



WASHINGTON STATE

**STATE PLAN
FOR
TITLE I-B
OF THE WORKFORCE INVESTMENT ACT
AND
THE WAGNER-PEYSER ACT**

April 2007

JULY 1, 2007 TO JUNE 30, 2009

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Introduction and Plan Development Process

This State Plan describes Washington State's strategic direction and service delivery plans for Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act. The plan covers the period from July 1, 2007, through June 30, 2009. The plan was developed collaboratively by the Employment Security Department (ESD) and the Workforce Training and Education Coordinating Board (Workforce Board) in consultation with business, labor, and workforce development stakeholders. The plan responds to questions outlined in U.S. Department of Labor's (DOL) April 12, 2005 guidelines and DOL's Training and Employment Guidance Notice 13-06 of January 24, 2007. The plan describes our state's commitment to implement WIA Title I-B and Wagner-Peyser strategies during the next two years and beyond that will:

1. Guide Washington State's talent development system.
2. Enhance seamless service delivery coordination and job placement assistance through comprehensive One-Stop Career Centers (named WorkSource Centers in Washington State).
3. Provide demand-driven employment and training services governed by business-led Workforce Investment Boards, called Workforce Development Councils (WDCs) in Washington State.
4. Offer flexibility to tailor service delivery that meets the needs of our state and local economies and labor markets.
5. Provide high quality information to customers to help them make informed career choices and to select high quality training programs.
6. Provide the Governor, State Legislature, Chief Local Elected Officials (CLEOs), U.S. DOL, and the public with fiscal and performance management and program accountability.
7. Provide WIA eligible youth, including youth most in need, opportunities to succeed in secondary and postsecondary education, and opportunities to qualify for high demand jobs.
8. Utilize an integrated and enhanced performance accountability system

This State Plan for WIA Title I-B and the Wagner-Peyser Act is available on-line at:
http://www.wtb.wa.gov/Policy_Federal_Wagner-PeyserPlan.asp

Please note: When linking to the internet address listed above you will be able to access the full text of the plan in Microsoft WORD as well as direct links to other Washington State publications and WIA policies referenced in the plan. These include links to:

- High Skills, High Wages 2006: Washington's Strategic Plan for Workforce Development
- Workforce Board Publications
- Washington State's WIA and WorkSource System Policies
- Workforce Explorer
- Listing of WorkSource Centers in Washington State
- Map of the 12 Workforce Development Areas
- Washington State's Eligible Training Provider (ETP) List
- Eligible Training Provider State Policy No. 3635

- Job Training Results
- Workforce Development Council Certification Criteria
- 2007-09 State Guidelines for Local Strategic Plans
- 2007-09 State Guidelines for Local WIA Title I-B and Wagner-Peyser Plans

Public Review and Comment Process and Outcomes

On March 20, 2007, a public notice was posted in major Washington newspapers inviting public review and comments on the draft 2007-2009 State WIA and Wagner-Peyser Plan. The draft plan was also posted on the Workforce Board's website at http://www.wtb.wa.gov/Policy_Federal_Wagner-PeyserPlan.asp. An electronic notice was sent to over 3,300 individuals and organizations encouraging public review and comment through April 20, 2007. Comments received during the comment period were considered in the development of the final plan. A number of edits and clarifications were made to the final plan as a result of the comment process. Comments are on record and are available upon request. Members of the Workforce Board's Interagency Committee (IC) discussed the plan on April 6, 2007. The Workforce Board discussed the plan's development on March 9, 2007, and the Board formally adopted the 2007-2009 State WIA and Wagner-Peyser Plan at a special meeting of the Board on April 20, 2007.

This two-year State Plan for WIA Title 1-B and the Wagner-Peyser Act is consistent with and aligned with the goals, objectives, and strategies in *High Skills, High Wages 2006: Washington's Strategic Plan for Workforce Development*. For an electronic copy of *High Skills, High Wages 2006* please go to: <http://www.wtb.wa.gov/> and select "Publications."

Background on the development of *High Skills, High Wages 2006*

Washington State statutes require the Workforce Board to update the State Strategic Plan for the Workforce Development every two years.

The Workforce Board's 2006 edition of *High Skills, High Wages: Washington's Strategic Plan for Workforce Development* on November 16, 2006. Aimed at creating a workforce development system that offers Washington residents access to high quality academic and occupational skills education and employers access to the skilled workforce they need, *High Skills, High Wages 2006* was designed with considerable public input. From January to May, 2006, several stakeholder workgroups met to develop strategies on workforce issues for youth, low income individuals, closing the skills gap, and improving the WorkSource system. *High Skills, High Wages* was also informed by a "Workforce Development System Review" conducted from July to September, 2006 at the request of Governor Christine Gregoire.

