ANNUAL REPORT
to the Legislature
July 2004—June 2005

Progress of Agencies
in Implementing

HIGH SKILLS, HIGH WAGES 2004
Washington's Comprehensive
Plan for Workforce Development

WASHINGTON STATE
Workforce Training
and Education
Coordinating Board

STATE OF WASHINGTON
Workforce Training and Education Coordinating Board
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Dear Governor Gregoire, members of the State Legislature, and Interested Parties:

On behalf of the Workforce Training and Education Coordinating Board (Workforce Board) and our partners, I am pleased to forward our annual report, *Progress of Agencies in Implementing High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development.*

This report fulfills the mandate of RCW 28C.18.080 (3) and (5) and describes our progress in accomplishing the plan.

Between July 1, 2004, and June 30, 2005, the 12 local Workforce Development Councils (WDCs) and the state agencies that comprise the state's workforce development system made progress in implementing the specific strategies outlined in *High Skills, High Wages 2004*. This agenda increased our focus on meeting the workforce needs of key industries such as health care and information technology. It gave more attention to the needs of people with disabilities, people of color, and women; populations that will increasingly comprise the workforce of the future. It stressed the needs of high school students and those who have dropped out. Many of the strategies emphasized public/private partnerships with industry; another central theme was customer service.

Progress in these important areas is due to the commitment and work of many leaders throughout our state and to the special leadership of the 12 local WDCs; State Board for Community and Technical Colleges; Office of Superintendent of Public Instruction; and the Departments of Employment Security, Social and Health Services/Vocational Rehabilitation, Labor and Industries, Community, Trade and Economic Development, and Services for the Blind. The Workforce Board appreciates our very committed and productive partners.

I believe you will find the report and the specific actions highlighted of particular interest. Should you have additional comments or questions, or require further copies of the report, please call my office at 360.753.5662.

Sincerely,

Ellen O'Brien Saunders
Executive Director

INTRODUCTION

The Workforce Training and Education Coordinating Board (Workforce Board) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development* in June 2004. To track progress on how the state's workforce training and education agencies are implementing the *High Skills, High Wages* agenda, and to fulfill the mandate of RCW 28C.18.080 (3) and (5), the Workforce Board prepares an annual report to the Governor, appropriate legislative committees, and interested parties.

The annual report captures progress of the 12 local Workforce Development Councils (WDCs); State Board for Community and Technical Colleges (SBCTC); Office of Superintendent of Public Instruction (OSPI); the Departments of Employment Security (ESD), Social and Health Services/Vocational Rehabilitation (DVR), Labor and Industries (L&I), Community, Trade and Economic Development (CTED), Services for the Blind (DSB), and the Workforce Board in accomplishing our mutually agreed-upon strategies.

High Skills, High Wages sets four goals for the state's workforce development system:

- Closing the skill gap.
- Training incumbent and dislocated workers so they are prepared for economic change.
- Achieving wage progression for low-income individuals.
- Integrating workforce development programs to improve customer service.

In order to achieve these four goals, our state plan includes 13 objectives and 38 strategies that identify the lead entities responsible for implementation. All the goals, objectives, and strategies are important, and we are committed to carrying them out during the next year and beyond. Strategic opportunities include:

Increasing postsecondary education and training capacity: More employers have difficulty finding workers with training at the sub-baccalaureate level (community and technical colleges, private career schools, and apprenticeship programs) than any other educational level. In order to increase the number of young people entering these programs, we must also enhance capacity in secondary career and technical education.

Reducing dropouts and integrating career guidance into school curricula: About one third of Washington ninth graders do not graduate with their class. We must build on the success of effective dropout prevention and retrieval programs and help students and their families plan for the future beyond high school.

Expanding and sustaining skill panels: Industry Skill Panels comprised of employers, educators, and labor in key clusters such as health care identify skill shortages and ways

to meet those needs. We must expand these partnerships to more industries and more areas of the state.

Increasing training linked to retention support for low-income individuals: We must provide training opportunities and support services such as childcare and counseling that enable low-income individuals to advance and meet employers' needs for skilled workers.

Increasing basic skills and English as a Second Language (ESL) instruction that is integrated with occupational skills training: Adult Basic Skills and ESL instruction are much more likely to lead to wage gains for participants when the instruction is combined with occupational skills training. We must provide more such instruction to a growing population of adults with limited English proficiency.

Expanding customized training for incumbent workers: There is an increasing need to train and retrain incumbent workers to keep pace with technological advances. While the state funds some customized training, Washington lags far behind other states.

During the period from July 2004, to June 2005, Washington made great strides in workforce development. Private/public partners worked together better than ever and realized the benefits of collaboration. As described in this report, responsible organizations and agencies made progress in implementing *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development.*

Goal 1: To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.

Objective 1.1: Create public/private partnerships to enable individuals to move up job and career ladders throughout their lives.

Strategy 1.1.1–Create and enhance Industry Skill Panels, especially in high-demand economic clusters such as health care and information technology. Lead Organization: Workforce Board

Workforce Board
As of July 2005, 41 Industry Skill Panels in 19 industry sectors are developing strategies to close the skill gaps for their industries. Industry Skill Panels are partnerships of businesses, workers, and educators who collaborate to support an industry key to the economic success of a region. They encourage companies normally in competition with each other to work together on shared human resource problems. A few examples of industries served by skill panels include construction, manufacturing, health care, energy, transportation, information technology, and homeland security.

Strategy 1.1.2–Provide high-quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high-demand clusters such as health care and information technology. Lead Organization: ESD

ESD
The Workforce Explorer website www.workforceexplorer.com/ provides comprehensive information on employment and wage, growing and declining occupations, and links to job openings and job seeking tools. This site offers information on wages by occupation and industry, benefits offered by Washington businesses, and skill or training requirements. In 2005, ESDs Labor Market and Economic Analysis unit produced the *Washington State Job Vacancy Report*. This survey is a twice-a-year snapshot of open positions providing valuable insights into labor market conditions across the state. Also available through Workforce Explorer are demand/decline occupations lists showing independent occupation levels for our state's 12 workforce development areas.

