



**August 20, 2025 | 9:00 a.m. – 4:00 p.m. | Meeting No. 276**

**Location:** Hybrid Meeting

In-person location: 128 10<sup>th</sup> Ave SW, Olympia, WA, 98501, Floor 2

Please call (360) 709-4600 upon arrival for access — the lobby is locked.

Remote access: Please register [here](#) for a unique link.

<b>9:00 a.m.</b>	<b>Call to Order</b> Welcome and Introductions	
<b>9:15 a.m.</b>	<b>Chairs Report</b> John Murray Proclamation Cherika report on the WSLC Convention Consent Agenda <b>(ACTION)</b> Minutes from June 18, 2025, Board Meeting WIOA Policy Updates Issued Since June 18, 2025 Executive Director's Report	<b>Tab 1</b>
<b>9:55 a.m.</b>	<b>Federal Policy Update</b> Rose Minor, Director, Federal and Interstate Affairs, Office of Governor Bob Ferguson Rob Dennison, State-Federal Affairs Specialist, Office of Governor Bob Ferguson Nathan Bays, Deputy Policy Director   Federal Policy, Office of Governor Bob Ferguson	<b>Tab 2</b>
<b>10:55 a.m.</b>	<b>Break</b>	
<b>11:10 a.m.</b>	<b>Workforce Partner Briefing – Budget and policy impacts (Part 2)</b> Program Presenters: Dana Phelps, DVR Director, Department of Social and Health Services Michael MacKillop, Executive Director, Department of Services for the Blind	<b>Tab 3</b>
<b>12:00 p.m.</b>	<b>Lunch</b>	
<b>12:30 p.m.</b>	<b>TAP Implementation Update</b> Emily Persky, Workforce Board Year One Progress Report	<b>Tab 4</b>
<b>1:00 p.m.</b>	<b>TAP Implementation Discussion (Potential Action)</b> Emily Persky, Workforce Board Phase Two Strategy and Planning Direction and Milestones	<b>Tab 4</b>
<b>2:30 p.m.</b>	<b>Break</b>	

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](mailto:bianca.laxton@wtb.wa.gov).

**2:45 p.m. TAP Policy Advocacy – Board Discussion**  
Nova Gattman, Workforce Board

**Tab 5**

**4:00 p.m. Adjourn**

# Tab 1

## Consent Agenda

**PRESENTED BY:** Workforce Board Co-chairs Cherika Carter and Gary Chandler

**CHECK ONE:**

☒ Action Item

☐ Possible Action

☐ Discussion Only

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**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, they 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).

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**BACKGROUND:**

This consent agenda includes:

- Minutes from June 18, 2025, Board Meeting
- WIOA State Policy Issuances since June 18, 2025

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**STAFF GUIDANCE & RECOMMENDATION:**

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

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**ADDITIONAL ITEMS:**

Tab 1 also includes:

1. Executive Director's Report
2. Proclamation for John Murray and Reflections from Colleagues
3. Advocacy Letters to Congress, including two from the Workforce Board



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## MINUTES OF MEETING NO. 275

June 18, 2025

### Board Members Present:

Gary Chandler, Co-Chair (in-person)  
Cherika Carter for Larry Brown, Co-Chair (remote)  
Wade Larson, Representing Business (remote)  
Todd Mitchell, Representing Labor (remote)  
Jane Hopkins, Representing Labor (remote)  
Commissioner Cami Feek, Employment Security Department (remote)  
Kairie Pierce for Director Joe Nguyễn, Department of Commerce (remote)  
Dana Phelps for Secretary Bea Rector, Department of Social and Health Services (remote)  
Becky Wallace 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)  
Mark Mattke, Spokane Workforce Council, Representing Local Elected Officials (remote)

### Call to Order

Cherika Carter, Secretary Treasurer, Washington State Labor Council (WSLC), called the meeting to order at 9 a.m. The meeting was a hybrid meeting using Zoom for remote attendees. In-person attendees convened at the Workforce Board office at 128 10<sup>th</sup> Ave SW in Olympia.

Gary Chandler, Co-Chair, introduced State Senator Keith Wagoner of Sedro-Woolley (Skagit County).

Bianca Laxton, Board Secretary, conducted roll call.

### MOTION-2025-275-01

A motion was made by Todd Mitchell to approve the consent agenda, which included minutes from the March 20, 2025, Board meeting, WIN0107 extension, Policy 5401 expiration, and Workforce Innovation and Opportunity Act (WIOA) policy updates. Wade Larson seconded the motion. The motion passed unanimously.

Executive Director Eleni Papadakis shared updates regarding the U.S. Dept. of Labor (USDOL) cuts to funding of 100 Job Corps Centers in Washington. Papadakis noted there had been an injunction filed, and a judge has maintained the freeze for at least another week.

Liz Gallagher, Workforce Policy Associate, shared an update about the Cascades Job Corps Center near Sedro-Woolley. Gallagher provided an overview of the work completed since June 5, 2025 with partner agencies. Gallagher noted the Cascade Job Corps Center offers wraparound services and provides housing, food and training to students. The closure would impact 250 students and 116 staff members. The Employment Security Department Rapid Response team is working with affected staff. Gallagher noted the efforts of local workforce boards and explained their coordinating response. Gallagher added that only contracted Job Corps Centers are closing at this point, not those run by the U.S. Forest Service. Three of Washington's four Job Corps Centers are run by this federal agency. However, Job Corps Centers are eliminated entirely in the draft federal budget.

Cherika Carter noted support from the labor unions should additional assistance be needed.

Sen. Wagoner spoke about his experience with the Cascades Job Corps Center, noting it has had years of funding struggles in prior budgets, and how it was specifically reorganized to focus on skilled trades, medical technology, and computers. Sen. Wagoner also commented that it would be difficult for the state to operate Job Corps Centers due to state budget limitations and suggested a partnership with local community colleges.

Workforce Board Executive Director Eleni Papadakis noted there is growing urgency about funding and oversight of federal education and workforce programs due to a White House Administration proposal that will eliminate or significantly alter key programs, such as the Workforce Innovation and Opportunity Act (WIOA) and funding under the Carl D. Perkins Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), potentially removing support for postsecondary education and community and technical colleges.

Papadakis proposed drafting letters with partner support noting the impact that eliminating or reducing these programs will have on Washington, including economic impacts to businesses that rely on a skilled workforce, along with harm to rural residents, low-income learners, and other underserved populations. Commissioner Cami Feek of the Employment Security Department (ESD) voiced support for the letter. Different options were discussed about how to proceed with Board support. It was agreed that Workforce Board staff would work with partner agencies to collect information for the Co-Chairs to approve.

The Board directed staff to write two letters focused on a response to changes for both the Carl D. Perkins and WIOA programs.

### **TAP Priority Update**

Emily Persky, the Workforce Board's TAP Implementation and Advocacy Manager, gave a TAP Implementation update. Talent and Prosperity for All (TAP) is the state's strategic plan for workforce development. Persky noted highlights on the Industry Advisory Committee, performance accountability, and outlined what to expect at the August Board meeting. She also shared an outline for Phase 2 of TAP.

Commissioner Feek gave an update on the Performance and Evaluation Workgroup. She outlined the framework of high-level goals, system performance measures and program level indicators. Feek reported achievements on the adoption of a charter and that the workgroup wanted to get the Board's feedback on the framework, raising the possibility of presenting the charter at the August 20 Board meeting.

Board members discussed the staff's proposed timeline for the Board to give input on and make decisions about Phase 2 of TAP implementation. Feedback included:

- The timeline aligns with when the Board will need to give direction and make decisions.
- While it makes sense to develop a performance accountability framework first, focus should remain on evaluation. The Board should show that we can measure and show how changes to the system affect workers and businesses.
- Phase 2 implementation options should include contingency plans for different funding scenarios (state and federal).

Persky noted more discussion would happen between now and the August Board meeting with a focus on priorities and alignment.

### **TAP Strategic Priority Spotlight: Job Quality**

Co-Chair Cherika Carter and Career Pathways Policy Associate Paulette Beadling gave a presentation on the TAP Strategic Priority Job Quality. Co-chair Carter began the presentation by highlighting the workgroup's accomplishments and the importance of conducting a survey to better understand how job quality is currently perceived and what elements of job quality matter the most to people in Washington. She also highlighted how the survey helped guide the group's learning and dialogue throughout the year and is now foundational for future work on this strategic priority.

Beadling shared the five-year history of job quality at the regional, state and federal levels, reviewing the year-one milestones of the work group. Beadling outlined the approach and deployment methods used in the Job Quality survey. Job quality typically covers factors such as pay, job security, working conditions, work-life balance, and career growth opportunities. Additional information was shared on the demographic differences among survey respondents, and how results may disproportionately reflect overrepresentation and underrepresentation of different groups that completed the survey. Beadling shared specific data sets covering industry, occupation, job quality element alignment, and data specific to a variety of job quality elements, including compensation, benefits, job safety and security, worker rights, workplace culture, career and professional development, DEIA and the role of technology and artificial intelligence.

Beadling also provided a brief year-one progress report, and noted a literature review is underway along with outlining future plans.

Board members discussed the presentation and asked about fair compensation, family-sustaining, living wages, flexible work options and how these findings help inform future efforts

on job quality. Beadling responded to questions, noted the full report is in the Board packet and encouraged Board members to reach out with questions.

### **Workforce Partner Briefing (Part I)**

Three agency partners shared how state and federal budget and policy actions are affecting their agencies.

Will Durden, Director of Basic Education for Adults from the State Board for Community and Technical Colleges (SBCTC) discussed uncertainty and risk impacting all federal grants administered by SBCTC. There are four large federal grants either coming to SBCTC from the federal government or through partner agencies: The Adult Education and Family Literacy Act (AEFLA), WIOA Title II Grant; Carl D. Perkins Grant, WorkFirst, and Basic Food Employment and Training (BFET). Collectively, these programs represent \$60 million in yearly federal investment in Washington. Durden noted other smaller grants are being tracked; these are targeted pilots or focused in unique areas. Durden shared AEFLA in the federal budget for fiscal year 2026 has been proposed for elimination. AEFLA is forward funded, but funding for the next fiscal year and beyond is undetermined.

In terms of the Carl D. Perkins grant, Durden noted the potential it will be eliminated for use by postsecondary institutions. The Perkins grant is a critical funding source for Washington colleges to provide professional technical education. Marie Bruin, Director of Workforce Education at SBCTC, noted this program is a cornerstone for a student's experience, and this would have a larger impact overall beyond the loss of the funds.

Durden discussed WorkFirst funding, which provides education and training, work-based learning, student supports, and wraparound case management to students receiving Temporary Assistance for Needy Families (TANF). Durden noted there isn't anything specifically in the federal budget eliminating funding, however there is scrutiny and reductions to these types of programs. Mostly what has been reported is additional work requirements.

Lastly, Durden reported on Basic Food Employment and Training (BFET), which is a federal and state funded program that helps people receiving Basic Food (SNAP) benefits get job training, education and support services so they can gain skills for higher wages, better jobs, and further advancement. Funding is expected to last through Sept. 30, 2025, however with state and federal reductions, the ability to administer this program is limited. State budget reductions and program cuts are impacting SBCTC, Durden said. These changes mean less funding for key programs, fewer resources for students, and potential reductions in staff and services across the state's community and technical colleges.

During Q & A, several commenters discussed uncertainty around federal changes. The group discussed work being completed by the Attorney General's Office. Allocation notices, which let organizations know how much funding or resources they will receive, were also discussed, and several anticipated grant award notifications have not been issued to date.



Dan Zeitlin, Chief of Staff at Employment Security Department, discussed the overarching challenges the agency faces with their budget situation, both at the state and federal levels. Zeitlin noted ESD is 60% federally funded. These funds support the unemployment insurance program, workforce programs, and labor market programs. Similar to other states, ESD is currently underfunded to meet their needs. Zeitlin explained how funding was divided between programs. Two state funds have been utilized to offset the federal shortfall, including the Claimant Placement Program (CPP) and Penalties and Interest (P&I). Zeitlin shared two graphs explaining federal revenue decreasing after adjustment for inflation and other changes. Zeitlin reported the steps ESD has taken recognizing the potential reduction in funding, including funds previously mentioned and other measures. Zeitlin also outlined the impacts to WorkSource Centers and Economic Security for All (EcSA) programs and the resulting reduction in the CPP and P&I funds forecasted into 2029. Zeitlin discussed the House reconciliation budget bill: the president's budget proposal and the state's supplemental budget instructions.

Board members asked how other states manage their CCP and P&I funds, specifically whether those states reallocate or "sweep" these funds. Zeitlin responded that all states are set up differently and handle funding differently.

Assistant Superintendent Becky Wallace of the Washington Office of Superintendent of Public Instruction (OSPI) was the last to present. She began by acknowledging investments in special education, materials, supplies and operating costs and local effort assistance. However, she noted this was 20% of what was requested, although it represents progress to meet required needs. Wallace also discussed K12 state and federal budget gaps and impacts.

Wallace shared six programs with budget reductions and outlined specific reductions or cuts to programs, including Career and Technical Education (CTE) and Career Connected Learning, among others. Wallace explained steps OSPI had taken to work within these boundaries.

Wallace also explained there are currently five school districts with binding conditions, meaning a district is unable to produce a balanced budget for the upcoming term and is subject to state oversight. More school districts are expected to face similar circumstances by August 2025. Wallace added these schools aren't just impacted by state reductions but also by the anticipated federal cuts. She explained that despite proposed federal education budget cuts, several key programs will remain funded. She also highlighted upcoming policy changes specifically designed to support rural school districts. However, the Migrant Education Program (MEP) has been cut. Wallace noted that Washington is one of the states serving the highest number of migrant students, which means these cuts will have an immediate and significant impact on the support services available. Wallace also shared [online](#) OSPI heat maps and data which shows how each school will be potentially impacted by the federal cuts. Wallace also reported concerns about changes to Perkins funding and how that will impact CTE, post-secondary partnerships, and how it will break the continuity in the overall system. Wallace finished her presentation outlining how OSPI shares information about the changes.

### **TAP System Agenda and Budget Review Process**

Nova Gattman, Workforce Board Deputy Executive Director, provided an update on two Board processes: the development of the TAP workforce system legislative agenda and the review of agency budget requests for TAP alignment, which was completed in the fall. Gattman noted that during the May Workforce Board Retreat, labor partners requested regular updates on the Board's legislative activities. This included a desire to return to a strict interpretation of the [RCW](#) review process for agency budget requests, as well as updates to the review process to ensure these requests are properly included in the TAP Agenda.

Gattman gave a historical overview of this process, explaining the TAP Agenda process. Gattman shared an update on a newly developed task team to discuss the processes for both RCW review of agency requests in TAP alignment and the TAP legislative agenda. Gattman also gave context about the landscape for future legislative advocacy efforts. Gattman acknowledged the budget deficit and continued challenges, noting this is a year to focus on preserving and protecting priorities and to prioritize any requests to only the highest need items. Gattman noted a TAP update is due at the federal level in March 2026. Gattman shared ideas for the 2026 TAP Agenda and reviewed the 2025 TAP Agenda, providing updates on which items were funded, and which were not.

Director Dana Phelps of the Division of Vocational Rehabilitation of the Department of Social and Health Services (DSHS) agreed on the importance of system integration, especially data system integration. Phelps also highlighted some limitations regarding how quickly these changes can be implemented, citing specific examples from programs at DSHS. Gattman provided a timeline for developing the TAP agenda and explained the Workforce Board's decision package schedule.

