



BOARD MEETING AGENDA

March 20, 2025 | 9:00 a.m. – 1:00 p.m. | Meeting No. 274

Location: Virtual Meeting – please register [link](#) for remote access.

Per RCW 42.30.030 – Public access is available at the agency office, 128 10th Ave. S.W., in Olympia. The office is located on the 6th Floor. Please call (360) 709-4600 upon arrival for access — the lobby is locked.

9:00 a.m.	Call to Order Welcome and Introductions	
9:15 a.m.	Chairs Report Consent Agenda (ACTION) <ul style="list-style-type: none">Minutes from February 18, 2025, Board MeetingPublic Comment for State Determined Performance Levels (SDPLs)WIOA Policy Updates Executive Director's Report	Tab 1
9:30 a.m.	TAP Priority Update Emily Persky, Workforce Board	Tab 2
9:45 a.m.	TAP Strategic Priority Spotlight: System Data Integration Gary Chandler, Larry Brown, and Mark Mattke, Board Sponsors Kim Goutam, Workforce Board <ul style="list-style-type: none">WaTech Partnerships –<ul style="list-style-type: none">Enterprise Data Platform, Irene Vidyanti (State Chief Data Officer)Resident Portal, Wendy Wickstrom (Web & User Ex. Manager)Pilot Updates	Tab 3
10:30 a.m.	Break	
10:45 a.m.	System Spotlight: Basic Education for Adults Will Durden, State Board for Community and Technical Colleges (SBCTC) Kenny Austin, Adult Education Advisory Council (AEAC)	Tab 4
11:15 a.m.	Board Retreat/TAP Review Eleni Papadakis, Workforce Board Board Discussion: <ol style="list-style-type: none">Board RetreatTAP Biennial Review	Tab 5

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 Bianca Laxton at bianca.laxton@wtb.wa.gov.

11:45 a.m. Local Workforce Development Board Requests (ACTION)

Tab 6

Liz Gallagher, Workforce Board

- Northwest Workforce Council Local Plan Update Approval Request
- Northwest Workforce Council Direct Services Waiver Approval Request
- SkillSource Direct Services Waiver Approval Request

Policy Preview (Discussion Only)

- Policy 1011 – Basic Skills Deficiency Assessment Tools
- Policy 5401 – Dislocated Worker/Adult Fund Split

12:30 p.m. Legislative Update

Tab 7

Nova Gattman, Workforce Board

1:00 p.m. Adjourn

Tab 1

Consent Agenda

PRESENTED BY: Workforce Board Co-Chair Larry Brown

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The consent agenda enables the Board to approve items listed below together without discussion or individual motions. If any Board member believes an item does not belong on the consent agenda, you may at any time request the item be removed and considered for an individual discussion and vote at a later time, at the discretion of the Co-chair(s).

BACKGROUND:

This consent agenda includes:

- Minutes from February 18, 2025, Board Meeting
- Public Comment for State Determined Performance Levels (SDPLs)
- WIOA State Policy Issuances

STAFF GUIDANCE & RECOMMENDATION:

Without dissent, the consent agenda items will be approved as drafted.



MINUTES OF MEETING NO. 273

February 18, 2025

Board Members Present:

Gary Chandler, Co-Chair

Larry Brown, Co-Chair (remote)

Wade Larson, Representing Business (remote)

Todd Mitchell, Representing Labor (remote)

Cherika Carter, Representing Labor (remote)

Jane Hopkins, Representing Labor (remote)

Commissioner Cami Feek, Employment Security Department (remote)

Grace Yoo for Director Joe Nguyen, Department of Commerce (remote)

Dana Phelps for Secretary Cheryl Strange, Department of Social and Health Services (remote)

Clarisse Leong for Superintendent Chris Reykdal, Office of Superintendent of Public Instruction (OSPI) (remote)

Marie Bruin for Director Chris Bailey, State Board for Community and Technical Colleges (SBCTC) (remote)

Miriam Halliday for Mark Mattke, Spokane Workforce Council, Representing Local Elected Officials (remote)

Call to Order

Co-chair Gary Chandler called the meeting to order at 9:05 a.m. Co-chair Larry Brown attended the meeting remotely. The meeting was a hybrid meeting using Zoom for remote attendees. In-person attendees convened at the Workforce Board office at 128 10th Ave SW, Olympia, WA 98501.

MOTION-2024-273-01

A motion to approve the minutes from the November 7, 2024, Board Meeting was made by Commissioner Cami Feek. The motion was seconded by Jane Hopkins. The motion passed unanimously.

MOTION-2024-273-02

A motion to approve the WIOA policy updates from the Executive Director's report was made by Cherika Carter. The motion was seconded by Commissioner Cami Feek. The motion passed unanimously.

Eleni Papadakis, Executive Director of the Workforce Board, shared some highlights from the Executive Director's report, noting new hires to the Workforce Board and the passing of a Workforce Board colleague, Robert Hinsch, who was the longest serving staff member of the

Workforce Board and the agency's IT manager. Papadakis also mentioned the review and modification process for the TAP state strategic workforce plan and the importance of this work.

Co-chair Gary Chandler shared that the [2025 Workforce Development Poster](#) is available now, both in print and online. This product provides an overview of Washington's largest publicly funded workforce development programs, including participant employment rates and earnings. Workforce Board staff create a new poster each year as an at-a-glance reference for the state's workforce system.

Community Reinvestment Project, Department of Commerce

Korbett Mosesly and Krista Perez, Department of Commerce, shared a presentation on the [Community Reinvestment Project \(CRP\)](#). Describing the system and impact of CRP, Mosesly started with the history behind marginalized communities that were directly and systematically impacted by a set of government-led initiatives primarily launched in the 1980s aimed at reducing illegal drug trade and drug addiction but were also criticized for disproportionately targeting minority communities. The CRP is a community-designed plan to uplift communities who were disproportionately harmed by the campaign.

Mosesly described how the CRP program was stood up: In state fiscal year 2022, the Legislature directed the Department of Commerce to create the CRP to guide distribution of state general funds that were set aside for the newly created Community Reinvestment Account (CRA). The CRA was created by [RCW 43.79.567](#) to address racial, economic, and social disparities experienced by historically marginalized communities in Washington. Mosesly explained how the funds can be used for economic development, legal assistance, community-based violence intervention and prevention, and reentry services for the justice-involved. Funding is routed to communities disproportionately harmed by the historical design and enforcement of state and federal criminal laws, and grants must be distributed in collaboration with 'by and for' community organizations, led by and primarily staffed by individuals from the community it serves. The state has collaborated with Local Workforce Development Boards as host organizations.

Success of the program is measured through tracking outcomes and maintaining transparency throughout the funding process. Program funding details are shared on the [CRP Collaboration Dashboard](#). Department of Commerce, in partnership with the Office of Equity, has established systems to monitor progress and measure the long-term impact of funded programs. From a broad view, CRP stretches across four agencies: Department of Commerce, Office of Equity, Employment Security Department (ESD), and the Office of Civil and Legal Aid (OCLA) services. Mosesly shared a video spotlighting how small businesses were able to use funding to keep their businesses running following the continued economic impact arising from the pandemic. Mosesly also shared that there were programs leveraged for strategic investments from 17 different funding pools, along with support efforts from local advisory teams and host organizations.

Krista Perez, Department of Commerce, shared CRP Workforce investments and highlights of financial impact, participant engagement, and equity initiatives. Alignment across agencies around this work was highlighted, including the Workforce Board and the state strategic workforce plan, Talent and Prosperity for All, as well as the Washington Student Achievement Council (WSAC).

TAP Priority Update

Emily Persky, the Workforce Board's TAP Implementation & Advocacy Manager, joined the agency in January. Persky shared her background and how she will approach the work of comprehensive TAP Implementation and advocacy. Persky will also be leading the Industry Strategic Priority Workgroup. Persky outlined the next steps of connecting with TAP Leads, Board members, and sponsors.

Papadakis noted that one purpose of the TAP status report is to highlight things that need to come before the Board. The report is also a way to update the Board and public on TAP activities across the different strategic priorities.

