articulating pathways from high school to postsecondary credentials, including registered apprenticeships and 2- and 4-year degrees. Yet, for traditionally marginalized populations and communities, the overall numbers achieving economic success, security, and resiliency have not changed significantly.

The Board's focus on ending economic disparities led them to search for more equitable ways of recognizing and credentialing learning. During the Great Recession, and again during the pandemic, it became clear that dislocated workers had skill sets that could be honed and applied to new occupations, but current credentialing systems caused many to start over in a new program of study to prepare for another job opportunity. When they exited their programs, they found they were competing with much younger cohorts of new workers for the same jobs—resulting in low re-employment rates. The Board also found that for many high school students, material learned in a CTE classroom or in work-based learning was not accepted by colleges, even if the level of knowledge attained was similar to attainment levels in academic classrooms.

The Workforce Board's investigation of credential pathways to prosperity began roughly 12 years ago, with a dual focus on bridging gaps for low-wage adult workers and disconnected youth. In 2019, the Board helped launch Washington's first-ever Credential Transparency Advisory Committee, as part of a grant-funded project with the Washington, D.C.-based nonprofit, Credential Engine. The Credential Transparency Advisory Committee—representing Washington's public and private higher education institutions, registered apprenticeship, K-12 education, the workforce development system, and policymakers—was convened to explore the role that credentialing plays in the educational and economic mobility of Washingtonians, and talent development for the state's businesses.

The [Credential Transparency Advisory Committee](#) reviewed data, literature and survey research, and promising practices to develop recommendations to advance Washington's efforts toward a credential transparency framework that:

- Is learner-centered and can meet a learner's needs throughout working life.
- Accommodates, and views as assets, all cultures, lived experiences, and learning styles of credential-seekers.
- Deconstructs student learning by commonly defined knowledge, skills, and abilities.

- Provides momentum, mobility, and permeability along educational and career pathways.
- Can be reliably evaluated.

Credential Transparency is also a critical component of other past and present Workforce Board initiatives, including Multiple Pathways for Youth, Work-Based Learning, Career Bridge, Future of Work, the Long-Term Care Registered Apprenticeship, and the National Governors Association (NGA) Workforce Innovation Network project, to name a few.

The Workforce Board is also a partner on another NGA Credential Transparency effort, Skills-Driven States Community of Practice and Demonstration Projects, where the Learner-Employer Digital Wallet or Learner-Employer Record (LER) is being tested. There is information on Washington's demonstration project (Washington LER Project Overview) included in this Tab. The community of practice around LER concepts is gaining momentum not just in Washington and other states, but also within national organizations that are working to [refine standards of interoperability](#) for LERs. Board members will hear a brief summary of the multi-partner national work that NGA is coordinating, as well as some highlights from the demonstration projects of other participating states.

This past legislative session, Rep. Vandana Slatter saw the need to bring partners together to take a deeper dive into credential transparency through the creation of a new credential transparency work group. Rep. Slatter primed [HB 1821](#) (also included in this Tab) that was to be staffed by and housed within the Workforce Board. A group of higher education and workforce professionals worked together with Rep. Slatter on the bill to increase postsecondary credential transparency, identify and disseminate information on credentials, review existing credential platforms, and identify best practices. While the bill did not pass, it generated much interest from stakeholders.

Events over the past 12 years, especially the pandemic, the Great Recession, accelerated technological advancement and adoption, urgent industrial and occupational shifts caused by environmental and security concerns, and the global marketplace, have heightened the economic and educational disparities that caused the Workforce Board to start down this path of inquiry. During that time, traditional higher education institutions have seen and continue to see enrollment decline, while short-term, online courses and credential programs are proliferating successfully at a steady pace. Enrollment in college courses for students that had graduated high school in the past year declined from 60% to 50% from 2018 to 2021, according to data from Washington's [Education Research & Data Center](#). These are not just Washington phenomena; they are taking place across the [U.S.](#) and around the world.

Panelists for this session will provide an overview of how this topic is advancing among the states and at the national level. There will be representatives from some Washington pilot projects in the room who can provide more granular perspective as well, on request.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only: Time is reserved at the end of the panel for questions or requests for additional learning opportunities in future meetings.