The meeting adjourned at 12:21 p.m.

**WorkSource System and WIOA Title I-B policy activity since the June 18, 2025 WTECB meeting**

**For WTECB acknowledgement (action) at the August 20, 2025 meeting**

<b>Policy</b>	<b>Description</b>	<b>Issued</b>
<a href="#"><u>1019-12</u></a>	Eligibility Policy and Handbook	07-09-25
<a href="#"><u>7005-2</u></a>	Community Reinvestment Fund *	TBA
<a href="#"><u>7010-3</u></a>	Community Reinvestment Plan – Matched Investment Savings Account *	TBA

\* State Program Policies 7005-2 and 7010-3 in public comment through August 14, 2025 at the time this document was needed for the board meeting packet and may be published by the August 20, 2025 WTECB meeting. An update will be provided at the meeting.

<b>WIN</b>	<b>Description</b>	<b>Issued</b>
<a href="#"><u>0073-62</u></a>	WIOA operating guidance issued to date by DOL through TEGLs, UIPLs, and TENS	07-21-25
<a href="#"><u>0073-63</u></a>	WIOA operating guidance issued to date by DOL through TEGLs, UIPLs, and TENS	07-23-25
0152	Federal Stay on Implementation of Training and Employment Guidance Letter 10-23, Change 2	08-06-25
0153	Office and Individual Awards for Excellence in Serving Veterans and Military Families **	TBA
0154	Employer Awards for Excellence in Serving Veterans and Military Families **	TBA

\*\* WorkSource Information Notices 0153 and 0154 close to publication at the time this document was needed for the board meeting packet and may be published by the August 20, 2025 WTECB meeting. An update will be provided at the meeting.

*Sign up to receive state workforce policy notifications.*

To receive email notifications of workforce-related state policies and information notices, go to [ESD.WA.GOV](https://www.esd.wa.gov) and look for “Sign up for our mailing list” at the bottom of the page. Enter your email address and click “Sign up.” Under the Subscription offerings, look for “Rulemaking and Guidance” and then “Workforce Policy and Guidance” under that heading. Check the box and hit Submit.



**Executive Director Report  
Board Meeting No. 276  
August 20, 2025**

**Farewell to State Approving Agency Management Analyst John Murray**

Workforce Board staff member John Murray passed away unexpectedly earlier this month. John dedicated more than 12 years to the agency, steadily advancing to serve as a manager overseeing veterans education programs. Through his active participation in the National Association of State Approving Agencies, he represented both the agency and Washington with distinction, receiving the organization's President's Award in 2020.

Before joining the Workforce Board, John served nearly 20 years in the U.S. Navy, leaving the service as a Submarine Torpedoman's Mate Chief Petty Officer. His career also included helping revitalize a small business while working as a pizza delivery driver.

Most importantly, John's legacy is one of dedication to his family, to public service, and to his colleagues. His willingness to support both agency staff and the people of Washington will be deeply missed.

Please note two related attachments: A proclamation that will be read at the Board meeting, and a collection of quotes from colleagues.

**Workforce Board opposes federal workforce cuts, shares concerns with Congress**

The Workforce Board has expressed concerns about how the federal reconciliation budget could affect workforce development and has written letters to Washington's Congressional delegation. On June 27, Board Co-Chair Gary Chandler and Acting Co-Chair Cherika Carter signed two letters addressed to Washington's U.S. senators and representatives. One expresses [opposition to significant workforce development cuts](#). The second shares [concerns about changes to federal education programs](#). Board members [discussed the issue](#) at the regularly scheduled June 18 meeting.

**Job Corps Program Update: Legal Injunctions Sustain Operations Amid Uncertainty**

Since the last Board meeting, all 99 contractor-operated Job Corps centers across the country have remained open, including the Cascades Job Corps near Sedro-Woolley, along with the three other centers in Washington State. This is due to legal action taken against the U.S.

Department of Labor's attempt to pause operations and shut down the program. A federal judge in New York initially issued a nationwide preliminary injunction in June; however, following a recent Supreme Court ruling limiting the scope of such injunctions, the order was narrowed in July to apply only to the 31 centers operated by the plaintiffs in that case, plus five additional training centers.

Separately, a federal court in Washington, D.C. issued its own preliminary injunction on July 25, reinforcing that the Department of Labor cannot proceed with the closures without following proper legal procedures. As a result, Job Corps operations are continuing under court order.

The long-term future of the program remains uncertain. It will depend on the outcome of ongoing litigation as well as congressional decisions on future funding. Staff anticipate more clarity by the end of September, as both the court proceedings and the FY 2026 federal appropriations process evolve. In the meantime, staff, local workforce development areas, and agency partners remain committed to supporting Job Corps students through any changes that may result from these legal or legislative developments.

### **Workforce Board in the News**

The Yakima Herald-Republic highlighted six Washington Award for Vocational Excellence (WAVE) winners on July 30. [This profile](#) features awardee Caleb Williams, a recent graduate of Selah High School. Williams intends to study health sciences at Eastern Washington University. Williams and the Yakima Valley students are among 145 awardees statewide this year. Thanks to reporter Joel Donofrio for the story.

### **Long-Term Care (LTC) Workforce Updates**

The continued funding for the LTC Workforce Initiative allows the Workforce Board and its partners to build on the progress made during the first three years. To support this, the initiative has secured commitments to work with the initiative's leadership team and potential workgroups moving forward. Currently, the initiative is involved in several efforts to expand and strengthen the work from previous years. These efforts include:

- Selection to engage with the National Council on Aging Technical Assistance program.
- Continued research efforts with the University of Washington Center for Health Workforce Studies (CHWS).
- Planned changes to the initiative leadership which includes the adoption of a formal charter, mission and vision statements.
- Continued support of students actively engaged in learning opportunities for nursing.
- Preparation of multiple reports including two reports to the Legislature on the LPN Apprenticeship, summary findings from UW's research on the LTC workforce, and a final report from Quinn Thomas on the successful social media marketing campaign.
- Development of protocols and guidelines to allow long-term care students to access the 529 GET education savings plan established in 2024.

## **WAVE Updates and Gratitude to Volunteers**

The 2025 [Washington Award for Vocational Excellence](#) (WAVE) scholarship has been awarded to 145 high school seniors and community and technical college students. This scholarship, managed by the Workforce Board, honors Washington's top career and technical education students. The award helps students afford their next education and training goals at Washington schools, colleges and universities.

Volunteers from the business, labor and education communities selected winners through a competitive process. This year's award pays up to \$3,900 per year, for two years, or up to \$7,800. Awards vary depending on tuition at the college attended by scholarship recipients, and other factors.

A record 560 students applied for the scholarship this year, which is a 68% increase from 2024. Executive Director Eleni Papadakis thanked the more than 100 volunteers from business, labor, state agencies and the community for their support reviewing this year's applications.

WAVE is funded by the state budget, although future WAVE scholarships have been temporarily suspended due to state budget challenges.

## **Career Bridge Modernization Project Update**

A new and improved [CareerBridge.wa.gov](#) site will launch at about the same time as the August 20 Workforce Board meeting. The site, now modernized and mobile friendly, will provide a much more engaging user experience for students, jobseekers, and others seeking career and education information. As a free, public-facing tool, we expect site usage to soar in the coming months as more visitors explore Career Bridge's over 6,500 Washington postsecondary programs. Users will find out how much hundreds of careers pay in our state—both statewide and regionally—and can now easily save their career and education searches to a user-friendly dashboard.

Following this initial launch, Phase 2 and Phase 3 rollouts in the coming months will provide additional site enhancements through June 2026. Among these anticipated updates is a collaborative digital portfolio feature that will enable high school counselors and career counselors at WorkSource to work more closely with students and jobseekers on education and career planning. The 2025 Legislature provided \$475,000 for this and other "finish line" work, including tech improvements that will lead to a streamlined flow of real-time data between Career Bridge and other platforms, including the agency's private career school licensing platform, EDvera.

The Legislature also funded the Career Bridge Manager position as ongoing and permanent. Julie Mix-Stark, who has headed up the modernization project over the past couple of years, is filling that role. Securing this was a significant achievement in an especially challenging legislative funding year!

The Legislature has also allocated additional funding, about \$130,000, toward ongoing IT work needed to support Career Bridge as updates and maintenance continue. The future is bright for our state-supported career and education platform, which has gained national recognition over the past 15 years. Since its launch during the Great Recession in 2009, the platform has delivered independently evaluated employment and earnings outcomes for thousands of postsecondary programs—thanks to the Workforce Board’s dedicated research team—and now attracts up to 6 million page views annually.

### **Health Workforce Council Updates**

The Health Workforce Council has been furthering its work this year to 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. Virtual meetings in April and June explored rural career and technical educational opportunities for K-12 students. The Council’s upcoming August 28 meeting will focus on how to support oral health education pathways for rural students. The Council is meeting in person in Olympia and will hear about new educational efforts including K-12 and employer dental assistant programs, a new dental hygiene program, the dental therapy profession and rural dental student efforts. Council members and attendees will work together to identify areas for potential additional work and recommendations for the annual report for policymakers.

### **Clean Energy Technology Workforce Advisory Committee Updates**

The Clean Energy Technology Workforce Advisory Committee met virtually June 26. The meeting included a presentation from consultancy firm BERK on its findings from a feasibility study for a Transition to Retirement Program for workers nearing retirement who may face job loss due to the clean energy transition. The study was commissioned by the Workforce Board in compliance with House Bill 1176 (2023). Workforce Board staff also presented results of a survey and job market analysis aimed at understanding workforce training, hiring needs, job quality, and the future outlook in Washington’s clean energy technology sector. The study combined responses from employers, union and non-union employees, and supplemental employment data from labor market aggregator Lightcast.

These research projects will be included in the CETWAC biannual report to be delivered to the Governor and Legislature in November 2025. The committee also developed potential policy recommendations for the report during this meeting. Workforce Board staff and CETWAC continue to work on this report, including research and recommendations. The next CETWAC meeting is scheduled for September 18.

## **Perkins V CTE Updates and Considerations**

Workforce Board staff are actively monitoring multiple recent federal changes impacting Perkins V and will continue to provide updates to the Board and interagency partners as new developments arise and/or when formal guidance is received.

### Perkins V Oversight Transfer to Department of Labor

As of July 2025, following a Supreme Court ruling allowing implementation of a formal agreement, the U.S. Department of Education (ED) began transferring day-to-day administration of Perkins V and WIOA Title II Adult Education and Family Literacy Act (AEFLA) programs to the U.S. Department of Labor's Employment and Training Administration (ETA). While ED retains statutory leadership and policy authority, Labor will now manage formula grants - including Perkins CTE grants - as well as compliance and monitoring. While the agreement permits DOL to administer these programs, ED and DOL are in the process of providing states with additional guidance on adapting to the new structure. Formal, end-to-end coordination shifts have not yet been codified.

### Broader Restructuring and State-Level Implications

The transfer of Perkins oversight to Labor is part of a broader federal restructuring effort under the Trump administration, which includes major ED staff reductions and moving functions like student loans and special education to other agencies. For Washington, this shift will likely require updates to compliance protocols, realignment of administrative fund matching strategies, and potential changes to planning timelines. Agencies will need to consider establishing new points of contact at DOL and closely monitoring integration opportunities across Perkins, WIOA, and workforce development systems.

### New Federal Guidance on Public Benefit Access

In July, ED and other federal agencies issued guidance reinterpreting the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) law to restrict undocumented immigrants' access to public benefits—including job training and education programs like Perkins V. The changes reclassify programs such as dual enrollment and CTE as public benefits, potentially barring undocumented students from participation. Issued without public comment, this guidance aligns with a February 2025 executive order and marks a significant policy shift with wide-reaching implications for access and equity in federally funded education programs. On July 21, 21 state attorneys general filed a lawsuit to challenge the new rules and requested an injunction. A preliminary injunction was obtained on July 31, pausing enforcement of the notices (except for those issued by USDA) through at least Sept. 3, 2025.



## Conferences Attended / Meetings Convened

Industry Advisory Committee Meeting, Auburn (Board Sponsor June Altaras, Board member Todd Mitchell, Workforce Board staff Eleni Papadakis, Maddy Thompson, Emily Persky, Paulette Beadling and Bianca Laxton.)

The first in-person kick-off meeting was June 25. Nearly 30 people attended, representing statewide labor, business and professional associations across industry sectors. This group, which addresses the industry priority area for the state's strategic workforce plan, Talent and Prosperity for All (TAP), engaged actively in facilitated dialogue, resulting in some initial clear themes:

**System complexity.** First, small and mid-sized employers need help navigating workforce programs—especially to access and benefit from support that comes with compliance requirements. There's interest in creating simple guides or toolkits to make things easier.

**Cross-Sector career paths.** Second, there's a dynamic need to better support current workers as well as new hires, including help with designing career pathways that cut across industry sectors. They asked for career maps that reflect real-life careers across industries—and better recognition of cross-sector credentials along with stronger upskilling support. Attendees expressed willingness to engage with system partners on identifying new and emerging career pathways, the skills and competencies required at each level and within each sector, and the types of assessments and credentials that will validate skill attainment.

**Workforce development strategies.** Third, there's confusion about workforce models and language. Industry wants clearer definitions of things like apprenticeships vs. internships—and help choosing the right fit for their needs.

**Credentials.** And last, there's growing support for recognizing credentials beyond college degrees, if the associated skills could be validated. Better recognition of both academic and industry-based credentials, including for short-term training, could unlock career mobility and help employers make clearer hiring and promotional decisions.

### **Proposed purpose (in charter, currently under review):**

- Advise the Workforce Board on statewide workforce policies, programs, and system investments.
- Serve as a forum for the Workforce Board and partners to get input on policy, operational and funding decisions as well as implementation.
- Spark improvements that are innovative, practical and mutually beneficial.

### **Current status:**

- The IAC is reviewing a workplan for prioritizing and recommending improvements to the Workforce Board and our public partners.
- It will meet monthly August – November, alternating between virtual and in-person formats.

- The next meeting will be virtual and is scheduled for Aug. 26.

#### WA-ACTE Summer Conference, Spokane (Marina Parr, Joe Wilcox)

Marina Parr, director of Workforce System Advancement, and Joe Wilcox, Career Pathways Manager, both attended the annual summer career and technical education conference in Spokane, Aug. 3-6. The Washington Association for Career and Technical Education holds a statewide, multi-day, summer gathering each year that attracts hundreds of CTE teachers and administrators. Both Marina and Joe provided presentations and unveiled the new and improved Career Bridge. Marina used the test site to highlight modernization efforts (see project details above), as the actual launch is scheduled a few weeks later. Joe presented on artificial intelligence in education and workforce development and its impact on jobs, skills students need to thrive, strategies for educators to foster adaptability, and policy recommendations. Both Joe and Marina also ran a booth to promote other Workforce Board career and education products, including the always popular Where Are You Going career guide, which is slated to be fully updated and ready to ship by early September.

#### Washington State Labor Council Convention, Vancouver, WA (Emily Persky, Eleni Papadakis)

This annual event is always both edifying and inspiring. Over 200 unions were represented this year, covering a wide spectrum of occupational and industrial sectors. National, state, and local leaders provided information and insights on federal budget and policy changes, and examples of how labor unions are responding to the moment. There were also stories from history about labor's role in successfully reforming policy and practice for the betterment of all workers, their families, and communities. Collective impact was an overarching theme throughout the conference.

