



October 7, 2025 | 9:00 a.m. – 4:00 p.m. | Meeting No. 278

Location: 128 10th 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.

9:00 a.m.	Call to Order Welcome and introductions	
9:05 a.m.	Chairs Report (ACTION) Consent Agenda Minutes from August 20, 2025, Board Meeting Minutes from September 18, 2025, Board Meeting State and WIOA Policy Updates Issued Since August 20, 2025 WIOA Policy 1011-7 – Determining Basic Skills Deficiency 2026 Board Meeting Dates Executive Director’s Report Public Comments on Federal Proposals Request for Information; Feedback on Redesigning the Institute of Education Sciences (IES) – Public comment closes 10/15/25 Proposed Priority and Definitions-Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness – Public comment closes 10/27/25	Tab 1
9:20 a.m.	TAP Phase 2 Implementation Work Plan (ACTION) Emily Persky, Workforce Board	Tab 2
10:30 a.m.	Break	
10:45 a.m.	TAP Phase 2 Implementation Work Plan (Continued) (ACTION) Emily Persky, Workforce Board	Tab 2
11:45 a.m.	Workforce Agency Budget Requests Consistent with TAP (ACTION) Nova Gattman, Workforce Board	Tab 3
12:30 p.m.	Lunch	
1:15 p.m.	Workforce Partner Briefing (Part 3) Kairie Pierce, Department of Commerce Julia Rowland, Workfirst Program Manager	Tab 4

1:45 p.m.	Break	
2:00 p.m.	TAP Spotlight: System Integration Landscape Analysis Liz Gallagher, 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

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).

BACKGROUND:

This consent agenda includes:

- Minutes from August 20, 2025, Board Meeting
- Minutes from September 18, 2025, Board Meeting
- State and WIOA Policy Updates Issued Since August 20, 2025
- WIOA Policy 1011-7
- 2026 Board Meeting Dates

STAFF GUIDANCE & RECOMMENDATION:

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



MINUTES OF MEETING NO. 276

August 20, 2025

Board Members Present:

Gary Chandler, Co-chair

Cherika Carter, Co-chair (remote)

Jane Hopkins, Business Caucus (remote)

June Altaras, Business Caucus (remote)

Wade Larson, Representing Business (remote)

Todd Mitchell, Labor Caucus

Becky Wallace for Superintendent Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)

Dan Zeitlin for Commissioner Cami Feek, Employment Security Department (ESD)

Dana Phelps for Acting Secretary Bea Rector, Department of Social and Health Services (DSHS)

Marie Bruin for Nate Humphrey, State Board for Community and Technical Colleges (SBCTC) (remote)

Mark Mattke, Spokane Workforce Council, Representing Local Government

Kairie Pierce for Director Joe Nguyen, Department of Commerce (COM)

Call to Order

Co-chair Cherika Carter, Secretary Treasurer, Washington State Labor Council (WSLC) called the meeting to order at 9:08 a.m. The meeting was a hybrid meeting using Zoom for remote attendees. In-person attendees convened at the Workforce Board office at 128 10th Ave SW, Olympia, in the new Board room on the second floor.

Nate Humphrey, Executive Director of Washington State Board for Community and Technical Colleges (SBCTC), joined the meeting at the start to be welcomed to the Board and gave a brief introduction and highlights on his previous work at the Board as a proxy for SBCTC.

Chairs Report

A proclamation and video were shared for John Murray, Workforce Board VA Program Lead for the Consumer Protection Unit. John passed away unexpectedly in early August and his impact and the reach of his work was felt not only with his team and the agency, but across the country to all the state teams he worked with and led in training at

national conferences for State Approving Agencies (SAA). Board staff shared stories of John's family life and work ethic, and how his loss has left an empty space on the team.

MOTION-2025-276-01

Cherika Carter, WSLC, made a motion to approve the consent agenda, which included minutes from the June 18 Board meeting and state and federal policy updates. Marie Bruin, SBCTC, seconded the motion. The motion passed unanimously.

Federal Policy Update

Rose Minor, Director, Federal and Inter-State Affairs with the Office of Governor Bob Ferguson, outlined three main areas shaping workforce and education policy: WIOA reauthorization, Presidential administration proposals, and appropriations. While the *Stronger Workforce for America Act* (ASWA) has stalled since late 2024, it remains on the table this Congress, and bipartisan interest exists in reauthorization. Minor discussed an alternative proposal from the President through the *Make America Skilled Again* (MASA) plan to block grant all WIOA funding (except Title IV) to states with undefined formulas and standards, reserve 10% for apprenticeships, and eliminate Job Corps campuses. The administration also seeks to transfer CTE and Adult Education programs from Education to Labor, which some in Congress view as controversial because it would shift middle and high school programs into narrow job training.

Additionally, a proposed rule would repeal equal employment opportunity (EEO) requirements for apprenticeships (29 CFR Part 30), with more deregulatory changes expected. On appropriations, FY26 includes a \$1.5 billion cut from current levels, eliminating key programs. Minor noted that while some in Congress strongly oppose block granting, they may have to incorporate some administration priorities to secure a reauthorization bill. She shared that committee staff emphasized that elements from ASWA (such as a limited block grant pilot) could serve as a blueprint to bridge policy differences with the White House.

Nathan Bays, Deputy Policy Director with the Office of Governor Bob Ferguson, joined the conversation to share gratitude for the work the Board is doing to respond to recent changes at the federal level and how the Governor's Office is responding to these changes. Bays stated that the office is ensuring effective communication and collaboration with all agencies and boards. Meetings are convened weekly to share challenges and achievements. Several lawsuits are in process, largely about preserving funding. Discussions are ongoing with tribes about how to mitigate impacts resulting from federal policy changes. Similar meetings are focused on issues that cities and counties are facing. Bays noted that it's helpful to be kept apprised of issues, as the team may not be aware of problems until they are flagged.

Workforce Partner Briefing, Part 2 – Budget and Policy Impacts

Dana Phelps, Division of Vocational Rehabilitation (DVR) Director, Department of Social and Health Services (DSHS), and Michael MacKillop, Executive Director, Department of Services for the Blind (DSB), provided updates on how recent federal changes impact their agencies.

Phelps focused her presentation on how changes to the Supplemental Nutrition Assistance Program (SNAP) and Medicaid in H.R.1 impact DVR services, noting that they are awaiting decisions by the Governor or Legislature on how to replace the loss of federal funds. Phelps stated that H.R. 1 increases states' match requirements. The match formula is based on a state's error rate of those meeting qualifications for services. The error rate is used to determine how much the state must contribute versus the federal government, impacting the actual dollars for food assistance. To keep the error rate down, administrative costs will increase. All proposed changes could have technological impacts and costs.

Further impacts to SNAP from the federal changes include changes to the cost share for administering SNAP, SNAP work requirements, and future food benefit increases for more than 920,000 people. Phelps responded to questions about error rates and a lack of rules to implement changes.

Babs Roberts, Senior Advisor, Programs & Policy, DSHS/ESA/OAS, answered questions about working with the Legislature on the benefits match and what effects DSHS has seen since the July 4 effective date. Roberts shared that DSHS hasn't seen impacts yet and that the agency hasn't implemented any changes as they explore how to implement changes while they wait for federal guidance or rules.

MacKillop shared that DSB and DVR share the state's vocational rehabilitation grant, with DVR awarded 82% and DSB with the remaining 18%. MacKillop noted that there are about 100 staff statewide that serve about 1,000 individuals annually. The three main programs at DSB are Vocation Rehabilitation, Independent Living, and the Business Enterprise program. Vocational Rehabilitation (VR) includes adaptive skills of blindness and support in career search programs. Independent Living supports individuals who don't intend to work, with an average age of 83, and the department's Business Enterprise program.

MacKillop noted that in the federally proposed budgets there are no direct impacts from H.R. 1 and Department of Education funding for Independent Living Services for Older Individuals Who Are Blind (IL-OIB) is also essentially flat. Without cost of living allowance (COLA) increases over several decades, a flat budget is a loss. Federal cuts to the

Vocational Rehabilitation program would mean \$1.5 million in cuts, or a 12% decrease in federal funding.

MacKillop also discussed challenges, including noting that direct customer services are predominantly completed by in-house staff. Reductions in force impact the agency's ability to provide the statewide comprehensive services required by the federal VR grant. As customer costs & applications increase, and federal and state budgets are reduced, a prioritized waitlist for services, formally known as an "Order of Selection", is forecast to be enacted. This waitlist is one of few options offered in the VR Grant to manage when fiscal resources aren't adequate to provide the necessary comprehensive and individualized services so all eligible customers are able to achieve their career goal. It can take over a year to realize fiscal benefits from a waitlist. In a waitlist situation, fewer customers will be served at a time. Lastly, a new Birth through Thirteen Program was funded this past state legislative biennium. One staff person statewide supports the advocacy, information, mentorship and training services for blind youth ages birth through 13 and their families, with the goal of maximizing the independence and highest expectations of blind youth towards readiness for the future workforce.