High Skills High Wages 2006 was made available for public review electronically and in a series of public forums throughout the State in October, 2006. The forums were conducted in Everett, Yakima, Spokane, Vancouver, and Tacoma. Stakeholders offering additional input at these meetings included Workforce Development Council directors and board chairpersons, WorkSource directors, community college presidents and workforce deans, Division of Vocational Rehabilitation representatives, and K-12 career and technical education directors.

State Plan for WIA Title 1-B and the Wagner-Peyser Act

I. State Vision

Describe the Governor's vision for a statewide workforce investment system.

Provide a summary articulating the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (§112(a) and (b)(4)(A-C).)

Our vision is a workforce development system that offers every Washington resident access to high quality academic and occupational skills education throughout his or her lifetime, effective help to find work or training when unemployed, the personalized assistance to make progress in the labor market, and Washington employers access to the skilled workforce they need. By anticipating and planning for economic and demographic changes, the workforce development system enhances the prosperity of the state.

We envision our ideal workforce development system to be:

Responsive. We meet the needs of our economy, our employers, our students, and our workers.

Connected. Agencies and programs work toward the same goals, use resources effectively and efficiently, and ensure programs are seamless for participants.

Accessible. We meet our customers "where they are" by providing them with articulated education and career opportunities and assisting them to overcome barriers so they can reenter education and training at any time throughout their lives.

Respectful of diverse cultures. We serve people of color, women, and individuals with disabilities, ensuring that we remove education and employment disparities for these populations.

Comprehensive. We have high quality education, training, and employment services and the capacity to serve all those in need.

Our Goals

The goals, objectives, and strategies for *High Skills, High Wages 2006* are the result of collaboration with workforce development stakeholders across Washington, representing employers, labor, education, public agencies, and community-based organizations.

The four goals for workforce development are:

1. *Youth:* Ensure all Washington youth receive the education, training, and support they need for success in postsecondary education and/or work.
2. *Adults:* Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.

3. *Industry*: Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.
4. *Integration*: Integrate services provided by separately funded workforce development programs so that we provide the best possible service to our customers.

Ten Strategic Opportunities for the Next Two Years

The final chapter of *High Skills, High Wages 2006* provides a comprehensive agenda of 4 goals, 18 objectives, and 64 strategies that identifies the lead entities responsible for implementation. All the goals, objectives, and strategies are important, and responsible entities are committed to implementing the strategies during the next two years and beyond. At the same time, the Workforce Board has identified key strategic opportunities to further the agenda:

- Increasing high school graduation rates.
- Expanding the availability of career pathways that span secondary and postsecondary education and training.
- Increasing postsecondary training capacity.
- Increasing financial aid and retention support for workforce education students.
- Increasing Adult Basic Education Skills and English as a Second Language instruction that is integrated with occupational skills training.
- Improving coordination between work force and economic development in key economic clusters.
- Expanding and sustaining skill panels.
- Expanding customized training for current workers.
- Expanding the availability of the Work Readiness Credential.
- Developing state and local agreements on service integration.

For an electronic copy of *High Skills, High Wages 2006* please go to: <http://www.wtb.wa.gov/> and select "Publications".

- A. What are the State's economic development goals for attracting, retaining, and growing business and industry within the State? (§112(a) and (b)(4)(A-C).)

In January 2007, Governor Gregoire published her economic vision of **The Next Washington**. The Next Washington is a vision of the future, but it is a vision grounded in local realities. The strategies in *The Next Washington* represent hundreds of hours of discussion in Washington communities, insights from a statewide gathering of workforce and economic development activist, recommendations from the Global Competitiveness Council, recommendations from various Governors' Summits and research on innovative polices around the world.

The Next Washington plan acknowledges the unique regional economic needs of the state and lays out specific initiatives to improve workers' skills, connect research universities more directly with private sector and economic-development enterprises, boost telecommunications and energy infrastructure and make it easier to do business with government.