TAP Spotlight: Credential Transparency

Marina Parr, Workforce Board Director of Workforce System Advancement, is the staff lead on the TAP Strategic Priority of credential transparency. Parr defined credential transparency as workers having access to and being able to navigate different training pathways and know whether this training will be recognized and validated. Both employers and workers are helped by credential transparency. For workers, credential transparency helps them show they have the skills and competencies to do the job. For employers, it helps them more easily recognize whether potential hires have the specific skills needed for open positions. Credential transparency also helps workers from non-traditional backgrounds highlight their specific skills and competencies. This gives employers more confidence in hiring workers from different backgrounds as they are able to demonstrate they have the real-world skills and competencies employers are seeking. Parr mentioned that there is a new push to unpack credentials, including degree programs, into skills and competencies. Parr likened it to a list of ingredients on the back of a box at the grocery store. Parr shared that skills-based learning and hiring is becoming more prevalent, particularly among larger employers. She stated that there is an effort to standardize how credentials are described across different platforms, including through Credential Transparency Description Language (CTDL). Work is also underway to incorporate CTDL into the Workforce Board's public-facing career and education platform, Career Bridge.

Parr also updated the Board on the agency's [Career Bridge](#) site, which is undergoing a \$1.4 million modernization effort that will make the site mobile-friendly, more dynamic, and feature a digital portfolio tool, among other improvements. Parr thanked the Legislature for funding the modernization effort that is taking the 15-year-old site to the next level—both from a usability and technology perspective. The new and improved site, which also includes a new logo, will launch this June. Parr stressed the urgent need for permanent, ongoing funding to staff Career Bridge, which already records over 6 million annual page views and is expected to see significantly higher volumes once the improved site launches in the next couple of months. Parr

also thanked Workforce Board Career Bridge Project Manager Julie Mix-Stark for her work in moving the multi-faceted modernization project forward despite a tight timeline. Parr also spoke about a partnership with CampusEvolve.ai and the College Success Foundation to update Career Bridge with a new artificial intelligence tool called an AI Guide. High school and college students and counselors will be able to test drive a conversational AI feature in the coming months as part of larger \$250,000 project funded by a grant from GitLab, with the possibility of additional grant funding between \$1 million to \$1.5 million in the future.

Legislative Updates

Nova Gattman, Workforce Board Deputy Executive Director, gave an update on the 2025 Legislative Session, highlighting bills with topics focused on healthcare workforce, education policy, energy issues, education and employment support, and other key workforce issues.

Because of a substantial \$12 to \$15 billion budget shortfall facing the state, many requests to the Legislature and proposed legislation are being scaled back to only what is critical. This creates a challenging policy environment. Gattman noted that any bill's inclusion in her presentation or in the handout shared prior to the meeting does not indicate support or opposition to the bills.

Key themes emerging this legislative session that impact workforce development are:

- Access to work-based education and training.
- Expanding access to social programs and prioritizing high-need populations.
- Strengthening worker protections.
- Expanded student financial aid.
- Intersection of education policy and health/behavioral health.
- Supporting military personnel and veterans.

Gattman shared information on bills of interest including efforts to expand dual credit opportunities for CTE students, establishing a CTE workgroup to address work-based learning barriers, and developing a five-year economic development plan. Other key legislation highlighted in the meeting focused on improving home care aide testing, launching a rural nursing education program, and extending the customized training program tax credit through 2031. The presentation concluded with an invitation for Board members to discuss additional bills, along with reminders about upcoming events at the Capitol.

The meeting adjourned at 11:39 a.m. The motion to adjourn was made by Wade Larson. The motion was seconded by Commissioner Cami Feek. The motion passed unanimously.

Proposed Perkins Targets

PRESENTED BY: Joe Wilcox, Workforce Board

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

To support the development of the state's strategic workforce plan, Talent and Prosperity for All (TAP), the Workforce Board is required by federal law to annually update the state's Perkins plan. A critical component of the Perkins Act is the flexibility it provides to states, allowing them to establish their own performance targets for each core indicator within secondary and postsecondary performance measures. As part of this process, states must develop and submit State Determined Performance Levels (SDPLs) to the U.S. Department of Education's Office of Career, Technical, and Adult Education each year. These SDPLs must undergo a public comment process and receive approval from the Workforce Board before submission.

BACKGROUND:

The Carl D. Perkins Career and Technical Education Act focuses on enhancing the quality of career and technical education (CTE) programs across the United States. Within this act, State Determined Performance Levels (SDPLs) serve as benchmarks or standards that each state sets to measure the effectiveness and success of its CTE programs. These SDPLs are established by state education agencies and are tailored to meet the specific needs and goals of the state's workforce and economy.

The SDPLs encompass various metrics and indicators that evaluate different aspects of CTE programs, such as student achievement, program quality, workforce readiness, and the alignment of educational offerings with industry demands. States typically consider factors like graduation rates, post-program employment rates, industry-recognized credential attainment, academic proficiency, and student engagement to determine these performance levels. By setting these standards, states aim to ensure that their CTE programs are meeting the demands of the job market, preparing students for successful careers, and contributing to the overall economic development of the state.

Moreover, these SDPLs are not only a measure of program success but also serve as a means of accountability. States regularly assess and report on their CTE programs' performance levels to identify areas of improvement, allocate resources effectively, and make informed decisions to enhance the quality and relevance of CTE offerings. The SDPLs thus play a pivotal role in shaping the direction and evolution of career and technical education to better align with the dynamic needs of industries and the workforce.

States are required to set new SDPLs annually as part of their Perkins planning and updating process. OSPI and SBCTC have worked closely with their local educational agencies (LEA) and colleges to set new SDPLs for the Perkins year 2026. These performance levels must exhibit measurable gains each year they are set, meaning that the new SDPLs must exceed the average of the previous two years' performance levels. The proposed SDPLs set forth are open to public comment from January 27, 2025, to March 14, 2025, and no public comments had been received at the time of the distribution of this Board packet.

The secondary and postsecondary system's proposed targets for the 2026 reporting year, and corresponding definitions, methodology, and reasoning are included in the following 10 pages.

STAFF GUIDANCE & RECOMMENDATION:

Discussion and Action. The Board will vote on approving the proposed 2026 Perkins SDPL targets.

Washington's Perkins V State Determined Levels of Performance for CAR Reporting Year 2026

Workforce Training and Education Coordinating Board
Office of Superintendent of Public Instruction
State Board for Community and Technical Colleges

January 2025



Perkins V, State Determined Levels of Performance, CAR reporting year 2026, Washington State

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.4 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

A key feature of Perkins is that states are given the responsibility for choosing their own performance targets for each core indicator in the secondary and postsecondary performance measures, which includes a required public comment period. States are also required to report disaggregated data on the performance of students by gender, race/ethnicity, special population categories, and career clusters.

States are now required to set and submit State Determined Levels of Performance annually to the U.S. Department of Education's Office of Career Technical and Adult Education.

If the prior two years of actual performance indicators do not meet the two-year average increase requirement, states must set revised targets for the coming program year.

Below are the secondary and postsecondary system's performance indicators and proposed targets for the 2026 CAR reporting year, and corresponding methodology and reasoning.

OSPI Proposed Secondary Indicators – 2026

Proposed Indicators Methodology: All targets are proposed averaging 2023 and 2024 Concentrator cohort data.

CTE Concentrator Definition: A CTE Concentrator will be any student who earns two credits in a single career cluster within their four-year cohort.

CTE Participant Definition: A CTE participant will be any student that earns a high school credit in a CTE course in a single school year as reported annually.

Indicator/Definition from Perkins	2026
<p>1S1: Four-Year Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</i></p>	96%
<p>Numerator: CTE concentrators who graduate in the 4-year adjusted cohort. Denominator: All CTE concentrators in the four-year adjusted cohort.</p>	
<p>Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school, the student will be identified as a concentrator for the 1S1 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI’s adjusted cohort methodology used for the official federal graduation rate calculation.</p>	

Indicator/Definition from Perkins	2026
<p>1S2: Extended Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.</i></p>	97.5%
<p>Numerator: CTE concentrators who graduate in the five-year adjusted cohort. Denominator: All CTE concentrators in the five-year adjusted cohort.</p>	
<p>Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school they will be identified as a concentrator for the 1S2 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI’s adjusted cohort methodology used for the official federal graduation rate calculation.</p>	

OSPI Proposed Secondary Indicators – 2026

Indicator/Definition from Perkins	2026
<p>2S1: Academic Proficiency in Reading/Language Arts <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</i></p>	64%
<p>Numerator: Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan.</p>	
<p>Denominator: All CTE concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.</p>	
<p>Methodology/Background: This indicator will represent proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their ELA academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.</p>	