#### **Other Staff & Office Updates**

The new Board meeting space on Floor 2 of our office building is coming online just in time for the August 20 Board meeting. This is our inaugural meeting in our new space. Welcome!



**Workforce**  
Training & Education Coordinating  
**Board**

**WHEREAS**, John Murray started his state career at the Workforce Board in 2013 and despite his unassuming style and nontraditional background as a former Navy nuclear submarine NCO and pizza delivery driver, he so impressed the executive director in an informal interview he was offered a job as office assistant and receptionist on the spot;

And, **WHEREAS**, John's commitment to the agency's mission made him one of its greatest champions and fueled his support for all his coworkers, earning two coveted Shining Star Employee of the Year awards from grateful colleagues; and his dedication to our state's veterans and relentless work ethic, including driving 90 minutes each way, every day, from his home in Lake Bay to Olympia, led to a well-deserved promotion to lead our work ensuring quality education for military personnel and veterans using the GI Bill®;

And, **WHEREAS**, John's participation in the National Association of State Approving Agencies represented the Workforce Board and Washington in a positive light, and led him to represent all states in negotiating contracts with the U.S. Dept. of Veterans Affairs in multiple roles on the executive committee, and receiving the association's coveted President's Award in 2020;

And, **WHEREAS**, John's unusual route to the Workforce Board stemmed from his placing a priority on his family, leaving a successful career in the U.S. Navy to deliver pizzas at a local franchise so he could provide more direct attention to his young family, before seeking a more secure state job that he would excel at for over a decade;

And, **WHEREAS**, John served our nation admirably in the Navy for nearly 20 years, leaving the service in 1996 as a Submarine Torpedoman's Mate Senior Chief Petty Officer, was honored to serve with and especially proud of the crewmembers he led, learned the value of the team and collective action, and developed two mantras: "Commonsense and communication will solve most of the challenges you face in the Navy and in life," and "Any day not on a submarine is a good day.";

And, **WHEREAS**, John's roll-up-his-sleeves support for his colleagues could always be counted on, whether he was frying burgers at an agency barbecue; loading endless heavy boxes and equipment for events; helping with WAVE scholarship applications; reviewing staff presentations and more;

And, **WHEREAS**, John's sense of humor, including classic dad jokes; 1980s movie impersonations; neon green Seahawks hat and consistent victories in the agency's annual Ugly Sweater Contest brightened the agency's office culture, part of an annual competition that had everyone laughing;

And, **WHEREAS**, we can still hear John's own trademark guffaw, his quick humor and deadpan delivery, and his sudden off-key bursts into song; we are missing him more than we could have fathomed, and offer his grown children, Daniel and Tabby, our most heartfelt support and hope they find comfort in knowing how much their Dad was respected, appreciated, and loved.

**NOW THEREFORE**, we, the members of the Workforce Training and Education Coordinating Board gratefully acknowledge John Murray's many years of public service to our state and nation,

Signed this 20th day of August, 2025.

Cherika Carter, Acting Co-Chair

Gary Chandler, Co-Chair

Workforce Training and Education Coordinating Board



**Board Meeting No. 276  
August 20, 2025**

**Stories of John Murray's Reach and Impact**

"John Murray will be greatly missed as a giant among SAAs and a stabilizing force in NASAA. I don't say this because it's something you're supposed to say about someone who has passed; I say it because John was a pillar of OUR community and a friend. It says a lot about John that, despite recovering from a severe injury – one that would have kept most of us at home – he chose to attend our conference to be with us. He loved NASAA and our region and showed it by selflessly serving in numerous capacities and going above and beyond the call of duty. He was generous in his time and self. John, you will be missed.

With the support of the Western Region, I would like to propose to the NASAA executive the establishment of an award named after John Murray for extraordinary service to NASAA and veterans." - *Robert Kohutek, MPA, MPP, Director, UTAH STATE APPROVING AGENCY (UT-SAA) FOR VETERANS EDUCATION*

"During the twelve years that he spent as an SAA, John was a force of nature in NASAA. He spent several years as our Contract/Cooperative Agreement Committee Chair and was recognized for his hard work with the NASAA President's Award. I served as his Vice Chair for a few of those years and spent the last four years serving on RBS Committees with John as well. John was constantly advocating on behalf of his fellow SAAs. He fought passionately to access and improve the allocation model for the benefit of all SAAs. He helped to design and update the existing RBS model and he was meticulous in his attention to detail. We would sometimes spend hours in the weeds of a sentence or two that could have tremendous impact on how we did our jobs. Moreover, he was an exceedingly kind and thoughtful man who was a friend to so many of us.

John spent his final hours leading his Constitution & Bylaws Committee meeting on Saturday with his usual mix of diligent preparation and willingness to debate small details. He was excited to see everyone and happy to be there and had great plans for the work ahead. It's how I will always remember him." - *Rebecca Ryan, Director of Compliance and Student Protection, President of the National Association of State Approving Agencies (NASAA) | RI Office of the Postsecondary Commissioner*

"John was a remarkable colleague whose warmth, integrity, and tireless commitment to veterans and education left a lasting impact on all of us. His presence brought both steadiness and compassion to our work, and his absence will be deeply felt. Though words feel inadequate at a time like this, please know that my thoughts are with John's family, friends, and all who had the honor of working alongside him. He truly made a difference, and his legacy will continue to inspire." - *Capt. Jan Anderson, Maritime Licensing Consultant*

"He was a wonderful human being. He went beyond to help us with our school. He will not be forgotten." - *Madhuri Chandra, Health Professionals Institute*

"John's contributions to supporting veterans and schools across Washington will be profoundly missed. His dedication and commitment were truly remarkable." - *Frida Emalange, Zorganics Institute of Beauty and Wellness*

"John was always my advocate and so helpful. He will be missed." - *JJ and Suzanne Greive, School of Professional Home Inspection*

"John was always committed to helping schools and doing a thorough job in the oversight of programs for Veterans. John and Russ were so helpful to TLG Learning when we explored the possibility of opening a school at Camp Murray/JBLM. John spent time helping us to understand what we needed to do to get set up and the ongoing operation of the VA programs. With his guidance we were able to offer training programs and job placement at companies like Amazon, Microsoft and Oracle. The veterans went on to careers that provided both interesting work and opportunity for advancement.

May John's thoughtful and kind spirit be remembered by all who had the opportunity to work with him." - *Nancy Gale, Technology Learning Group Inc.*

"I always respected and appreciated the objective and fair approach John maintained when interacting with us at the campus and guiding us to success. He made me a better manager at the JBLM Campus by sharing his wealth of knowledge and insights." - *Adam Asclipiadis, Director of Admissions, CDL Schools*

"His friendly attitude and dedication to all will be missed." - *Jessica Corey, Director of Governance, Airstreams Renewables, Inc.*

"I truly enjoyed working with him for well over 10 years, he was a great help, a great recourse for information, and a great friend to myself as well as Pima Medical Institute.

He will be missed indeed." - *Scott McEldoon, Corporate Cash Management Coordinator, Pima Medical Institute*

"I have worked with John since all the way back to 2012. I am so, so sorry to hear this. This is a big loss for our community and I am sure for your WTB family and his own non-work family. My condolences to you and WTB and to his family. I really, really enjoyed working with John." - *Caycee Clark, Director of Financial Aid, Divers Institute of Technology*

"It was truly a pleasure to work with John over these past few years, and I will remember his kind support and professionalism." - *Darlene Snider, Ed.D., Dean of Enrollment Services & Veterans Education, Skagit Valley College*

"I've known John for over 10 years, since he first began working with the VA and he will be truly missed. He had such a passion for his work and was incredibly knowledgeable in his role." - *Cherri Norman, U.S. Department of Veterans Affairs, Education Liaison Representative, Approvals Compliance & Liaison, Western Region Education Service*



STATE OF WASHINGTON  
**WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD**

128 - 10<sup>th</sup> Avenue, S.W. • PO Box 43105 • Olympia, WA 98504-3105  
Phone: (360) 709-4600 • Fax: (360) 586-5862 • Web: [www.wtb.wa.gov](http://www.wtb.wa.gov) • Email: [workforce@wtb.wa.gov](mailto:workforce@wtb.wa.gov)

June 27, 2025

Honorable Patty Murray, Senator  
Honorable Suzan DelBene, Representative  
Honorable Rick Larsen, Representative  
Honorable Marie Gluesenkamp Perez,  
Representative  
Honorable Dan Newhouse, Representative  
Honorable Michael Baumgartner, Representative

Honorable Maria Cantwell, Senator  
Honorable Emily Randall, Representative  
Honorable Pramila Jayapal,  
Representative  
Honorable Kim Schrier,  
Representative  
Honorable Adam Smith,  
Representative  
Honorable Marilyn  
Strickland, Representative

Dear Members of the Washington State Congressional Delegation,

We are writing to oppose major cuts to workforce development in the reconciliation budget, H.R. 1, passed by the House on May 22, 2025. We represent the state workforce board, and our mission is to ensure training and jobseeker programs meet employers' needs for a skilled workforce and individuals' needs for jobs. Business and labor members represent the majority of our board members.

Investments in workforce development help workers and employers succeed and build a strong foundation for our nation's future economic success. They help people become economically self-sufficient and reduce reliance on social services. And workforce investments also give employers access to a more skilled workforce so they may better compete in a global economy. Additionally, with new restrictions on skilled foreign workers, American employers will need access to new, untapped, domestic labor pools, who will need to be skilled for high-demand jobs.

The president's *Make America Skilled Again* proposal rolls the major workforce programs under the U.S. Department of Labor into one block grant. The consolidation of the Workforce Innovation and Opportunity Act (WIOA) programs alone results in a 30 percent cut, representing about \$30 million reduction for the state of Washington.



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These investments show real results, including:

- The WIOA Adult program served more than 14,000 low-income job seekers in the 2023 fiscal year, Workforce Board research shows. Sixty-nine percent of participants were employed after a year, earning annual wages of \$47,000. Notably, after 10 years the [economic impact](#)<sup>i</sup> is \$318 million and the taxpayer return on investment is \$7 to \$1.
- The WIOA Dislocated Worker program served nearly 6,500 people in the 2023 fiscal year. Seventy-one percent of participants were employed after a year, earning annual wages of \$49,400. The 10-year economic impact was \$202 million, and the taxpayer return on investment was \$4.60 to \$1.
- Nearly 83,000 Washingtonians received job search assistance through the Wagner-Peyser program. Sixty-nine percent of participants were employed after a year, with annual earnings of \$43,900.

The demand for these successful programs outweighs the resources. The demand will be dramatically increased with the proposed changes to Medicaid and SNAP eligibility, not to mention Pell Grants. Our state needs more federal investment in workforce development services, not less.

Separately, one proposal would eliminate the Basic Education for Adults program, which served nearly 27,000 Washingtonians in the 2023 fiscal year. The program was allocated \$11.6 million.

These programs are delivering measurable results today. They equip displaced workers with in-demand skills, prepare young people for future industries and provide formerly incarcerated individuals a meaningful pathway back into the workforce. These outcomes reduce reliance on public services and contribute to safer, more stable communities.

These cuts are too deep at precisely the wrong time. Automation, artificial intelligence, changing trade conditions and more continue to transform our economy. When workers are laid off or reentering the job market, that's when they need help the most.



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Now is not the time to reduce investments in workforce development. Washington employers consistently rank workforce challenges as one of their top concerns – not just in hiring, but in remaining competitive in rapidly evolving industries like energy, healthcare, advanced manufacturing and information technology. A skilled workforce helps all employers thrive.

In closing, we urge you to support fully funded workforce investments in the next federal budget. These investments will support a strong economy, now and in future years. Thank you for your continued partnership.

Sincerely,

Gary Chandler, Co-Chair, Business

Cherika Carter, Acting Co-Chair, Labor

Cc: Eleni Papadakis, Executive Director, Workforce Board  
Rose Minor, Director Federal and Interstate Affairs, Office of the Governor  
Members of the Workforce Board

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<sup>1</sup> Program outcomes in terms of employment, earnings and economic impacts are tracked and reported in Workforce Training Results and posted on this dashboard accessed at this link: [WIOA Adult 2025 | Washington Workforce Training & Education Coordinating Board](#)





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June 27, 2025

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Honorable Marie Gluesenkamp Perez, Representative	Honorable Kim Schrier, Representative
Honorable Dan Newhouse, Representative	Honorable Adam Smith, Representative
Honorable Michael Baumgartner, Representative	Honorable Marilyn Strickland, Representative

Dear Members of the Washington State Congressional Delegation,

The Workforce Training and Education Coordinating Board, as the state career and technical education (CTE) board and state workforce board, writes to express our deep concerns with recent Congressional budget proposals and federal agency actions that will negatively impact U.S. Department of Education programs, and the availability of qualified workers, including:

- The Interagency Agreement (IAA), which will move the Office of Career, Technical and Adult Education of the Department of Education to the Department of Labor, will reverse years of progress in changing the societal, parental, student, and employer perceptions of CTE and Adult Education from dead-end programs for poor educational performers to accessible, navigable pathways to high-demand careers and gainful employment. There will be no oversight of the educational indicators of success for these programs, as Labor's focus is limited to employment and earnings outcomes. These two metric rates will be decreased if educational oversight is removed, as educational attainment correlates with better employment and earnings outcomes.
- Eliminating the Adult Education and Family Literacy program will close the door to educational and economic mobility for hundreds of thousands of adults seeking foundational skill development. This reasonably inexpensive education program (which nationally provides about \$715 million per year) leverages millions more to create innovative and accelerated career entry opportunities for individuals who would otherwise churn in low-wage jobs.



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- Limiting Perkins funding for K-12 only, undermines the K-16 and K-20 education structures that have been created across the country. Articulated secondary to postsecondary CTE pathways, many with early college credit options, have helped to increase high school graduation and college-going rates. Perkins-funded postsecondary CTE, such as through Washington's community and technical colleges, supports direct linkages with industry, professional development of faculty, and the creation of modern programs of study. Perkins has supported innovative postsecondary CTE programs that include work-based learning, including apprenticeship and industry recognized credentials.
- Vocational Rehabilitation services funding is significantly reduced through a proposed "change in mandatory program" (CHIMP) and adding unfunded requirements. Cuts in wraparound services likely would increase costs for services, and additional work requirements for public benefits would likely increase applications, adding to need and cost. With the proposed budget, a waitlist for services would need to be implemented. The proposed budget would severely limit economic mobility options for individuals with disabilities. Progress has been made to open doors to career success, economic self-sufficiency and meaningful contribution to the economy for people with disabilities, who represent a significant untapped talent pool to meet employer workforce needs. Full funding for the public vocational rehabilitation programs reduces public assistance and other state costs, and supports a healthy workforce and economy.

These changes will negatively impact our ongoing efforts to build a stronger workforce in Washington, which helps employers and workers succeed in a global economy.

We urge you to reconsider these changes and consider alternatives. Thank you for your continued partnership.

Sincerely,

  
Gary Chandler, Co-Chair, Business

  
Cherika Carter, Acting Co-Chair, Labor

Cc: Eleni Papadakis, Executive Director, Workforce Board  
Rose Minor, Director Federal and Interstate Affairs, Office of the Governor  
Members of the Workforce Board



## Community College Advocacy Update

### Budget and Appropriations

*AACC advocates for robust increases to key community college programs as part of the annual budget and appropriations process.*

Last month, House and Senate Appropriations Committees approved funding levels for 12 fiscal year 2024 (FY 24) appropriations bills. These topline, called 302b allocations, are proposed by the committee chairs, voted on by the full committees and then handed over to subcommittee chairs to set funding levels for individual programs.