SUBSTITUTE HOUSE BILL 1821

State of Washington

68th Legislature

2023 Regular Session

By House Postsecondary Education & Workforce (originally sponsored by Representatives Slatter, Timmons, and Pollet)

READ FIRST TIME 02/17/23.

1 AN ACT Relating to creating a postsecondary credential
2 transparency work group; and adding new sections to chapter 28C.18
3 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28C.18
6 RCW to read as follows:

7 (1) A credential transparency work group is created within the
8 board.

9 (2) The purpose of the credential transparency work group is to:

10 (a) Increase postsecondary credential transparency by improving,
11 through a student-centered and worker-centered focus, the ability of
12 students, workers, employers, educators, policymakers, and the
13 general public to better understand and evaluate the full range of
14 credentials delivered or issued in, or funded or governed by, the
15 state;

16 (b) Identify and disseminate valuable fields of information
17 across credentials to support understanding, evaluation, and decision
18 making. Such fields include, but are not limited to, credential type,
19 time to degree, initial and potential lifetime earnings, employer
20 demand location, modality, credential provider, and potential job and
21 career paths;

1 (c) Review existing state credential platforms, data
2 infrastructures, and projects; and

3 (d) Identify best practices to increase credential transparency
4 through, for example, existing programs at state institutions of
5 higher education, licensing, registered apprenticeships, and career
6 connected learning.

7 (3) The credential transparency work group shall provide
8 recommendations to, and may contract with, at least one state
9 credential transparency platform. The work group shall consider
10 credential transparency platforms, statutes, and policies in other
11 states in recommending or developing the following:

12 (a) A shared definition of credential;

13 (b) Common credential terminology;

14 (c) Changes, if needed, to state credential platforms, data
15 infrastructures, and projects to support understanding, transparency,
16 evaluation, and decision making;

17 (d) A proposal to recognize learning that occurs through paid
18 work and career connected learning opportunities;

19 (e) A statewide communications plan to increase credential
20 awareness among credential providers and potential users including,
21 but not limited to, students, workers, employers, teachers, guidance
22 counselors, and parents; and

23 (f) The continuation and scope of its work under subsection (2)
24 of this section.

25 (4) The credential transparency work group shall identify up to
26 four workforce industry sectors that have statewide reach and
27 contribute to the state's workforce development system to develop
28 industry demonstration projects to test the concepts of credential
29 transparency. The board, in consultation with the work group, shall
30 communicate with employer and worker associations within those
31 sectors to identify potential applicants for demonstration funding.
32 Two statewide occupations within each sector will be identified as
33 the focus for the industry demonstration projects. Each industry
34 shall select a lead organization and a network of partners to fulfill
35 the requirements of the demonstration projects.

36 (a) Each of the four industry demonstration projects must:

37 (i) Identify diverse approaches to obtaining credentials across a
38 range of providers within the chosen occupations;

39 (ii) Chart the skills, behaviors, abilities, and knowledge
40 required for occupational pathways within the chosen occupations; and

1 (iii) Collect credential data within the chosen occupations,
2 defined and determined by the work group using the common credential
3 terminology.

4 (b) The board, in consultation with the work group, shall provide
5 technical assistance to the industry demonstration projects to
6 complete occupational skill analysis using the common credential
7 terminology identified by the work group.

8 (c) The industry sectors demonstration project leads shall report
9 to the work group the preliminary results of the data collected under
10 this subsection by October 1, 2024, and final results by October 1,
11 2025.

12 (d) To the extent possible, the work group shall incorporate the
13 data and information collected under (a) of this subsection into web-
14 based tools and services, maintained and published by the board, that
15 present information to allow users such as students, workers,
16 employers, educators, and others to understand, evaluate, and make
17 decisions about credentials and maximize the user's most equitable
18 outcome.

19 NEW SECTION. **Sec. 2.** A new section is added to chapter 28C.18
20 RCW to read as follows:

21 (1) The board shall staff the credential transparency work group
22 and as appropriated, administer funds and other resources to support
23 the industry demonstration projects established in section 1 of this
24 act, the enhancement of credential transparency portals, and
25 activities necessary to make recommendations described in section 1
26 of this act. The executive director of the board shall have
27 authority, in consultation with the work group, to add members to the
28 work group as needed.