Indicator/Definition from Perkins	2026
<p>2S2: Academic Proficiency in Mathematics <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</i></p>	32%
<p>Numerator: Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan.</p>	
<p>Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.</p>	
<p>Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.</p> <p>For 2S1 and 2S2: The academic indicators in Washington’s ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the definition of CTE concentrator, high school students in grades 9-12 will contribute to the concentrator definition.</p>	

OSPI Proposed Secondary Indicators – 2026

Indicator/Definition from Perkins	2026
<p>2S3: Academic Proficiency in Science <i>Defined as: CTE concentrator proficiency in the challenging State academic standards measured by the academic assessments in science.</i></p>	41.5%
<p>Numerator: Any CTE concentrators in the denominator who achieved proficiency on the science academic assessment. Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.</p>	
<p>Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their science academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.</p> <p>There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11th grade.</p>	

Indicator/Definition from Perkins	2026 (2025 cohort data)
<p>3S1: Postsecondary Placement <i>Defined as: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training*, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</i></p> <p><i>*Washington does not collect data on "advanced training."</i></p>	78.5%
<p>Numerator: Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment. Denominator: The number of CTE concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year.</p>	
<p>Methodology/Background This data is driven by performance 2 quarters after the student is expected to leave the system as part of the four-year adjusted graduation cohort. OSPI relies on the Education Research & Data Center (ERDC) to provide the data on post-high school activities (post-secondary education, military service or employment). OSPI will provide ERDC with the cohort of students that make up the denominator so that they can create the numerator. Students who continue enrollment beyond four years will not be included in this measure.</p>	

OSPI Proposed Secondary Indicators – 2026

Indicator/Definition from Perkins	2026
<p>4S1: Non-traditional Program Enrollment <i>Defined as: The percentage of <u>CTE concentrators</u> in career and technical education programs and programs of study that lead to non-traditional fields.</i></p>	21.5%
<p>Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student's gender. Denominator: All CTE concentrators in the four-year adjusted cohort. Students that identify as "Gender X" are not permitted to be reported at the federal level. Due to this issue, students that identify as "gender X" will not be represented in the gender categories reported for this indicator but gender X will be represented in all other reporting groups for this indicator.</p>	
<p>Methodology/Background: Students will be reported only reported once, in their expected on-time graduation year. If a student becomes a concentrator, or enrolls in a non-trad program only in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this indicator. Washington understands the constraints associated with the federal definition of non-traditional being restricted to gender. This is problematic, as available data shows disproportional employment among many special populations, not solely restricted to gender. Additionally, Washington's secondary data system provides for students to be represented as "gender X". This will potentially impact the validity of data reported at the local and state level for this indicator. OSPI reviewed the previous state targets and state performance metrics for non-traditional participation and non-traditional completion to inform proposed targets.</p>	
Indicator/Definition from Perkins	2026
<p>5S1: Program Quality – Attained Recognized Postsecondary Credential <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained a recognized postsecondary credential.</i></p>	37%
<p>Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system . Denominator: All CTE concentrators in the four-year adjusted cohort.</p>	

OSPI Proposed Secondary Indicators – 2026

Indicator/Definition from Perkins	2026
<p>5S2: Program Quality – Attained Postsecondary Credits <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</i></p>	97.5%
<p>Numerator: Of students in the denominator, students that completed courses that provided dual credit. Denominator: All CTE concentrators in the four-year adjusted cohort who graduated.</p>	
Indicator/Definition from Perkins	2026
<p>5S3: Program Quality – Participated in Work-Based Learning <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having participated in work-based learning.</i></p>	71.5%
<p>Numerator: Of students in the denominator, CTE concentrators that participated in work-based learning. Denominator: All CTE concentrators in the four-year adjusted cohort who graduated.</p>	
<p>Methodology/Background: As work-based learning is a required component of CTE programs in Washington, work-based learning was defined as guest speakers, structured field trips, school-based enterprises, job shadows, cooperative and instructional worksite learning, paid and unpaid internships, all Supervised Agricultural Experience (SAE) projects, appropriate career and leadership development activities through CTSOs, and employment.</p>	

Proposed Perkins V Postsecondary Performance Indicators – CAR Reporting Year 2026

Proposed Indicators Methodology: The proposed targets reflect our review of data provided by research and data services. This data informs the proposed changes to 1P1 and 3P1, which have been modified based on the two-year averages of our system. The target previously established for 2P1 does not require modification. We must establish our SDPLs beyond the two-year average, our recommendation is to round targets up to the nearest half percentage in support of improving student success, progression, and career mobility.

Definitions

CTE Concentrator: At the postsecondary level, a student is an eligible recipient who has:

- (i) earned at least 12 credits within a career and technical education program or program of study; or
- (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Exiter: Not enrolled in the CTC system the following year excluding enrollments in bachelorette programs.

College Consultation and input: The 29 college districts, who submitted CLNAs and are eligible for Perkins Plan funding, were notified of these proposed targets on November 13, 2024. Colleges were asked to review the information and let SBCTC Perkins staff know if their college agreed or disagreed with the proposed state targets for reporting year 23-24. Responders were asked to provide questions and/or comments with their response.

As the formula for calculating the SDPLs was established in federal legislation, we acknowledged their concerns, clarified the process and legislation, and committed to providing technical assistance. The performance indicators were set to conform to federal policy and to show our system’s commitment to continuous improvement.

Indicator/Definition from Perkins	2026
<p>1P1 Post College: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military</p>	41%

<p>service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 20 2504(a)), or are placed or retained in employment.</p>	
<p>Numerator: Cohort that has received a postsecondary credential and is an exiter as well as one of the following: in the L&I apprenticeship completers or active files, enrolled in Bachelor Program in our CTC system, found in post-secondary (National Student Clearinghouse) outside of our CTC system, or employed.</p> <p>Denominator: CTE Concentrator Cohort</p>	
<p>Methodology/Background: For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington's two-year college system, and those who were employed the second quarter following the completion year. Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps. Additionally, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD).</p>	

Indicator/Definition from Perkins	2026
<p>2P1 Post College: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion</p>	51%
<p>Numerator: Earned a postsecondary credential in the current or following academic year.</p>	

Denominator:

CTE Concentrator Cohort

Methodology/Background:

SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award.

Indicator/Definition from Perkins	2026
<p>3P1 Post College: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p>	21%
<p>Numerator: Students who are in a nontraditional program and are not of the dominate gender are included in the numerator.</p> <p>Denominator: CTE Concentrator Cohort enrolled in programs that lead to employment in non-traditional fields.</p>	
<p>Methodology/Background: For purposes of reporting 3P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields.</p>	

**State WorkSource System and WIOA Title I-B policy activity since the
February 18, 2025 Workforce Board meeting**

Policy	Description	Issued
1019-11	Eligibility and Policy Handbook	02-28-25
7010-2	Community Reinvestment Plan Matched Investment Savings	03-10-25
1029	<p>Source Document Storage and Organization</p> <p><i>Note: At the time this document was submitted for the board meeting packet, this policy was still in public comment through 03-15-25 with the expectation that it would be issued before the March 20 board meeting. Staff will update the Board on its status at that time.</i></p>	TBA



**Executive Director Report
Board Meeting No. 274
March 20, 2025**

Long-Term Care Workforce Initiative marks progress on multiple fronts

New marketing campaign highlights value of long-term care careers

The Workforce Board launched a [statewide marketing campaign](#) with a goal of generating interest in long-term care nursing careers on February 26. The “Be the Reason” campaign’s overarching message is that long-term care nursing careers are stable, rewarding careers with potential for growth and opportunities to serve your community.

The campaign was authorized in ESSB 5582 (2023) as part of the state’s continued investment to address workforce shortages in the long-term care industry. The Quinn Thomas marketing firm was hired in August 2024 after a competitive solicitation. The Workforce Board received valuable input and expertise from a 12-member advisory group from the Long-Term Care Workforce Initiative representing public, private, and educational groups as well as direct care workers.

The campaign tells this story through paid digital advertising channels and short-form video content on Facebook, Instagram, LinkedIn, Reddit, and YouTube. This content is being delivered statewide in both English and Spanish, with an emphasis on rural and diverse, multilingual communities. The campaign also includes a [microsite](#) that provides information on certified nursing assistant, licensed practical nurse, and registered nurse careers. Links to Career Bridge help visitors find state labor market data on how much these careers pay and their projected growth, along with training programs, and resources to pay for school. The microsite will be updated with information on home care aide careers and other nursing professions in the future.

The campaign has already posted strong results. More than 273,000 accounts were reached on the Meta platform as of March 11, including Instagram and Facebook users. Ads on YouTube reached 27,000 viewers in two days. The campaign will run through June 2025.