For FY 24, both chambers have proposed significant cuts to the Labor-HHS-Education funding bill. The Senate has proposed cutting overall FY 24 funding by 5.9%, to comply with the bipartisan agreement to raise the debt ceiling. The House Appropriations Committee approved a 302b allocation for Labor-HHS-Education that would decrease funding by nearly 30%. These numbers bode a very tough environment for AACC's priority programs.

House and Senate Labor-HHS-Education Appropriations Subcommittees will now begin writing their funding bills. In the interim, community colleges should meet with members while they are visiting their home districts and voice support for key community college funding priorities, including the federal Pell Grant program, the Strengthening Community College Training Grant (SCCTG) program, and the Title III-A Strengthening Institutions Program (SIP).

### Workforce Pell and Workforce Training

*AACC's Office of Government Relations (OGR) advocates for strong federal support for job training and workforce development programs at our nation's community colleges.*

The long-stymied JOBS Act was reintroduced by Sens. Tim Kaine (D-VA) and Mike Braun (R-IN), taking over as the Republican lead for retired Sen. Rob Portman (R-OH). The bill continues to enjoy strong bipartisan support and was reintroduced with 37 original

cosponsors. The bill was reintroduced in the House by Reps. Bill Johnson (R-OH), Lisa Blunt-Rochester (D-DE), Michael Turner (R-OH), and Mikie Sherrill (D-NJ).

Another proposal, the Promoting Employment and Lifelong Learning (PELL) Act, was introduced by Ed & Workforce Chair Virginia Foxx (R-NC) and House Republicans. The bill would expand Pell Grant eligibility to programs between 150 and 600 clock hours (same as the JOBS Act). In this proposal, eligible programs must demonstrate graduation and job placement rates of at least 70% and students who received federal financial aid must see a “positive return on investment.” This means that the program’s published tuition and fees cannot exceed the difference between the median earnings of students receiving federal financial aid and 150% of the federal poverty line. Notably, for-profit institutions would be eligible under this proposal. The bill builds on a previous proposal from last legislative session, the REAL Reforms Act.

The Jobs to Compete Act was introduced by Ed & Workforce Ranking Member Bobby Scott (D-VA) and House Democrats. The bill requires programs to demonstrate that they prepare students for “gainful employment” through earning at least more than a high school graduate and experiencing an earnings gain of at least 20%. The bill also has requirements around the stackability and transferability of credits, data transparency and career counseling, and alignment with the Workforce Innovation and Opportunity Act eligible training provider list.

These bills show broad bipartisan interest in expanding Pell Grant eligibility to shorter-term programs and AACC will continue to work with members and committee staff to search for a viable vehicle.

#### Pell Grant Tax Treatment

*AACC’s Office of Government Relations (OGR) advocates for federal tax and finance policies that best serve our nation’s community colleges and the students they serve.*

The Tax-Free Pell Grant Act was reintroduced in the House of Representatives by Reps. Lloyd Doggett (D-TX), Mike Kelly (R-PA), Danny K. Davis (D-IL), and Adrian Smith (R-NE) – all members of the House Committee on Ways and Means, which has jurisdiction over tax policy issues.

AACC has long supported this legislation and efforts to end the taxation of Pell Grants and help more low-income community college students take advantage of the American Opportunity Tax Credit (AOTC). Currently, Pell Grant award dollars that exceed tuition and fees are taxed as income, even though these dollars are key resources to help students afford books, transportation, and living expenses. By making Pell Grants entirely non-taxable, more low- and moderate-income students attending community colleges will

receive their entire Pell Grant amount. Similarly, community college students who receive a Pell Grant are commonly denied access to the \$2,500 AOTC because the grant is counted against a student's eligibility.

### Higher Education and Student Aid

*AACC advocates for strong federal investment in student and institutional aid and for Higher Education Act (HEA) policies that best serve our nation's community colleges and their students.*

Republicans and Democrats in both the Senate and House have introduced legislative proposals with the stated goals of lowering college costs, reducing student debt, and promoting repayment. These proposals include:

- **The Lowering Education Costs and Debt Act:** A package of five bills stitched into one and introduced by Senate Republicans, led by Senate HELP Committee ranking member Bill Cassidy(R-Louisiana). The package includes the Cassidy's College Transparency Act – a longtime AACC priority – along with proposals to standardize financial aid award letters, bolster loan counseling, streamline repayment options, create a new earnings standard that undergraduate and graduate programs would have to meet to retain Title IV eligibility, and limit the Education Secretary's authority to make changes to the student loan program.
- **The Federal Assistance to Initiate Repayment (FAIR) Act:** Introduced by Rep. Virginia Foxx (R-North Carolina), chair of the House Committee on Education & The Workforce, the bill streamlines repayment options and creates new communications requirements for the U.S. Department of Education (ED) to make to borrowers and servicers to facilitate repayment.
- **The College for All Act:** Introduced in the Senate by HELP Committee Chair Bernie Sanders (I-Vermont) and the House by Rep. Pramila Jayapal (D-Washington), the bill creates a national free public college program for all students attending community colleges and most students attending public four-year institutions through a federal-state partnership, authorizes a new competitive grant program to boost retention and completion for institutions participating in the free college program, doubles the federal Pell Grant and dramatically increases funding for TRIO, GEAR UP and minority-serving institutions.

Despite the flurry of activity, a comprehensive reauthorization of the Higher Education Act (HEA) in the current Congress remains extremely unlikely. However, these bills stake out approaches to promoting college affordability from the most important players in the

space. They could serve as jumping-off points for substantive reauthorization negotiations in the future.

### Regulatory Actions

*AACC represents our nation's community colleges and their students as federal agencies propose and consider new regulations, rules, and guidance.*

Last month, ED released a new slate of Notices of Proposed Rulemaking (NRPM), following last year's negotiating rulemaking sessions. The proposed regulations cover ability-to-benefit, administrative capability, certification procedures, and the highly-anticipated return of gainful employment (GE) –key rules governing federal student aid eligibility for Title-IV eligible programs.

AACC filed extensive comments on the proposed regulations, highlighting the importance of clarity, workability, and burden reduction for colleges. Among other things, AACC provided feedback on the proposed GE regulations, supporting certain aspects of the proposal but raising concern about the new earnings premium (EP) metric and the new supplementary performance measures. ED plans to issue final regulations by November 1 and for new rules to go into effect by July 1, 2024.

On July 3, the Department of Education began officially accepting applications to participate in the Prison Education Program (PEP), which provides Pell Grants to incarcerated students participating in approved higher education programs offered in prison.

### Other

*AACC advocates for a broad range of priorities that impact community colleges and the students they serve, including those that fall outside of our other listed categories.*

Congress is in the process of reauthorizing the Farm Bill, the legislation governing Department of Agriculture (USDA) programs. The current Farm Bill expires in September of 2023. The Senate and House Agriculture committees have pursued an aggressive timeline for reauthorizing the bill, starting with listening sessions with communities, a series of hearings on current Farm Bill titles, and soliciting stakeholder feedback. However, lawmakers will likely extend the current Farm Bill through a continuing resolution (CR), while House policymakers present partisan "marker" bills and the Senate crafts a more politically realistic, bipartisan proposal that could be signed by the end of the year.

Community colleges have much to gain through the Farm Bill reauthorization. While universities have been tightly stitched into USDA research and workforce development activities for decades, community colleges have not been significantly supported —

despite the fact that community colleges play an extensive role in supporting agricultural activity. AACC is strongly advocating for changes to the Farm Bill to support community colleges and our students, including:

- **Strengthening program completion for SNAP E&T participants:** Under current program administration, community colleges are key third-party providers for SNAP Education & Training (E&T) sites, but the impact of training could be strengthened by increasing grants to launch and scale effective E&T programs and ensuring that individuals participating in an E&T program do not lose access to SNAP mid-program because their earnings increase with skill development.
- **Expanding SNAP eligibility and uptake for community college students:** Many community college students are currently eligible for SNAP, but the student eligibility requirements are so complicated that it depresses uptake of these important benefits. Simplifying and expanding student eligibility will support students' basic needs and furthers the SNAP program's goal of matching individuals with opportunities that lead to self-sufficiency, economic security, and workforce and community development.
- **Supporting community college agriculture programs:** The bicameral, bipartisan Community College Agriculture Advancement Act authorizes \$20 million for new USDA capacity-building grants for agriculture, agrobusiness and renewable resources programs. The bill represents a major step forward in acknowledging the role of community colleges in building the agriculture workforce, and AACC hopes to see its inclusion in the next Farm Bill.

As Congress works to draft the Farm Bill over the next few months, members in the House and Senate will continue to introduce legislation that they hope to see included in the final package. There is new attention on the role of community colleges in the Farm Bill's workforce development goals, and AACC is eager to work with policymakers to secure appropriate funding and support for the needs and potential of our programs and students.

# Congress of the United States

Washington, DC 20515

June 18, 2025

The Honorable Linda McMahon  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary McMahon:

We write to express our deep opposition to attempts, including the Interagency Agreement (IAA) dated May 21<sup>st</sup>, to move the administration of any aspect of career and technical education (CTE) programs authorized under the *Carl D. Perkins Career and Technical Education Act of 2006*<sup>1</sup> (Perkins) or the adult education programs authorized under the Adult Education and Family Literacy Act in Title II of the *Workforce Innovation and Opportunity Act* (WIOA)<sup>2</sup> from the Department of Education to the Department of Labor (Labor). Congress authorized the Department of Education to carry out career and technical education programs, most recently with the bipartisan reauthorization of Perkins in 2018 and adult education programs in WIOA. Congress also appropriates funding annually, on a bipartisan basis, to the Department of Education to carry out career and technical education programs and adult education programs. You have also acknowledged in congressional testimony, that only Congress is responsible for determining whether to dismantle the Department of Education and its programs. We write to remind you that it is not within your authority to move the administration of these programs to any other agency. Perkins CTE and adult education are education programs whose purpose is to expand educational opportunities to youth and adults. Any attempt to move these programs to Labor would fundamentally alter the purposes of those programs and risk turning them into short-term job training programs, no different than those that are funded under WIOA. Most importantly, it would upend decades of work that took place at the state and local level to embed CTE programs into secondary and postsecondary offerings and improve the quality of CTE and adult education.

Congress passed the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* in 2018 to reauthorize *Perkins* and clearly vested responsibility for administering the law to the Department of Education.<sup>3</sup> The law also vests the Secretary of Education with various responsibilities, including: allotting funds to States;<sup>4</sup> rulemaking under the law;<sup>5</sup> assisting States in establishing State-determined levels of performance required under the law;<sup>6</sup> carrying out numerous reporting requirements;<sup>7</sup> making grants to outlying areas;<sup>8</sup> making grants to Indian tribes, Alaska Natives, and Native Hawaiian organizations;<sup>9</sup> reviewing and approving State plans;<sup>10</sup> working with States to implement improvement activities;<sup>11</sup> withholding a portion of an eligible agency's allotment if the agency is not properly implementing improvement activities;<sup>12</sup> waiving distribution rules for

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<sup>1</sup> 20 USC 2301, et al.

<sup>2</sup> 29 USC 3271

<sup>3</sup> 20 USC 2302(45).

<sup>4</sup> 20 USC 2321,

<sup>5</sup> 20 USC 2398

<sup>6</sup> 20 USC 2323(b)(3)(A)(i)(II)

<sup>7</sup> 20 USC 2323(b)(3)(C)(iv); 20 USC 2324(a)

<sup>8</sup> 20 USC 2325

<sup>9</sup> 20 USC 2326

<sup>10</sup> 20 USC 2342(f)

<sup>11</sup> 20 USC 2343(a)(2)

<sup>12</sup> 20 USC 2343(a)(3)



Perkins formula dollars under certain circumstances;<sup>13</sup> and enforcing maintenance of effort requirements;<sup>14</sup> among other activities. But the law does not contain any provisions that would permit you to offload your responsibilities to another agency.

Additionally, Congress authorized the Secretary of Education to carry out adult education programs in Title II of WIOA. As part of that title, Congress directed the Secretary to undertake various responsibilities in administering the adult education programs, including awarding grants to eligible agencies;<sup>15</sup> determining allotments for formula disbursements;<sup>16</sup> awarding grants to outlying areas;<sup>17</sup> carrying out fiscal management provisions;<sup>18</sup> enforcing supplement not supplant and maintenance of effort provisions;<sup>19</sup> carrying out national leadership activities;<sup>20</sup> awarding grants to state for integrated literacy and civics education;<sup>21</sup> and carrying out certain reporting requirements.<sup>22</sup> WIOA Title II does not contain any provisions that would permit you to offload your responsibilities to another agency.

Congress also passes annual, bipartisan appropriations that provide funding to the Department of Education to carry out the Perkins career and technical education programs and the WIOA Title II adult education programs. As part of that annual appropriations process, Congress does *not* provide affirmative authority to the Department of Education to transfer career and technical education funding or adult education funding to Labor. In fact, the only transfer authority provided to the Department of Education by the annual appropriations bill is the authority to transfer *one percent* of discretionary funds between education appropriations accounts, so long as no such appropriation is increased by more than three percent by any such transfer.<sup>23</sup> Such a limited transfer within the Department of Education is not what you are contemplating here.<sup>24</sup> Moreover, transfers of any other type, including the type contemplated by the Department's May 21 IAA with the Department of Labor, are prohibited by section 512 of Division D of the Further Consolidated Appropriations Act, 2024 (and maintained by the Full-Year Continuing Appropriations and Extensions Act, 2025), which states, "None of the funds made available in this Act may be transferred to any department, agency, or instrumentality of the United States Government, except pursuant to a transfer made by, or transfer authority provided in, this Act or any other appropriation Act."<sup>25</sup> As with the authorizing statutes, the annual appropriations process clearly requires the Department of Education to carry out both Perkins career and technical education programs and adult education programs.

In testimony to Congress, you have stated that you will follow the law.<sup>26</sup> In May, before the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies, you testified that only Congress can abolish the Department of Education and end its functions, stating in reference to yourself and President Trump, "We both know and understand that the Department of Education cannot be closed unless Congress votes to do that."<sup>27</sup> But, troublingly, you also said about the Department that, "It is

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<sup>13</sup> 20 USC 2351(b)

<sup>14</sup> 20 USC 2391(b)

<sup>15</sup> 29 USC 3291(b)

<sup>16</sup> 29 USC 3291(c)

<sup>17</sup> 29 USC 3291(e)

<sup>18</sup> 29 USC 3291(g)

<sup>19</sup> 29 USC 3331

<sup>20</sup> 29 USC 3332

<sup>21</sup> 29 USC 3333

<sup>22</sup> 29 USC 3333(d)

<sup>23</sup> Sec. 302 of Division D of the Further Consolidated Appropriations Act, 2024, P.L. 118-47.

<sup>24</sup> <https://storage.courtlistener.com/recap/gov.uscourts.mad.281941/gov.uscourts.mad.281941.147.1.pdf>

<sup>25</sup> Sec. 512 of Division D of the Further Consolidated Appropriations Act, 2024, P.L. 118-47.