Strategy 1.1.3–Develop competency-based education and training programs and modular curricula and assessments linked to industry skill standards. Lead Organizations: SBCTC and OSPI

SBCTC
Assessment-based modular curriculum is a foundation for all professional-technical programs. Specifically, in 2004-2005, SBCTC approved not only 35 new primary programs, but also 53 new options and 100 alternatives, which are variants of primary programs. In addition, SBCTC approved 109 short-term certificates and 559 modifications to existing programs.

In 2004-2005, for example, Walla Walla Community College, with the support of its Energy Skill Panel, developed "Energy Systems Technology Skills Standards" and related curriculum and assessment tools.

OSPI
OSPI continues to create model curricular frameworks for Career and Technical Education (CTE) programs that integrate academics with updated technical skills. Eight new frameworks in horticulture, graphics, and other occupations were created this year. The information technology (IT) framework for web page development was aligned with the Webmasters of the World standards. Three new Technology and Industry frameworks were created, including a new carpentry framework developed to National Center for Construction Education and Research (NCCER) standards. The automotive framework was updated to incorporate new auto industry standards from the National Automotive Technicians Education Foundation (NATEF).

Objective 1.2: Increase the number of young people who understand and act on career opportunities available through career and technical education and training programs, including youth from target populations.

Strategy 1.2.1–Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment and their career options, including high-wage, high-demand, and nontraditional occupations. Lead Organizations: OSPI and WDC Youth Councils

OSPI
OSPI supports the Franklin Pierce School District and other participating school districts in implementing *Navigation 101*. Designed to teach students how to proactively chart their own educational path, this comprehensive guidance program promotes parental involvement through student-led conferences. A comprehensive curriculum enables replication at middle and high schools in 33 districts. This program's success is demonstrated by high levels of parental involvement, improved academic attainment, and increased demand for higher level academic "gate-keeping" courses, such as chemistry, physics, and pre-calculus.

In a special project aimed at addressing the mathematics and science skills that employers need, OSPI partnered with SBCTC, Higher Education Coordinating Board (HECB), and the Council of Presidents to create college readiness standards in mathematics. Five communities in the state are working on implementing these standards, which are now reflected in the 11th and 12th grade level expectations.

WDCs Youth Councils
All 12 WDCs implemented this strategy. Tacoma-Pierce County WDC youth service provider organizations operate programs with a unique summer element emphasizing keeping youth engaged in educational and work-related activities. Youth priorities include comprehensive and integrated services that promote enhanced academic achievement; successful graduation; awareness of postsecondary and technical education;

work readiness; and connections to the world of work. The focus is on dropout prevention and retrieval; preparation for postsecondary college or technical schools; and assistance with work-related goals. Some examples include:

- Youth Building Tacoma–Construction
- Puyallup Magnet School–Architecture, Construction, and Engineering
- School to Electrical Apprenticeship Program
- High-Demand Industry Training Program–Ironworkers and Painters
- Franklin Pierce School District Health Occupations Program with 10 participating schools
- Bethel School District Nursing Assistance certified partnership with Bates Technical College
- Youth Workforce Development Initiative marketing and outreach to K-12

Over 200 Workforce Investment Act (WIA) enrolled youth in Seattle-King County completed occupational skills training in health care, information technology, and construction—all high-wage, high-demand industry clusters. This represents an 88 percent increase from the previous year. Among these initiatives is the new Nursing Pathways for Youth pilot project. Funded by the Workforce Board, Pathways prepares high school students for Licensed Practical Nursing (LPN) and other allied health programs.

Strategy 1.2.2–Expand partnerships with industries to market their career opportunities to youth and their parents. Lead Organizations: OSPI with the Workforce Board, Skill Panels, WDC Youth Councils, and Association of Washington Business

OSPI
Business and education are working together to meet the urgent need for students with math and science skills. One example, Project Lead the Way, is a national effort by engineering-related companies to develop students' pre-engineering skills and interest in engineering. Fourteen districts are part of this exciting new program. Kennewick's South Ridge High School and Battelle are working on a similar project. In yet another example, Snohomish County created an education partnership with the Mount Vernon Chamber of Commerce and seven school districts to promote manufacturing careers.

WDCs Youth Councils
All 12 WDCs implemented this strategy. In the North Central Workforce Development Area, over 194 students from 14 high schools and 3 learning centers engaged in an exciting career awareness event called "Destination Healthcare." *Washington Business Week* created a new three-day pilot curriculum with the support of the North Central Washington Health Care Skill Panel and Big Bend and Wenatchee Valley Colleges. Student clinic teams competed to devise solutions for health care hot spots around the world. Parents attended a teen health seminar and judged clinic displays. The project was nominated for a 2005 Governor's Best Practice Award.

In Skagit County, a Construction Trades Summer Camp introduced 15 youth to careers in the construction industry. Guest speakers from area trades and local unions conducted sessions on training opportunities, skill requirements, and hands-on learning. Tours were scheduled at the Laborers' Training Center in Kingston, the Carpentry Training Center, and at the Cascades Job Corps Center. Four youth qualified for advanced internship training.

Spokane Community College's Construction Skill Panel sponsored a workshop for approximately 50 middle school girls about opportunities in the building trades.

The Snohomish County WDC and Arlington School District collaborated to launch the Business & Education Partnership Program (BEP) in North Snohomish County. BEP connects student learning to real world workplace situations and creates opportunities for educators to learn how the subjects they teach are applied in the workplace. Nearly 300 internship, job shadow, and work-based learning opportunities were arranged with local businesses. Through the support of the Snohomish County Health Care Skill Panel, 60 students from Mukilteo High School participated in hands-on activities in biotechnical/biomedical firms.

Strategy 1.2.3–Increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students' individual career plans.
Lead Organizations: OSPI and SBCTC

OSPI
While the state's work-based learning coordinators develop opportunities for youth at a local level, OSPI supports the expansion of work-based learning at the state level. For example, OSPI provided training to over 200 agriculture instructors emphasizing the working components of the Supervised Agriculture Experience program. Additional training will continue in 2005-2006.

OSPI staff spoke at Health Care Skill Panel workshops attended by health care leaders representing 33 counties. OSPI staff shared methods to connect to local school districts via mentorship, job shadowing, internships, and volunteer activities.