Scholarship funds to help health care workers expand training

The Long-Term Care Workforce Initiative is developing policies and procedures that would allow healthcare workers to access funds from Washington’s 529 Guaranteed Education Tuition (GET)

program to further their careers. These funds are another resource for home care aides and certified nursing assistants enrolled in the prerequisite coursework needed for licensed practical nurse training programs. The Workforce Board set up a Guaranteed Education Tuition fund (GET) in 2024. These resources will be available after a required two-year waiting period, and in 2026 students pursuing nursing careers with an interest in the registered apprenticeship program will be eligible to apply for these funds.

Long-Term Care Workforce Initiative report underway

The agency's Long-Term Care team is beginning to prepare a legislatively-mandated report to policymakers on the progress of the home care aide/certified nursing assistant to licensed practical nurse apprenticeship. The report, due Aug. 1, 2025, will detail the development of the registered apprenticeship, including sponsorship, and identify challenges specific to program implementation including community college engagement. Contributions from agency partners and the apprenticeship sponsor are being solicited now.

WAVE Update: 2025 scholarship cycle off to strong start

The 2025 [Washington Award for Vocational Excellence \(WAVE\)](#) scholarship cycle is off to a strong start, powered by a new application portal and additional outreach tools. As of March 10, more than 1,850 people had signed into the portal to learn more about this merit scholarship that celebrates the state's top career and technical education (CTE) students. To date, 186 applications have been submitted. Another 300 applications are in process.

The new portal includes screening tools and enhanced software that allow agency staff administering the scholarship to more accurately identify qualified applicants at various stages of completion. These tools give the agency the ability to identify challenges and send custom messages and reminders to students, teachers, references and volunteers as needed. Applicants must finish by the March 17 deadline. They submit documents, receive certification of eligibility from their CTE instructors, collect letters of recommendation from personal references, upload transcripts and complete three essays.

Staff have been engaged in outreach and have been available for applicant questions and technical assistance. Staff are also recruiting volunteers from business, labor and the community to review this year's applications. Please contact Colleen Seto at wave.award@wtb.wa.gov to volunteer.

Career Bridge modernization ongoing

Career Bridge project moves forward

The \$1.4 million project to modernize the state's public-facing career and education portal, CareerBridge.wa.gov, is in its final months as staff work fast and furiously with a vendor to

finalize key features, improve the site's look and feel, and enhance the site's database and technological foundation. These updates will improve the flow of real-time data to enable students and jobseekers to make informed decisions about education and careers. A legislative request to transform two project-based positions (Career Bridge Manager and IT Lead) into ongoing, permanently funded positions made headway when it was written into Gov. Bob Ferguson's budget proposal. The proposal also includes \$475,000 for critical "finish line" improvements that would automate data flows with partner sites and associated stakeholders. The new and improved Career Bridge is expected to boost already high user traffic, which has topped over 6 million page views per year. Watch for a more dynamic, user-friendly Career Bridge coming to a screen near you in June!

More progress made to integrate artificial intelligence into Career Bridge

Career Bridge managers are working to incorporate cutting-edge artificial intelligence tools into the newly designed website. The new tool, an AI Guide, will help students and jobseekers get answers to their career and education questions in a user-friendly, conversational format.

This tool will be integrated with the Career Bridge platform and available through a web app. This is the first phase of what is hoped to be a multi-part project to integrate conversational AI into the state's public-facing career and education platform. The initial phase, funded with a \$250,000 grant from the GitLab Foundation, runs through the end of July. Partners include the Workforce Board, CampusEvolve.AI, and the College Success Foundation. The goal is to build a working prototype that can be assessed for further funding. For now, the focus is working with high school and college students and career counselors and college advisors in the College Success Foundation to test drive the concept and better inform the design of the prototype. Work is also underway to develop a data graph that will provide a framework that personalizes data from 1) Career Bridge on credential programs, 2) financial aid resources, 3) career and labor market resources, and 4) wraparound services to support basic needs. The tool is designed to provide personalized navigation to career pathways and ensure students and jobseekers benefit from all the resources and opportunities in the system. Other organizations, such as the Gates Foundation, are also interested in supporting the project.

Health Workforce Council releases report, recommendations

We are pleased to share the [2024 Health Workforce Council report](#). Workforce Board staff also staff the Health Workforce Council. The report summarizes the Council's work to gain a greater understanding of current employer needs in rural areas. Based on themes that emerged during listening sessions with rural healthcare employers and workers in 2025 the Council will develop and advocate for policy recommendations that enable rural students and workers to access and succeed in health professional training programs and career advancement opportunities without having to leave their communities.

In addition to this rural-focused work, the Council updated and affirmed a suite of recommendations, including:

Educational Debt

- **Maintain Washington Health Corps funding:** The Council recommends policymakers maintain current funding to support both behavioral health and other health professional loan repayment awards through the Washington Health Corps to address immediate retention challenges within a variety of healthcare settings.
- **Complete Washington Health Corps evaluation:** As part of supporting the investments made in loan repayment programs in Washington, the Council affirms its commitment to evaluation of the Washington Health Corps programs' outcomes. The Council recommends policymakers make dedicated funds available to the Washington Student Achievement Council (WSAC) to complete the evaluation of the Washington Health Corps programs currently underway.
- **Assistance with Public Service Loan Forgiveness:** The Council recommends policymakers require eligible healthcare employers provide Public Service Loan Forgiveness (PSLF) educational materials and information about the Office of the Student Loan Advocate when hiring new employees, annually, and at the time of employee separation. The Office of the Student Loan Advocate should conduct outreach to eligible healthcare and behavioral health employers and assess if additional staff members are warranted to serve demand. Complementary to its own PSLF recommendations, the Council affirms support for Recommendations 1 and 4a included in the ["Public Service Loan Forgiveness Statewide Initiative Plan – Report to the Legislature"](#) issued by the Office of Financial Management and WSAC.

Community Resources

- **Support access to childcare, housing, and transportation:** The Council recommends that policymakers continue to take action to address the need for dramatically increased access to affordable childcare, housing, and transportation services in Washington. The Council affirms that access to high-quality, reliable childcare, affordable housing, and transportation are key community resources for the current and future healthcare workforce.

Clean Energy Technology Workforce Advisory Committee

More than 80 clean energy bills monitored in current legislative session

The Clean Energy Technology Workforce Advisory Committee, staffed by the Workforce Board, has been preparing for its March meeting and closely monitoring over 80 bills under consideration by the Legislature which impact clean energy siting, permitting, production,

transmission and distribution – and the workforce issues involved with each of those steps. The possibility of losing federal investments in infrastructure, computer chip manufacturing, and clean energy technology, coupled with state budget challenges have resulted in fewer new policy and programming proposals and a focus on maximizing current state programs.

New oil refinery study focuses on economic impacts, informs Workforce Board study

The Department of Commerce and Western Washington University have recently completed an analysis of the refinery industry in Washington and the potential economic impacts to workers and communities if refineries close or transition to different products. Additionally, the [Washington State Refinery Economic Impact Study](#) will inform the Workforce Board's own study for workers impacted by the state's climate policies. Agency staff are currently working on the report.

Clean energy workforce survey coming soon

Workforce Board staff are preparing a workforce survey of clean energy employers, employees, and union members in the clean energy industries. The survey is designed to fill gaps in data related to worker benefits for clean energy careers as well as expand our understanding of whether clean energy employers and employees believe their preparation and training equipped them for their current roles. This survey is an opportunity to understand the skills and training regarding how clean energy technology employers in our state find their employees. The survey also aims to evaluate, from the employees' perspective, how their training equipped them for these new jobs. The survey results will be shared with the Board at a future meeting.

Staff Highlights

Maddy Thompson joins the Workforce Board as the Strategy Director to hone the agency's effectiveness in meeting state workforce needs, and advance workforce partnerships and initiatives. Maddy has served in leading policy roles in Washington's executive and legislative branches over 25 years – including 10 years at the Workforce Board from 2001 to 2010, where she served as government relations director and led the development of four state strategic plans for workforce development, as well as staffed the first Health Care Personnel Shortage Task Force (now the Health Workforce Council). Maddy's role is temporary for now, so she knows she's got her work cut out for her during the next few months to get a lot done (we're counting on you, Maddy!). Previously, Maddy served Gov. Jay Inslee for eight years as a senior policy advisor for education and college access. Maddy was tasked to develop and initiate Gov. Inslee's WA College Grant proposal that is now known as the most generous and equitable financial aid program in the country. Her advocacy in K-12 and early learning included advancing the first teacher apprenticeship in the nation, promoting inclusive special education, increasing the number of support staff in schools, requiring opioid and fentanyl education, expanding outdoor

education and climate science, increasing diversity of the educator workforce, supporting competency-based education, career connected and work-integrated learning, and supporting the authorization of the Transition to Kindergarten program, to name a few.