The Next Washington is based on three components:

1. Skills for the Changing Economy
Educating more people to higher levels
2. The Foundation for Success: Traditional Infrastructure and Beyond
Increasing movement of research to products to markets and supporting areas not growing as quickly
3. Open for Business
Make Washington an even better place to do business by reducing barriers and improving efficiency

Governor Gregoire's *The Next Washington* plan makes six fundamental assumptions about the workforce in Washington and economic development:

Washington is a force in the global economy – we are more like a small nation than just another state;

Education is the single most important economic investment we can make;

The public sector should lay the foundation to support private sector success;

The foundation for success in some cases means providing information and getting out of the way;

Government should actively support emerging sectors of our economy like renewable energy and global health; and

The modern, global economy is making some old trade-offs, like jobs versus the environment or “sunset industries” and “new economic industries,” irrelevant

THE NEXT WASHINGTON KEY INITIATIVES

Statewide and Regional Planning Improvements
(Economic Development Commission/Workforce Training and Education Coordinating Board)

SKILLS	FOUNDATION FOR SUCCESS	OPEN FOR BUSINESS
<ul style="list-style-type: none"> • Washington Learns* • Workforce Board Review • Apprenticeship • Public-Private Efforts 	<ul style="list-style-type: none"> • Regional Resources for Regional Strategies • Moving Washington Infrastructure Forward Initiative* • Research-to-Products Initiative* • Ports Initiative and Products-to-Market Initiative • Regional Response Teams for Distressed Areas • E-Commerce Initiative* • Water Policy 	<ul style="list-style-type: none"> • Team Washington Recruitment* • Industry Strategies* • Innovation Partnership Zones* • Training/Economic Development Alignment • Angel Investor Initiative • Integrated On-Line Business Services • Tourism* • Small Business Support

*Global Competitiveness Council recommendations

To read more about The Next Washington and the workforce and economic development strategies outlined in the chart above go to:

http://www.governor.wa.gov/priorities/economy/next_wa_final.pdf

- B. Given that a skilled workforce is a key to the economic success of every business, what is the Governor’s vision for maximizing and leveraging the broad array of Federal and State resources available for workforce investment flowing through the State’s cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State’s business and industry? (§112(a) and (b)(4)(A-C))

High Skills, High Wages 2006 guides the investment of state and federal resources to promote a skilled workforce. The third goal in *High Skills, High Wages 2006* is:

Industry Goal: Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.

There are four objectives and 10 strategies tied to this goal:

Objective 9: The Workforce Development System prepares workers with the strong general workplace skills that employers need.

- Pilot the Work Readiness Credential in a wide variety of local organizations. *Leads: Workforce Board, WDCs, community and technical colleges, and Chambers of Commerce.*

Objective 10: The Workforce Development System supplies the number of newly prepared workers required to meet employer needs.

- Increase capacity in mid-level education and training programs (greater than one year, but less than four years). *Leads: Governor, Legislature, and SBCTC.*
- Increase apprenticeship retention and completion. *Leads: Governor, Legislature, Washington State Apprenticeship and Training Council at Labor & Industries (L&I), Joint Apprenticeship Committees, and State Board for Community and Technical Colleges (SBCTC).*
- Provide adequate funding for education and training programs that are in high demand by employers. *Leads: Governor, Legislature, SBCTC, HECB, and four-year colleges and universities.*

Objective 11: The Workforce Development System strengthens key economic clusters by meeting employer and worker needs.

- Further develop skill panels by sustaining and creating more panels in key economic clusters, establishing statewide panels in select industries and by enhancing the ability of skill panels to leverage resources to address skills shortages. *Leads: Workforce Board, Governor, and Legislature.*
- Establish additional Centers of Excellence in key economic clusters. *Lead: SBCTC.*
- Increase the number of workers receiving customized training. *Leads: Governor, Legislature, and SBCTC.*
- Develop expertise in the WorkSource System in serving the needs of local employers in key clusters. *Leads: ESD and WDCs.*
- Identify and support the development of economic clusters that provide a large number of family-wage jobs. *Leads: Seattle Jobs Initiative, Workforce Board, SBCTC, ESD, and CTED.*

Objective 12: Unemployed workers return to suitable work in as short a time as possible.

- Rapidly link dislocated workers with appropriate employment services and retraining programs. *Leads: ESD, WDCs, and SBCTC*

- C. Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4)(A-C).)

The state's commitment for ensuring that its workforce can benefit from a continuum of education and training opportunities is communicated in Goal Two in *High Skills, High Wages 2006*:

Adults Goal: Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.

There are four objectives and twelve strategies tied to this goal:

Objective 5: Increase the number of adults who have at least one year of postsecondary education and training and a credential.