<sup>26</sup> <https://www.help.senate.gov/hearings/nomination-of-linda-mcmahon-to-serve-as-secretary-of-education>

<sup>27</sup> <https://appropriations.house.gov/schedule/hearings/budget-hearing-us-department-education>

actually a pass-through mechanism for funding that is appropriated by Congress. And whether the channels of that funding are through HHS or whether they're funneled through the DOJ, or whether they're funneled through Treasury or SBA or other departments, the work is going to continue to get done."<sup>28</sup>

Respectfully, federal agencies are not interchangeable entities that simply hand out money to states and localities. Instead, each agency provides its own specific expertise in the administration of federal programs, in this case education programs. The Department of Education has the expertise in working with state educational agencies, institutions of higher education, and local school districts in the administration of these programs. Schools in local communities and state educational agencies rely on the guidance and technical expertise from the educational experts at the Department of Education to carry out these programs. Congress recognizes the expertise that specific agencies provide and very deliberately decides which agency to vest authority with when passing laws. Congress was similarly clear in 2018, when it vested the Department of Education with the authority to carry out Perkins career and technical education programs and did not provide any mechanism in the law for the Department to transfer that authority to another agency.

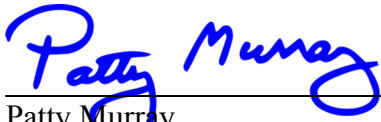
The May 21 IAA flies in the face of laws enacted by Congress, annual appropriations requirements, and practice in states. The IAA also seems to purport to transfer the administration of grant funding for CTE and adult education programs to the Department of Labor, while maintaining some policy functions for CTE and adult education programs at your Department. This likely would mean states, institutions of higher education, and school districts would have to work with two federal agencies in the administration of these programs, leading to delays in agency decision-making and grant administration. This will likely lead to increased inefficiency in the administration of these important programs.

We have a simple demand - to follow our nation's education and appropriations laws as Congress wrote them. Congress authorized the Department of Education to carry out Perkins career and technical education programs and adult education programs and Congress annually appropriates funding to the Department of Education to carry out these programs. Relying on interagency agreements drafted behind closed doors with no notice to the lawmakers who are responsible for the authorization and appropriations for these programs cannot be considered "working with Congress" as one of your staff recently claimed you were doing on this matter.<sup>29</sup> Should the Trump Administration have ideas for changing which agency should administer the federal career and technical education program and adult education program, then the administration needs to propose its ideas to Congress for full and fair consideration through the normal legislative process. In the meantime, we urge you to cease plans to implement this IAA immediately and implement CTE and adult education programs as specified in authorizing and annual appropriations laws. If you continue to flout the very clear reading of the law in this case, it will affirm deep concerns we have about how you will faithfully execute all laws you are tasked with carrying out as the Secretary of Education.

Sincerely,

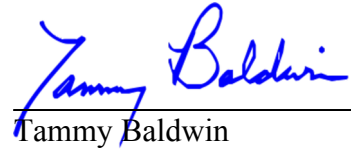
<sup>28</sup> <https://appropriations.house.gov/schedule/hearings/budget-hearing-us-department-education>

<sup>29</sup> <https://workshift.org/career-education-without-college/>



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Patty Murray  
Vice Chair  
Senate Committee on  
Appropriations



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Tammy Baldwin  
Ranking Member  
Appropriations Subcommittee on  
Labor, Health and Human  
Services, Education, and Related  
Agencies



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Robert C. "Bobby" Scott  
Member of Congress  
Ranking Member, Committee on  
Education and Workforce



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Rosa L. DeLauro  
Member of Congress  
Ranking Member, Committee on  
Appropriations

**Congress of the United States**  
Washington, DC 20510

July 16, 2025

The Honorable Russell Vought  
Office of Management and Budget  
725 17th St., NW  
Washington, DC 20503

Dear Director Vought,

We write to ask you to faithfully implement the Fiscal Year (FY) 2025 Full-Year Continuing Resolution Act, which President Trump signed into law earlier this year, including the education formula funds that states anticipated receiving on July 1, 2025.

The Continuing Resolution contained funding for Supporting Effective Instruction State Grants; 21st Century Community Learning Centers; Student Support and Academic Enrichment Grants; English Language Acquisition; Migrant Education; Adult Basic and Literacy Education State Grants (including Integrated English Literacy and Civics Education State Grants). Withholding these funds will harm students, families, and local economies.

The decision to withhold this funding is contrary to President Trump's goal of returning K-12 education to the states. This funding goes directly to states and local school districts, where local leaders decide how this funding is spent, because as we know, local communities know how to best serve students and families. Withholding this funding denies states and communities the opportunity to pursue localized initiatives to support students and their families.

We share your concern about taxpayer money going to fund radical left-wing programs. However, we do not believe that is happening with these funds. These funds go to support programs that enjoy longstanding, bipartisan support like after-school and summer programs that provide learning and enrichment opportunities for school aged children which also enables their parents to work and contribute to local economies.

These funds also go to support adult learners. These students are often adults seeking second chances for a myriad of reasons, for example, caregiving responsibilities or financial challenges. These are adult learners working to gain employment skills, earn workforce certifications, or transition into postsecondary education. We should be making educational opportunities easier for these students, not harder.

We welcome the opportunity to work with you and Secretary McMahon to ensure that all federal education funding goes towards programs that help states and school districts provide students an excellent education. We want to see students in our states and across the country thrive, whether they are adult learners, students who speak English as a second language, or students who need after-school care so that their parents can work. We believe you share the same goal.

# Congress of the United States

Washington, DC 20510

We encourage you to reverse your decision and release this Congressionally-approved funding to states.

Thank you for your attention to this request, and we look forward to your prompt reply.

Sincerely,



Shelley Moore Capito  
United States Senator



Susan M. Collins  
United States Senator



John Boozman  
United States Senator



Katie Boyd Britt  
United States Senator



Deb Fischer  
United States Senator



John Hoeven  
United States Senator



Jim Justice  
United States Senator



Mitch McConnell  
United States Senator



Lisa Murkowski  
United States Senator



M. Michael Rounds  
United States Senator



# Congress of the United States

Washington, DC 20515

July 10, 2025

Honorable Linda McMahon  
Secretary  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202

Honorable Russell Vought  
Director  
Office of Management and Budget  
Executive Office of the President  
725 17<sup>th</sup> St. NW  
Washington, DC 20503

Dear Secretary McMahon and Director Vought,

We write to you on behalf of school districts across Washington state with deep concern about the delayed release of FY25 Title I Part C, Title II Part A, Title III, and Title IV Part B allocations, and respectfully request that you release these funds to our state by August 1, 2025.

As provided for by the Every Student Succeeds Act (ESSA), these funds are necessary for maintaining after school programs, professional development for teachers, support for families and students, and English language learning programs. The Administration's decision to freeze these dollars for an unknown amount of time will impact more than 10% of all K-12 funding.<sup>[1]</sup> Continued delays will directly endanger our students, administrators, teachers, and their families.

This pause is disruptive for public schools in our state and their ability to finalize budgets and make staffing and programmatic decisions for the upcoming school year. Typically, school districts can count on receiving information about these formula grants by July 1. This deadline has now passed, and school administrators are still waiting. School districts have received insufficient communication from your Department about when they can expect more information about these critical funds to be released.

In March of 2025, Congress passed a Continuing Resolution that appropriated \$45 billion to support K-12 education.<sup>[2]</sup> It is the Department of Education's obligation to provide state educational agencies with formula program information by July 1 so that school districts can determine their annual budgets.<sup>[3]</sup> Continued withholding of Congressionally appropriated funds by the President is illegal and puts school administrators in an impossible situation.

Without these funds, teachers will lose access to the resources they need to encourage and empower student success in their classrooms. On March 1, 2025, President Trump issued an Executive Order to declare English as the national language of the United States. Now, non-English speaking students will be at a greater disadvantage due to the lack of available aid. Additionally, the drawn-out delay punishes hard working families who rely on after-school programs and community engagement activities that keep their children safe outside of regular school hours. If after-school programming is reduced, parents may be forced to choose between going to work or taking a pay cut.

It is extremely disappointing that school districts may be forced to make challenging staffing and programmatic decisions because of these delays. Washington state is expected to lose out on \$136,876,849 in federal support if this funding is not released urgently.<sup>[4]</sup> We urge you to answer the following questions:

- 1) When can school districts expect to receive these funds?
- 2) Given that half of the Department of Education's workforce has been let go, how will resources and attention be dedicated to addressing the growing needs of our students and families?
- 3) Does the Department of Education guarantee to provide efficient and accurate updates to school districts about their decisions regarding the future release of these federal dollars?

Our students and educators will suffer because of these consequential decisions. We urge you to work quickly to unfreeze this funding no later than **August 1, 2025**, so that school administrators can be prepared to best support our nation's students for the upcoming school year.

Sincerely,



Marilyn Strickland  
Member of Congress



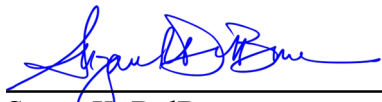
Adam Smith  
Member of Congress



Kim Schrier, M.D.  
Member of Congress



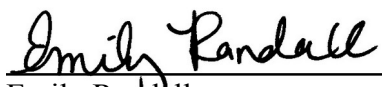
Pramila Jayapal  
Member of Congress



Suzan R. DelBene  
Member of Congress



Rick Larsen  
Member of Congress



Emily Randall  
Member of Congress

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[1] <https://www.newsweek.com/trump-withholds-federal-money-schools-2092996>

[2] <https://learningpolicyinstitute.org/blog/states-face-uncertainty-k-12-funding-remains-unreleased>

[3] <https://learningpolicyinstitute.org/blog/states-face-uncertainty-k-12-funding-remains-unreleased>

[4] <https://learningpolicyinstitute.org/blog/states-face-uncertainty-k-12-funding-remains-unreleased>



July 17, 2025

The Honorable Susan Collins  
Chair  
Senate Committee on Appropriations  
Capitol Building S-128 Washington, D.C.  
20510

The Honorable Tom Cole  
Chair  
House Committee on Appropriations  
Capitol Building H-307 Washington, D.C.  
20515

The Honorable Patty Murray  
Vice Chair  
Senate Committee on Appropriations  
Capitol Building S-146A Washington, D.C.  
20510

The Honorable Rosa DeLauro  
Ranking Member  
House Committee on Appropriations  
1036 Longworth House Office Building  
Washington, D.C. 20515

Dear Chair Collins, Chair Cole, Vice Chair Murray, and Ranking Member DeLauro:

As co-chairs of the National Governor Association's (NGA) Education, Workforce and Community Investment Task Force, we welcome the opportunity to provide you with our priorities as your respective committees continue to craft and consider the Fiscal Year 2026 (FY) appropriations bills.

To ensure a streamlined, governor-driven approach to federal policy priorities, the NGA employs a task force structure to identify key opportunities for bipartisan engagement. These three task forces are the Education, Workforce and Community Investment Task Force, co-chaired by Wyoming Governor Mark Gordon and Wisconsin Governor Tony Evers; the Public Health and Disaster Response Task Force, co-chaired by Hawai'i Governor Josh Green and Vermont Governor Phil Scott; and the Economic Development and Revitalization Task Force, co-chaired by South Carolina Governor Henry McMaster and Kentucky Governor Andy Beshear.

The Education, Workforce and Community Investment Task Force has jurisdiction over issues in the areas of PreK-12 Education, Career and Technical Skills, Postsecondary Education, Labor and Workforce Development, Agriculture, Housing, and Criminal Justice. As Congress considers funding levels for FY26, we urge you to consider the important role federal funding plays in our states and territories to support students, job seekers, employers, and countless others who benefit from these investments. As you look toward the FY26 appropriations process, NGA requests that you prioritize the following funding efforts:



- **K-12 Education Programs** – Recent results from the National Assessment for Educational Progress highlight the need for continued investment in federal education programs that promote student success and address state and territory workforce needs. Specifically, governors strongly support continued investment in formula-based funding that flow to states and territories under the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), and the Perkins Career and Technical Education Act (Perkins CTE). The programs authorized and appropriated under these laws help states and territories have the capacity to ensure all students have access to an education that prepares them for success in life. Additionally, governors urge continued investment in competitive grant programs that enhance state and territory capacity to 1) identify and evaluate outcomes from investments in education that prepare students for successful futures, 2) respond to mental health challenges impacting students and staff, and 3) innovate and replicate models of education that are proven to work.
- **Postsecondary Education and Workforce Programs** – Governors are focused on expanding access to innovative and successful postsecondary opportunities, including degree programs, apprenticeship pathways and non-degree credentials. To build on the work being done by governors across the country, we urge continued support for the Pell Grant, which remains the greatest tool at Congress' disposal to increase postsecondary affordability. We also urge Congress to continue investing in registered apprenticeships to help supplement the work being done by governors to ensure their states and territories are positioned to retain, attract, and train talented workers who can fill critical workforce shortages. In addition to investing in registered apprenticeships, it is critical that Congress invest in the Workforce Innovation and Opportunity Act (WIOA) formula programs at levels that account for inflation. With labor markets as tight as they are, this will help ensure the public workforce system is positioned to provide job seekers with the training and supportive services necessary to meet the needs of employers. Finally, governors welcome continued support for State and Territory Unemployment Insurance and Employment Services Operations to ensure states and territories have the capacity to provide financial assistance to eligible unemployed workers and assist with their search for employment.
- **Agriculture and Rural Development Programs** – Across their states and territories, governors recognize the role agriculture plays as a key economic driver to their success. Governors also recognize the important role cooperative agreements play between states and territories and the federal government, with regards to the implementation of certain federal programs. To ensure certainty and sustainability governors urge support for programs that help mitigate the risk of foodborne illness, ensure food safety, and seek to eradicate foreign animal diseases, such as highly pathogenic avian influenza. Additionally, programs such as the Market Access Program, the Agricultural Research Service, and the National Institute of Food and Agriculture promote innovation and economic expansion in agriculture, seeking to ensure the long-term viability of American agriculture. To strengthen the resilience of rural communities, governors urge support for conservation efforts, forest management initiatives, and USDA Rural Development programs administered by the Rural Utilities Service, Rural Housing Service, and Rural Business-Cooperative

Service. These programs provide critical support to rural communities by ensuring they have the resources necessary to thrive.

- **Affordable Housing and Development Programs** – Governors are committed to ensuring their states and territories are places where people can afford to work and live. Governors across the country are doing this by prioritizing efforts to expand affordable housing options and community development. To build on these efforts, governors strongly support continued investment in programs such as the HOME Investment Partnership Program (HOME), Housing Choice Vouchers, Homeless Assistance Grants, and the Housing for the Elderly and Persons with Disabilities programs, which provide critical assistance to those most at risk. Additionally, governors emphasize the importance of the Community Development Block Grant (CDBG) Program, which offers essential annual formula grants to states and local governments for a wide array of community and economic development initiatives. CDBG funding, particularly through the States and Small Cities program, expands affordable housing, creates jobs, and bolsters neighborhoods by ensuring that housing, public facilities, and economic development projects benefit those with the greatest need.
- **State, Territorial and Local Law Enforcement Programs** – Governors strongly support sustained federal investments in state and local law enforcement. These resources are essential for ensuring public safety and provide states and territories with critical funding to hire and train officers and to prevent violence in schools and communities. Key programs – such as those within the Community Oriented Policing (COPS) Office, Violence Against Women Act (VAWA) prevention and prosecution grants, Byrne Justice Assistance Grants (JAG), and Project Safe Neighborhoods – equip states and territories with the tools they need to protect their residents and respond effectively to public safety challenges.