Maddy has previously worked as government relations and policy director at the Washington Student Achievement Council leading the development of and tracking progress towards meeting the state's higher education goals. At the Washington State House of Representatives, Maddy was the lead staff for the Higher Education Committee. Initiatives she has developed and advanced include I-BEST (Integrated Basic Education and Skills Training), applied baccalaureate degrees offered at Washington's community and technical colleges, and removing financial barriers to dual credit programs.

Upon completing work with Gov. Inslee in January, Maddy established a consulting firm to advise on public affairs and strategic planning, Aroney Thompson Consulting, LLC.

Educators expand career and technical education access in Southwestern Washington

Student access to career and technical education has [nearly doubled in Southwestern Washington](#) recently thanks to an innovative approach, leaders from [Educational Service District 112](#) (ESD) report. An article highlighting this work follows this report.

ESD 112, based in Vancouver, serves many rural communities. Just 12% of students served had access to career in technical education in 2022. Now 21% of students have access, thanks to a new co-op model.

"Recognizing the growing need for skilled workers in high-demand, family-wage careers, the Career Readiness team at ESD 112 has made strides to bridge this gap with the Rural CTE Cooperative," educators explain in a recent article. [Read more.](#)

NEWS @ THE 112

EXPANDING EDUCATION WITH THE RURAL CTE COOPERATIVE

October 23rd, 2024 | [Career Readiness & STEM News](#), [District Spotlight](#), [Student & School Success News](#)



In today's rapidly evolving job market, the importance of Career and Technical Education (CTE) and Computer Science (CS) education cannot be overstated. However, offering these crucial educational opportunities can be particularly challenging for our smaller, rural school districts. In the ESD 112 region, which serves many rural communities, only 12% of students in our rural districts had access to CTE courses as of 2022. Recognizing the growing need for skilled workers in high-demand, family-wage careers, the Career Readiness team at ESD 112 has made strides to bridge this gap with the Rural CTE Cooperative. Thanks to targeted expansion efforts, that number has nearly doubled to

21%, providing more students the chance to explore and prepare for postsecondary education and careers.

These efforts are the result of an obvious need for our region. The modern economy demands more than just a high school diploma. Whether through a two- or four-year college, apprenticeship, certification programs, or other postsecondary education, students need advanced skills to secure high-demand, well-paying jobs. Yet, the opportunities to acquire these skills are often limited in smaller, rural districts. This disparity not only hinders students' economic mobility in these areas but also exacerbates equity gaps between students in large and small school districts.

To address these challenges, the goal of this cooperative is clear: to decrease the equity gaps between large and small school districts and to increase postsecondary education attainment for all students. This is achieved through enhanced career-connected learning opportunities.

"By exposing students to a variety of careers and providing dual credit opportunities, we aim to ensure that students arrive at college with a head start, already equipped with several credits," said ESD 112 Career Connect SW Manager Chad Mullen.

"This program provides students with high-quality, rigorous educational experiences that prepare them for careers previously unavailable to them, which not only give students hope but also open doors to future opportunities."

The expansion of CTE in rural districts has been made possible through the generous support of the Biller Family Foundation and Career Connect Washington Program Builder funding. These funds have been crucial in allowing a cooperative of schools, led by Trout Lake School District and supported by ESD 112, to pilot and expand CTE offerings in the region. The challenge moving forward is to sustain and expand these programs without impacting general funding.

In the Rural CTE Cooperative model, students attend class live on Zoom from their schools. The teachers, hired from a statewide search to ensure the best candidates, join virtually from their remote location, leading students through a rigorous curriculum developed with input from employers about what their entry-level applicants need to thrive in their workplaces. To address CTE's hands-on or work-based learning component, students can participate in labs, field trips, job shadows, internships, and practicums. For example, in the medical assisting course, where students must apply

their learning and show their competency, they work with medical professionals from ESD 112's School Nurse Corps Program assigned to their school district to practice and complete assessments of essential skills.

Kristin Schmid's daughter, Hannah, is a Trout Lake School District senior and is currently taking a CTE Financial Algebra course through the co-op. She emphasized the care teachers take when breaking down complex topics for their students, making them easy to understand and applicable to real-life situations.

"One of the things Hannah loves most is the focus on real-life skills that will help her make smart financial choices in the future," she shared. "For instance, they recently talked about comparing job offers and whether to take a higher-paying job or one with better benefits. This kind of practical knowledge is so valuable."

Now in its second year of implementation, the program is seeing significant progress. Fifty-one students from six school districts in this region have taken courses, including Careers in Education, IT Fundamentals, Advanced Placement Computer Science, Financial Algebra, and Medical Assisting. Medical Assisting also serves as an apprenticeship preparation program, providing a pathway to registered apprenticeship right out of high school.

Another exciting opportunity in the Careers in Education pathway allows students to earn paraprofessional certification. This certification opens up a valuable career path for the student and helps address staffing shortages in local school districts by enabling graduates to work in their own communities.

Kylie Uffelman, a White Salmon Valley School District parent, is excited about her son's attitude toward education and its impact on her family.

"My son is thriving in the AP computer science class and eager to share his newfound knowledge with our family," Kylie said. "It's inspiring to see his engagement, and I'm hopeful for my younger child that she may benefit from similar opportunities in the future."

The driving force behind this project is to create hope and opportunity for rural high school students in Southwest Washington, ensuring they have a bright future after high school graduation. Their ultimate goal is to make this model financially sustainable and scalable, extending its benefits throughout Washington and beyond. By expanding

access to CTE and CS courses, not only are students prepared for high-demand careers, but they are building stronger, more resilient communities.

To learn more about the Rural CTE Cooperative, please contact the [Career Connect SW](#) team:

*Melanie Walker, ESD 112 CTE & Career Connected Learning Coordinator,
melanie.walker@esd112.org*

Chad Mullen, ESD 112 Career Connect SW Network Manager, chad.mullen@esd112.org

Tab 2

TAP Implementation

PRESENTED BY: Emily Persky, Workforce Board

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The TAP manager will make time for Board discussion and questions about the implementation status report on Washington's workforce development plan, Talent and Prosperity for All (TAP). Staff will note highlights, and, if applicable, update the Board on any recent progress.

In the meeting packet, TAP leads have provided a detailed status report on work since the last Board meeting. Members will have an opportunity to ask questions and discuss the report, which includes updates on:

1. Comprehensive TAP implementation
2. Industry
3. Job Quality
4. System (see also Tab 3)
5. Youth
6. Performance Accountability

BACKGROUND:

TAP is Washington state's 4-year workforce development plan, [Talent and Prosperity for All](#). The state is currently eight months into the implementation period, which began in July 2024.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only.

TAP Implementation status report

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Background

TAP is Washington state's four-year workforce development plan, [Talent and Prosperity for All](#). We are currently eight months into the implementation period, which officially began in July 2024.

TAP Priorities and Performance Accountability

There are six workstreams, one for each of the five TAP priority areas and a sixth to monitor Performance Accountability. Workstreams are led by Workforce Board staff and sponsored by a Board member.

	Staff lead	Board sponsor
Credential Transparency	Marina Parr <i>Director of Workforce System Advancement</i>	Jane Hopkins <i>Executive Vice President, SEIU Healthcare</i>
Industry	Emily Persky <i>TAP Implementation & Advocacy Manager</i>	June Altaras <i>System Executive Vice President, MultiCare</i>
Job Quality	Paulette Beadling <i>Career Pathways Policy Associate</i>	Cherika Carter <i>Secretary Treasurer, Washington State Labor Council, AFL-CIO</i>
System	Kim Goutam (data) <i>Manager, Data Integration Initiatives</i> Liz Gallagher (service) <i>Workforce Policy Associate</i>	Gary Chandler and Larry Brown <i>Board Co-Chairs</i> Mark Mattke <i>CEO of Spokane Workforce Council</i>
Youth	Joe Wilcox <i>Career Pathways Manager</i>	Wade Larson <i>Chief Human Resources Officer, Wagstaff Inc.</i>
Performance Accountability	Dave Wallace <i>Director of Research and Data Analysis</i>	Cami Feek <i>Commissioner, Employment Security Department</i>

Status report

The status report covers events, outputs and outcomes that have happened since the last Board meeting, as well as anything Board members should expect between now and the next meeting. This report includes status updates for:

1. Comprehensive TAP Implementation
2. Industry
3. Job Quality
4. System Integration
5. Youth
6. Performance Accountability

Comprehensive TAP Implementation – Emily Persky

The TAP team is developing norms and standards to guide implementation and workgroup engagement. The TAP Manager is incorporating information gathered during intro meetings with Board sponsors, workgroup members, and stakeholders.