TAP Implementation Update and Discussion

Emily Persky, Workforce Board TAP Implementation and Advocacy Manager, led a discussion with the Board to determine how the work of the state workforce plan, Talent and Prosperity for All (TAP), will proceed given so many recent changes at the state and federal level. When the state plan was produced two years ago, different budget and project outlines were considered. With so many shifts in available funds and priorities to focus on the conversation was opened to determine what revisions to the state plan, if any, needed to be made.

Persky led the Board through a review and discussion of TAP's three guiding principles and five strategic priorities and work completed so far. Persky also shared a timeline of products and updates.

Eleni Papadakis, Workforce Board Executive Director, shared context that the Workforce Board experienced budget cuts. While agency staff had been in lead roles for the strategic priorities, they cannot continue to support all of the work going forward. Identifying the most critical work was brought forward as a solution for identifying the strongest impact.

Decision points for the Board to consider were:

- What matters most?
- What options would the Board consider?

- What TAP work matters most for the second phase of the work?
- What work moves forward?

A series of informal polls followed to gauge the Board's interest in how to approach changes to the work. In the third poll, Board members ranked TAP work in order of priority. Completion of the informal poll prioritized the TAP work as follows:

- 1) System Integration
- 2) System Resilience
- 3) Performance, evaluation and accountability
- 4) Industry
- 5) Credentials
- 6) Job Quality
- 7) Youth

During a rich discussion, Board members noted the federal landscape is changing, and the Board must be responsive with a suggestion to follow the guiding principles. Prioritizing work that can be supported was noted. In a deeper dive on the System Resilience priority, the discussion covered how the public workforce system is complicated and the changes that are coming from the federal level are many; it is difficult for many people to understand these changes across the entire system. The goal is to think about changes from a leadership level, as it will draw on the technical expertise from the System Integration priority. Papadakis noted there will be a draw on workforce system services from recent federal changes but if leadership identifies what the priority is then it will have the effect of pulling together a workgroup to respond and support the stresses on the workforce system as a whole.

Board members recognized that new impacts and updates were happening every day; a place to discuss the issues is needed, and this could happen as part of System Resilience. The Board wanted staff to explore existing forums and groups that could be used for this. Staff agreed to explore this.

Board members emphasized the need for regular review of performance metrics at future meetings to enhance understanding of program outcomes and support data-driven decision-making for workforce program quality assurance. An audience member requested that labor's contributions and results related to state-approved apprenticeship programs be incorporated into these evaluations.

Board members discussed how industries have different needs and how holistically needs aren't being met across the board; everyone's voice is needed. Persky noted the general agreement to determine how the Industry Advisory Committee fits into the

landscape of the broader industry advisory landscape. Support was noted for the idea of incorporating individual businesses in policy planning.

For Job Quality, Paulette Beadling, Workforce Board Career Pathways Policy Associate and staff lead, shared that the phase one report with framework recommendations will be released soon. Staff and Board emphasized the need for feedback on the draft framework to ensure responsiveness, the importance of connecting people to quality jobs early for stronger career and earning outcomes, and the value of developing a draft definition now rather than later. Dana Phelps noted business feedback is needed for a connection to business.

Persky updated slides based on Board member input throughout the discussion and Board members reached consensus on each strategic priority slide before moving to the next. Persky noted that she would only make minor edits to slides for future reference. The Board finished their review of System Resilience, System Integration, Performance and Industry. The Board paused towards the end of their discussion on job quality.

Board members discussed scheduling a special Board meeting to finish the conversation on Job Quality, Youth, and Credentialing strategic priorities and to finalize next steps.

The meeting adjourned at 3:55 p.m.



MINUTES OF MEETING NO. 277

September 18, 2025

Board Members Present:

Gary Chandler, Co-Chair (in-person)
Cherika Carter for Larry Brown, Co-Chair (remote)
Wade Larson, Representing Business (remote)
June Altaras, Representing Business (remote)
Yolanda King-Lowe for Jane Hopkins, Representing Labor (remote)
Ismaila Maidadi for 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)
Nate Humphrey, State Board for Community and Technical Colleges (SBCTC) (remote)
Bill Dowling for Mark Mattke, Spokane Workforce Council, Representing Local Elected Officials (remote)

Call to Order

Gary Chandler, co-chair, called the meeting to order at 9:01 a.m. The meeting was hosted virtually using Zoom.

Bianca Laxton, Board Secretary, conducted roll call. Quorum was established.

A brief discussion was held on the [federal policy and budget comparison side-by-side](#) completed by Liz Gallagher, Workforce Board.

TAP Implementation Discussion

Emily Persky, Workforce Board TAP Implementation and Advocacy Manager, led Board members in a second discussion of the Talent and Prosperity for All (TAP,) the state workforce plan, prioritizing Phase 2. This discussion continued the topic from the August 20 Board meeting that was paused due to time constraints.

Persky started the presentation with a summary of where the discussion ended at the August 20 Board meeting. Persky noted Youth, Credentialing and Job Quality were the three items to update since System Resilience, System Integration, Performance Accountability, and Industry were completed in August.

Persky opened the discussion with the Youth TAP priority. The group discussed youth-focused priorities, emphasizing the importance of aligning with existing initiatives rather than creating a separate Workforce Board agenda. Becky Wallace, Office of Superintendent of Public Instruction (OSPI), highlighted that current language allows flexibility to adapt to federal actions, while ensuring collaboration with partners like OSPI, State Board for Community Technical Colleges (SBCTC), and others serving youth. Several members stressed the need to acknowledge programs beyond education, such as pre-employment transition services, Job Corps and AmeriCorps, which face federal funding uncertainties. Dual credit, recent youth employment legislation, and career and technical education (CTE) task force work were identified as areas that could be promoted as interconnected efforts. Members agreed that cataloging current initiatives should be the first step in the work plan to provide a clear landscape for coordination and to evaluate potential impacts from federal or state funding changes. Registered apprenticeships were also raised as a possible area for emphasis. Overall, there was strong consensus that the proposed approach leverages existing work, keeps the Board responsive to emerging challenges, and avoids diluting resources.

The Board reached consensus on the updates to the Youth priority.

Next Persky introduced Credentialing. Yolanda King-Lowe, Secretary Treasurer for SEIU 1199NW, proxy for Board sponsor Jane Hopkins, stressed that credentials are key to helping workers move into better-paying jobs. King-Lowe emphasized the Board's commitment to shaping a statewide vision for Credentialing that supports career mobility. She also noted the group intends to move away from the confusing term 'transparency' and instead planned a change to use more accurate language such as 'portability' or 'mobility' to reflect the ability of workers to carry credentials across jobs and industries. This shift aims to make the system clearer for students, workers, and employers.

Discussion focused on leveraging the newly proposed Workforce Pell Grant, which funds short-term programs of 8–15 weeks, as a chance to create more entry points into healthcare and other career pathways, encouraging more people to pursue further education after initial success with shorter programs. King-Lowe explained this grant could also support partnerships between community and technical colleges and industry-based training providers. Rigorous accountability standards, already in place through Washington's Eligible Training Provider List (ETPL), would help prevent predatory training programs from exploiting students. Marina Parr, Workforce Board staff, expanded on this by highlighting the [relaunch of the Career Bridge website](#), which now serves as a comprehensive, public-facing resource for youth, families, jobseekers, and counselors to explore programs, apprenticeships, and career outcomes. The site has already gained high traffic since its August launch and will ultimately integrate with tools like High School and Beyond plans.

Nate Humphrey, Executive Director at the State Board for Community and Technical Colleges, confirmed many of the priorities align with the Board's work, especially around consumer protection and strengthening the ETPL. Humphrey suggested explicitly naming the role of the state approval processes and other tools to reinforce accountability. Board members agreed that

while the discussion often referenced credentials, written priorities should plainly call out credentialing to avoid ambiguity. There was consensus that clarifying and defining key terms like 'mobility' and 'portability' early on would help prevent confusion similar to that were caused by 'transparency'.

Kairie Pierce, Department of Commerce, also commented on registered apprenticeships, noting that all state-registered programs are automatically ETPL-eligible and already listed on Career Bridge. Participants discussed how to reference these appropriately while maintaining clarity. Eleni Papadakis, Workforce Board Executive Director, suggested working with Rutgers' [Non-degree Credentials Research Network](#), to signal alignment with broader credentialing efforts and philanthropic investment in this space. Finally, ongoing initiatives like common course numbering and credit-for-prior-learning were offered as examples of existing work that could strengthen the credentialing focus.

The Board reached consensus on updates to the Credentialing priority.

For Job Quality, the work group is putting together a draft definition and will have this to share at the October 7 Board meeting.