SBCTC
Work-based learning (e.g., industry tours, internships, cooperative education) is an integral part of professional-technical programs. In one "best practice" example, a peer mentor program pairs upper-level students with new students. In another, campus chapters of professional organizations mix new students with professionals and other students in career and leadership activities.

Objective 1.3: Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

Strategy 1.3.1–Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and information technology. Lead Organizations: SBCTC and OSPI

SBCTC
In 2004-2005, SBCTC:

- Approved 35 new professional-technical programs (11 health care and 6 information technology) and 12 new Associate of Applied Science Transfer degrees for community and technical colleges.
- Funded proposals to increase enrollment capacity for 256 student FTEs in high-wage, high-demand programs in community and technical colleges.
- Recommended 14 related and supplemental instruction (RSI) plans to the Washington State Apprenticeship Training Council (WSATC). RSI training complements the work processes that an apprentice must know in order to become a well-rounded, journey-level worker.

OSPI

- Approved five new programs and many expanded programs in health care.
- Actively contributed to the development of new assessments for technology literacy as part of Certiport (a national advisory board). As a result of her work, OSPI staff member Julia Fallon was named a national Champion of Digital Literacy.
- Assisted "Technology and Industry" and "Agriculture Education" to collaborate on a new expanded welding program with Lincoln Electric.

WDCs
The Seattle-King County WDC, the King County Health Care Skill Panel, and community and technical colleges in King County used WIA Section 503 Performance Incentive funds to expand capacity in health care. A total of 188 individuals received training in radiologic technology nursing (Certified Nursing Assistant, up to Bachelor of Science in Nursing), medical transcription, and other allied health occupations.

The Eastern Washington Partnership Health Care Skill Panel, working with Community Colleges of Spokane, expanded Anatomy and Physiology and LPN courses to the Colville Center. Sixteen completed Anatomy and Physiology courses, and nineteen are enrolled in LPN courses. Twelve nursing students are enrolled through Walla Walla Community College in Clarkston.

Strategy 1.3.2–Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields. Lead Organizations: SBCTC and OSPI

SBCTC
SBCTC awarded funding to 31 colleges to support extraordinary startup, improvement, and expansion costs for high-wage, high-demand programs. Linked to local economic development strategies, they included: education-industry partnerships matched by business and industry funding; integrated industry-defined skill standards; and demonstrated sustainability.

By June 2005, 11 colleges had been designated as Centers of Excellence. Business and industry partnerships are a required element of such centers.

OSPI
In addition to the rapid expansion of health care work experience opportunities, automotive work place experiences, offered through the Automotive Youth Education Systems (AYES) Program, continued to expand. The number of participating dealers *doubled* this year.

Strategy 1.3.3–Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. Lead Organizations: HECB and SBCTC

SBCTC
Community and technical colleges continued to strengthen high school partnerships in the dual credit Tech-Prep Program. In 2004-2005, Tech-Prep articulation agreements enabled over 14,000 students to earn over 88,000 professional-technical college credits, while the Running Start Program allowed over 15,700 high school students to receive college credit.

HECB
The 2004 Legislature passed Substitute House Bill 2382 requiring HECB to work with the Council of Presidents, SBCTC, and faculty members to develop additional statewide transfer associate degrees so that students are ready to enter a baccalaureate institution. HECB submitted an interim report in January 2005 with most of the work completed for a nursing pathway and progress towards completion for engineering and elementary education pathways. The bill also requires HECB to work with stakeholders to establish a statewide course equivalency system for public institutions to assist student transfer.

Strategy 1.3.4–Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters including construction. Lead Organization: Department of Labor and Industries/Washington State Apprenticeship and Training Council (L&I/WSATC)

L&I/WSATC
WSATC approved the following pilot programs for apprenticeship: Auditor, Industrial Relations Agent, Worker's Compensation Adjudicator II, and the State Parks and Recreation Commission's Construction and Maintenance Project Specialist I.

ESD, with the cooperation of L&I, supported projects in 6 Workforce Development Areas providing training to over 500 pre-apprentices and apprentices in food processing, biotechnology, communications, health care, construction, and manufacturing industries.

Strategy 1.3.5–Enhance "employability skills" training in workforce development programs. Lead Organizations: OSPI, SBCTC, and WDCs
OSPI

OSPI officially adopted new CTE Program standards in spring 2005. These standards require work readiness preparation for all exploratory CTE classes; the most commonly taken CTE courses. Additionally, the Manufacturing Technologies Advisory Group finished work on its work readiness standards, which are assessed in the classroom and in student internships.

SBCTC
Every community and technical college workforce education program provided students with employability skills.

WDCs
All 12 WDCs implemented this strategy. The South Central Washington Construction Skill Panel targeted funds for training unemployed Native Americans in the construction industry. Of the 23 individuals who received training, all achieved industry-recognized credentials, and 18 entered employment and/or apprenticeship. Two participants were hired by Colville Tribal Services at a wage of $31.25 per hour.

The Snohomish County, North Central, Southwest Washington, and Tacoma-Pierce County WDCs are Work Readiness Credential (WRC) investor partners. These four WDCs, as well as the South Central Washington and Spokane Area WDCs, are field testing the WRC.

Strategy 1.3.6–Increase the number of individuals prepared to teach students for high-wage, high-demand fields. Lead Organizations: OSPI and SBCTC

OSPI
In late 2004, OSPI Secondary CTE staff met with faculty of the state's teacher preparation programs to examine the problems facing students entering CTE teacher preparation programs. Despite their efforts, the situation is getting worse. The 2004-2005 school year saw the closure of Western Washington University's Technical Education program and Central Washington University's Business and Marketing Program. OSPI continues to collaborate with the Universities' Plan 2 programs, allowing individuals with industry experience to achieve a special certification only for CTE instruction related to that industry. Nonetheless, the total number of instructors certified for CTE instruction dropped in 2003-2004 by 9.5 percent.

SBCTC
Thirty-four community and technical colleges were awarded Perkins State Leadership funds to enable faculty and administrators to upgrade their skills by returning to industry in such fields as information technology, health care, education, and engineering.