On behalf of all governors, we thank you for your continued support of these top NGA priorities for Fiscal Year 2026 and for focusing on funding our nation's critical needs.

Sincerely,

Governor Tony Evers  
State of Wisconsin  
Co-Chair, Education, Workforce, and  
Community Investment Task Force

Governor Mark Gordon  
State of Wyoming  
Co-Chair, Education, Workforce, and  
Community Investment Task Force

# Tab 2

## Federal Policy Update

**PRESENTED BY:** Nathan Bays, Deputy Policy Director, Federal Policy, Office of Governor Bob Ferguson; Rose Minor, Director, Federal and Interstate Affairs, Office of Governor Bob Ferguson; Rob Dennison, State-Federal Affairs Specialist, Office of Governor Bob Ferguson

**CHECK ONE:**

☐ Action Item

☐ Possible Action

☒ Discussion Only

---

**SUMMARY:**

Governor's Office staff will discuss the current federal landscape and how state leaders are partnering to respond to actions and proposals likely to have a negative impact. In addition to a general overview, presenters will provide information and insights on issues related to workforce development and/or potential impact on services and performance outcomes.

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**BACKGROUND:**

Enacted and impending federal policy and budget changes have and will continue to change the context in which workforce development services are provided. It is as yet unclear how and to what extent. Many proposals are being discussed. The courts are involved in the decision process at levels previously unheard of. As the Board begins its review and modification of the state's plan for workforce development, *Talent and Prosperity for All*, this set of presentations will provide up-to-the-moment information on the decision-making process.

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**STAFF GUIDANCE & RECOMMENDATION:**

Discussion only.

# Tab 3

## Workforce Partner Briefing

**PRESENTED BY:** Dana Phelps, Director, Division of Vocational Rehabilitation (DVR), Department of Social and Health Services (DSHS), Michael MacKillop, Executive Director, Department of Services for the Blind (DSB)

**CHECK ONE:**

☐ Action Item

☐ Possible Action

☒ Discussion Only

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**SUMMARY:**

Discussion will cover the impact on the state and its people caused by federal policy and budget changes to programs administered by DSHS and DSB. Added work requirements, community engagement expectations, and eligibility changes to some of the largest federal programs, including Medicaid and SNAP, will affect Washington's most vulnerable people, and also have the potential to overwhelm WorkSource system services.

---

**BACKGROUND:**

Policy changes at the federal level are posed as efficiencies and eliminating waste, fraud, and abuse in federal programs. Little evidence is offered to support these claims or the reform decisions being made. As the Board and its partners engage in a review of the state's workforce development plan, *Talent and Prosperity for All*, it is essential to understand the likely and potential impacts in Washington state that will affect system services and customer outcomes.

---

**STAFF GUIDANCE & RECOMMENDATION:**

Discussion only.

# Tab 4

## TAP Implementation: Phase two

**PRESENTED BY:** Emily Persky, Workforce Board

**CHECK ONE:**

☐ Action Item

☒ Possible Action

☐ Discussion Only

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**SUMMARY:**

Given the changing policy and budget landscape, the Board is being asked to help shape recommendations for how Talent and Prosperity for All (TAP) should evolve in response. The agency's TAP Manager, Emily Persky, will facilitate a Board discussion to support planning and implementation for phase two. As recommendations are identified, Board members will have the opportunity to act on them. Alternatively, they could decide how and when final decisions will be made, with options to hold a special meeting, form an ad hoc committee, request more information, etc. The Board's input will guide TAP in phase two and shape the legislative agenda for 2026.

There are two documents to support the Board's discussion and decisions: a decision brief and a year one progress report. The decision brief's suggestions draw on input gathered from TAP leads, workgroup members, Board sponsors and members, partners and agency leadership. The brief also includes a primer on federal impacts and a draft governance proposal for the Industry Advisory Committee. The year one progress report assesses implementation against commitments in the TAP plan as well as those made at the May 2024 Board retreat.

The decisions the Board makes in August will shape the path forward. In October, we'll return with options for how we approach the work—what structures to use, how we lead or support priorities, and governance models that clarify and support collaboration. For now, we're focused on getting the direction right.

---

**BACKGROUND:**

TAP is Washington's comprehensive strategic workforce development plan, [Talent and Prosperity for All](#). The state is currently 14 months into the implementation period, which began in July 2024.

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**STAFF GUIDANCE & RECOMMENDATION:** Discussion and possible action.



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## Executive summary

This brief supports Board decisions on phase two of Talent and Prosperity for All implementation, suggesting focus areas and work priorities based on input from TAP leads, workgroups, sponsors, partners, and agency leadership. It's a starting point for discussion. These decisions will guide the 2026 legislative agenda and help staff and partners navigate federal and state changes.

**What we need from the Board in August.** By the end of the August meeting, we're asking the Board to choose—or identify next steps for choosing—which work to prioritize for phase two of TAP planning and implementation. The Board may vote to advance any or all suggestions. If a decision isn't reached, staff will ask what members need to decide by October—whether that's a special meeting, an ad hoc committee, additional information from staff, etc.

**Navigating a changing landscape.** The Board is tasked to make decisions about the state's workforce development plan, even while the federal landscape remains in flux. Key policy and budget issues are still under negotiation—or pending court decisions. To support this work, we've included insights and projected impacts based on recent federal actions. [Appendix A](#) offers a primer on the federal landscape, with a focus on workforce services and customer outcomes.

**Looking ahead.** The decisions the Board makes in August, or soon after, will shape the path forward. In October, we'll return with options for how we approach prioritized work—what structures to use, how we lead or support priorities, and governance models that clarify and support collaboration. For now, we're focused on getting the direction right.

## Strategic lenses for phase two

We recommend applying five strategic lenses to guide phase two of TAP implementation:

1. TAP's Guiding principles
2. The Board's strategic role and our partners' TAP-related priorities
3. Federal and state landscape
4. Industry input
5. Learnings from year one

These lenses help us refine, not overhaul, the plan and focus on the work that matters most.

## TAP Priorities: Suggested focus and work

We have a suggested focus for each of TAP's strategic priorities and recommend the Board consider adding a new workstream and group to plan for system resilience. Again, this is a starting place for Board discussion. We've noted implications for our discussion in October, when the Board will decide how to approach the work.

## Overview of suggested focus, work and implications

TAP Priority	Status	Suggested focus	Suggested work	Implications for October (Approach)
System resilience	New	Center Washington's values as we prepare for and respond to system impacts	Lead. Convene an administrative agency leadership workgroup to identify systemwide impacts, develop response plans, and recommend changes to service design, funding models, and state laws as warranted. Track performance and progress.	New Workforce Board-led workgroup of system administrative agencies—decisionmakers Need to ensure alignment and coordination with partners, LWDBs, and Governor. Capacity considerations.
System integration	Continue	Integrate service and data-sharing to preserve access to benefits	Lead. Convene the frontline staff advisory committee or connect to existing forums for input and recommendations. Continue developing core tools (navigation as well as data-matching, -sharing, and analytics); support system resilience; advocate for integrated tech infrastructure and advise on updates to legacy systems for future integration.	Continue to lead the data integration project and data governance council. Convene the frontline staff advisory committee or connect to existing forums for frontline input.
Performance, evaluation & accountability	Continue	Develop a framework for making data-informed decisions	Lead. Develop framework with partners; align with statewide plans when possible, incorporate input from interested parties; support system and other workgroups as needed.	Continue to lead the performance workgroup. Connect with other existing forums to shape measures and recommendations. Capacity considerations.
Industry	Continue	Authentic public engagement on proposals that advance TAP	Lead. Convene the Industry Advisory Committee to elevate proposals and connect partners for input and advocacy.	Continue to convene the Industry Advisory Committee and connect partners.
Job quality	Refine	Gather input and align priorities to build buy-in, especially for career mobility and pathways	Share and refine. Socialize year one research; gather input on draft framework; identify opportunities to develop guidance for industry and employers to support career mobility and pathways—especially for underemployed, unemployed and dislocated workers.	Workgroup activities and membership may shift; TAP co-leads act as primary ambassadors for sharing and gathering input on the draft framework in forums.
Credentials	Refine	Support the education and training provider community to respond to federal impacts. Help industry partners adopt skills-based hiring practices.	Lead, support, and advocate. Partner with SBCTC and other education agencies to respond to federal impacts on credential systems and student participation and outcomes. Consider leveraging the state's Eligible Training Provider List to support consumer protection for Workforce Pell, 529 savings.	Board leads work that aligns with its scope (e.g., ETPL). Board supports partner work as a connector and advocate, providing policy leadership through existing efforts.
Youth	Refine	Support TAP-related partner priorities that improve outcomes and respond to federal impacts	Support and advocate. Partner with OSPI and other education agencies to expand work-integrated learning and CTE access and support; connect partners with industry and system integration; elevate industry recommendations; advocate to protect support for out-of-school services, education programs and basic needs.	Board acts as a connector and advocate, providing policy leadership. Coordinate through existing efforts. May support planning in the event of Job Corps closures and the elimination of WIOA youth services.

## Focusing through strategic lenses

We recommend applying multiple strategic lenses to focus and drive phase two of TAP implementation:

1. TAP's Guiding principles
2. The Board's strategic role and our partners' priorities
3. Federal and state landscape
4. Industry input
5. Learnings from our first year of research and implementation

These lenses help us narrow the scope of work for phase two, making refinements without overhauling the plan. This allows us to focus on the work.

### TAP's Guiding principles

The TAP plan is anchored in three principles:

- Close economic disparities for marginalized populations
- Deliver comprehensive support for people with barriers to employment
- Provide systemwide performance metrics and accountability

We recommend continuing to use our guiding principles, which reflect our commitment to economic success for populations facing barriers and to working transparently toward shared goals. In phase two, we suggest prioritizing work that most directly advances these goals. We also suggest supporting our partners' work and priorities that align with TAP's guiding principles, improve outcomes and respond to federal impacts.

### Federal and state landscape

The policy landscape continues to shift in ways that directly affect how we plan and implement TAP. At the federal level, uncertainty continues. At the state level, we will need to respond and prepare for the impacts of federal changes. For a detailed primer on federal impacts, see [Appendix A](#).

Key takeaways:

- HR 1 changes to SNAP, Medicaid and Pell will have significant workforce impacts, both direct and indirect.
- There is continuing uncertainty about federal workforce legislation, programs, requirements and funding.

- Federal flux and uncertainty (e.g. tariffs, immigration policies, expected healthcare layoffs, etc.) reinforce the need to focus on what's feasible now and where the Board can add the most value.

## Details

The Workforce Innovation and Opportunity Act (WIOA) remains in limbo, with reauthorization efforts stalled despite bipartisan interest. Meanwhile, new proposals like the Make America Skilled Again (MASA) block grant and the A Stronger Workforce for America Act (ASWA) present different paths forward with potential shifts in how workforce programs are structured and funded. These proposals could consolidate or replace existing programs, reduce funding, add or change federal requirements for state and local oversight and administration, and reshape how our state interacts with the federal government.

Federal proposals for workforce programs, policies and funding are developing alongside the passage of HR 1, a sweeping reconciliation bill that made major changes to federal spending and mandates, especially for Medicaid, SNAP and Pell grants. Some of the HR 1 changes directly affect programs included in our WIOA combined plan while others will have indirect, but still significant, effects on workers, employers and industry sectors.

## Board's strategic role + partners' TAP-related priorities

In phase two, we recommend aligning our work with the Workforce Board's role and our partners' TAP-related priorities. That means leading where it makes sense and bringing our policy leadership, coordination, research, and advocacy to our partners in support of their work.

The **Workforce Board** plays a unique and highly strategic role in Washington's workforce system. We provide policy leadership, coordinate across agencies and sectors, convene groups and undertake research to shape systemwide initiatives, and advocate for improvements. We also track and evaluate performance across the system.

Our **system partners—state agencies and local workforce boards**—are the lead administrative policy and implementation entities for public workforce programs. TAP implementation depends on their operational leadership, expertise, and commitment to customer service.

## Lead where it makes sense

- Convene cross-system and -sector groups to gather input and develop recommendations for policy and program reform.
- Implement proposals consistent with our role in performance and system coordination, research and development, advocacy and consumer protection.
- Track and report on TAP-related efforts across the system.

## Support partner-led efforts

- Participate in existing forums and structures to support TAP-related work.
- Connect partners to forums (ours and others') for input, elevation, and advocacy
- Represent the TAP perspective in decision-making spaces
- Advocate for TAP-related policies, programs, and funding
- Help evaluate strategies and track progress

This approach allows us to meet partners where they are and add value through coordination, input, research, and advocacy. It also helps build broader coalitions of support for our partners' TAP-related work—strengthening implementation, improving outcomes, and increasing buy-in across the system.

## Industry input

Industry engagement is key to TAP's success. In phase one, we formed a committee of statewide business, labor, and professional organizations. Committee members are now reviewing a draft charter and workplan. As currently proposed, the committee will decide on priorities and recommendations by December, with the Board set to review them in early 2026.

After two meetings, the committee's preliminary input has already proven valuable. We see opportunities for this group to shape and help advance other TAP priorities. We also see the committee as a valuable forum for our partners to get input on their priorities, proposals and implementation decisions. This work will position TAP to be responsive to Washington's industry needs while also leveraging their contributions to workforce development. There is a visual draft for the Industry Advisory Committee's governance in [Appendix B](#).

## Learnings from year one

Year one mostly focused on foundational research and developing concepts. We've learned that aligning work activities with the Board's role is critical for progress and momentum. We've also learned that broad implementation structures aren't always effective without a clearly defined scope of work and transparent reporting for accountability.

## Suggestions for focus and work

We're suggesting a focus for each TAP priority based on our strategic lenses. That focus drives suggested work for phase two, and we've included implications for how this might change our approach.

## System resilience and integration

Federal shifts—funding cuts, administrative changes, and new eligibility requirements—will have systemwide impacts. Industry input, partner priorities, and TAP principles all emphasize the need to prepare. We suggest adding a new dimension and workstream to system integration: system resilience. At the same time, system integration will become even more important as Washingtonians and communities stand to lose benefits. The system integration workgroup can also provide input and technical assistance to support system resilience and our partners.

### New: System resilience

This is how we can come together as a system—at the state and local levels—to prepare for and respond to federal impacts while staying true to Washington’s values.

**Focus:** Prepare our system for federal impacts while staying true to Washington’s values and TAP’s guiding principles.

**Suggested work:** Establish a temporary cross-system leadership workgroup to identify system impacts and generate contingency planning recommendations. This group should also review federal accountability parameters under WIOA and recommend which ones the state should continue tracking. Their recommendations would inform legislation to establish these parameters in state law. This group would draw on technical expertise from system integration and performance. It could also consider recommendations and get input from industry, performance and frontline staff. It would explore coordination challenges, risks to service delivery, and opportunities for shared solutions.

**Implication for approach (October):** WTB would lead a new workgroup in 2025-27. We would need to ensure alignment and coordination with partners and LWDBs. We’ll need to consider capacity constraints.

### System integration

Approximately 200,000 – 320,000 Washingtonians stand to lose Medicaid and SNAP benefits. To minimize the number of people who lose benefits because of new work requirements, we will need to integrate systems and service delivery when possible. Enhanced data-sharing within the system will be essential.