Persky gave a refresher on what the Board updated during the August meeting for Industry, Performance Accountability, System Integration, and System Resilience, potentially a new priority. Persky noted that since the August Board meeting, the Governor's Office had launched a coordination effort and forum for state agencies. Because of this, the System Resilience work for TAP would be to support this broader effort.

Afterwards, Persky continued an informal poll of TAP priorities. Completion of the informal poll prioritized the TAP priorities as follows:

- 1) System Resilience
- 2) System Integration
- 3) Youth
- 4) Industry
- 5) Performance, evaluation and accountability
- 6) Credentials
- 7) Job Quality

Persky provided a side-by-side comparison of the prior vote from the August 20 Board meeting. The August priority poll results include:

- 1) System Integration
- 2) System Integration
- 3) Performance, evaluation and accountability
- 4) Industry
- 5) Credentials

- 6) Job Quality
- 7) Youth

Upon completion of the informal poll, discussion continued regarding combining some TAP priorities such as System Integration & System Resilience and Industry & Job Quality. Additional discussion focused on the ability for agencies to assist with TAP priorities and how this would work due to federal and state budget challenges. It was noted there are already some work groups established on Youth and Credentialing. Discussion focused on ways to incorporate these meetings into the TAP priorities utilizing existing work groups to fulfill the advancement of TAP priorities.

A last vote was taken on what the Board wants to move forward in the next 12 months. Results include:

- 1) System Resilience
- 2) Industry and Youth (tied)
- 3) Credentialing
- 4) System Integration
- 5) Performance Accountability
- 6) Job Quality

At the October 7 Board meeting, Persky said the TAP team will bring a proposed work plan on what implementation will look like for the Board and staff over the next year, taking into consideration availability of resources.

MOTION-2025-277-01

A motion was made by Ismaila Maidadi (ESD) for the Workforce Board staff to work with agency partners to put together a draft TAP priorities proposal for the October 7 Board meeting. Cherika Carter seconded the motion. The motion passed unanimously.

Process Review: State Agency Decision Packages and TAP Alignment

Nova Gattman, Workforce Board Deputy Executive Director, provided an update on the process for reviewing state agency decision packages for TAP alignment. Gattman provided a detailed update on the board's statutory role reviewing state agency operating and capital budget requests to determine consistency with the TAP plan. Gattman clarified that this process is not an endorsement of proposals, nor is it the development of a legislative agenda; instead, it is intended to inform policymakers — specifically the Governor and Legislature — about which proposals are consistent with the state's workforce strategic priorities. Gattman outlined how this process developed and emphasized the importance of shared understanding around the purpose and limits of this review.

Gattman said the task team includes Board members, agency representatives, local Workforce Development Councils, labor, and business stakeholders. Workforce Board staff developed a recommended process and scoring rubric. The rubric, enclosed in the Board packet, focuses on

priorities identified during the August board meeting survey. It considers state and federal policy or budget impacts, and project rollout timelines, to better assess alignment and potential impact. Gattman emphasized the rubric's simplicity and efficiency, which uses checkboxes to minimize the work for agencies required to respond quickly, given the short turnaround needed for budget development.

Gattman also noted the rubric can serve as a self-assessment for agencies to complete TAP-aligned decision packages. Upon receipt of these rubrics, Board staff will review submissions and compile a summary for the task team to review. The task team will provide recommendations and potential options for the Board to consider in sharing alignment information to policymakers.

MOTION-2025-277-02

A motion was made by Cherika Carter supporting the rubric as outlined. June Altaras seconded the motion. The motion passed unanimously.

The meeting adjourned at 11:52 a.m.

WorkSource System and WIOA Title I-B policy activity since the August 20, 2025 Workforce Board meeting for Workforce Board acknowledgement (action) at the October 7, 2025 Board meeting

Policy	Description	Issued
<u>7005-2</u>	Community Reinvestment Fund	09-02-25
<u>7010-3</u>	Community Reinvestment Plan – Matched Investment Savings Account	09-02-25
<u>1027-2</u>	Stevens Amendment Funding Disclosure Requirements	09-17-25
<u>7010-4</u>	Community Reinvestment Plan – Matched Investment Savings Account	09-18-25
<u>7000-2</u>	State Economic Security for All Program	09-26-25
1011-7	Determining Basic Skills Deficiency *	10-07-25
1003-7	Data Element Validation **	10-07-25
1019-13	Eligibility Policy and Handbook **	10-07-25

* Policy available in the October 7, 2025 board meeting consent agenda materials.

** The Basic Skills Deficiency source documentation sections of these two policies were aligned with WorkSource System Policy 1011, Revision 7, and are subject to the latter’s approval by the Board.

WIN	Description	Issued
<u>0155</u>	Office and Individual Awards for Excellence in Serving Veterans and Military Families	08-27-25
<u>0156</u>	Employer Awards for Excellence in Serving Veterans and Military Families	08-27-25
<u>0073-65</u>	WIOA operating guidance issued to date by DOL through TEGs, UIPLs, and TENS (communicates TEG 03-25 on <i>Encouraging the Use of WIOA Funding to Help Youth and Adults Develop Artificial Intelligence Skills</i>)	08-27-25
<u>0152-1</u>	Federal Stay on Implementation of Training and Employment Guidance Letter 10-23, Change 2	09-05-25
<u>0152-2</u>	Federal Stay on Implementation of Training and Employment Guidance Letter 10-23, Change 2	09-11-25

<u>0157</u>	Program Year 2025 Workforce Monitoring Tools	09-15-25
<u>0158</u>	Community Economic Revitalization Board – September 2025 Investments	09-26-25
<u>0073-66</u>	WIOA operating guidance issued to date by DOL through TEGLs, UIPLs, and TENS (communicates TEGL 16-24, Change 1, on revised PY25 positions and funding for the Senior Community Services Employment Program)	09-30-25
<u>0073-67</u>	WIOA operating guidance issued to date by DOL through TEGLs, UIPLs, and TENS (communicates TEN 02-25 on the impact of a temporary suspension of Federal government services on the Department of Labor’s Employment and Training Administration-funded programs and activities)	10-01-25

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 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.

Policy 1011-7: Determining Basic Skills Deficiency

PRESENTED BY: Liz Gallagher, Workforce Board

CHECK ONE:

☒ Action Item

☐ Possible Action

☐ Discussion Only

SUMMARY:

Policy 1011, originally requiring Comprehensive Adult Student Assessment Systems (CASAS) as the sole assessment for the basic skills deficiency designation, was suspended during the pandemic to reduce enrollment barriers. Stakeholder input confirmed the policy was too restrictive, and revisions now allow full federal flexibility for determining this designation in Title I-B and Title III programs. A clarifying note was added to address concerns about the English language learner definition. Related policies (1019-13 and 1003-7) were also updated for alignment. Staff recommend approval of the revised policy, which maintains compliance while ensuring greater flexibility and accessibility for job seekers.

BACKGROUND:

Policy 1011, established before 2009, aligned with Washington's State Board for Community and Technical College preference for using CASAS as the sole assessment for determining basic skills deficiency. At the time, limited computer access made electronic assessments challenging.

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

Following this extension, the Workforce Board directed staff to research best practices, consult with adult basic education and higher education partners, and update the policy to balance federal compliance with greater flexibility. Stakeholders agreed that Policy 1011 is too restrictive and should allow broader assessment options for WIOA Title I-B programs. In response, Workforce Board staff met with stakeholders to edit the policy to allow for full federal flexibility by allowing program staff to prove basic skills deficiency at enrollment in Title I-B and Title III (Wagner-Peyser Act) programs.

The Board had planned to approve a final policy after public comment at its March 20, 2025 meeting, but approval was delayed when members raised concerns about the definition of basic skills deficiency for English language learners. Specifically, the phrase regarding the ability to function “in the individual’s family” was interpreted by some as suggesting that WorkSource staff might assess applicants in their homes. To avoid this implication, a clarifying note was proposed, making clear that no such practice is required or appropriate.

This clarifying language was reviewed and endorsed by the Policy 1011 workgroup and the broader interagency policy group, which includes the Employment Security Department, the Washington Workforce Association and the Workforce Board. Both groups agreed that the revised version best balances compliance with accessibility for job seekers. In addition, related updates were made to Policy 1019-13 (Eligibility Policy and Handbook) and Policy 1003-7 (Data Element Validation) to align documentation requirements with the revised Policy 1011. Since these changes are clarifying rather than substantive, the workgroups determined no additional public comment period is needed.

STAFF GUIDANCE & RECOMMENDATION:

Staff recommend approval of the revised Policy 1011. The updated policy maximizes local flexibility in determining basic skills deficiency while maintaining compliance with federal requirements. By reducing unnecessary barriers to enrollment, the policy ensures that job seekers can access training and services more quickly and equitably.