Strategy 1.3.7–Highlight and replicate best practices from around the state and nation in CTE. Lead Organizations: OSPI, SBCTC with the Workforce Board

OSPI
Professional development expanded this year with an emphasis on sharing best practices in the Agriculture, Health and Human Services, Technology and Industry, and Business and Marketing Career Pathways. In 2004, over 700 secondary CTE teachers received training in a partnership with the Washington Association of Career and Technical Education. An additional 900 teachers and administrators learned how to implement the new CTE Program standards. In partnership with Washington State University, OSPI is offering information technology curriculum training opportunities. Workshops are designed to share best practices and update curriculum statewide.

SBCTC
Forty-one Best Practices grants were awarded to twenty-six community and technical colleges. Of those grants, 17 colleges created 19 Best Practices deemed innovative and replicable, and 13 colleges replicated 22 existing Best Practices. Additionally, 11 Centers of Excellence gathered and disseminated Best Practices on targeted industries throughout the community and technical colleges.

Workforce Board
In 2005, Governor Gregoire presented six workforce and education partnerships with the Governor's Award for Best Practices in Workforce Development. Community leaders in Northeast Washington received the award in recognition of their success in developing a rural LPN training program in Colville. Bellingham Technical College, and its industry partners, were honored for their work to enhance recruitment and expand enrollment in college welding programs through the Welding Rodeo and Boot Camp in which 22, four-member welding teams competed in front of 1,500 interested spectators. The North Central Washington WDCs Health Care Skill Panel's "Destination Healthcare" initiative (described under Strategy 1.2.2) was nominated as a 2005 Best Practice in Workforce Development. The Area Health Education Center and the Workforce Board also organized a statewide summit featuring best practices in health care skill panel partnerships.

Objective 1.4: Increase education and training for older workers and retired individuals who want to return to work.

Strategy 1.4.1–Improve access to opportunities in education and specialized training for seniors and retired individual who want to return to work. Lead Organization: DSHS/Aging and Disability Services Administration

DSHS/Aging and Disability Administration
Community service employment jobs and training were arranged for 152 older workers by 11 Area Agencies on Aging and their partners. At the Seattle Mayor's Office for Senior Citizens, older worker job counselors assisted 615 older unemployed workers, finding jobs for 511. King County partner agencies sponsored a resource fair attended by hundreds of mature workers and 40 nonprofit and public agencies.

Goal 2: To enable workers to make smooth transitions so they and their employers may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.

Objective 2.1: Increase economic competitiveness, and prevent dislocation by expanding customized incumbent worker training.

Strategy 2.1.1–Increase publicly supported, customized incumbent worker training, and provide incentives to both employers and employees for this type of training. Lead Organization: Workforce Board

Workforce Board
The Workforce Board and SBCTC developed a joint proposal to the Legislature to increase funding for the Job Skills Program (JSP) and provide state dollars for skill panels. Although awareness was increased for the role of skill panels and JSP, the proposals were not funded in 2004-2005. The Governor, however, allocated $700,000 for customized training and $680,000 for skill panels from federal WIA Title I statewide activities funds for the fiscal year beginning July 2005—the same amounts as in 2004. Funding for JSP did not grow.

Objective 2.2: Enhance business expansion and retention strategies.

Strategy 2.2.1–Market expansion and retention services to at-risk businesses and their workers. Lead Organizations: CTED and ESD

ESD
When facing layoffs or plant closures, companies often turn to state and local "Rapid Response" services to quickly plan for and manage the transition. In 2004-2005, nine companies formed labor-management or transition committees to mitigate the impacts of major layoffs or plant closures. Over 3,000 workers were affected by these 9 closures.

CTED
CTED developed and launched an award winning "Choose Washington" website www.choosewashington.com as a one-stop resource for state services to businesses. It also successfully contracted with Economic Development Councils (EDCs) to provide retention and expansion services and outreach through business visitations. Many CTED and local EDC representatives participated on Industry Skill Panels.

Objective 2.3: Return unemployed workers to suitable work in as short a time as possible.

Strategy 2.3.1–Continue to develop dislocated worker services that are coherent, flexible, and accessible, and continue best practices such as rapid response labor-management committees. Lead Organizations: ESD and WDCs

ESD
ESD received general notices from 56 companies that over 5,800 workers would be affected by layoff events. Over 2,300 dislocated workers in 29 companies were laid off due to foreign trade-related circumstances. They received information on Trade Act program resources. Over 12,000 dislocated workers were provided retraining and skills upgrading services often accomplished through coenrollment in state and federally funded employment and training programs.

WDCs
All 12 WDCs implemented this strategy. The Northwest WDC integrated its planning for all dislocated worker programs including Trade Act, Worker Retraining, and WIA Title I-B. The focus was on retraining and employment to meet business needs. The key program components: universal orientations to services, group assessment sessions, intensive job search services, and continued use of a common Individual Training Account proposal for dislocated workers seeking training.

Dislocated worker services in the Olympic WDC were coordinated with the help of labor-management committees. The Olympic WDCs dislocated worker training program placed 236 dislocated workers in jobs, and 89 percent of these workers remained employed 6 months after the program.

Office Proficiency Assessment and Certification and Job Hunter workshops are ongoing modular training options offered to unemployed customers in the Eastern Washington Partnership Workforce Development Area. Dislocated worker counselors responded to food processing plant closures with on-site visits, including evenings, to provide assessments for local placement, retraining, or relocation for more than 1,000 dislocated workers in Walla Walla and Columbia Counties.

Strategy 2.3.2–Provide retraining in high-demand fields. Lead Organization: SBCTC

SBCTC
In 2004-2005, Worker Retraining funds provided retraining opportunities at community and technical colleges for 12,964 unemployed or dislocated workers. Of those, 84 percent were enrolled in high- and middle-wage programs. IT and health care were among the leading programs of study.

JSP provided customized training to avert layoffs and created promotional opportunities for 2,830 new and incumbent workers employed by 60 employers in 31 projects in maritime, green construction, aerospace, marine manufacturing, and other industries.

Goal 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, people with disabilities, and women.

Objective 3.1: Reduce dropouts and increase high school graduations.

Strategy 3.1.1–Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program. Lead Organization: OSPI

OSPI
Secondary CTE students earned 1,587 industry certifications demonstrating their mastery of the industries' core skills.