**Suggested focus:** Integrate service delivery and data infrastructure for rapid response to preserve access to benefits and help Washingtonians weather federal impacts.

**Suggested work:** Convene the frontline staff advisory committee for input and recommendations or connect to existing forums that can provide that perspective. Prioritize service design and data-sharing to support rapid response for new SNAP work requirements and 6-month Medicaid reenrollment requirements. Continue developing core tools for data and service integration that preserve benefits and help customers self-serve while expediting

referrals. Advocate for integrated tech and data infrastructure to weather federal impacts. Advise on updates to partners' legacy systems to ensure future integrations.

**Implication for approach (October):** WTB would continue to lead the data integration project and data governance council. The workgroup would continue to serve as a technical resource and support partner-led efforts across the system. WTB may lead a new frontline service advisory committee. We'll need to consider capacity constraints.

## Performance, evaluation and accountability

**Suggested focus:** Develop a framework that supports data-informed decision-making.

**Suggested work:** Continue developing the performance framework with system partners. Align with other statewide plans when possible and incorporate input from interested parties—especially industry. Provide data and analysis to support other TAP-related efforts.

**Implication for approach (October):** Continue to lead the performance workgroup. Use existing forums to gather input for shaping measures and recommendations.

## Industry

**Suggested focus:** Authentic public engagement on proposals that advance TAP priorities.

**Suggested work:** Convene the Industry Advisory Committee to elevate system improvement proposals. Connect partners to the committee to gather input on their proposals, build coalitions, and increase awareness of TAP-related work. Use the committee as a forum for input, feedback and advocacy.

**Implication for approach (October):** Continue to convene the Industry Advisory Committee and connect our partners.

## Job quality

**Suggested focus:** Apply and center the research-based elements of job quality in our broader policy leadership, coordination and advocacy.

**Suggested work:** Socialize and gather input on the draft framework. Apply job quality elements in our work across TAP priorities. Elevate the principles and draft framework in forums where decisions are being made, and support partners in integrating job quality into their proposals and programs.

**Implication for approach (October):** Workgroup activities, membership and meetings may shift. TAP co-leads would be the primary ambassadors for sharing and gathering input on the draft framework in different forums.



## Credentials

Some federal proposals would cut funding for adult basic education and English language learning programs currently offered at Washington's community and technical colleges. Carl Perkins funding for adult workforce training programs is similarly under threat. There have also been changes to student aid—Workforce Pell grants (new), student borrowing, and 529 savings plans.

**Suggested focus:** Support the education and training provider community to respond to federal changes.

**Suggested work:** Encourage education and training providers to analyze the effects of federal aid reductions on enrollment, completion, and workforce alignment—especially in high-demand fields. Partner with SBCTC and other education agencies to support their ongoing efforts that advance TAP priorities. Connect the education and training community to the Industry Advisory Committee to gather input and build broader coalitions of support. Advocate to protect support for education programs and basic needs. Using Washington's Eligible Training Provider List (ETPL), consider ways to strengthen consumer protection for Workforce Pell and 529 savings programs. Monitor federal changes that will affect student participation and success.

**Implication for approach (October):** The Board acts as a connector and advocate, providing policy leadership. We'll coordinate through existing efforts and forums whenever possible.

## Youth

**Suggested focus:** Support TAP-related partner priorities that improve outcomes and respond to federal impacts.

**Suggested work:** Partner with OSPI and other education agencies to expand access and support for work-integrated learning and CTE. Connect partners with industry and system integration. Elevate industry recommendations to education partners. Advocate to protect support for education programs, out-of-school services and basic needs.

**Implication for approach (October):** The Board acts as a connector and advocate, providing policy leadership. We'll coordinate through existing efforts and forums, without stand-alone WTB structures.

# Appendix A: Primer on federal impacts

This is a resource for Workforce Board members to understand recent and anticipated federal changes and explore opportunities for strategic response. It reflects federal changes as of Aug. 11, 2025. Staff will update it to reflect any significant changes that occur before the Board meets on Aug. 20.

## Economic and policy trends

- **Immigration and tariff policies.** Predicted to slow economic growth and exacerbate labor shortages.
- **Rising unemployment claims.** Washington's continued claims are ~14% higher than last year, which could indicate a softening labor market.<sup>1,2</sup>
- **Stagflation concerns.** Inflation paired with declining employment could worsen disparities.
- **Healthcare-related job losses.** Medicaid and SNAP changes may trigger revenue losses and unreimbursed care, leading to job cuts across sectors.<sup>3</sup>

## Opportunities for the Board

Consider how TAP can help prepare for economic volatility and support underemployed, unemployed and dislocated workers. Explore rapid response systems and targeted support for industries and populations most affected.

## Summary of federal impacts on WA workforce services

The [passage of HR 1 on July 4, 2025](#), introduces sweeping changes to federal programs that will significantly affect Washington's workforce system. These changes are expected to increase demand for services, reduce access to benefits, and shift funding and accountability structures.

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<sup>1</sup> [Employment Situation Summary - 2025 M07 Results](#)

<sup>2</sup> [Unemployment insurance claims and benefits data | Employment Security Department](#), "additional data" accessed 8/12/2025.

<sup>3</sup> The Commonwealth Fund, See table 4, accessed on August 8, 2025: [Tables — How Potential Federal Cuts to Medicaid and SNAP Could Trigger the Loss of a Million-Plus Jobs, Reduced Economic Activity, and Less State Revenue](#)

## Medicaid and SNAP work requirements

New federal work requirements for Medicaid take effect January 1, 2027. SNAP changes don't yet have implementation dates. These provisions are expected to result in disenrollment of 200,000–320,000 Washingtonians, many of whom will turn to workforce services for support.<sup>4</sup>

- Medicaid enrollees must now reenroll every six months.
- SNAP work requirements now apply to populations previously exempt due to significant barriers.
- All state waivers for work requirements end January 2026.<sup>5</sup>

### *Opportunities for the Board*

Consider how strategies within TAP priorities, especially system integration and resilience, can help prepare for increased demand and support disenrolled individuals—as well as those likely to lose eligibility through frequent enrollment requirements. Explore coordination with health and human services to mitigate service gaps and enhance data-sharing. Consider forming cross-agency planning groups to identify system components and timelines. Prioritize services for underemployed, unemployed and dislocated workers.

## Workforce Pell Grant expansion

A new Workforce Pell grant expands the Pell Grant program. In addition to traditional degree or certificate programs, it can now be used for short-term, career-focused training programs lasting 8-15 weeks. With expanded funding for short-term workforce education, there are opportunities to strengthen quality safeguards and consumer protection. Critics worry that by expanding Pell Grants to short-term programs it risks supporting training that doesn't lead to sustainable employment.

### *Opportunities for the Board*

Engage postsecondary institutions and workforce entities to expand access and improve navigability. Explore how TAP's performance and credential work can reinforce consumer protections. Consider requiring training providers to participate in Washington's Eligible Training Provider List (ETPL) as part of having their programs approved for Workforce Pell.

The ETPL requires programs to meet specific employment and earnings thresholds established by the Workforce Board with performance results pushed out on the agency's public-facing career and education portal [www.CareerBridge.wa.gov](http://www.CareerBridge.wa.gov). Career Bridge also shows which education and training programs qualify for VA funding.

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<sup>4</sup> Washington State Health Care Authority presentation, accessed on August 8, 2025: <https://www.hca.wa.gov/assets/program/medicaid-in-washington-state.pdf>

<sup>5</sup> [Budget reconciliation bill changes SNAP and Medicaid work requirements – Ballotpedia News](#)

## 529 College Savings Plan expansion

Families can now use 529 savings for short-term programs listed on the ETPL or VA funding list.

### *Opportunity for the Board*

Support consumer protection for students by setting rigorous and consistent performance standards across funding sources.

## Clean energy projects

Federal changes may have an impact on federal funds formerly appropriated for clean energy projects across the nation. The Seattle Times reported that “an estimated 21,800 Washingtonians would lose their jobs by 2030...and Washington household electricity costs could go up by \$115 per year by 2029.”<sup>6</sup> Additionally, clean energy tax credits expire if projects aren’t in service by Dec. 31, 2027.<sup>7</sup>

### *Opportunity for the Board*

Support partner agencies and coordinate with business, labor and local workforce boards to advocate for policies that will speed up clean energy projects and support infrastructure.

## Prepare for more federal changes and impacts

There are several federal legislative proposals under consideration for workforce development:

- [Make America Skilled Again](#) (MASA)
- [A Stronger Workforce for America Act](#) (ASWA)
- Compromise between MASA and ASWA

Additionally, there are specific programs that already have been or could be changed significantly, depending on federal decisions. There are two that could lose funding or be cut entirely.

- Job Corps
- Adult Basic Education and English Language Learning

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<sup>6</sup> [What Trump’s big bill means for clean energy in Washington | The Seattle Times](#), accessed 8/12/2025

<sup>7</sup> [H.R.1 - 119th Congress \(2025-2026\): One Big Beautiful Bill Act | Congress.gov | Library of Congress](#)  
Sections 70509 and 70513

## Legislative proposals

### *Make America Skilled Again (MASA)*

Proposes consolidating 11 workforce programs into a single block grant with an approximate 30% funding reduction. Restructures apprenticeship funding and eliminates programs serving vulnerable populations, most notably:

- Adults who require literacy, basic education, and English language skill development
- Low-income adults over the age of 45
- Disadvantaged youth experiencing homelessness, justice involvement, and other determinants of poverty

MASA also eliminates structured support for postsecondary education. However, it does offer states more flexibility within two primary parameters:

- MASA-funded programs must be industry-informed.
- 10% of the funds must be used to expand apprenticeship opportunities.

### *A Stronger Workforce for America Act (ASWA)*

A bipartisan WIOA reauthorization proposal that builds on existing WIOA infrastructure, increases funding, and fills known gaps. Learn more from the [ASWA summary](#) published by the National Association of Workforce Boards (NAWB). Here are some of the highlights for what ASWA includes:

- Requires states to invest 42% of Adult and Dislocated Worker in education and training. Currently, there is no requirement. This allows us to use federal funding for wrap-around services while relying on Washington's nationally recognized student aid programs.
- Requires directing 40% of Youth funds to work experience programs, including 12.5% for youth apprenticeship and pre-apprenticeship programs. The current work experience requirement is 20% of Youth funds.
- Allows a larger share of formula funds to go towards developing and implementing programs that support critical industry sectors.
- Eliminates a requirement for cost-sharing among system partners and allows for flexibility in structure of one-stop services (WorkSource Centers).
- Provides opportunity for states to take over poor performing Job Corps Centers.

### *Compromise between MASA and ASWA*

A compromise between ASWA and MASA is in development, but we don't know which elements it might include or how much funding it would provide for implementation.

### *Opportunities for the Board*

Consider which federal accountability parameters would be valuable to codify in state law—use TAP resources and structures to support this work. Consider how TAP can elevate the value of adult basic education and English language learning programs and explore options for continuity and accountability.

Monitor implications of federal proposals, especially for equity and access as well as administrative or structural opportunities. Use TAP to assess alignment and readiness. Stay engaged in federal advocacy and track developments.

## **Programs**

### *Loss of Job Corps*

Job Corps is slated for elimination under current federal proposals. This federally funded education and job training program helps disconnected youth, ages 16 to 24, earn a high school diploma or GED, gain job skills, and access housing and support services at residential campuses. Hundreds of young people will lose access to education, career training, and wraparound services at four locations in the state: Sedro-Woolley, Moses Lake, Curlew and White Swan.

The program has served as a critical safety net for youth who face multiple barriers to employment and education. It has helped them gain skills and credentials needed to secure stable, in-demand jobs in fields like healthcare, construction, and information technology. Eliminating Job Corps will disproportionately affect youth experiencing homelessness, poverty, or involvement in the justice system.

### *Opportunities for the Board*

Consider how TAP's youth priority can help fill gaps left by Job Corps. Explore partnerships with OSPI, SBCTC, and local boards to expand access to work-integrated learning, CTE, and reengagement programs like Open Doors. Elevate industry input to inform youth-focused strategies and advocate for policies that protect access to basic needs and career pathways.

### *Adult Basic Education and English Language Learning*

MASA eliminates funding for federal Adult Basic Education (ABE) and English Language Learning (ELL).<sup>8</sup> These programs are essential for helping adults build foundational skills in literacy, math, and communication. They serve immigrants, refugees, and adults who did not complete formal schooling. They help adults, whose primary language is not English, to improve essential skills,

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<sup>8</sup> In Washington, Adult Basic Education (ABE) is called Basic Education for Adults (BEA).

including reading and writing. Many of these adult learners are eager to participate in the workforce but face significant barriers.

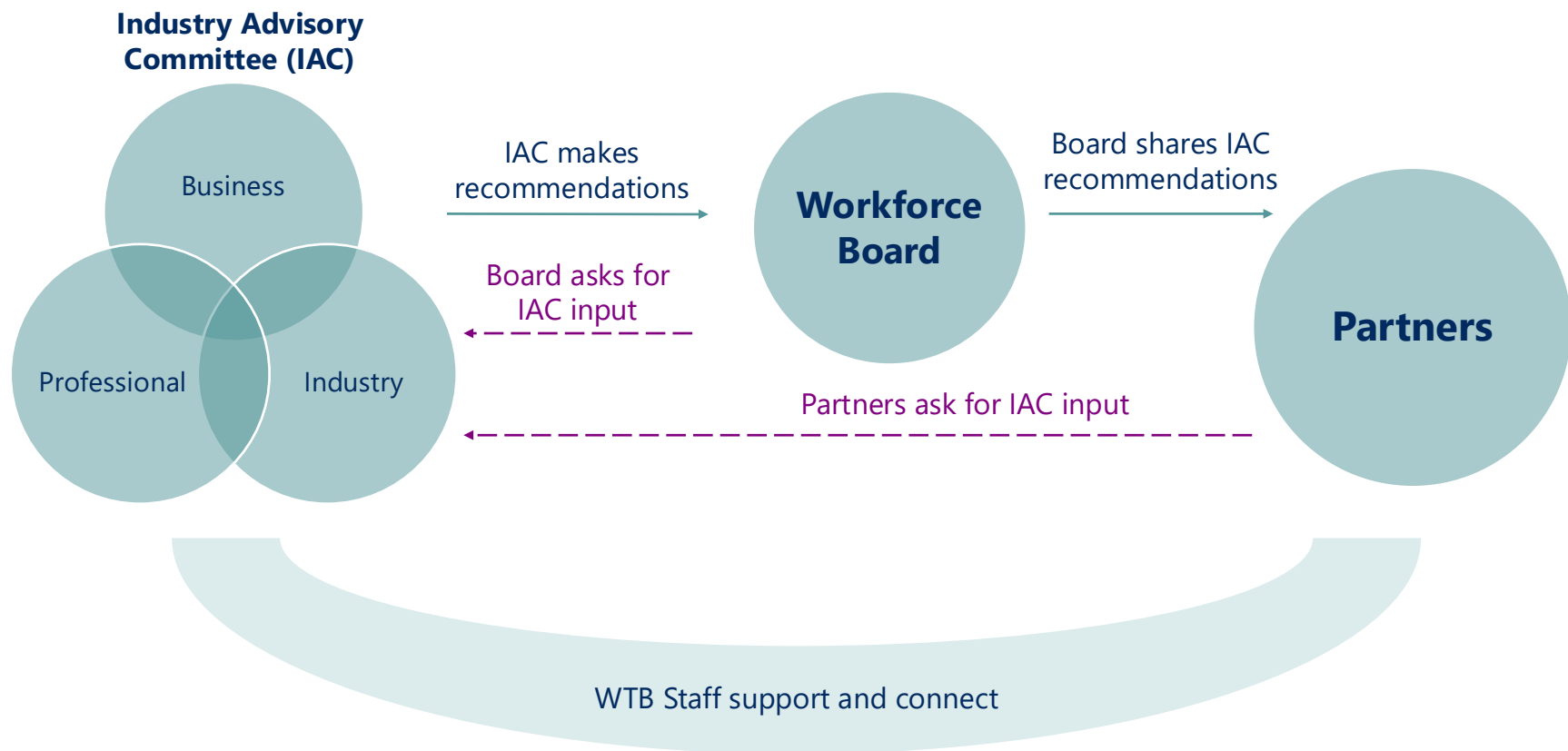
Washington has a highly effective adult basic education infrastructure, with many innovative service delivery models that have been recognized as national best practices. The federal funding stream for adult basic education has provided the base structure for programs at the state and local levels and the accountability framework that drives performance improvement.