29 (2) The credential transparency work group must consist of, but
30 is not limited to, representatives from the following groups:

- 31 (a) The public four-year institutions of higher education;
- 32 (b) The community and technical colleges;
- 33 (c) The independent colleges of Washington member institutions;
- 34 (d) Industry including employers and worker organizations;
- 35 (e) Postsecondary and K-12 students;
- 36 (f) The state board for community and technical colleges;
- 37 (g) The council of presidents;
- 38 (h) The independent colleges of Washington;
- 39 (i) The office of the superintendent of public instruction;

- 1 (j) The state board of education;
- 2 (k) The employment security department;
- 3 (l) The Washington student achievement council;
- 4 (m) The northwest career colleges federation;
- 5 (n) The state's workforce development councils;
- 6 (o) The Washington state apprenticeship and training council;
- 7 (p) Career connect Washington;
- 8 (q) The department of licensing;
- 9 (r) The department of veterans affairs;
- 10 (s) The board; and
- 11 (t) Job seekers and mid-career workers.

12 (3) The credential transparency work group shall report to the
13 appropriate committees of the legislature, in accordance with RCW
14 43.01.036, findings from and recommendations for section 1(3) of this
15 act by November 30, 2024.

16 (4) The credential transparency work group shall report to the
17 appropriate committees of the legislature, in accordance with RCW
18 43.01.036, findings and recommendations from section 1(4) of this act
19 by November 30, 2025, and each November 30th thereafter.

--- END ---



Washington State | Spokane

Learning & Employment Record (LER) Project Overview

A Skills Driven Community of Practice

Powered by **Merit** | In Partnership with **National Governors Association**

Partnership Overview

Merit, Greater Spokane Inc (GSI), Washington Student Achievement Council (WSAC), Washington State University Extension (WSU-E), Washington Training and Education Coordinating Board (WA-WTB), Eastern Washington University (EWU), Providence Healthcare, education, workforce and training leaders are partnering to create a **Learning and Employment Record (LER) ecosystem**.

This community collective approach to build LERs is part of a national project funded by National Governors Association to support local talent development and employment pipelines across states. The hope is that the work here in Spokane will support and expand our existing state efforts to support, retain and connect local talent to meaningful employment. LER's will make it easier for a true pathways approach to be established in the region. In addition, LER's will support workers of color, indigenous workers, low-income workers, rural workers, and workers with disabilities to not just engage in skill-building but also connect to be fully employed and gain agency over their pathways to success.

The Summer Bridge Project

GSI, Merit, EWU and Providence will establish an LER for a newly developed experiential, gamification learning experience that will educate incoming EWU students in critical skills and competencies to support them in college and beyond. Three cohorts of students will participate in the program from August through September. In addition, a select group of students will be able to partake in a Job Shadow program with Providence and receive additional credentials as well as exposure to the STEM employment opportunities in the Greater Spokane area. This Providence job-shadow group will also be invited to further their learning and employment opportunities via a 75-hour volunteer program and gain additional credentials.

LER(s) Community Impact

(Tracking toward: Supporting a 70% statewide post-secondary attainment goal using LER's)



Support Local Talent Pipelines

Effective LERs enable job seekers and learning institutions to match skills and attainment to career positions job seekers are pursuing



Better Identify Job Seekers' Skills

Strategically implemented LERs equip employers with technology and resources that provide better outreach and support for more efficiently managing talent



Lasting Partnership Benefits

LER innovation can bridge regional gaps in labor force and drive business transformation in the Spokane region

There's Power in Partnership | Merit + GSI

- ✓ Help connect the dots by building foresight as a one-stop for training, education, support, event and job opportunities
- ✓ Create easy reporting and tracking by keeping everyone informed and moving and engaged in a pathway
- ✓ Be Individual Learner Focused..by facilitating autonomy, giving learners and workers agency to understand their skills and their paths forward
- ✓ Partner in trust...by establishing confidence with a verified, digitized
- ✓ Allow you to make data-driven decisions



Project Goals

1

Create a statewide LER ecosystem that connects existing systems supporting jobseekers, community-based organizations, P-20 education partners, and the business community.

2

Give communities agency over learning and employment pathways with long term strategies for employment, talent retention, and filling in-demand, livable wage jobs.