Washington State WorkSource System Policy

Policy Number: 1011, Revision 7

Policy Title: Determining Basic Skills Deficiency

Effective Date: October 7, 2025

1. Purpose:

To outline all allowable forms of staff observation, documents, and assessments to determine Basic Skills Deficiency (BSD) for customers receiving individualized career services in any of the following programs: Wagner-Peyser, WIOA Adult, WIOA Dislocated Worker, WIOA Youth, Dislocated Worker Grant (DWG), Trade Adjustment Assistance (TAA), National Farmworker Jobs, and Jobs for Veterans' State Grant (JVSG) programs. This policy identifies all allowable assessments, reporting requirements, and accommodation requests for assessing customers with disabilities.

This revision allows for staff observation and expands allowable assessments in determining BSD.

NOTE: To allow LWDB, WorkSource, and subrecipient staff ample time to train to the new requirements in this policy, ESD Monitoring will allow until the Monitoring session that starts January 1, 2026, to reach compliance.

2. Background:

Across all titles, WIOA focuses on services to “individuals with barriers to employment” and seeks to ensure access to quality services for these populations. WIOA Section 134(c)(3)(E) states that priority for individualized career services and training services must be given to recipients of public assistance, other low-income individuals, and individuals who are **basic skills deficient** (see definition section 4).

Local area staff, including Title I-B and Wagner-Peyser programs, that evaluate applicants for Individualized Career Services or Training Services, must assess those individuals for basic skills deficiencies when determining eligibility for a program and must accurately record this information in the state's Management Information System (MIS). This ensures that customers who are determined basic skills deficient receive priority service, the support they need, and the state and local areas are fairly evaluated on their performance outcomes. The U.S. Department of Labor considers barriers like BSD, low-income status, and disability when assessing each state's success in the core WIOA Federal Performance Measures. If workers with barriers aren't properly documented at enrollment, the participant may be held to unfairly high-performance standards. (see TEGL 11-19, Revision 1, 20 CFR 677.170(c), and 34 CFR 361.170(c) for further information). See the [Eligibility Handbook](#) for further details on how to record and document BSD.

Assessments recognized by the US Department of Education's National Reporting System

(NRS) are tests to measure basic academic skills, but do not measure vocational skills or advanced technical skills. Other tests or assessments are appropriate for such purposes, and this policy does not limit the appropriate use of other such assessments for those purposes.

3. **Policy:**

Per TEGL 23-19, Change 2, and PIRL requirements, all customers receiving individualized career or training services must be assessed for BSD at program entry. Staff must, at a minimum, complete an assessment determining if the following applies to each customer:

- (a) An individual who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- (b) An individual who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

*Note: "In the individual's family" refers to the individual's ability to perform essential literacy or numeracy tasks related to family responsibilities (e.g., reading school communications and managing household finances). This does not authorize or require an assessment of the family unit or household environment.

The State Workforce Development Board, in action taken on June 18, 2025, approved the methods and assessments indicated in section 3.a. as standard tools to determine BSD used for reporting and for program enrollment of:

Youth:

- WIOA Out-of-School Youth (OSY) who have a high school diploma or its equivalent, are low income and BSD or English Language Learners
- WIOA In-School Youth (ISY) who are BSD

Adult:

- WIOA Adult Priority of Service categories 1 and 2 (*priority must be implemented regardless of the amount of funds available to provide services in the local area*):
 1. Covered persons (veterans and eligible spouses) who are low income, recipients of public assistance, or BSD
 2. Individuals (non-covered persons) who are low income, recipients of public assistance, or BSD.

While the following methods for determining BSD, cited in TEGL 21-16, are specific to Youth, the State has adopted these guidelines for all programs. Although WA does not have a priority of service policy for Dislocated Worker program of enrollment, all customers receiving individualized DW career or training services will also be assessed, through at least staff interview and observation, for basic skills deficiency.

a. School Records or Staff Observation for Determining BSD

According to 20 CFR 681.290, local workforce development boards (LWDBs) must establish a policy defining who is considered BSD due to being unable to compute or solve problems or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. (see *Note: in Section 3.b. above). Local policy may include additional definitions of who is considered BSD if the local policy does not contradict state policy.

In addition to using formal assessments, the state has determined that, through observation, folder reviews, or interviews, the following alternative means are allowed to be used to document BSD:

- Secondary school transcript with a failing grade in math or reading within the past 6 months.
- Verification of enrollment in WIOA Title II.
- School records showing test scores from a generally accepted standardized test within the last year, showing grade level at 8.9 or lower (8th grade, 9th month) (or a detailed case note, if verified verbally with the appropriate entity).
- Acceptable proof of staff observed BSD, which must include a case note that indicates a customer has at least one of the following barriers:
 - Unable to follow basic written instructions or diagrams without help.
 - Cannot fill out basic forms or job applications without help.
 - Cannot add, subtract, multiply, or divide whole numbers up to 3 digits without the use of a calculator.
 - Cannot do basic tasks on a computer without help.
 - Does not or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society (see *Note: in Section 3.b. above)

Note: Per DOL guidance, lack of a high school diploma or GED *alone* is NOT sufficient to demonstrate basic skills deficiency (BSD).

b. English Language Learners

Per WIOA Section 203(7), individuals who are English Language Learners (ELL) meet the criteria for BSD and must be included in the priority populations for the WIOA Title I-B Adult Program. An individual who is an ELL qualifies as being BSD.

Documentation must detail that the individual has limited ability to read, write, speak, or comprehend the English language, and

- A. their native language is a language other than English; or
- B. they live in a family or community environment where a language other than English is the dominant language.

The following are allowable forms of documentation to prove ELL:

- Assessment Test Results (see below)
- Applicable Records from an Education Institution (transcripts, or other school documentation)
- Intake Application or Enrollment Form
- Individual Service Strategy
- Case notes
- Self-Attestation

While not required, acceptable English as a Second Language (ESL) tests are:

- BEST - Literacy 2.0
- BEST Plus - 3.0
- CASAS Reading STEPS
- CASAS Listening STEPS
- TABE CLAS-E

Note: See [Assessment | NRSWeb](#) for further details on form numbers, scores, and NRS expiration dates.

c. Using Formal Assessments That Are Not NRS-Approved for Determining BSD

Local programs are not required to use assessments approved for use in the Department of Education's NRS, nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL). Rather, local programs may use other formalized testing instruments designed to measure skills-related gains. It is important that, in addition to being valid and reliable, any formalized test used to be appropriate, fair, cost-effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results.

However, if measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use an NRS-approved assessment for both the EFL pre- and post-test to determine an individual's educational functioning level.

d. NRS-Approved Assessments for Determining BSD

The National Reporting System (NRS) determines tests suitable for use and the period for which that use is approved. Any NRS-approved exam with a test score indicating an EFL of 8.9 or below qualifies customers as BSD. Test scores are valid if a customer has taken any of these assessments within 6 months of their enrollment date. LWDBs may allow properly trained local area staff to administer these assessments or determine whether it is more appropriate for a Title II partner to conduct the NRS-approved assessments. LWDBs are subject to all test administration and security requirements if they choose to implement and must also ensure compliance of any subrecipient who administers assessments.

The following NRS-approved assessments may be used in Washington effective January 1, 2026:

- **ACT WorkKeys (Workplace Documents, Applied Mathematics)**
- **CASAS (Reading GOALS, Math GOALS 2)**
- **TABE (11/12 and 13/14)**
- **MAPT-CCR for Reading, MAPT-CCR for Mathematics**

These assessments meet the NRS requirements and:

1. Are appropriate for measuring literacy and language development of adult students/job seekers,
2. Have standardized administration and scoring procedures,
3. Have alternate, equivalent forms for pre- and post-testing, and
4. Have evidence linking them to the NRS EFLs.

Note: See [Assessment | NRSWeb](#) for further details on form numbers, scores, and NRS expiration dates.

NOTE: Staff must not upload into the case management system or retain in hard files any CASAS document(s) that contain test questions or other sensitive testing information (see www.CASAS.org's test security policy). Other assessments may not have this restriction and may allow uploading of test score summary.

e. Accommodations for Participants with Disabilities or Special Needs

For assessing skills and interests outside of basic skills, local programs must use methods and assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, as needed, for individuals with disabilities.

Local providers must ensure that all participants with disabilities have equal access to test accommodations, have equal opportunities to test, and receive equal treatment in testing situations. Each provider must follow the Americans with Disabilities Act (ADA) processes and procedures set forth at their organization in determining how to best serve participants with documented disabilities. However, participants are not required to reveal their disability and may elect to participate in a program without special accommodations.