#### Opportunities for the Board

Advocate to protect Basic Education for Adults. Consider codifying standards and accountability in state law in case the federal program is eliminated.

## Appendix B: DRAFT Governance for industry advisory

The Industry Advisory Committee includes representatives from state-level business, labor and professional associations. Workforce Board Staff support the committee with prioritizing and making recommendations to the Board and partners for consideration and implementation. WTB Staff also connect partners to the committee for industry input and advocacy on operational and implementation decisions.





# TAP Implementation dashboards and preliminary progress report

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## Background

TAP is Washington state's four-year workforce development plan, [Talent and Prosperity for All](#). We are currently 14 months into the implementation period, which operationally began in July 2024.

This is a preliminary report on the first year of TAP implementation. It includes seven dashboards, one for each of TAP's six workstreams and an overall year one implementation dashboard to show progress across workstreams on the milestone activities the Board set in May 2024. In addition to the dashboards, this report includes reflections and learnings from year one for the Board to consider as they direct the next phase of work.

The dashboards reflect information provided in status updates at Board meetings. Reflections and learnings are based on feedback from TAP leads, workgroup members, Board sponsors and members, partners and interested parties.

## TAP Priorities + performance and evaluation

There are six workstreams, one for each of the five TAP priority areas and a sixth for measuring and evaluating performance. Workstreams are led by Workforce Board and partner staff and sponsored by a Board member.

	Staff lead(s)	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 &amp; Advocacy Manager</i>	June Altaras <i>System Executive Vice President, MultiCare</i>
Job Quality	Paulette Beadling <i>Career Pathways Policy Associate</i> Darcy Hoffman <i>Director of Business Services, Workforce Southwest Washington</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, Cami Feek 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> Olga Kondratjeva <i>Program, Evaluation, Research &amp; Analysis Manager</i>	Cami Feek <i>Commissioner, Employment Security Department</i>

## Year one timeline

The first year of TAP implementation began in July 2024. In May 2024, the Board agreed on the following commitments to guide year one's work:

- Assign Board members to each strategic priority to serve as sponsors for the work. Include strategic priority review in each Board meeting agenda.
- Create a dashboard to track progress on the strategic priorities.
- Work closely with agencies and other partners to garner support for necessary workgroups, advisory councils, and other activities.
- Commit to an environment of continuous improvement including the ability to fail, regroup, and try again.
- Hold to rigorous systemwide performance accountability including cross agency evaluation and research.

In fall 2024, the Workforce Board recruited for a TAP manager, filling the position in late January 2025. Since February 2025, the TAP manager has collaborated with leads to provide regular status updates at Board meetings on the plan's strategic priorities. In spring 2025, the co-leads for performance, Dave Wallace (WTB) and Olga Kondratjeva (ESD), interviewed TAP leads. They asked questions about workgroup progress, challenges and possible measures to evaluate implementation for the strategic priorities.

## Next steps

At the August Board meeting, members will decide what work to focus on and implement in phase two. In September, staff will publish and share final work products from the first year of work on the Workforce Board's website.








In October, staff will share the final draft of a comprehensive annual legislative report on TAP implementation. At the October meeting, staff will incorporate Board guidance and propose new milestones for phase two along with recommendations for structure and governance.

Staff will update the legislative report to reflect Board decisions and incorporate Board feedback before submitting it to the Office of Financial Management (OFM) for review. This will take place in early November. After OFM has reviewed it, staff will publish the report on the Workforce Board's website and send it to the Legislature and Governor's office by Dec. 1, 2025.

# TAP Implementation dashboards

We have a dashboard to show overall implementation progress on the first-year milestone activities, which the Board set at its May 2024 retreat. We also have six separate dashboards to show first-year progress on workstream-specific milestones.

## Dashboard key

-  Done
-  In progress, on schedule
-  In progress, behind schedule
-  Preliminary steps taken, needs more work
-  Blocked
-  New work that emerged in year one
-  Not started

## Overall TAP Implementation Dashboard: Getting started on priorities

✓ Create a dashboard to track implementation progress. (● August 2025)

Activities	System data	System service	Industry	Job quality	Youth	Performance	Credentials
Assign Board sponsor(s)	✓	✓	✓	✓	✓	✓	✓
Convene workgroups	✓	✓	✓	✓	✓	✓	✓
Develop workplans	✓	●	●	✓	●	●	●
Research landscape and/or successes	✓	●	●	✓	✓	✓	✓*
Report regularly on progress	✓	✓	✓	✓	✓	✓	✓
Identify measures for success	✓	●	●	●	●	●	●
Identify opportunities for pilots	✓	●	●	●	●	●	●

\*The [Credential Transparency](#) Advisory Committee researched and reported on the landscape and successes in 2021.

✓ Done: 31/50 ● In progress, behind schedule: 4/50 ● Needs more work: 2/50 ● Not started: 13/50

## System integration dashboard (data and service delivery)

Status	Partner agencies' modernization efforts
●	ESD continues project for Workforce integrated technology (WIT) replacement
✓	DVR transitioned to the WAVES platform in November 2023



Status	WTB Milestones and activities
✓	Formalize the Workforce Data Governance Council
✓	Establish SME subcommittees: workforce programs, data and research, technology, and privacy/regulations.
✓	Validate and prioritize business needs
✓	Analyze options
✓	Create roadmap for system integration
✓	Submit a legislative report in Q3 2024
✓	Submit a decision package in September 2024
●	Convene the frontline service delivery staff advisory group / connect to existing forum(s)
+ ●	Review the current service delivery landscape

Note: The TAP plan and meeting notes did not have specific year one milestones for integrating service delivery. A service integration subgroup met in 2024 and in 2025 began conducting interviews for a comprehensive landscape review. The work is on track to finish this fall, with information and analysis available by end of December 2025.

## System integration year two dashboard

Status	WTB Milestones and activities
●	Review and sign drafted MOU among interagency partners.
●	Establish a roadmap for upcoming work such as shared intake and determinations of statewide workforce system evaluations and studies.
●	Dedicate resources for structured pilot testing of proposed solutions and to enhance shared data systems and infrastructure.
●	Implement identity matching software and data accessibility initiatives to facilitate statewide data integration and analysis.
●	Migrate to a cloud-based data warehousing architecture for improved analytical and modeling functionality.
●	Explore the creation of data pipelines for shared agency customer data on an as-needed basis.

## Performance and evaluation dashboard





Status	Milestones and activities
	Establish cross-system performance monitoring metrics
	Strengthen systemwide evaluations

## Industry dashboard







Status	Milestones and activities
	Establish an industry advisory committee to inform and help evaluate the direction of TAP implementation
	Define roles and scope, recruit members from industry, labor, state agencies, local workforce boards and small businesses. Prioritize challenges and opportunities for workers and employers.
	Strengthen and create partnerships among the workforce system and state and federal agencies.
	Prioritize overall effort on new opportunities from federal infrastructure investments.

Note: The industry workstream launched later, in March 2025.







## Credentials dashboard

Status	Milestones and activities
	Establish a common vision.
	Relaunch and expand the Credential Transparency Advisory Committee. Gather stakeholders to hold conversations on credential transparency.
	Establish a regular cycle of meetings and collaboration across the workforce system.
	Forge agreements on common concepts.

## Job quality dashboard

Status	Milestones and activities
	Develop a statewide survey to get input on job quality elements from workforce associations, employees, employers, education leaders, unions and industry associations.
	Analyze survey data and prepare a summary report of key findings.
	Conduct a literature review to inform understanding of job quality.
	Recommend elements to include in a draft framework for job quality.
	Develop and propose metrics for elements of job quality.
	Establish benchmarks for measures of job quality.

## Youth dashboard

Status	Milestones and activities
	Conduct an environmental scan of existing efforts.
	Identify the most pressing barriers.
	Link to other workgroups focused on improving youth outcomes, such as the Career Connect Washington Inter-Governmental Work Group.
	Gather feedback from youth through survey.
	Establish benchmarks for measures of job quality.
	Identify the most relevant metrics for evaluating outcome performance.

## Lessons learned in phase one

Year one of TAP surfaced valuable lessons to inform the structure and support for phase two. While several workgroups made strong progress, others were slower to start or gain traction. These mixed results point to improvements we can apply going forward. To build on what worked and learn from our experience, we suggest that Board and staff consider the following opportunities for iterative improvement when making decisions about work for phase two:

- Focusing work and defining success
- Structuring and authorizing work
- Strengthening engagement and collaboration
- Developing operational support and processes

## Focusing work and defining success

**Board, with support from TAP manager.** At the beginning of phase two:

- Provide each workgroup with a clear scope, objectives and expected deliverables.
- Define success for each workstream in terms of accountability for implementation.<sup>1</sup>

These topics are scheduled for Board discussion and direction in October 2025.

**WTB Staff and TAP leads:**

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<sup>1</sup> Accountability for implementation refers to tracking progress against our commitments in the updated plan. This is different than evaluating effectiveness of our implementation efforts—that is what the performance and evaluation workgroup is tasked with. They are currently developing a framework for measuring and evaluating system performance as well as effectiveness of TAP implementation.



- Define and schedule milestones to track progress.
- Use starter proposals (e.g., strawman drafts) to spark discussion and build shared understanding.

## Structuring and authorizing work

### **Board sponsors and WTB leadership, with support from TAP manager:**

- Review and authorize or adjust TAP workplans.
- When workplans involve partner effort and resources, ensure partners' leadership understands the commitment and is willing to support it.

### **WTB Staff and TAP leads:**

- Define and schedule milestones to track progress.
- Ensure each group has a realistic workplan and the staff support needed to follow through.
- Build in contingency planning to adapt to policy shifts, funding changes, and external disruptions.
- Account for staffing capacity and resources when scheduling work activities (realistic objectives and timelines).

## Strengthening engagement and collaboration

**Board and WTB leadership:** Align WTB staff and TAP leads' activities with the Board's role as it relates to each strategic priority and phase two work. The decision brief has more information about this, and the Board is scheduled to discuss and direct approaches for phase two in October 2025.

### **WTB Staff and TAP leads:**

- Share materials in advance, ideally one week before meetings, to support meaningful discussion.
- Use one-on-one and small group engagement between meetings to clarify direction and build momentum.
- Reinforce norms and guiding principles to support inclusive, productive collaboration
- For continuing workgroups, document decision-making protocols and agreements (e.g., charter).
- Use existing forums—led by WTB and others—to share proposals, concepts and drafts for input from a broad range of interested parties and with an emphasis on local perspectives as well as customers from marginalized communities who have lived experience.

## Developing operational support and processes

**WTB Leadership and TAP manager:** Ensure proposals for phase two timeline and structures align with resources and capacity.

**WTB Staff and TAP leads:**

- Avoid peak seasons (e.g., legislative session) for major outreach or review efforts.
- Clarify review and decision-making processes to avoid delays and bottlenecks.
- Use tools (e.g., notes, polls, reminders and check-ins) to support momentum between meetings.

# Tab 5

## TAP Legislative Advocacy

**PRESENTED BY:** Nova Gattman, Workforce Board Deputy Executive Director

**CHECK ONE:**

☐ Action Item

☐ Possible Action

☒ Discussion Only

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**SUMMARY:**

Workforce Board members will hear from staff about options for policy advocacy as they relate to the implementation of the workforce system's Talent and Prosperity for All (TAP) plan. Board members will have an opportunity to provide direction to staff about how to best direct engagement with policymakers given the state and federal policy climate.

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**BACKGROUND:**

The Workforce Board has a [statutory responsibility](#) to advocate on behalf of the state's workforce system. This is a unique role that allows the Board to advocate for system needs across the workforce system, rather than a focus on the agency's priorities.

The Board has engaged in policy advocacy in a variety of ways over the years. This includes informing policymakers about workforce issues during (and leading up to) the state legislative session as well as federal advocacy efforts. Board members and staff provide information, written materials, and testimony about budget items and legislative proposals, serve on interim workgroups, produce reports responding to statutory requirements, and much more.

**Decision Package Alignment with TAP**

State statute directs the Board to review the budget requests for operating agencies of the training system for alignment with TAP and then communicating that information to policymakers. In 2022, the Board's process shifted from a staff-driven review of requests for alignment to an endorsement process. The intention of this change was to maximize impact for items seen both in alignment and supported by all three caucuses of the Board.

Several Board members at the May Board Retreat requested a return to a more formal interpretation of state law for the process of reviewing agency budget requests for alignment with TAP. The Board's TAP Manager, with consultation from a task team, will develop criteria for assessing that alignment prior to the September 15 agency deadline for funding requests. Board members will have the opportunity to review alignment recommendations ahead of the October 7 meeting.

## **TAP Legislative Agenda**

The TAP agenda was envisioned as a system legislative agenda and is separate from the review process. In prior years, TAP agenda concepts were developed at the Board retreat, with further review and discussion in summer Board meetings to hone these items. This year's retreat was too early to consider legislative agenda items, given the fact that at the time of the Retreat, the state budget was not yet signed into law, and the federal budget had not yet passed.

The Board will consider updates to the TAP plan at the August meeting. This work will support the development of the TAP agenda but may require additional time for Board members and TAP workgroups to identify the highest priority needs for the system.

## **Discussion: Board Policy Advocacy Goals**

Board staff will lead a discussion with Board members about how they would like to most effectively engage with policymakers. This engagement must take into account the state and federal budget and policy environment, the need to preserve and protect existing programs, ongoing TAP updates through March 2026, the capacity of staff and Board members, and the overall impact.

Board members will consider priorities for the following advocacy areas, with time for discussion about additional areas to consider:

- Prioritization of workforce agency decision packages in alignment with TAP to allow for the Board to provide guidance and impact on the Governor's budget development (Note: May require a special Board meeting.)
- Direction to staff about state legislative engagement and outreach on TAP agenda items.
- Engagement in federal workforce funding opportunities, program changes and implementation, and reauthorization efforts, ensuring the state's workforce development interests are represented in national policy development.
- Clear communication of the Board's role and priorities to new legislators, agency leadership, and other interested partners during a period of transition and fiscal pressure.
- Increased visibility and integration of workforce priorities within broader policy conversations on housing, healthcare, education, and economic recovery.

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## **STAFF GUIDANCE & RECOMMENDATION:**

Discussion only. Board members will be asked to provide guidance and priorities on policy engagement to staff and highlight areas of concern for future policy outreach.