- Cover tuition costs for the 13th year for workforce education students who earn less than the Washington median family income. *Leads: Governor and Legislature.*
- Expand the Opportunity Grant program in order to provide wrap-around support services and financial aid for more low-income adults so they can complete at least one year of training and obtain a credential. *Lead: SBCTC.*
- Provide WIA Title I resources to help student access and retention, including up-front "bridge" funds. *Lead: WDCs.*
- Expand use of the Food Stamps Education and Training program. *Lead: DSHS.*
- Expand Integrated Basic Skills Education and Occupational Training (I-BEST) programs. *Lead: SBCTC.*
- Establish industry-based credentials in occupational and general workplace skills for students that complete one year of training and develop more one-year certificated programs. *Leads: SBCTC and Workforce Board working with Association of Washington Business Institute for Workforce Development.*

Objective 6: Frontline services are accessible for all adults in need of staff assistance.

- Create and take advantage of opportunities to redirect resources to front line services. *Leads: ESD, SBCTC, DSHS, and WDCs.*

Objective 7: Postsecondary education and training provides opportunities for going in and out of training over the course of life-long learning.

- Expand vertical and horizontal articulation among community and technical colleges and four-year colleges and universities. *Leads: SBCTC and Higher Education Coordinating Board (HECB).*
- Expand the availability of applied baccalaureate degrees. *Lead: SBCTC working with HECB.*
- Make more part-time students eligible for the State Need Grant. *Leads: Governor, Legislature, and HECB.*

Objective 8: Comprehensive education and career information is readily accessible to adults.

- Explore a “Navigation 102” model of comprehensive guidance to pilot in community and technical college workforce education programs and WorkSource centers. *Leads: SBCTC, ESD, WDCs, and OSPI.*
- Develop a website that provides information about traditional and nontraditional student financial assistance, including support services. *Leads: HECB, SBCTC, ESD, and WDCs.*

D. What is the Governor’s vision for bringing together the key players in workforce development including business and industry, economic development, education, and the public workforce system to continuously identify the workforce challenges facing the State and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? (§112(b)(10).)

In answer to the question above, Governor Christine Gregoire and the Washington State Legislature look to the Workforce Board to bring together the leadership in workforce development and develop comprehensive strategies for the State’s workforce development system as a whole. The vision and mission statements of the Workforce Board below are identified in *High Skills, High Wages 2006*.

Our Vision

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

Our Mission

We shape strategies to create and sustain a high skill, high-wage economy. To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.

- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75-80 percent of jobs that do not require a baccalaureate degree.
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.
- The members of the Workforce Board worked as a team to develop the vision and mission statements shown above. The Board facilitated a statewide collaborative process to engage key players in the state's workforce development system in: 1) the review and identification of workforce challenges facing the state; and 2) the development of strategies and solutions that leverage resources to address the challenges.

Serving as the Chair of the Board for the Governor is the Senior Lecturer of the University of Washington's Daniel J. Evans School of Public Affairs. Representing business on the Board is the Executive Director of the Association Washington Business' Institute for Workforce Development and Economic Sustainability; the Owner/Operator of a small business in Hoquiam; and the founder of Envisioned Results Coaching. Representing labor on the Board is the President of the Washington State Labor Council AFL-CIO; the Executive Secretary/Treasurer of the Spokane Regional Labor Council; and Labor Representative, IBEW Local 46. Representing targeted populations on the Board is the Community Actions Director of the Fremont Public Association (a community-based organization). The Fremont Public Association Director has experience with respect to youth activities and expertise in the delivery of workforce development services. The Commissioner of the Employment Security Department, the Executive Director of the State Board for Community and Technical Colleges, and the Superintendent of Public Instruction are members of the Workforce Board. Also serving as additional participating officials is the Secretary of the Department of Social and Health Services (DSHS).

As described on Page 2 of this State Plan, Workforce Board members used an inclusive process to seek input from workforce development stakeholders in updating the state's strategies. The Board reviewed the state's strategic plan and highlighted possible content and organization that needed revision in order to respond to changes in the economic climate, as well as changes and progress within the workforce development system.

Workforce Board staff compiled a variety of suggested changes and these proposed revisions and updates were reviewed by the Workforce Board's Interagency Committee (IC).

The IC advised the Board on the state's vision for utilizing the resources of the workforce system in support of the state's economic development.