4. Definitions:

Basic Skills Deficient - (WIOA Section 3(5)) means, with respect to an individual –

- (a) who is a youth, that the individual has English reading, writing, or computer skills at or below the 8th grade level on a generally accepted standardized test; or
- (b) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. (see *Note: in Section 3.b. above)

5. References:

- National Reporting System (NRS) State Assessment Policy Guidance in [34 CFR 462](#) Subpart D, revised March 25, 2024
- [20 CFR 677.170](#) [20 CFR 677.170\(c\)](#) and 34 CFR 361.170(c)
- [TEGL 11-19 Change 2](#)
- [TEGL 19-16](#)
- [TEGL 21-16](#)

6. Supersedes:

WorkSource System Policy 1011, Revision 6 - CASAS for Basic Skills Deficiency

7. Website:

[Workforce Professionals Center](#)

8. Action:

Local Workforce Development Boards LWDB's and their contractors, as well as Employment Security Department Regional Directors, must distribute this policy broadly throughout the system to ensure that WorkSource System staff are familiar with its content and requirements.

9. Attachments:

None

10. Direct Inquiries To:

*Employment System Administration and Policy
Employment System Policy and Integrity Division
Employment Security Department
P.O. Box 9046
Olympia, WA 98507-9046
SystemPolicy@esd.wa.gov*



Proposed Board Meeting Dates for 2026 October 7, 2025

2026: Meetings are from 9:00 am to 4:00 pm unless noted.

- Friday, January 23
- Friday, February 20 – hold for potential Special Board Meeting (9:00 am to 12:00 pm)
- Friday, April 3
- **Board Retreat:** To be Determined
- Friday, July 10
- Wednesday August 26
- Wednesday, October 28
- Thursday, December 10 – hold for potential Special Board Meeting (9:00 am to 12:00 pm)



Executive Director Report
Board Meeting No. 278
October 7, 2025

Workforce News: Research Spotlight

The Workforce Board launched a new monthly update, Research Spotlight, in the [September edition](#) of Washington Workforce Development News. Research Spotlight is another opportunity for the agency's research team to share insights into Washington's economy and labor force.

The first edition featured registered apprenticeships. Washington's apprenticeship programs combine classroom instruction with paid on-the-job training. There were 21,500 apprentices statewide in 2022-23. Those that completed the program had an employment rate of 92% one year later. Their median earnings were \$101,000 annually.

The economic impact is significant. Registered apprenticeship programs deliver a 10-year economic impact of \$5 billion. The 10-year taxpayer return on investment is \$7.80 to \$1. Learn more about the agency's [Workforce Training Results](#).

Federal Updates

Since the last Workforce Board meeting, congressional negotiations over federal appropriations failed to reach agreement, resulting in a federal government shutdown beginning October 1. The House passed a continuing resolution on September 19 that would have extended funding at current levels through November 21, but the Senate rejected it the same day, along with a Democratic counterproposal that tied short-term funding to health care provisions. Democrats, Republicans, and the White House have held a series of closed-door negotiations prior to October 1, but talks have largely broken down over disagreements on overall spending caps and policy riders, leaving no clear path forward to reopen the government.

In anticipation of the shutdown, the Employment Security Department (ESD) proactively drew down additional forward funding from the federal Payment Management System to ensure continuity of operations. State dollars are also available to support workforce programs if federal funds are exhausted in the coming months. As a result, ESD and local workforce development boards (LWDBs) are well-positioned to sustain services for a significant period of time, and we do not anticipate disruptions to participant services at this stage.

Long-Term Care (LTC) Workforce Updates

The Workforce Board is engaged in several opportunities intended to promote the workforce needs of the long-term care (LTC) industry. In August, the state began work with the National Center on Aging and the Direct Care Workforce Strategy Center to provide subject matter expertise on the expansion of Washington's existing workforce development collaboration. The peer learning project brings representatives from local, state and national organizations together to expand this collaborative effort. Further, the state's engagement in this work receives insight from a national audience similarly engaged in meeting their workforce needs. In September, project partners developed a workplan for future success.

As the LTC workforce collaboration moves forward, a newly organized Leadership Council, research committee, and sustainability committee are being convened to support the effort. In addition, two independent reports detailing the Nursing Assistant Certified to Licensed Practical Nurse Apprenticeship establishment are under review prior to submission to policymakers. A third report written in partnership with the Center for Health Workforce Studies at the University of Washington culminates almost two years of a quantitative and qualitative analysis of the state's LTC workforce. During the current fall quarter at the University of Washington, the Workforce Board will mentor a Doctor of Nursing Practice student research project that will examine the effectiveness of current nurse training programs across the state specific to LTC.

Moving forward with the collaborative, the Workforce Board is negotiating contracts with the University of Washington for continued research and the Department of Veterans Affairs to support a pilot nurse training program. The Workforce Board is also engaged in follow-up with certified nursing assistants (NACs) engaged in prerequisite coursework as well as students who have completed prerequisites and are enrolled in licensed practical nurse (LPN) training courses. Edmonds College reports another three NACs began their LPN training this fall.

Finally, the Workforce Board's LTC policy work continues to be represented at the Apprenticeship and Higher Education Coordinating Committee, Dementia Action Collaborative, Direct Care Workforce Collaborative (DSHS), and Workforce Development and Recruitment Group (DSHS). Agency staff are also working with Transformation in LTC Workgroup, a meeting of local, national and international professionals focused on innovations that support LTC workforce development.

Career Bridge Modernization Project Update

A new and improved CareerBridge.wa.gov website successfully launched August 19. The site, now modernized and mobile friendly, provides a much more engaging user experience for students, job seekers, 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. Already, site traffic is up substantially in just one month's time.

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 job seekers 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.

Health Workforce Council Update

The Health Workforce Council hosted [an in-person meeting on August 28](#). This meeting was a spotlight on Rural Oral Health Workforce. The Council heard presentations on rural oral health disparities, updates on Washington’s rural oral health workforce, information on the Apple Health Dental Provider Network, and more.

Other presentations featured the Sno-Isle TECH Skills Center, a small employers dental assistant training program, information about a new dental hygiene program at Peninsula College, the dæxʷəyəbus Dental Therapy Program at Skagit Valley College and the University of Washington School of Dentistry Regional Initiatives in Dental Education (RIDE).

This year’s schedule concludes with another Council meeting scheduled for November 20.

Clean Energy Technology Workforce Advisory Committee Updates

The [Clean Energy Technology Workforce Advisory Committee \(CETWAC\)](#) met virtually on September 16. The meeting included CETWAC updates, and a draft recommendation overview presentation given by Workforce Board staff. This was followed by three facilitated breakout sessions to solicit feedback and input from committee members.

Final recommendations, supported by additional clean energy workforce research, will be included in the CETWAC biannual report to be delivered to the Governor and Legislature in November 2025. Workforce Board staff and CETWAC continue to work on this report, including research and recommendations. The final CETWAC meeting of 2025 is scheduled for November 6.

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 – September 2025 Update

In July 2025, the U.S. Department of Education (ED) began transferring administration of Perkins V and WIOA Title II adult education programs to the U.S. Department of Labor's (DOL) Employment and Training Administration. While ED maintains statutory and policy authority, Labor now manages grant disbursements, compliance, and monitoring.

Since August, implementation has accelerated. On September 8, ED and Labor launched a new integrated state plan portal and began transitioning grantees to Labor's Payment Management System. ED has also detailed Office of Career, Technical and Adult Education (OCTAE) staff to Labor and transferred program funds to support the shift.

The transition has not been seamless. ED placed Perkins and adult education formula grants on a temporary pause while new systems come online, raising concerns about program cash flow. In addition, OCTAE rescinded several guidance documents, creating uncertainty about allowable uses of funds.

Some Congressional leaders have sharply criticized the transfer, warning it may be unlawful without new legislative authority. Meanwhile, states are adjusting fiscal systems and grant procedures, but many report confusion over federal communication channels.

The coming months will be critical as ED and Labor stabilize payments, clarify roles, and address growing questions from states and Congress.

New Federal Guidance on Public Benefit Access – September 2025 Update

In the weeks since the preliminary injunction on July 31, the federal administration has pressed ahead with its reinterpretation of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) – and legal pushback has escalated. On July 11, the Department of Education (ED) published a Notice of Interpretation clarifying that Perkins V, WIOA Title II adult education, and related dual-enrollment/CTE programs constitute "federal public benefits" under PRWORA, subjecting undocumented individuals to eligibility verification.

ED also rescinded portions of a 1997 "Dear Colleague" letter that had previously exempted educational programs from PRWORA's scope. In a July 10 press release, ED affirmed that Pell and other federal student aid remain barred to undocumented students and stated it would not begin enforcement against grantees until August 9.

Meanwhile, the litigation landscape has widened. On September 11, a federal judge in Seattle issued a nationwide injunction blocking a new Health and Human Services directive that would have barred children in undocumented status from participating in Head Start programs, ruling that the administration lacked authority and failed proper rulemaking procedures. The government has announced plans to appeal.

At present, an injunction affecting ED's education rules remains in place for Washington and ensuing court decisions may further affect the scope and enforceability of the new guidance. The legal fights have created short-term protection in some places (injunctions) but not a nationwide, settled outcome. The largest program risk is for Perkins-funded postsecondary career and technical education (CTE) and dual-credit activities. It is likely we will see divergent state responses until courts or Congress provide a definitive resolution.