The Franklin Pierce School District *Navigation 101* model for individualized student learning, supported by OSPI and the Workforce Board, showed success, which resulted in more students enrolling in higher level courses or receiving their high school diploma. Over 33 high schools and middle schools are participating.

The Navigation 101 model is showing improvements in high school retention from the 9th to the 10th grade, and fewer 9th graders are receiving one or more 'F' grades. In 2003-2004, 61,394 students earned high school diplomas. The on-time student graduation rate was 70 percent. In the 2002-2003 school year, 55 percent of graduates entered postsecondary education or training during the first year after graduation.

Strategy 3.1.2–Develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs. Lead Organizations: Workforce Board, OSPI, and WDC Youth Councils

OSPI
Using WIA Governor's Discretionary Funds, OSPI partnered with the Workforce Board, ESD, and the state's 12 local WDCs to create a dropout prevention and retrieval project that leveraged federal WIA funds with state Basic Education Act (BEA) funds. Over 1,100 students were enrolled (2004-2005 interim data).

Summer programs, including those offered by the Skills Centers, are especially important for at-risk youth. There were 3,906 students participating in Skills Center programs last summer. Additionally, throughout the year, Skills Centers used the state's "Extended Day" funds to provide support for retrieval of dropouts and services for at-risk students. In 2003-2004, the Skills Centers provided assistance to 1,088 student FTEs.

Nontraditional occupations can connect students to careers they might not otherwise see. OSPI's partnership with Digipen Institute of Technology provided summer workshops in real-time animation for girls in three districts, including rural Newport School District, and the "Expanding Your Horizons" workshop in Tacoma introduced 191 girls from 17 districts to high-tech, high-wage careers.

WDCs
All 12 WDCs implemented this strategy. The South Central Washington Youth Council partnered with four Upper Kittitas County school districts to develop a rural alternative school, Swiftwater Learning Center, which addressed the needs of at-risk and dropout youth. The project braids BEA and WIA youth dollars, in addition to leveraging resources from other area social service providers. Since the school opened in mid-September 2004, the project served 22 Upper Kittitas County youth. Twelve dropouts returned to school, ten at-risk students remained in school, a total of seventy-two academic credits were retrieved, and five students received their high school diplomas at Swiftwater Learning Center's first graduation ceremony on June 16, 2005.

The King County Work Training Program/SeaTac Occupational Skills Center Partnership is integrating high school diploma attainment and vocational training for 25 WIA eligible out-of-school youth. This partnership provides WIA-eligible high school dropouts with the chance to obtain their high school diplomas while pursuing intensive vocational training in one of eighteen career and technical education programs. Through this dropout recovery program, students gain the academic and work skills to successfully enter the job market or enter advanced education/training programs.

Objective 3.2: Assist unemployed individuals to gain and retain employment, and assist low-income individuals to achieve wage progression.

Strategy 3.2.1–Continue to develop more effective employment services and strengthen postemployment services to help individuals obtain and retain jobs that lead to wage progression. Lead Organizations: ESD and WDCs

ESD
A range of employment services are available to all job seekers through 22 WorkSource Centers and 44 WorkSource affiliate sites. Over 382,000 job seekers were registered. Over 214,000 job seekers became employed. Employers listed over 110,000 job openings with the Employment Service through WorkSource.

The "WorkFirst Skill Assessment" evaluates a WorkFirst client's employability in the local labor market. It also identifies potential jobs. By June 30, 2005, over 85 percent of welfare parents were assessed within 10 days of referral. WorkFirst also helped about 13,000 former welfare parents per month keep their jobs.

WDCs
All 12 WDCs implemented this strategy. WDCs oversee programs providing comprehensive and specialized assessment, development of individual employment

plans, job counseling, individual counseling and career planning, and short-term prevocational services. The WDCs also coordinate with community partners to support occupational skill training, including apprenticeship training for nontraditional employment, workplace literacy instruction, and employment advancement services for incumbent workers. For example, the Seattle-King County's Career Pathways Program delivered career counseling and information services to over 1,500 health care employees and provided tuition reimbursement support to over 400 individuals in health care occupations.

WorkSource Columbia Basin received the Governor's Award for Best Practice and was honored as the state and national One-Stop of the Year by the International Association of Workforce Professionals. The WorkSource Center provides postemployment services for job seekers leading to job retention and wage progression. The WDC works with area economic development partners to attract employers who support job retention and wage progression.

Strategy 3.2.2–Expand programs with demonstrated success in enabling low-income individuals to achieve wage progression, such as customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities. Lead Organization: WorkFirst subcabinet

SBCTC
High-wage, high-demand programs allowed WorkFirst students to complete their health care or information technology courses in 12 months or to complete the last year of a two- or four-year certificate or degree in a high-wage, high-demand field. In 2004-2005, the 12-month programs were expanded to include all high-wage, high-demand fields in each region, and there were over 300 students enrolled in high-wage, high-demand WorkFirst programs.

CTED
Community Jobs (CJ) serves the "hardest to employ" WorkFirst parents in an intensive six-month job placement program. The program combines 20 hours per week paid work experience with 20 hours per week of instruction in basic skills, GED, or other training to address barriers. CJ contractors provide intensive case management services to help parents deal with life situations beyond crisis management. Of the 2,120 parents enrolled in the CJ program in 2004-2005, 64 percent got jobs within 90 days of completing the program.

Strategy 3.2.3–Expand access to support services, such as child care, especially for target populations. Lead Organizations: WDCs

WDCs
All 12 WDCs implemented this strategy. The WDCs partnered with local community-based organizations and DSHS local offices to coordinate support services such as child care and transportation and housing for job seekers, including WIA program participants.

The Tacoma-Pierce County WDC authorizes approximately 13 percent of its WIA Title I-B program funding for supportive services annually to ensure barriers to employment, employment retention, and/or training can be addressed when other resources are not available or accessible. These services are accessible by WIA youth, adults, dislocated workers, and incumbent workers based on an initial individualized assessment that is reevaluated throughout program participation. The WDC also works with workforce development system partners to leverage additional funds. DSHS WorkFirst, Department of Corrections, and Community Action agencies are examples.