The IC is made up of following members:

1. Workforce Board, Executive Director, IC Chair
2. Workforce Board, Associate Director for Policy and Research
3. Washington State Labor Council, Director of Education and Training
4. Association of Washington Business representative
5. Governor's Executive Policy Office, Executive Policy Advisor

6. Employment Security Department (ESD), Designee for Board Member
7. State Board for Community and Technical Colleges (SBCTC), Designee for Board Member
8. Office of Superintendent of Public Instruction, Designee for Board Member
9. Department of Social and Health Services (DSHS), Division of Vocational Rehabilitation representative

Other Interagency Committee (IC) members:

1. SBCTC/Office of Adult Literacy
2. SBCTC/Workforce Education
3. ESD program representatives as appropriate
4. Workforce Development Council, Chair of the Washington Workforce Association
5. DSHS program representatives as appropriate
6. Higher Education Coordinating Board
7. Community Trade and Economic Development Department/WorkFirst
8. Private Vocational Schools representative
9. Labor and Industries/Apprenticeship
10. Workforce Board, Associate Director for Systems Partnerships
11. Workforce Board, Administrator of Program Management

The Workforce Board also engaged the state's Performance Management for Continuous Improvement (PMCI) Committee in advising on the state's vision and on the state's performance accountability strategies for the workforce development system.

Members of the PMCI include representatives (with performance management responsibilities) from: Northwest Workforce Development Council; Pacific Mountain Workforce Development Council; Washington State University; Federation of Private Career Schools, Higher Education Coordinating Board, State Board for Community and Technical Colleges; Department of Social and Health Services; and the Employment Security Department.

As described on Page 2 of this State Plan, the Workforce Board distributed drafts of the state's workforce development strategies for public comment and the Board held public meetings in eastern and western Washington. Over 3,000 stakeholders received a draft copy of the strategies via email invitations and electronic newsletter notices. Workforce Development Council Directors met with the Workforce Board offering input in the early and final development of strategies presented in *High Skills, High Wages 2006: Washington's Strategic Plan for Workforce Development*.

- E. What is the Governor’s vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk? (§112 (b)(18)(A).)

Workforce development system stakeholders reached agreement on strategies to ensure that youth, including youth most at risk, have the opportunities through education and workforce training to achieve their career goals. The state’s commitment is communicated in Goal One in *High Skills, High Wages 2006*:

Youth Goal: Ensure all Washington youth receive the education, training, and support they need for success in postsecondary education and/or work.

There are four objectives and ten strategies tied to this goal:

Objective 1: All students graduate on time.

- Create a state-level public/private partnership that provides demonstration grants to school-community partners for development of comprehensive dropout prevention and intervention programs for middle and high school students at-risk of dropping out and dropouts. *Lead: OSPI*
- Expand the Dropout Prevention Initiative to more high schools. *Leads: Governor, OSPI, ESD, Workforce Board, and WDCs.*

Objective 2: All students leave high school prepared for success in further education and/or work.

- Increase the number of students who complete a Career and Technical Education (CTE) sequence and/or course requirements for admission to a four-year college or university or enrollment in college-level classes at a community or technical college. *Lead: OSPI.*

Objective 3: There is a Comprehensive Guidance System throughout the K-12 system that provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school.

- Expand implementation of the “Best Practice” guidance system, Navigation 101, across the K-12 system. *Lead: OSPI and Workforce Board.*
- Integrate Individual Education Plans with the 13th year plan required for graduation. *Leads: DVR, DSHS working with OSPI.*

Objective 4: There are secondary CTE programs throughout the K-12 system that enable students to explore career pathways and complete preparatory coursework that matches their aspirations. The career pathways are articulated with postsecondary education and training and result in industry certification.

- Expand opportunities for secondary students to take CTE preparation programs and career assessments. *Leads: OSPI and Workforce Board.*
- Boost the academic content of CTE programs and recognition of academic course equivalencies. *Lead: OSPI*
- Develop model statewide CTE articulation agreements that provide a program of sequenced courses and ensure all students have access to dual enrollment options. *Leads: SBCTC and OSPI.*
- Expand pre-apprenticeship training to prepare students for direct entry to apprenticeship programs. *Leads: Washington State Apprenticeship and Training Council at L&I and OSPI.*
- Pilot the Work Readiness Credential for CTE completers. *Leads: Workforce Board and OSPI.*

II. State Workforce Investment Priorities

Identify the Governor's key workforce investment priorities for the State's public workforce system and how each will lead to actualizing the Governor's vision for workforce and economic development. (§§111(d)(2) and 112 (a).)