Outputs and outcomes

The TAP team is refining a short-term plan (March – June), that will result in:

- Consistent meeting preparation and materials across workstreams. (May)
- Workplans for FY 2026. (July)
- A tracking and reporting cadence for TAP implementation. (July)
- Coordinated budget and policy proposal concepts. (July)

Over the next four months, we will report on progress towards these milestones.

What to expect between now and May

Added structure and preparation for most workgroups, with a focus on developing norms for communication, participation, decision-making, and more.

Industry

Board sponsor: June Altaras

Setting up the industry strategic priority's workstream

Emily Persky

Staff will set up two groups to guide the industry workstream: an advisory committee (committee) and a workgroup. So far, committee members include representatives from statewide business and labor associations. The workgroup will have representatives from state agencies that serve industry through economic development and our workforce system.

Phase 1: Industry advisory committee

Over the coming months, the committee will develop a charter. It will define shared priorities, the group's structure and their scope of work. It will also describe the relationship between the committee and workgroup.

Outputs and outcomes

Short-term plan for Phase 1: Committee framing. Staff have a plan and timeline that provides structure for the committee to:

- Surface, organize around and elevate shared needs.
- Establish norms, a charter and a governance plan to sustain long-term engagement.
- Create a ranked list of priorities and strategies to find solutions for each, which could result in proposals for the 2026 Legislative Session.

Long-term plan for industry groups. Staff have a high-level, long-term plan for the two industry groups to reach agreement on specific proposals in time for the 2027 budget cycle.

What to expect between now and May

Staff will schedule committee meetings for phase 1 and consult with workgroup members on future phases.

Giving input on IT occupations for education navigation portal

Eleni Papadakis

The committee is giving input via survey for the [digital pathways initiative](#). Our legislative report, scheduled for release in the fall, will reflect their feedback on an interactive portal under development as part of one-time, one-year funding from the 2024 state budget. The portal would give information to different audiences about pathways to careers in IT. Audiences include students, job seekers, workers, the education and training community and employers. We asked for committee input on:

- Their need for a tool like this and its potential value.
- Early design requirements and their level of willingness to help provide and update data in this employer-informed system.

Job Quality – Paulette Beadling

Board sponsor: Cherika Carter

The Job Quality workgroup met on Feb. 12. The group discussed initial observations of the survey results and the pros and cons of extending the survey deadline. The group decided to extend the deadline by two weeks, until Feb. 28.

Workforce Board staff are preparing survey data analysis resources, a workplan and a timeline to support the workgroup.

Outputs and outcomes

More than 100 new survey responses resulted from a change in outreach strategy. Workgroup members continued sending emails and reminders to potential survey respondents. Social media promotion also continued for two more weeks. The result was 1,066 completed surveys.

What to expect between now and May

The workgroup and the Board's data team will start examining survey data for patterns, trends and insights. Staff will share a summary with the Board when this is done.

The workgroup will meet again on March 12 and April 9, when members will continue to analyze disaggregated survey results. Members will discuss how the survey and other data will inform the framework. If needed, the workgroup may schedule additional work sessions.

System Integration – Kim Goutam & Liz Gallagher

Board sponsors: Gary Chandler, Larry Brown, Mark Mattke

Related meetings

- System Integration Workgroup: 3/3/25

Outputs and outcomes

Advisory Group. The System Integration Workgroup identified essential voices for workforce system integration across state agencies. These include job seekers, workforce staff, businesses, and private and nonprofit organizations. Members gained insights into effective outreach and collaboration strategies, emphasizing the importance of inclusivity to support system-wide improvements. We will use these insights to refine workgroup planning, with a focus on structuring engagement around priority stakeholders.

What to expect between now and May

Frontline and Job Seeker Advisory Groups. The workgroup will continue discussions on the format, function, and next steps to set up these advisory groups. As a result of these discussions, we will identify specific customer groups, agency staff and other businesses and organizations to provide feedback on the effectiveness of Coordinated Intake processes being developed for the Resident Portal project.

System: Data Integration – Kim Goutam

The Data Integration Pilot is in full swing and will conclude in June 2025. WaTech's Innovation & Modernization Program, which funds the pilot, has determined the project is not at risk and is on track for completion.

Related meetings

- **Programmatic Subcommittee:** 3/3/25
- **The Steering Committee:** 3/17/25
- **WaTech EDP and Resident Portal Partners:** 2/21/25, 2/25/25, 3/12/25
- **Vendors:** UPenn's AISP: monthly; Resource Data: weekly; Anthro-Tech: weekly

Outputs and outcomes

Data Matching Solution. We reached a major milestone, completing testing for a data matching SaaS solution. This automatically links data from one data system to another based on a job seeker's name, key identifiers, and contact information.

Results show around **87% accuracy and no false positives** (or accidental matches). This has proven to be an effective and cost-efficient technology solution. We will continue testing for the rest of the year.

Coordinated Pre-Screen Mockup. Workforce Board staff provided a form mockup and map of the required pre-screen information needed to determine initial eligibility across over 20 workforce programs. Next, we will work with Resident Portal's design team to fine-tune the form layout and design.

What to expect between now and May

Final MOU template for the Data Integration Project. UPenn's Actionable Intelligence for Social Policy (AISP) will share a final draft of the memorandum of understanding (MOU). Staff will share it with partners on the Data Governance Council for review and feedback.

Organizational Change Management (OCM) analysis for the Data Integration Project. Anthro-Tech, Inc. will present to the Steering Committee and share a final report of highlights and recommendations on stakeholder management and project progress. They have found that this project has strong stakeholder and project management and encourages continuation of operational practices to support long-term organizational change management.

System: Service Integration – Liz Gallagher

The Service Integration workgroup is collaborating with the Data Integration team to set up an advisory group. This group will share insights from local staff and job seekers.

What to expect between now and May

Landscape Analysis. In April, Workforce Board staff will continue landscape analysis of WorkSource centers in the Southwest Workforce Development Area. Staff will focus on WorkSource center flow and program cohesion between on- and off-site WorkSource partners. Workforce Board staff will also connect with local board leadership to get input on how to cultivate advisory groups.

Cross-Training Development. The Service Integration group will begin developing a cross-training strategy. The group will explore existing staff roles and systems that support cross-program coordination, such as Program Navigators and One-Stop Operators. Discussions will include evaluating the tradeoffs between statewide and local-level training. After the group defines strategies and scope, members will schedule the development timeline.

Youth – Joe Wilcox

Board sponsor: Wade Larson

The Youth Workgroup has been meeting monthly since August 2024. Attendees include Board sponsor Wade Larson, along with representatives of the State Board for Community and Technical Colleges, Department of Corrections, Labor & Industries, Employment Security Department, Department of Children, Youth and Families, Department of Services for the Blind, Washington Student Achievement Council, Department of Social and Health Services, and Workforce Southwest Washington.

Outputs and outcomes

In progress: Youth support services and credential attainment catalog. We added nine new national programs and 10 new state programs to the catalog, which is a product of the group's landscape review.

Related meetings

- Workforce Central WDC Youth Program discussion: January 28.
- Open Doors Program Discussion: February 5.
- Dual Credit Data Workgroup Meeting: February 10.
- TAP Cross-Workstream Collaboration: Youth & System Integration: February 27.

What to expect between now and May

The workgroup will meet March 17 and April 15. The workgroup will identify and prioritize best practices for youth support services and credential attainment programs. On March 18, staff will meet with the National Governors Association to discuss youth workforce development and support services at the national level.

Performance Accountability – Dave Wallace

Board sponsor: Cami Feek

The group is putting together an inventory of data collected by each agency. We are planning to have this inventory collected by the next group meeting in April.

Related meetings

- 2/24 Performance Accountability and evaluations workgroup

What to expect between now and May

For the data inventory, we will continue to collect information from agency representatives and schedule interviews with TAP leads.