Strategy 3.2.4–Provide training programs at times and locations accessible to working people, and provide support services to assist in overcoming barriers to training. Lead Organization: SBCTC

SBCTC
In 2004-2005, the community and technical colleges offered 98 evening professional-technical programs, 27 weekend professional-technical programs, and 88 online professional-technical programs to increase access and minimize barriers to education and training.

Strategy 3.2.5–Increase basic skills and ESL instruction that is integrated with occupational skills training. Lead Organization: SBCTCs' Office of Adult Literacy

SBCTC
In 2004-2005, 10 Integrated Basic and Education Skills Training (IBEST) pilot projects supported participation of 245 students in workforce certificate programs. Additionally, 1,004 WorkFirst students were in customized job skills training programs integrated with basic skills in 2004-2005.

Strategy 3.2.6–Create and offer financial incentives to employers and low-income workers to increase training. Lead Organization: WorkFirst subcabinet

ESD
Washington employers hired more than 6,226 members from eight groups of individuals who traditionally have difficulty finding and holding a job. The hires qualified the employers for a federal income tax credit certificate worth up to $2,400 per person. Of those hired, 1,718 were long-term welfare recipients for whom employer tax liability was lowered by as much as $8,500 over two years. Interested employers can learn more and download forms by logging onto www.wa.gov/esd.wotc.

SBCTC
In 2004-2005, the JSP provided customized training to avert layoffs and create promotional opportunities for 2,830 new and incumbent workers employed by 60 employers in 31 projects in maritime, green construction, aerospace, marine manufacturing, and other industries. Additionally, the WorkFirst Employment Initiative provided $250,000 for six industry-education partnership projects that provided training for 130 students to become skilled employees in new or expanding companies.

CTED
Community Jobs Career Jump Program connects WorkFirst participants with employers by subsidizing wages for hours; provides specific, customized training to meet employer needs; and provides resources to support employment. In 2004-2005, more than 1,300 participants obtained unsubsidized employment, qualifying employers for federal income tax credits worth up to $2,400 per employee.

Strategy 3.2.7–Provide financial assistance that enables working adults and ESL, Adult Basic Skills students to take advantage of education and training opportunities. Lead Organizations: HECB and SBCTC

SBCTC
In 2004-2005, the Worker Retraining Program served nearly 13,000 students with just over $9.6 million in financial aid. The WorkFirst Program provided financial aid for over 3,900 students. In addition, 10 IBEST projects trained 245 students.

HECB
The 2005 Legislature passed Substitute House Bill 1345. The bill required HECB to develop a pilot project to assess the need for, and costs of, expanding eligibility for the State Need Grant Program for students enrolled for four or five quarter hours. Students enrolled at this level are often working adults. Under the 2005-2007 pilot project, students enrolled in the participating community and technical colleges and universities who meet these enrollment and other State Need Grant requirements will be eligible to receive the grant.

Objective 3.3: Remove barriers for populations with unique obstacles to employment, and increase the number of employers who hire individuals with disabilities, women, and people of color in high-wage, high-demand occupations.

Strategy 3.3.1–Implement the Ticket to Work Program. Lead Organizations: DSHS/DVR, DSS, and WDCs

DSHS/DVR
Over 137,500 Washingtonians receiving Social Security disability benefits are eligible for the Ticket to Work Program. Of these, about 1,450 are assigned to DVR. In 2004-2005, DVR designed and distributed brochures about how to use Social Security Work Incentives, developed a Work Incentive "core service" training for WorkSource Center customers and helped ESD's Southwest region and other community agencies become Ticket to Work Employment Networks. DVR arranged for 28 staff members to become certified benefits planners to help customers use incentives strategically to return to work. DVR recently received national attention for some of its Ticket to Work initiatives. In fact, Washington was the first state in the nation to use reimbursement from Social Security to support Individual Development Accounts for individuals with disabilities.

DSB
DSB provided training to help DSB staff and Social Security Disability ticket holders understand Ticket to Work Program benefits. In 2004-2005, 84 individuals, from among the 192 ticket holders assigned to DSB, were assisted. Of these, 37 individuals were placed in jobs with average weekly wages of $329 or $8.20 per hour.

WDCs
All 12 WDCs implemented this strategy. The WDCs supported initiatives that removed barriers for populations with unique obstacles to employment and increased the number of employers who hired individuals with disabilities, women, and people of color in high-wage, high-demand occupations. WDCs employed Disability Program Navigators in WorkSource Centers and implemented WorkSource disability services plans. Disability Navigators assisted people who had "tickets" to feel welcome in WorkSource Centers.

Many of the Ticket to Work Employment Network agencies are colocated in WorkSource Centers. For example, DVR is the Employment Network agency in Snohomish County. DVR Ticket to Work customers in Snohomish County access a full range of WorkSource services including the Transition Office, where they use the newest adaptive technology and software designed to accommodate the job search needs for individuals with disabilities. In 2004-2005, the Transition Office provided an average of 185 services a month and over 30 individuals were assisted to find employment in the past year.

Strategy 3.3.2–Educate employers, especially employers from high-wage, high-demand industries, about the benefits of hiring individuals from target populations. Lead Organizations: ESD and Institute for Workforce Development and Economic Sustainability (an Association of Washington Business affiliate)

ESD
Washington employers hired more than 6,000 people from 8 groups who traditionally have difficulty finding and holding jobs, qualifying them for federal income tax credits. Included among these were about 1,700 long-term welfare recipients for whom employer tax liability was lowered by as much as $8,500 over 2 years.

An average of 50 King County employers attended monthly meetings to learn about business services available to them. In all, 600 employers learned about the benefits of hiring from targeted populations.

Strategy 3.3.3–Continue developing accountability and program improvement mechanisms for increasing employment and earnings for target populations. Lead Organization: Workforce Board

Workforce Board
The Workforce Board assessed program outcomes for African Americans, Asians and Pacific Islanders, Hispanics, Native Americans, people with disabilities, and women. Outcomes included wages and earnings, employment, etc. Results were published in 2005.

Goal 4: Integrate workforce development programs to improve customer service.

Objective 4.1: Improve WorkSource services to business customers.