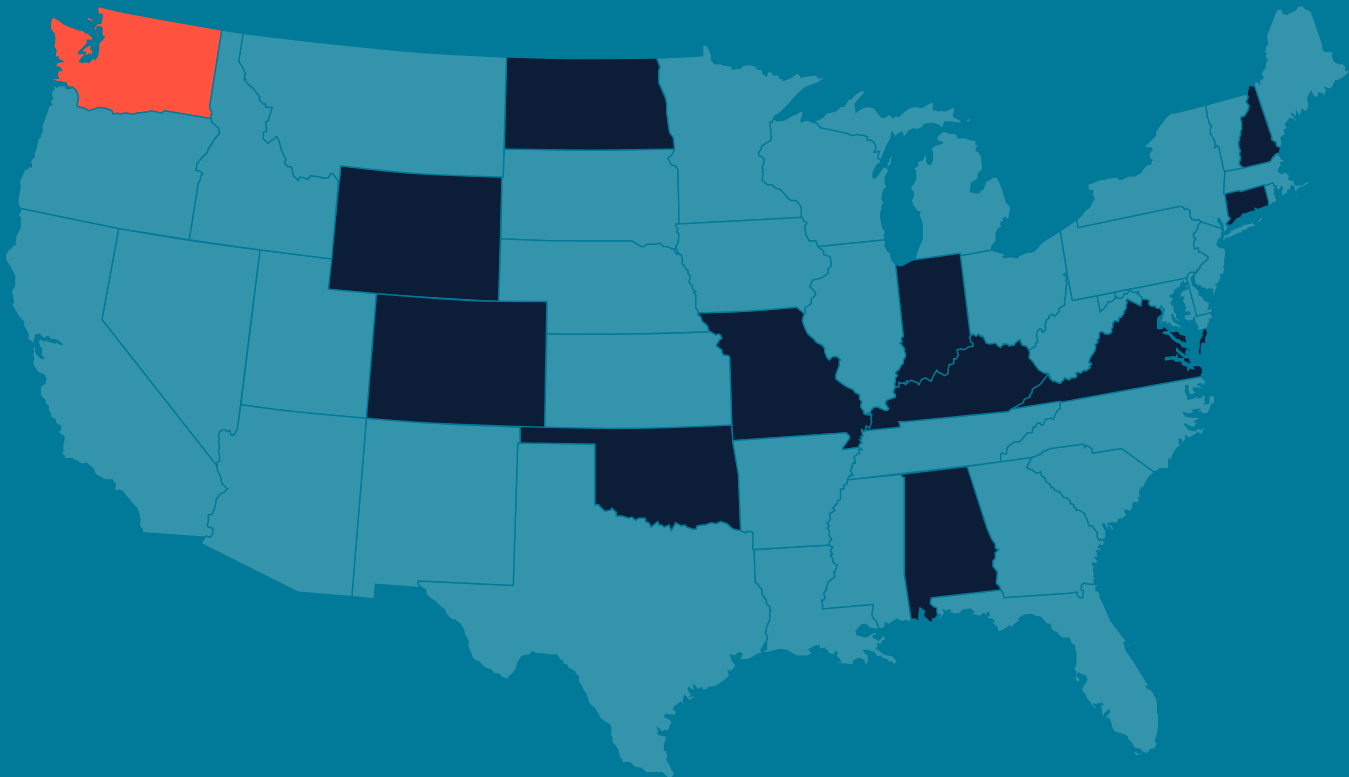
3

Build a Statewide Community of Practice to create a feedback loop and a place to build and scale LERs together as a community