Ten Strategic Opportunities for the Next Two Years

High Skills, High Wages 2006 provides a comprehensive agenda of 4 goals, 18 objectives, and 64 strategies that identifies the lead entities responsible for implementation. All the goals, objectives, and strategies are important, and responsible entities are committed to implementing the strategies during the next two years and beyond. At the same time, the Workforce Board has identified key strategic opportunities to further the agenda. The following list encompasses a number of strategies in the plan and provides a focus for partners when they consider new or expanded initiatives.

1. *Increasing high school graduation rates:* About 74 percent of ninth graders graduate on time with their class. The numbers are even lower for some racial and ethnic populations. Those who do not graduate are subject to a lifetime of lower wages. The state must build on the success of community partnerships that implement effective dropout prevention and retrieval programs and hold schools accountable for engaging and retaining students through graduation. While schools are raising their expectations of students, they need to demonstrate the relevance of education, including strong career and technical education programs.
2. *Expanding the availability of career pathways that span secondary and postsecondary education and training:* Career pathways offer students career and technical education in a career cluster; incorporate rigorous academic, as well as technical content; span secondary and postsecondary education and training; and lead to an industry-recognized credential. The reauthorized Carl Perkins Act requires schools receiving federal CTE dollars to have at least one career pathway (also referred to as a program of study). Pathways increase opportunities for students to enter postsecondary education and training and high-skill, high-wage careers.
3. *Increasing postsecondary training capacity:* The state must increase postsecondary education and training capacity if we are to close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need. Fifty-one percent of employers who attempted to hire workers in 2005 said they had difficulty finding qualified applicants. The largest gap is at the sub-baccalaureate level. Capacity must be expanded at community and technical colleges, apprenticeship programs, and private career schools.
4. *Increasing financial aid and retention support for workforce education students:* If all segments of our state population are to have access to postsecondary training, we must increase financial aid and retention support. Financial barriers are the number one reason why Washington residents do not access postsecondary training. In addition to financial aid, many individuals need support services, such as child care, in order to access training and stay in training until completion.

5. *Increasing ABE Skills and ESL instruction that is integrated with occupational skills training:* Integrated, or “blended,” instruction is more likely to lead to wage gains for participants than basic skill programs that do not include an occupational component. Without education and training opportunities, the state’s illiterate populations, immigrants, low-income workers, and the unemployed can be stuck in dead ends.
6. *Improving coordination between workforce and economic development in key economic clusters:* An economic cluster is a sector of the economy in which a region has demonstrated it has a competitive advantage by a high geographic concentration of firms and employment. Public investments in clusters are more likely to pay off than investments in other economic sectors since clusters have already demonstrated success in the market. Clusters provide an organizing principle around which the state and local areas can successfully coordinate workforce and economic development efforts to the advantage of Washington employers and workers.
7. *Expanding and sustaining skill panels:* An industry skill panel is a partnership of business, labor, and education and training providers in an economic cluster. Skill panels harness the expertise of their members to identify skill gaps and devise solutions to close the gaps. The partnerships foster innovation and enable industries and public partners to respond to and anticipate changing needs quickly and competently.
8. *Expanding customized training for current workers:* With the accelerating pace of technological advances and globalization, there is increasing need to train and retrain current workers to keep pace. Customized training prepares workers with the latest skills required to meet the needs of a particular employer or set of employers, enabling businesses to be competitive. Even with recent investments, Washington lags far behind other states in publicly supported customized training.
9. *Expanding the availability of the Work Readiness Credential:* Washington is working with the U.S Chamber of Commerce, major national industry representatives, and other states to establish a certification of work readiness as defined by employers for entry-level jobs. The Work Readiness Credential will enable job seekers to demonstrate to prospective employers that they have the knowledge and skills needed for successful performance as entry-level workers. These skills include the ability to: complete work accurately, work in teams to achieve mutual goals and objectives, follow work-related rules and regulations, and demonstrate willingness to work and show initiative, and display responsible behaviors at work.
10. *Developing state and local agreements on service integration:* WorkSource, Washington’s one-stop system for employment and training programs provides access to 19 programs. Integrating services from such a large array of programs is a continuing challenge. In order to advance integration, the Workforce Board will coordinate the development of statewide agreements on integration among partner agencies and programs. The agreements will indicate what partner agencies and programs will do to support the integration of workforce development services. The goal of this effort is to improve services to customers.