The next meeting will be on April 21. We have scheduled meetings with our Board sponsor beforehand to outline next steps and decide what we need to accomplish.

Tab 3

TAP Strategic Priority Spotlight – System Data Integration

PRESENTED BY:

Kim Goutam, Workforce Board, Irene Vidyanti, WaTech (State Chief Data Officer, Enterprise Data Platform), Wendy Wickstrom, WaTech (CS Web & User Experience Manager, Resident Portal)

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The state workforce system has long identified the need to break down silos to better serve workers and employers and has actively supported System Integration as a key strategic priority under the state's strategic workforce plan, Talent and Prosperity for All (TAP). The need for more coordination of information and data has consistently been cited as the dominant barrier for streamlined service delivery and breaking of silos.

The Data Integration Project kicked off in 2023, with major milestones in establishing a Data Governance Council, securing strategic partnerships with WaTech's Enterprise Data Portal and Resident Portal, and a successful implementation pilot year to build the necessary technology and data infrastructure to kick off full implementation with data partners. This presentation will overview the major milestones and accomplishments in this brief period of time and discuss the direction and challenges in continuing the work in context of reduced resources beginning FY 25-26.

BACKGROUND:

Since FY 22-23, the Data Integration Project has received about \$216,000/year in General State Funds to develop the implementation strategy to benefit the several-hundred thousand constituents served by the state workforce system. In FY 23-24, the Data Integration Project received a one-time grant from WaTech's competitive Innovation & Modernization Program, receiving \$142,700 to kick off an implementation pilot of the proposed technology solutions. Through both cost-efficiency and high program effectiveness, the Project Team has been able to kick off implementation a year ahead of schedule. However, funding will reduce to \$124,000 annually beginning FY 25-26. Board staff are engaged in conversations with partners and Board members about how to ensure progress and sustained momentum in light of the reduced resources.

STAFF GUIDANCE & RECOMMENDATION:

For discussion only. Board members will be solicited for feedback and thoughts on the status and planned direction of the Data Integration Project.

Tab 4

System Spotlight: Basic Education for Adults

PRESENTED BY: Will Durden, State Board for Community and Technical Colleges (SBCTC) and Kenny Austin, Adult Education Advisory Council (AEAC)

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The Basic Education for Adults (BEa) program helps adults improve their literacy, math, and English language skills. A core program in the state's strategic workforce plan, Talent and Prosperity for All (TAP), BEa provides academic instruction and education services below a postsecondary level that enable adults to earn a high school credential, transition to postsecondary education and training, and obtain employment.

BACKGROUND:

Washington state expects a 12.8% job growth rate from 2023 to 2032, with a projected shortfall of nearly 600,000 credentialed workers over the decade. In essence, Washington state has an "oversupply" of uncredentialed workers. Furthermore, an estimated 498,000 adults need a high school credential and a pathway to an industry recognized credential. Community and technical colleges, along with community-based partners, provide these pathways in alignment with regional needs identified by the Local Workforce Development Boards (LWDBs). Administered by the State Board for Community and Technical Colleges (SBCTC), seed funding for the programs comes through the federal Workforce Innovation and Opportunity Act (WIOA), with local providers contributing matching funds to further support the program.

In 1991 the Washington State Legislature established the Workforce Training and Education Coordinating Board to create a more coordinated and accountable workforce development system. At the same time, it created the Adult Education Advisory Council (AEAC) to advise both the Workforce Board and SBCTC on matters concerning basic education for adults in alignment with the state's strategic workforce plan. This presentation serves to introduce both BEa programs and the AEAC to the Workforce Board to better inform the Board as to how adult basic education activities support the implementation of the TAP plan and help meet Washington's workforce needs.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only. Board members will have an opportunity to ask questions and request additional information for a future presentation.

Tab 5

Board Retreat Discussion / TAP Review

PRESENTED BY: Eleni Papadakis, Workforce Board

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

A changing policy and budget landscape, coupled with state budget shortfalls, hampers the effectiveness and efficacy of the traditional Board Retreat format. Board members will review survey responses and discuss possible retreat options for 2025.

BACKGROUND:

The May Board Retreat is usually the time for the Board to assess and possibly modify the TAP plan and to identify potential 2026 legislative proposals. The retreat has historically been a 2 to 3 day, in-person event.

The current environment, especially regarding federal policy and budget changes, state budget shortfalls, and shifts in the overall economy, creates a difficult platform on which to build plans for future direction for the workforce development system. Additionally, a state spending freeze and limited resources will require a different approach to the Board's traditional retreat format.

STAFF GUIDANCE & RECOMMENDATION:

Board members and stakeholders are asked to respond to a survey about the retreat format here: <https://www.surveymonkey.com/r/FDMWVHR>

Out-of-the-box ideas are welcome as we evaluate how we will move forward together. The Board is invited to share different approaches to meeting the retreat's objectives, including making the event shorter, scheduling a portion of it to be fully online, or pushing the event back to the summer, or even foregoing a retreat altogether.

Tab 6

Northwest Workforce Council: Request to Approve Local Plan Update

PRESENTED BY: Liz Gallagher, Workforce Board Staff

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

This presentation outlines a request for the Board to approve the Northwest Workforce Council's (NWC) proposed local plan update. The update reflects NWC's request to, in accordance with state policy, formally designate itself as the direct provider of services for Youth as well as Adult and Dislocated Workers. The presentation covers specific changes and includes a summary of any public comments received since the proposed updates were posted in early February.

BACKGROUND:

In the original version of NWC's 2024 local plan, the Northwest Local Workforce Development Board committed to a competitive procurement process for the WIOA Title I-B Youth Program.

However, in November 2024, NWC requested an update to its plan to reflect:

- Its continued role as the direct service provider for the Youth, Adult and Dislocated Worker Programs.
- Competitive procurement processes conducted only as required by state policy.

Before the Board votes, a 30-day public comment period is required when a significant change is made to a local plan. The 30-day public comment ended on March 8, 2025, and no public comments were received. This presentation will include a summary of NWC's local plan update, and a brief preview of workgroup procurement policy discussions scheduled for early April.

STAFF GUIDANCE & RECOMMENDATION:

Staff recommend approval of NWC's local plan Update.

Extension of Direct Delivery of Title IB Services for Northwest Workforce Council

PRESENTED BY: Liz Gallagher, Workforce Board Staff

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The Board has received a request to extend approval for the Northwest Workforce Council (NWC) to directly provide Workforce Innovation and Opportunity Act (WIOA) Title 1B services – Adult Dislocated Worker, and Youth – through June 30, 2026.

The Board previously approved direct delivery for Adult, Dislocated Worker, and Youth services in 2022. Since 2016, NWC has also directly provided Youth services due to a lack of available service providers, consistently meeting or exceeding federal performance targets.

State policy governing the procurement of WIOA Title 1B services is currently under development (Proposed WorkSource System Policy 1015). As the Board has not yet made a final determination on this policy, the extension would allow NWC to continue service delivery without interruption until the Board makes a decision.

BACKGROUND:

The Northwest Workforce Council (NWC) currently provides direct Workforce Innovation and Opportunity Act (WIOA) Title IB services. The Workforce Board last approved this arrangement in 2022 under WIOA Procurement Policy 5404, based on NWC's demonstrated high-level performance, cost-effectiveness, and the absence of viable alternative youth service providers.

In spring 2023, staff from the Workforce Board and the Employment Security Department (ESD), in collaboration with representatives from the 12 Workforce Development Councils, began reviewing and updating WIOA Procurement Policy 5404. Staff have presented to the Board twice on a proposed replacement, *Policy 1015: Procurement and Selection of One-Stop Operators and Service Providers* (December 2023 and March 2024). At the March 2024 meeting, the Board deferred action on Policy 1015 due to a lack of consensus and requested additional cost analysis from local boards.

The intent of procurement is to secure the best service provider for local customers. Proposed adjustments to Policy 1015 would ensure that procurement decisions are based on performance instead of dictated by fixed timelines. However, extended periods without procurement may also limit opportunities for continuous improvement. During discussions about the policy's implications for administration, oversight and service delivery, staff have recognized the financial and operational burdens associated with procurement when local boards provide direct services.

Policy 1015 is a complex issue, with significant implications for service quality and federal compliance. Staff from the Workforce Board and ESD Policy will reconvene workgroups starting in early April. Once the workgroups have finished an updated draft, Workforce Board staff will review it with the Governor's office to ensure alignment before bringing it to the Board for an official vote. These complexities suggest a new Policy 1015 will not come before the Board for another 6-12 months.