Board staff are working with the Attorney General's office to monitor upcoming court decisions and to help interpret whether CTE programs are protected under existing injunctions.

Conferences Attended / Meetings Convened

National Governors Association Intersectional Policy Lab: Non-Degrees & Skills-Based Practices

Marina Parr, Director of Workforce System Advancement, attended this national convening organized by the National Governors Association (NGA) in Minneapolis from August 27-29. The trip was fully paid for by the NGA and included opportunities to network with other states, as well as explore how other states are advancing labor market and workforce data through innovations such as Learning and Employment Records (LERs), enhanced wage data, and comprehensive credential registries.

The conference featured multiple sessions where panelists were able to answer critical questions and take questions from the audience, addressing, for example, how to better define the quality of non-degree credentials and what quality means to employers and learners. Panelists also showcased innovative state data frameworks related to non-degree credentials and addressed how their states are working to leverage labor market data to better engage employers. Parr returned from the conference, invigorated by the discussions, and with some solid ideas for advancing credentialing in Washington. She also met with colleagues from Washington, including several staff from the Washington Student Achievement Council (WSAC), Office of Financial Management (OFM), and the State Board for Community and Technical Colleges (SBCTC).

Public Comment on Federal Proposals

PRESENTED BY: Eleni Papadakis, Workforce Board

CHECK ONE:

☐ Action Item

☒ Possible Action

☐ Discussion Only

SUMMARY:

Board members will have the opportunity to review two items that are open for public comment from the US Department of Education and direct staff on the development of a system response, if warranted.

BACKGROUND:

The Workforce Board has a [state responsibility \(RCW 28C.18.050\)](#) to provide policy advice for federal proposals related to workforce development. Board members will receive an update on two policies for public comment that could impact Washington's workforce development system at the Oct. 7 meeting.

The two items from the U.S. Department of Education are as follows:

- [Request for Information; Feedback on Redesigning the Institute of Education Sciences \(IES\)](#) – **Comment deadline: 10/15/2025.**
- [Proposed Priority and Definitions-Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness](#) – **Comment deadline: 10/27/2025.**

STAFF GUIDANCE & RECOMMENDATION:

Board members will be asked to provide direction to the staff about where to focus comments in a system response, if the Board chooses to do so.

Tab 2

TAP Implementation: Phase 2 Workplan

PRESENTED BY: Emily Persky, Workforce Board

CHECK ONE:

☒ Action Item

☐ Possible Action

☐ Discussion Only

SUMMARY:

The Board will vote to authorize a workplan for the next phase of TAP implementation. Staff will present options and facilitate discussion to help the Board select a path forward, inviting input and contributions from members and proxies.

BACKGROUND:

TAP is Washington's comprehensive strategic workforce development plan, [Talent and Prosperity for All](#). The state is currently 15 months into the implementation period, which began in July 2024.

At the August and September Board meetings, members refined the focus and activities for Phase 2 of implementation. The Board prioritized workstreams and voted to move them all forward. The Board's decision was based on the understanding that some workstreams would merge and, whenever possible, partner-led efforts would be integrated into the workplan rather than managed through separate TAP workgroups. The final workplan will guide implementation and support tracking and accountability through December 2026.

STAFF GUIDANCE & RECOMMENDATION:

Discussion and action to authorize the TAP Phase 2 workplan.

Board members will select from options designed to operate within current resource constraints. The workplan will include Board guidance and considerations from August and September, key constraints and decision points, as well as options for:

- Objectives (strategic, operational, implementation, and advocacy)
- Deliverables
- Quarterly milestones (Q4 2025 – Q4 2026)

Tab 3

Workforce Agency Budget Requests Consistent with TAP

PRESENTED BY: Nova Gattman, Workforce Board

CHECK ONE:

☒ Action Item

☐ Possible Action

☐ Discussion Only

SUMMARY:

Board staff will present an overview of the results of the budget requests (decision packages) from workforce agencies. Agencies provided self-assessments on decision packages that are consistent with the state strategic plan, Talent and Prosperity for All (TAP). Without objection, the Board may direct staff to transmit the list of TAP-consistent decision packages to the Governor and Legislature.

Following this action, the Board will have an opportunity to provide guidance on the process for development of the TAP legislative agenda, an action item in the November meeting.

BACKGROUND:

Review of Workforce Agency Budget Requests for TAP Consistency:

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. [State law directs the Board](#) to review budget requests (formally called decision packages) of the operating agencies in the workforce training system for consistency with TAP and communicate that information to policymakers.

Board staff have been convening a Task Team representing the three caucuses of the Board to develop a process for assessing TAP Plan consistency. At the Sept. 18 Special Board meeting, members approved a rubric for agencies to self-assess their decision packages for this process. Board staff reached out to the operating agencies of the workforce system and received 13 decision package submissions consistent with the strategic priorities and guiding principles in TAP.

Following this coversheet is a one-page overview of the rubric responses by agencies for reference.

The Task Team met and reviewed the self-assessments on Sept. 29. The Task Team recommendation is for the Board to direct Board staff to transmit a notification of TAP consistency to the Office of the Governor and the Legislature immediately following the Oct. 7 Board meeting.

Important staff note: Consistency does not signify an endorsement of any decision package. This process is described in state law as identifying consistency with the state plan. While these items are in alignment with TAP, there will be a separate process for developing the Board's TAP legislative agenda. At the Oct. 7 meeting, Board staff will propose a process for developing a limited item advocacy agenda to target staff and Board member resources toward items that are most impactful for TAP implementation.

TAP Legislative Agenda:

Board staff will outline a process for development of the TAP legislative agenda at the Oct. 7 meeting. Utilizing agency self-assessments, follow-up conversations with Board members, and business and labor stakeholders, Board members will hear options for development of a focused TAP legislative agenda at the November Board meeting.

STAFF GUIDANCE & RECOMMENDATION:

Board staff requests that Board members provide direction to transmit the list of TAP consistent items from the operating agencies of the workforce system immediately following the October Board meeting.

Board members will be asked to provide feedback on a process for identifying items for consideration of the TAP legislative agenda at the November Board meeting.

Workforce Board

2026 Agency DP Self-Assessments

Proposed Budget Request Items in TAP Alignment

Overview of Agency Self-Assessment Responses for TAP Alignment

Workforce Board | 2026 Legislative Session

Agency	DP Name	Economic Disparities	Comprehensive Support	Accountability	Federal/ State Response	System Integration	Industry	Job Quality	Youth	Performance Accountability	Credentialing	Project Readiness
Commerce	Clean Building Training and Credentialing Grant Program	High	Somewhat	N/A	N/A	High	High	N/A	Somewhat	N/A	High	Short-Term
DSB	Federal Funding	High	High	High	High	High	High	High	High	High	High	Short-Term
DSB	Support for Older Blind Residents	High	N/A	High	High	High	N/A	N/A	N/A	High	N/A	Short-Term
DSB	Diversity, Equity, and Inclusion	High	High	High	High	High	High	High	High	High	N/A	Short-Term
ESD	WorkSource Integrated Technology (WIT) Project	N/A	N/A	High	N/A	High	N/A	N/A	N/A	High	N/A	Short-Term
OSPI	Protecting Student Access to Summer Meals by Funding School District Administration of Summer EBT	High	Somewhat	High	High	High	High	N/A	High	High	N/A	All
OSPI	Strengthening Early Literacy Attainment for All WA Children Through the Imagination Library of WA Program	High	N/A	High	High	N/A	High	N/A	High	N/A	N/A	All
OSPI	Maintaining Implementation of the Universal Statewide HSBP	High	High	High	High	High	High	N/A	High	High	Somewhat	All
OSPI	Preserving Wraparound Supports for Students Living in Foster Care	High	High	Somewhat	High	Somewhat	High	N/A	High	Somewhat	Somewhat	All
OSPI	Investing in Targeted Support for Elementary Mathematics Teaching and Learning	High	High	High	N/A	Somewhat	High	N/A	High	High	Somewhat	All
WSAC	WA Grant for Passport Youth	High	High	Somewhat	N/A	High	Somewhat	High	High	High	High	Short-Term
WTB	No Wrong Door WF Service Efficiency	High	High	High	High	High	Somewhat	Somewhat	Somewhat	High	Somewhat	Short-Term
WSU	WSU ROAR Stabilization/Expansion	High	High	N/A	High	Somewhat	Somewhat	High	High	Somewhat	High	Short-Term
Average Response		High	High	High	High	High	High	N/A	High	High	N/A	Short-Term