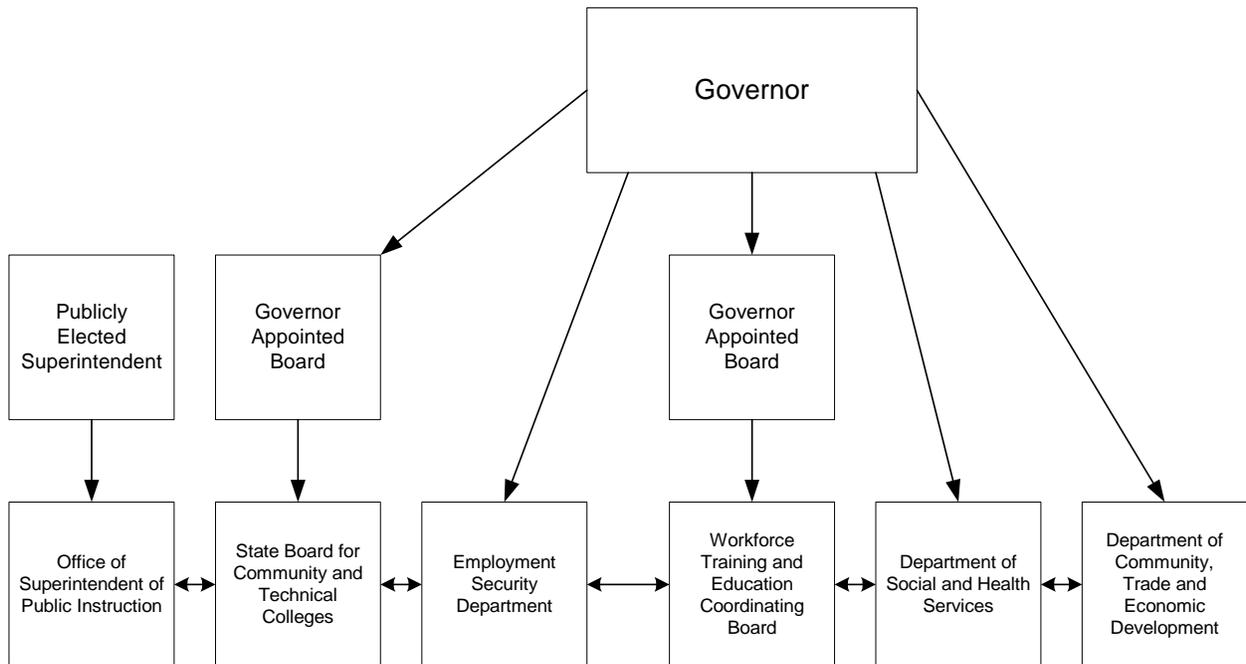
To take advantage of these strategic opportunities, workforce development programs must function as a system, linking partners and resources, and increasing efficiency. Even though lead entities are identified in *High Skills, High Wages 2006*, we know that mutual support is critical if we are to continue our progress.

For an electronic copy of *High Skills, High Wages 2006* please go to: <http://www.wtb.wa.gov/> and select “Publications.”

III. State Governance Structure (§112(b)(8)(A).)

A. Organization of State agencies in relation to the Governor:

1. Provide an organizational chart that delineates the relationship to the Governor of the agencies involved in the public workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.



The workforce development system consists of programs and services that prepare people for employment. There are 18 programs as defined in state statute and Executive Order 99-02. These programs focus on preparing individuals for jobs that do not require a baccalaureate degree, about 75 percent of all jobs in Washington.

<i>State Workforce Development System</i> (RCW 28C.18, RCW 50.12, and EO 99-02)		<i>Program Year 05</i>
Operating Agency	Program	Annual Public Funds (\$)
State Board for Community and Technical Colleges	Postsecondary Technical Education	\$351,362,402
	Adult Education and Basic Skills	\$76,253,521
	Worker Retraining Program	\$35,259,100
	Volunteer Literacy Program	\$436,617
	Job Skills Program	\$1,475,000
Office of Superintendent of Public Instruction	Secondary Career and Technical Education	\$273,388,239
	Even Start Family Literacy Program	\$2,764,443
Employment Security Department	Workforce Investment Act, Title I-B Dislocated Workers Program	\$35,787,000
	Workforce Investment Act, Title I-B Adult Training Programs	\$23,000,000
	Workforce Investment Act, Title I-B Youth Activities Program	\$25,342,000
	Training Benefits Program	\$20,000,000
	Wagner-Peyser	\$15,617,015
	Department of Social and Health Services	Division of Vocational Rehabilitation
Department of Services for the Blind	Vocational Rehabilitation for the Blind	\$7,980,184
Workforce Board	Carl D. Perkins Technical Education	\$1,167,984
	Private Vocational School Act	\$177,164
Department of Labor and Industries	Apprenticeship	\$1,200,000
Private Career Schools	(No Public Funds)	0
Total Public Funds		\$920,312,034

Other programs are not included in the state statute and executive order but are related to the workforce development system since they also prepare individuals for employment.