Strategy 4.1.1–Respond to the needs of business customers and implement coordinated strategies among WorkSource partners. Lead Organizations: ESD, WDCs, and Institute for Workforce Development and Economic Sustainability

ESD
ESD developed statewide partnerships with national companies that have multi-state offices including Fred Meyer, QFC, Safeway, Premera Blue Cross, Mortgage Investment Lending, and Lowe's Home Improvement. Other partnerships are being developed with Bank of America, PACCAR, State Farm Insurance, and the Greater Seattle Chamber of Commerce. WorkSource service protocols are being tailored to meet the unique hiring and personnel needs of each company. Each business will use WorkSource to access the state's labor pool, screen applicants, interview, and for other employment and training-related services. The Institute for Workforce Development and Economic Sustainability assists ESD in these and other business initiatives.

WDCs
All 12 WDCs implemented this strategy. The WDCs facilitated Industry Skill Panels in the construction, manufacturing, marine technology, transportation, and health care industries. During program year 2004, the National Association of Workforce Boards named the Pacific Mountain WDC a Demand-Driven Incubator Site. This honor came as a result of the WDC's efforts to serve business customers and improve services through the WorkSource system. The Pacific Mountain Business-to-Business Program also received national recognition. The WDCs contract with business organizations to be the one-point of contact for business for the area's WorkSource system. The Business Service Unit in WorkSource Columbia Basin and the WorkSource Enhanced Business Service unit in Snohomish WorkSource are two other examples of customer focused initiatives increasing business participation and business satisfaction with WorkSource.

Objective 4.2: Make workforce development services from multiple providers a straightforward and effective experience for job seekers and youth.

Strategy 4.2.1–Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices. Lead Organization: ESD

ESD
Each month, throughout 2004-2005, more than 450,000 job seekers and 10,000 employers used www.Go2WorkSource.com, the state's electronic self-service job-match system. Job seekers used the website to conduct approximately one million job searches over the course of a year. They posted more than 70,000 resumes and sent more than 100,000 job applications per month. Every month, employers conducted approximately

10,000 resume searches. The number of employers posting jobs or searching for resumes increased from under 7,000 per month in 2001 to over 11,000 per month in 2005.

Strategy 4.2.2. Include all WorkSource partners in customer service training, including training in serving target populations. Lead Organization: ESD

ESD
A two-day conference was held to build the skills of more than 400 front-line employees who deliver a range of employment and training services available through WorkSource. State and national experts provided information and training on unique employment and training needs of target groups including ex-offenders, fostered youth and juvenile offenders, persons with disabilities, and seniors.

Strategy 4.2.3–Enhance the statewide information system (SKIES) for case management that is shared by WorkSource partners. Lead Organization: ESD

ESD
Each day, an average of 850 workforce development staff used SKIES to enter data and coordinate customer service records. This system is continuously improved to support local service delivery processes. Twenty-eight system changes were made to enhance the system, update for compliance with federal reporting requirements, and meet customer service needs.

Strategy 4.2.4–Maintain and continue to develop systems to track and report core WorkSource services. Lead Organizations: ESD and WDCs

WDCs, Washington Workforce Association (WWA), and ESD
All 12 WDCs are implementing the WorkSource Membership System (WMS). WMS uses a customer membership swipe card to track and report customer flow within the WorkSource Centers and affiliates. WMS, for example, tracks core WorkSource services selected by job seekers. The WMS-generated data helps managers quantify regional quality initiatives such as outreach to youth and persons with disabilities. The WDCs play an active part in identifying and designing improvements to the system. The WWA, in cooperation with ESD, manages the WMS system Based on WMS records, approximately 48,500 individuals per quarter visited the 22 WorkSource Centers for a total of 158,000 total visits per quarter.

Strategy 4.2.5–Improve communication and collaboration among workforce development youth partners. Lead Organizations: OSPI and WDC Youth Councils

OSPI
This year, OSPI collaborated with SBCTC, Council of Presidents, and HECB to expand student and parent understanding of the need for math skills. Through broadly distributed brochures and presentations, all the partners carried the message that mathematics skills are the key to many career and educational opportunities.

As described in Strategy 1.2.1, OSPI is working with the Franklin Pierce School District and other participating school districts to implement the planning system course entitled Navigation 101.

OSPI partnered with the Workforce Board, ESD, and the state's 12 local WDCs to create a dropout prevention and retrieval project that leveraged federal WIA funds with state Basic Education Act funds. This cooperative pilot initiative contributed to statewide discussions on the importance of all students to the future workforce (see Section 3.1.2).

WDCs
All 12 WDCs implemented this strategy. The Yakima County Transition Council is a partnership of local area school districts, disability service providers, WIA youth providers, and community-based organizations. The Council meets regularly to discuss the issues that students with disabilities face as they prepare to leave high school. The Council is working on a project called CareerStart that will open an "adaptive learning center" for students with disabilities who are, many times, left behind as their peers graduate high school and move on to the world of work. Students will be able to attend independent living preparation classes off campus for high school credit and spend time in career exploration and job search activities at the WorkSource Center.

In King County, the WIA youth service providers met quarterly to collaborate on youth services and advise the WorkSource Business Team on ways to increase employment opportunities for youth. The Olympic Youth Council worked with 12 school districts and 2 community colleges to implement an In-Demand Scholars Program.

Strategy 4.2.6–Find financial resources to sustain the WorkSource delivery system infrastructure. Lead Organizations: ESD, Workforce Board, and WDCs

ESD
Facility and other nonpersonnel infrastructure costs are shared among organizations who colocate their offices in One-Stop WorkSource Centers and WorkSource affiliates. In 2004-2005, WorkSource Centers received additional support from ESD for technology connections, equipment, and systems support. The Wagner-Peyser and WIA programs are among the principle funding sources supporting WorkSource infrastructures. Each Center uses a unique combination of funding sources contributed by local area partner agencies to sustain infrastructure costs.

WDCs
All 12 WDCs met with WorkSource partner agencies to identify resources to support the WorkSource system and sector initiatives. The Northwest WDC and the WorkSource-Northwest Partnership identified and applied for WorkSource delivery system infrastructure. The WDC pursued a number of grant applications with particular emphasis on addressing the needs of mutual target populations and industry sectors identified for development. The Tacoma-Pierce County's strategic partnerships with the city of Tacoma, Department of Corrections, CTED, and employers in growth industry clusters

resulted in additional resources serving targeted offenders, WorkFirst clients, incumbent workers, and low-income youth.