Given the uncertainty surrounding the policy update, NWC has requested an extension of its authority to provide direct Title IB services through June 30, 2026. This would ensure continuity of services until a clear procurement and selection process is established.

STAFF GUIDANCE & RECOMMENDATION:

Staff recommend that the Board approve an extension of the Northwest Workforce Development Council's (NWC) authority to directly provide WIOA Title IB services—including Adult, Dislocated Worker, and Youth services—through June 30, 2026. This extension will ensure uninterrupted service delivery while the Board finalizes procurement policy updates and establishes a clear selection process.

Extension of Direct Delivery of Title IB Services for North Central Workforce Development Council/SkillSource

PRESENTED BY: Liz Gallagher, Workforce Board Staff

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The Board has received a request to extend approval for North Central Workforce Development Council/SkillSource to directly provide Workforce Innovation and Opportunity Act (WIOA) Title 1B services – Adult Dislocated Worker, and Youth – through June 30, 2026.

The Board previously approved direct delivery for Adult, Dislocated Worker and Youth services through June 30, 2025. North Central ran a procurement in 2020 that demonstrated a long-standing dearth of willing and able Youth service providers in 2020. As a result, North Central has directly delivered Youth services in 4 of 5 counties. They sub-contract all services in their largest county (Okanogan). During this time, they have consistently met or exceeded performance targets for these programs.

State policy governing the procurement of WIOA Title 1B services is currently under development (Proposed WorkSource System Policy 1015). As the Board has not yet made a final determination on this policy, the extension would allow North Central Workforce Development Council/SkillSource to continue service delivery without interruption until the Board makes a decision.

BACKGROUND:

The North Central Workforce Development Council/SkillSource currently provides direct Workforce Innovation and Opportunity Act (WIOA) Title IB services. The Workforce Board last approved this arrangement in 2022 under WIOA Procurement Policy 5404, based on SkillSource's demonstrated high-level performance, cost-effectiveness, and the absence of viable alternative youth service providers. That approval authorized direct service delivery through June 30, 2024. In June of 2024, the Board approved a waiver for the North Central Workforce Development Council/SkillSource to continue providing services through June of 2025.

In spring 2023, staff from the Workforce Board and the Employment Security Department

(ESD), in collaboration with representatives from the 12 Workforce Development Councils, began reviewing and updating WIOA Procurement Policy 5404. Staff have presented to the Board twice on a proposed replacement, *Policy 1015: Procurement and Selection of One-Stop Operators and Service Providers* (December 2023 and March 2024). At the March 2024 meeting, the Board deferred action on Policy 1015 due to a lack of consensus and requested additional cost analysis from local boards.

The intent of procurement is to secure the best service provider for local customers. Proposed adjustments to Policy 1015 would ensure that procurement decisions are based on performance instead of dictated by fixed timelines. However, extended periods without procurement may also limit opportunities for continuous improvement. During discussions about the policy's implications for administration, oversight and service delivery, staff have recognized the financial and operational burdens associated with procurement when local boards provide direct services.

Policy 1015 is a complex issue, with significant implications for service quality and federal compliance. Staff from the Workforce Board and ESD Policy will reconvene workgroups starting in early April. Once the workgroups have finished an updated draft, Workforce Board staff will review it with the Governor's office to ensure alignment before bringing it to the Board for an official vote. These complexities suggest a new Policy 1015 will not come before the Board for another 6-12 months.

Given the uncertainty surrounding the policy update, North Central Workforce Development Council/SkillSource has requested an extension of its authority to provide direct Title IB services through June 30, 2026. This would ensure continuity of services until a clear procurement and selection process is established.

STAFF GUIDANCE & RECOMMENDATION:

Staff recommend that the Board approve an extension of the North Central Workforce Development Council/SkillSource authority to directly provide WIOA Title IB services—including Adult, Dislocated Worker, and Youth services—through June 30, 2026. This extension will ensure uninterrupted service delivery while the Board finalizes procurement policy updates and establishes a clear selection process.

Policy 1011: CASAS for Basic Skills Deficiency

PRESENTED BY: Liz Gallagher, Workforce Board Staff

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

Staff will present on a proposed policy update about the assessment tools used to determine Basic Skills Deficiency (BSD) for Workforce Innovation and Opportunity Act (WIOA) Title I-B program eligibility. This revision expands the policy to include all federally approved assessment options beyond the Comprehensive Adult Student Assessment Systems (CASAS). More flexible assessment methods should reduce unnecessary enrollment barriers. The change should also improve accuracy for data about customer barriers. This policy revision is scheduled for an official vote at the June 2024 Board Meeting.

BACKGROUND:

Policy 1011, established before 2009, aligned with Washington's preference for using CASAS as the sole assessment for determining BSD. At the time, limited computer access made electronic assessments challenging.

During the COVID-19 pandemic, facility closures made CASAS testing difficult, delaying enrollment and training. In response, the Workforce Board suspended the CASAS requirement under WIN 0107, with the latest extension in place until June 30, 2025.

Following this extension, the Workforce Board directed staff to research best practices, consult with Basic Education for Adults and higher education partners, and update the policy to balance federal compliance with more flexibility.

Stakeholders have shared that Policy 1011 is too restrictive and should allow broader assessment options for WIOA Title I-B programs. This presentation will overview the policy revisions currently under discussion in active workgroup sessions.

STAFF GUIDANCE & RECOMMENDATION:

Board members are invited to ask questions and give feedback. Members are also encouraged to request the information and research they need to be prepared for voting on this policy at the June 2024 Board Meeting.

Policy 5401-3: Fund Transfers Between Adult and Dislocated Worker Grants under Title I-B of the Workforce Innovation and Opportunity Act (WIOA)

PRESENTED BY: Liz Gallagher, Workforce Board Staff

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

The Board will be given an overview of the proposed policy updates regarding fund transfer limits between Adult and Dislocated Worker Grants under Title I-B of the Workforce Innovation and Opportunity Act (WIOA), as well as the process for reviewing transfer requests. This overview will include historical context, federal law, guard rails currently in place, and suggested options on how to move forward with updates. This is the first of two meetings to finalize this policy.

BACKGROUND:

Policy 5401-1 was established in 2015 to address concerns from stakeholders by limiting fund transfers between Adult and Dislocated Worker (DW) programs to 30%. This restriction was intended to prevent excessive reallocation from the DW program, ensuring adequate resources to respond to mass layoffs.

In response to the COVID-19 pandemic, the Workforce Board suspended the 30% transfer limit under WIN 0108 in April 2020, allowing local boards to transfer up to 100% of funds between Adult and DW programs. The latest extension of WIN 0108 remains in effect until June 30, 2025.

Local area administrators support maintaining the 100% transfer flexibility, while communication is ongoing with stakeholders to assess any current concerns about increasing transferability beyond the original 30% limit. This presentation will review the history of funding transfers across the state and the current version of Policy 5401-3. This presentation will also cover the funding transfer request process, key data considerations for transfer approvals, and program eligibility requirements that allow DW applicants to access services through Adult programs, regardless of DW funding status.

STAFF GUIDANCE & RECOMMENDATION:

Board members are invited to ask questions and provide feedback to the presenter. Members are also encouraged to request additional information and research as needed to be prepared to vote on this policy at the June 2025 Board Meeting.

Tab 7

2025 Workforce System Legislative Update

PRESENTED BY: Nova Gattman, Workforce Board

CHECK ONE:

Action Item

Possible Action

Discussion Only

SUMMARY:

Board staff will provide an overview of select bills in front of the Legislature that impact the Workforce Board, workforce system, or other key priorities from the Board's Talent and Prosperity for All state strategic workforce plan.

BACKGROUND:

A coordinated and effective approach to the Board's statutory role to provide advocacy for the workforce system requires a thorough understanding of legislative initiatives relating to the workforce system.

Information about the Workforce Board's legislative activities, including the bills staff are tracking, are located at: <https://www.wtb.wa.gov/about-us/workforce-board-legislative-tracker/>.

Board members will hear a presentation from staff about legislative items that are of interest to the workforce system and/or directly impact the Workforce Board. Board staff will share a link to a more detailed document on bills of interest as a same-day item at the March 20 Board meeting to allow for the timeliest information possible on activities of the 2025 Legislative Session.

STAFF GUIDANCE & RECOMMENDATION:

Information and discussion only. Board members may request additional information on items that relate to workforce development.

If time permits, Board members will be invited to share information on their legislative activities and draft legislation items of note.