Agency Name	Washington State Department of Commerce
Agency Lead Contact	Dave Pringle
Decision Package Title	Clean Building Training and Credentialing Grant Program
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	This proposal implements key recommendations from the Commerce-commissioned Washington Residential Energy Contractors Workgroup Gap Analysis by piloting a grant program to provide financial assistance for wraparound funding to pre-apprentices and apprentices.
Funding Requested for FY27	\$238,000
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?		X	
Address systemwide performance metrics and accountability?	X		
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?	X		
If yes, what? (Approx. 25 words)			
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			X
Industry: Meet industry (business and labor) needs and priorities.			X
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.		X	
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.	X		
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.			X
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			X

Agency Name	Department of Services for the Blind
Agency Lead Contact	Joseph Kasperski
Decision Package Title	Maintenance Level 9F Federal Funding Adjustment
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	<p>DSB received an additional \$8.7M in Federal funding and is seeking an increase to its current federal appropriation authority for this additional funding and the remaining FFY 2025/2026 grant funding.</p> <p>DSB is requesting an additional \$12,200,000 in federal appropriation authority only, no additional State funding is required.</p> <p>This request reflects the increase to the FFY 2025 Vocational Rehabilitation grant award funded by the Department of Education, Rehabilitation Services Administration that DSB received in Aug 2025.</p>
Funding Requested for FY27	FY 26 \$5,700,000 & FY 27 \$6,500,000 Requesting Federal Authority Only
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	DSB received an additional \$8.7M in Federal grant funding and is requesting an increase to its Federal Authority to spend the funding, no additional state funding is needed.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			x
Industry: Meet industry (business and labor) needs and priorities.			x

Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington's industries.			x
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			x
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			x
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.			x
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			x

Agency Name	Dept of Services for the Blind
Agency Lead Contact	Joseph Kasperski
Decision Package Title	Support for Older Blind Residents
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Independent Living Services for blind, low vision, and deaf blind residents will be reduced resulting in extended wait lists for individuals requiring support.
Funding Requested for FY27	\$427,000 for FY 26 and FY 27
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			x
Deliver comprehensive support for people with barriers to employment?	x		
Address systemwide performance metrics and accountability?			x
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			x
If yes, what? (Approx. 25 words)	Due to a FY 2025 legislative error in the supplemental process, FY 2025 expenses/projects were incurred in FY 2026 which resulted in a funding shortfall for the Older Blind community		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			x
Industry: Meet industry (business and labor) needs and priorities.	x		
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	x		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.	x		
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			x
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.	x		
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			x

Agency Name	Dept. of Services for the Blind
Agency Lead Contact	Joseph Kasperski (joseph.kasperski@dsb.wa.gov)
Decision Package Title	Diversity, Equity, and Inclusion
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	<p>Diversity, Equity, and Inclusion (DEI) activities and training are no longer allowable expenditures against the Federal Vocational Rehabilitation (VR) grant which results in the Agency not being able to support required DEI training and activities without additional State funding.</p> <p>The agency is requesting \$40,000 per fiscal year 26 & 27 in state funding for employees to participate in DEI required training and activities for 94 employees.</p> <p>In August 2025, the Rehabilitation Service Administration/Dept. of Education notified the agency that DEI related activities will no longer be an allowable grant charge commencing FFY 2026 (Oct. 2025).</p> <p>The agency has 94 of its 95 FTEs that is funded with the VR grant and is seeking State funding to support DEI initiatives.</p>
Funding Requested for FY27	\$40,000 for FY 26 and FY 27
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			x
Deliver comprehensive support for people with barriers to employment?			x
Address systemwide performance metrics and accountability?			x
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			x
If yes, what? (Approx. 25 words)	In August 2025, the Rehabilitation Service Administration/Dept. of Education notified the agency that DEI related activities will no longer be an allowable grant charge commencing FFY 2026 (Oct. 2025).		

Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			x
Industry: Meet industry (business and labor) needs and priorities.			x
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington's industries.			x
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			x
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			x
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.	x		
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			x

Agency Name	Employment Security Department
Agency Lead Contact	Martin McMurry, Chief Operating Officer
Decision Package Title	WorkSource Integrated Technology (WIT) Project
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	ESD is requesting an adjustment to our FY25-27 biennial authority for the WIT project to reflect: 1. A budget adjustment between the two years (current FY26 and then FY27) to reflect the change in the implementation timeline, which means our proviso amounts between project and maintenance provisos must change, and 2. Compensation increases and changes to software and licensing costs.
Funding Requested for FY27	\$2,967,000
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?	X		
Deliver comprehensive support for people with barriers to employment?	X		
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?	X		
If yes, what? (Approx. 25 words)			
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			X
Industry: Meet industry (business and labor) needs and priorities.	X		
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.	X		
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			X
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.	X		

Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			X

Agency Name	Office of Superintendent of Public Instruction
Agency Lead Contact	Mikhail Cherniske
Decision Package Title	Protecting Student Access To Summer Meals By Funding School District Administration Of Summer EBT
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Summer EBT (SUN Bucks) provides \$120 per eligible child to purchase groceries during summer, supporting nearly 600,000 children in Washington in 2024. Working directly with the schools that serve these households ensures automatic enrollment for eligible children. Federal rules require schools to take additional steps to process applications, prepare and upload data, and conduct or support income verification. The Office of Superintendent of Public Instruction (OSPI) requests state funding for districts to support administration of Summer EBT, unlocking a 1:1 federal match, ensuring equitable access, maximizing federal funds, and minimizing administrative burden.
Funding Requested for FY27	\$600,000
What is the hyperlink to view your DP?	Legislative Budget Requests (2026 DPs should be posted there by the week of 9/29)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?		X	
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	This request responds to federal requirements for enrolling families in Summer EBT.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			X
Industry: Meet industry (business and labor) needs and priorities.			X

Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington's industries.	X		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			X
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.	X		
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?	X	X	X

Agency Name	Office of Superintendent of Public Instruction
Agency Lead Contact	Mikhail Cherniske
Decision Package Title	Strengthening Early Literacy Attainment For All Washington Children Through The Imagination Library Of Washington Program
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Unlocking literacy skills early in life prepares children to succeed in K–12 education, college, career, and life. Access to high-quality, age-appropriate books is the simplest and most effective way to encourage the development of early literacy skills; however, not all Washingtonians have the resources to supply their children with sufficient reading material. The Office of Superintendent of Public Instruction (OSPI) requests that the state continue to invest in literacy tools for all early learners by funding the Imagination Library of Washington program under RCW 43.216.200 .
Funding Requested for FY27	\$3,422,000
What is the hyperlink to view your DP?	Legislative Budget Requests (2026 DPs should be posted there by the week of 9/29)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?	X		
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	This request funds a program established by the legislature in 2022 under HB 2068.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.	X		
Industry: Meet industry (business and labor) needs and priorities.			X
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		

Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.	X		
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.	X		
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?	X	X	X

Agency Name	Office of Superintendent of Public Instruction
Agency Lead Contact	Mikhail Cherniske
Decision Package Title	Maintaining Implementation Of The Universal Statewide High School And Beyond Plan
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	At the direction of the 2023 Legislature, the Office of Superintendent of Public Instruction (OSPI) has been facilitating a transition to a statewide online High School and Beyond Plan (HSBP) platform for all school districts to use. The Legislature invested over \$4 million for this work, and more than 200 school districts are using the universal platform this year. OSPI requests funding to continue meeting this legislative requirement by providing uninterrupted service to the platform for current users and continuing to build toward statewide implementation for the remaining school districts.
Funding Requested for FY27	\$2,421,000
What is the hyperlink to view your DP?	Legislative Budget Requests (2026 DPs should be posted there by the week of 9/29)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	This request is to continue funding implementation of 2023 SB 5243.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			X
Industry: Meet industry (business and labor) needs and priorities.			X
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X

Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			X
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.		X	
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?	X	X	X

Agency Name	Office of Superintendent of Public Instruction
Agency Lead Contact	Mikhail Cherniske
Decision Package Title	Preserving Wraparound Supports For Students Living In Foster Care
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Students experiencing foster care face many barriers to educational success which require additional, specialized services and support if they are to thrive in school. Recent work with community organizations with specific expertise has shown great promise in meeting the additional needs of these students and the ability to follow them through all their transitions. The Office of Superintendent of Public Instruction (OSPI) requests that the Legislature restore the \$7,000,000 investment for foster care student support that was cut in the 2025–27 biennial budget. The agency also requests the funding be maintained going forward.
Funding Requested for FY27	\$7,000,000
What is the hyperlink to view your DP?	Legislative Budget Requests (2026 DPs should be posted there by the week of 9/29)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?		X	
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	This DP request the legislature add back into the budget a proviso cut in 2025 that provided direct services to students living in foster care.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.		X	
Industry: Meet industry (business and labor) needs and priorities.			X
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		

Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.		X	
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.		X	
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?	X	X	X