Objective 4.3: Provide services that meet the unique needs of individuals from target populations, and reach out to these populations to increase their use of WorkSource services.

Strategy 4.3.1–Provide individuals with disabilities with equal opportunities to benefit from WorkSource services. Lead Organizations: ESD and WDCs

ESD
ESD, with the support of the state's WorkSource Disability Network interagency committee, provided fund to hire nine "WorkSource Disability Navigators." Navigators assist individuals with disabilities to maximize their access to WorkSource services. Navigators offer specialized training to WorkSource staff. They work closely with disability advocacy and social service agencies to arrange coenrollments and appropriate customer referrals. Navigators share information about the assistive technology and accommodative job search software available to WorkSource customers, and they provide resources to employers as they consider job applicants.

WDCs
All 12 WDCs made significant progress this year toward improving WorkSource employment and training services by implementing policies regarding reasonable accommodation, assistive technology, adaptive equipment, and other auxiliary aids and services to people with disabilities. WorkSource Navigators serve as an initial point of contact for the disability community.

For example, the Navigator in King County helped connect WorkSource staff with staff employed by DVR, Division of Developmental Disabilities, DSB, Community Mental Health, and school district youth transition advisors. The direct result of such collaborative service and implementation of assistive technology is seen with the increase of customers with disabilities in WorkSource programs. From July 1, 2003, to June 30, 2005, a total of 694 youth and adults with disabilities were served through the WIA and Projects With Industry Programs. All of these customers received specialized services and/or participated in an independent job search on site. The work of the Navigator, stationed within the Vancouver Town Plaza WorkSource Center's Business Service Unit, helped the Center triple the number of individuals with disabilities served in 2004-2005.

The Pacific Mountain WDC and several public transportation agencies in the Pacific Mountain area jointly produced a video to assist individuals to meet their transportation needs. This tool provides schedules, costs, contact information, and routes on accessible public transportation to and from WorkSource offices in their community.

Strategy 4.3.2–Continue outreach and capacity building activities with partners, including tribes and community-based organizations to ensure involvement of targeted populations within the WorkSource system. Lead Organizations: ESD and WDCs

ESD
Over 150 participants representing 35 tribes and dozens of community organizations attended the "American Indian Alaska Native Statewide Disability" conference to discuss and learn about disability accessibility in WorkSource, Social Security, and other resources. The conference was cohosted by the Kalispel Tribe of Indians and the Governor's Committee on Disability Issues and Employment.

WDCs
All 12 WDCs implemented this strategy. Through outreach, staff cross-training, coenrollment of participants, and creation of specialized orientations, the Southwest Washington WDC, in partnership with DVR, Displaced Homemakers Program, Columbia River Mental Health, Community Corrections, DSHS, Goodwill, and other community-based organizations have, in the last year, increased the participation of the area's targeted populations.

The Northwest WDC and its WorkSource partners helped individuals with limited English proficiency gain sufficient English and vocational skills to enter employment and continue further training for health and allied careers. This initiative was a partnership with three area colleges, DSHS (recruiting/referring students), WorkSource (helping to place students in jobs), WorkFirst (student support, tutoring, job follow up), and the Northwest Alliance for Health Care Skills.

The Seattle-King County WDC developed a partnership with community- and faith-based organizations to reach out to limited-English speaking groups. WIA providers, including those employed by the Episcopal Diocese of Olympia and Neighborhood House, served as intermediaries connecting job seekers with WorkSource services. The staff provided workshops and career counseling in many languages at community centers, places of worship, and public housing sites. They translated WorkSource brochures and facilitated site tours in a customer's native language.

Strategy 4.3.3–Encourage diversity among the membership of local WDCs and WorkSource staff to reflect the diversity of our communities. Lead Organizations: ESD, Workforce Board, WDCs, and Local Elected Officials

ESD
ESD state and local office administrators reviewed quarterly management information reports on the demographic characteristics of ESD staff in WorkSource Centers and other ESD locations. This information helps with hiring practice decisions for diversity.

Workforce Board
Every two years, the Workforce Board assists the Governor in certifying the WDCs. Chief Local Elected Officials (CLEOs) appoint Council members. The Governor and the Workforce Board encouraged CLEOs to appoint members who reflect the community at large in terms of gender, ethnicity, and physical disability. The 12 Councils will be recertified by the Governor in June 2006.

WDCs
The 12 WDCs actively recruited members and staff that reflected the diversity of the community being served. With the assistance of the locally elected officials, the Tacoma-Pierce County WDC target minority and women-owned businesses for membership. Thirty percent of the members are females; thirteen percent are African American; seven percent are Hispanic/Latino; and three percent have a disability. WorkSource staff in Pierce County include those from community-based organizations with expertise working with minority and/or disabled adult and youth populations; Centro Latino (Hispanic/Latino), Goodwill Industries and Vadis Northwest (disabled), Tacoma Community House (immigrants and refugees); and My Service Mind (Korean).

The Spokane Area WDC uses a membership committee to monitor Council membership diversity and to recruit new members for diverse representation.

Approximately 70 WorkSource staff in King County speak a second language, providing meaningful access to services. WorkSource resources include advanced technology, interpreters and translators, outreach documents, and posting announcements with multicultural groups. Twenty-nine percent of Seattle-King WDC staff represent multicultural backgrounds.

Objective 4.4: Maintain a performance accountability system for workforce development that is integrated across programs.

Strategy .4.1–Lead the national Integrated Performance Information Project. Lead Organization: Workforce Board

Workforce Board
The Workforce Board led the way for 16 states to develop the next generation performance measurement system for workforce development programs. *Integrated Performance Information for Workforce Development: A Blueprint for States* was presented to numerous audiences, including national organizations of business, labor, advocacy organizations, workforce development professionals, and congressional staff. It proposes an accountability framework that works for multiple programs, state or federal, across the system (see www.wtb.wa.gov).

Workforce Training and Education Coordinating Board

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

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