4

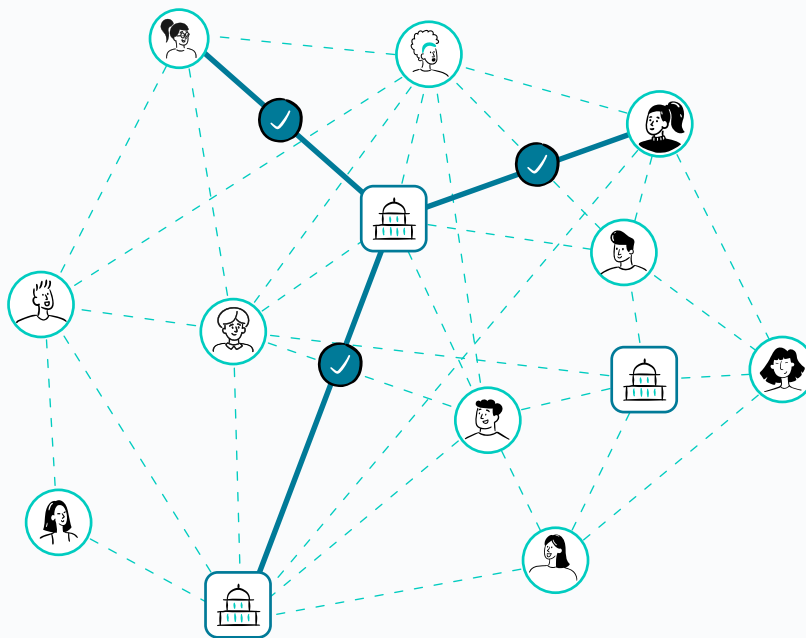
Establish 20 networked internships to capture in the LER

National Governors Association State Projects



Envisioning a Community Built Solution

One technology solution, hundreds of meaningful connections in your community.



Our Partners + Community Connections



Tab 5

Evaluation Priorities Discussion

PRESENTED BY: Dave Wallace & Chris Dula, Board Staff; Members of the Peer Learning Cohort

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ **Discussion Only**

SUMMARY:

A cross-agency team of research and policy staff made a presentation to the Board at its March meeting about the potential of incorporating measurable impact goals and an evaluation plan into the new state strategic plan for workforce development, Talent and Prosperity for All (TAP). The Board responded favorably and asked the cross-agency team to survey board members and core program partners about potential goals and priorities for the TAP plan that would be evaluable. Board staff member Chris Dula will present the findings of the survey. There will be time available for a discussion by the Board about cross-workforce system evaluation plans and strategies.

BACKGROUND:

The U.S. Department of Labor (DOL) made grants available to state cross-agency teams to work collaboratively on workforce evaluation plans. The Washington State team applied and was accepted in October of last year and has since completed a learning cohort on workforce development program evaluation plans. The team included individuals from the Workforce Board, Employment Security Department (ESD), local workforce boards, and the State Board for Community and Technical Colleges (SBCTC).

Federal Workforce Innovation and Opportunity Act (WIOA) policies require that states conduct ongoing evaluations of workforce development activities. WIOA stipulates that:

"The evaluations conducted under this sub section shall be designed in conjunction with the State board, State agencies responsible for the administration of the core programs, and local boards and shall include analysis of customer feedback and outcome and process measures in the statewide workforce development system. The evaluations shall use designs that employ the most rigorous analytical and statistical methods that are reasonably feasible, such as the use of control groups."

Please note that the "statewide workforce development system" referenced goes well beyond WIOA-funded programs – Washington's TAP Plan, required by WIOA, currently

covers 22 state and federal funding sources. It is important that the evaluation plan developed within TAP 2024-2028 is inclusive of all programs and funding streams represented in the new plan.

Washington's cross-agency team has found that the state does a fairly good job of program-specific evaluations, in silos, but we are weak on cross-organizational coordination. The group identified our challenges as:

- Securing funding to conduct evaluation studies.
- Identification of agreed upon, meaningful system metrics.
- Executive leadership may lack understanding of evidence-based evaluative research and the important role it can play to inform effective policymaking, resource investment and prioritization decisions, especially across program silos.
- We will need to focus on the language used to promote partnership and increase inclusion at the broader level across all workforce system partners.
- As a holistic group, we lack a centralized collection for data, and continue to hit up against data-sharing hurdles.

The Team presented its desire to be viewed as a planning partner at the March Board meeting, offering to help the Board develop measurable goals and priorities and an effective strategy to evaluate our state's progress against the new plan. At the time, it was decided to further discuss the topic at the Board Retreat to better align our TAP strategic priorities with an evaluation component for each. To facilitate this discussion, a survey was sent out to identify stakeholder priorities for potential goals for consideration at the Board Retreat. Staff will share the results of this survey in this session. This represents a great opportunity to help identify meaningful, systemwide goals, build metrics and evaluation into the plan, and to inform ongoing progress over time.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only: This topic is for discussion and guidance on future efforts and policy implications.