Agency Name	Office of Superintendent of Public Instruction
Agency Lead Contact	Mikhail Cherniske
Decision Package Title	Investing In Targeted Support For Elementary Mathematics Teaching And Learning
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Washington students have continued to statistically outperform the national average in math. However, the state's advantage has been slipping in recent years, especially between elementary and middle school. The Office of Superintendent of Public Instruction (OSPI) requests funding to support math instruction. OSPI recommends a twofold investment targeted at school districts where these funds can make a significant difference, with professional development grants for elementary math teachers and access to digital tools for students to practice and apply foundational math concepts.
Funding Requested for FY27	\$10,000,000
What is the hyperlink to view your DP?	Legislative Budget Requests (2026 DPs should be posted there by the week of 9/29)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?			X
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?	X		
If yes, what? (Approx. 25 words)			
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.		X	
Industry: Meet industry (business and labor) needs and priorities.			X
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.	X		
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X

Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			X
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.		X	
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?	X	X	X

Agency Name	Washington State University
Agency Lead Contact	Chris Mulick, Senior Director of State Relations, 253-579-2461
Decision Package Title	WSU ROAR Stabilization/Expansion
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Washington State University requests \$600,000 in annual funding to replace an expiring federal grant to operate and expand enrollment in WSU ROAR, a two year including postsecondary education program for students with intellectual and developmental disabilities on the WSU Pullman campus. Without new investment, WSU ROAR will be faced with either reducing services or raising fees, undermining its mission to ensure access and equity for students with IDD.
Funding Requested for FY27	\$600,000
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?	X		
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			X
If yes, what? (Approx. 25 words)	Federal grant expiring		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.		X	
Industry: Meet industry (business and labor) needs and priorities.		X	
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.			X
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.		X	

Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.			X
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			X

Agency Name	Washington Student Achievement Council
Agency Lead Contact	Joel Anderson
Decision Package Title	WG – WA Grant for Passport Youth
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Passport to Careers (PTC) helps 1,900+ former foster youth and unaccompanied homeless youth (UHY) prepare for and succeed in college, apprenticeship, and pre-apprenticeship programs by providing a scholarship and support services from college staff. During the 2024-25 academic year, all PTC-eligible students qualified for the Washington College Grant (WA Grant), with 99.4% of them receiving a maximum award. Accordingly, this proposal will reduce barriers to postsecondary enrollment and completion for former home foster youth and UHY by automatically qualifying PTC-eligible students for the maximum WA Grant award and enabling WSAC to give them earlier guarantees of financial aid.
Funding Requested for FY27	None
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			X
Deliver comprehensive support for people with barriers to employment?			X
Address systemwide performance metrics and accountability?		X	
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?	X		
If yes, what? (Approx. 25 words)			
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			X
Industry: Meet industry (business and labor) needs and priorities.		X	
Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington’s industries.			X
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.			X

Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			X
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.			X
Project Readiness**	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			X

****Note:** WSAC already has active data sharing agreements with DCYF (foster youth) and OSPI (unaccompanied homeless youth) to verify eligibility for Passport to Careers (and, through this proposal, WA Grant).

Agency Name	Workforce Training & Education Coordinating Board
Agency Lead Contact	Kim Goutam, kim.goutam@wtb.wa.gov
Decision Package Title	No Wrong Door WF Service Efficiency
Short Description* <i>*Please copy and paste from the Agency Recommendation Summary (100 words)</i>	Disconnected workforce service delivery has resulted in negative experiences and disengagement for job seekers, ultimately affecting retraining, employment, and economic outcomes. With new work requirements for Medicaid and SNAP resulting from federal budget actions (2025), the need for aligned service delivery is even more urgent. The Workforce Board and partners seek to leverage modern and innovative IT solutions to meaningfully address these long-standing challenges. Through the “no wrong door” approach, shared information across the full lifecycle of service delivery will help job seekers find meaningful work, connect employers with skilled workers, and strengthen economic stability and quality of life in Washington.
Funding Requested for FY27	\$379,000
What is the hyperlink to view your DP?	Decision Package (download)

Does the DP do the following? Check the box that most matches your program request.	N/A	Somewhat	High Alignment
TAP Plan Guiding Principles			
Close economic disparities for marginalized populations?			x
Deliver comprehensive support for people with barriers to employment?			x
Address systemwide performance metrics and accountability?			x
Federal and State Landscape			
Is this in response to federal or state policy or budget changes?			x
If yes, what? (Approx. 25 words)	Due to recent federal budget actions, this is needed to coordinate access to full workforce system to meet new work requirements for Medicaid and SNAP.		
Alignment with TAP Strategic Priorities			
System Integration: Bridge silos to improve customer service, data, and efficiency across the workforce system.			x
Industry: Meet industry (business and labor) needs and priorities.		x (addresses needs and impacts)	

Job Quality: Encourages a shared vision and common measures to track, assess, and improve job quality across Washington's industries.		x (infrastructure)	
Youth: Respond to the needs of youth for preparation, supports, and work-based learning opportunities.		x (key target population)	
Performance Accountability: Improve measures, data, and monitoring to support performance-driven decision-making.			x
Credentialing: Build on the existing credentialing system to improve equitable access, mobility, and long-term economic success.		x (infrastructure)	
Project Readiness	Long-term	Medium-term	Short-term
Is the DP ready to implement and/or showing impact in the short-term (1 year), medium (2-4 yrs) or long-term (4-10 yrs)?			x

Tab 4

Workforce Partner Briefing, Part III

PRESENTED BY: Kairie Pierce and Julia Rowland, Department of Commerce

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ Discussion Only

SUMMARY:

Kairie Pierce, Workforce Innovation Sector Lead at the Department of Commerce (Commerce), and Julia Rowland, WorkFirst Program Manager, will share how Commerce programs support housing, infrastructure, and workforce development contribute to the Talent and Prosperity for All (TAP) state workforce plan. Commerce staff will also outline recent state and federal budget impacts on these efforts to inform the Board of their effects on partner agencies.

BACKGROUND:

Commerce's work under the TAP plan is rooted in long-standing federal and state requirements, including administration of the Community Development Block Grant (CDBG) and Community Services Block Grant (CSBG), as well as state-directed programs like the Housing Trust Fund and WorkFirst supports for Temporary Assistance for Needy Families recipients. These programs provide the infrastructure, housing stability, and employment services necessary to reduce barriers to workforce participation. Commerce engages local governments, community action agencies, service providers, and employers in planning and implementation to ensure investments are aligned with regional needs and equity goals.

STAFF GUIDANCE & RECOMMENDATION:

Discussion only.

Tab 5

System Integration: Integrated Service Delivery

PRESENTED BY: Liz Gallagher, Workforce Board

CHECK ONE:

☐ Action Item

☐ Possible Action

☒ Discussion Only

SUMMARY:

The Talent and Prosperity for All (TAP) System Integration strategic priority consists of two inextricably linked parts: data integration and integrated service delivery. This presentation will focus on integrated service delivery, highlighting frontline perspectives on what is working well and what gaps require more attention to strengthen system alignment and make workforce programs more accessible and effective for job seekers.

BACKGROUND:

Board staff have completed a system integration landscape analysis based on interviews with frontline staff across all 12 local workforce areas. Between April and October 2025, Board staff interviewed 135 frontline staff, case managers, and administrators from multiple partner agencies, including the departments of Employment Security, Social and Health Services, Corrections, and Labor and Industries, as well as the State Board for Community and Technical Colleges, Office of Superintendent of Public Instruction, and local workforce development boards. The purpose of the analysis is to better understand how service integration is functioning at the ground level, and to identify both innovative practices and persistent challenges.

Observations from these interviews point to three consistent themes:

- Fragmented data and referral systems remain the most significant barrier to integration, forcing staff and customers to navigate duplicative intake processes and disconnected case management platforms.
- Caseload pressures and turnover weaken continuity, reduce service quality, and make it harder for staff to sustain cross-program collaboration.
- Culture and relationships are vital. Workforce development programs thrive when trust, clear structures, and steady leadership foster collaboration. When competition outweighs collaboration, however, it can weaken cohesion and disrupt integration efforts.

Frontline staff across the system shared innovative practices that have helped overcome these barriers. These include: direct, personal referrals that involve in-person introductions to the receiving program staff, paired with universal referral systems (such as Pierce County's CRS/211 model), intentional onboarding and desk aids for staff to mitigate turnover impacts, structured meeting schedules (weekly, monthly, quarterly) keeping partners aligned, and culture-building activities such as team huddles, potlucks, and recognition events that reinforce a shared sense of purpose.

Importantly, this landscape analysis is not intended as a definitive catalog of best practices or system gaps. Its scope is limited and does not capture the full intensity of workloads or detailed design of services in every region. Instead, it should be seen as a baseline starting point - a first step that surfaces where more in-depth, data-driven analysis is needed. By grounding statewide conversations from the perspectives of 135 staff members working directly with jobseekers, the report provides the TAP System Integration workgroup and the Board with actionable insights to guide next steps and inform future investment in a stronger, more cohesive workforce system.

STAFF GUIDANCE & RECOMMENDATION:

Information and discussion only.