Related Workforce Development Programs:

- Washington's WorkFirst Program
- Washington Conservation Corps
- Job Corps
- On-the-Job Program
- Trade Act-Trade Adjustment Assistance
- Claimant Placement Program
- Reemployment Support Centers
- Workers' Compensation Vocational
- Rehabilitation Benefits Program
- Washington Service Corps/AmeriCorps
- Displaced Homemaker Program
- Washington State Business Enterprise for the Blind
- Offender Education Program
- Offender Employment Services
- Special Employment Services for Offenders
- Community Services Block Grant Program
- Disabled Veterans' Outreach
- Refugee Assistance Program
- Local Veterans' Employment Representatives

For detailed descriptions of all programs, please visit the Workforce Board website at www.wtb.wa.gov. Look for the *Workforce Development Directory 2006* in the Publications section. Each description in the directory includes information about the program's purpose, history, funding, participant eligibility, and who to contact for additional information.

Note: Refer to Section VIII H.3. for a list of Washington State's required and optional One-Stop (WorkSource) partner programs.

2. In a narrative describe how the agencies involved in the public workforce investment system interrelate on workforce and economic development issues and the respective lines of authority.

Washington Economic Development Commission

Public and private stakeholders in Washington's economic and workforce development system also interrelate through the Washington Economic Development Commission.

The Economic Development Commission was formed by former Governor in 2002 and codified by the 2003 Legislature. The Commission currently consists of nine private-sector members. The Commission is directed in the statute to:

- Update the state's economic development strategy and performance measures.
- Provide policy advice and strategic guidance to Washington's Department of Community, Trade and Economic Development (CTED), including:
 - Strategies to promote retention, expansion and creation.
 - Marketing strategies.

- ▶ Strategies to enhance cooperation between local governments, economic development councils, state agencies and the Legislature.
- ▶ Assist CTED to procure and deploy private funds for business development, recruitment, and promotion.

The Commission holds regular quarterly meetings around the state and utilizes committees and special purpose task forces on an as needed basis.

The Commission's first year focused on a number of initiatives aimed at fueling economic development in four specific areas of focus: business and investment recruitment; business retention and expansion; successful technology commercialization of basic and applied research; and local/regional/statewide economic development capacity building.

The members of the Commission are appointed by the Governor and are representative of the geographic regions of the state, including eastern and central Washington, as well as representative of the ethnic diversity of the state. At least three fourths of the representation represents the private sector, such as from existing and emerging industries, small businesses, women-owned businesses, and minority-owned businesses. The Commission also includes representation from other sectors of the economy that has experience in economic development, including labor organizations and nonprofit organizations.

Governor's Economic and Workforce Development Conference

Governor Christine Gregoire spoke to a capacity audience attending her 2006 Governor's Economic and Workforce Development Conference. This statewide conference was held in Vancouver, Washington on September 6-7, 2006. There were three conference themes; Infrastructure, Workforce Development, and Easier to Do Business.

The Governor presented awards acknowledging individuals, organizations, communities, and regions that achieved excellence in their field. Here is a portion of the Governor's conference invitation:

At this unique moment, it is important to come together to develop strategies to address our economic future. Today for the first time, we'll combine workforce and economic development conferences into one unified event. I'll present a strategic vision for moving Washington forward. Throughout the day, together, we'll address key questions to chart our future:

- How can we use our substantial public investment in infrastructure to promote the best possible economic future for Washington?
- What should we do to send a strong message to employers that we are "open for business."?
- In an increasingly global economy, will our workforce development strategies promote the skills that we need to make the best products and services in the world?

During Governor Gregoire conference presentation, she announced her economic vision for the **Next Washington**. More information about the **Next Washington** is described in Section I.A. of this plan. For a final publication go to:

http://www.governor.wa.gov/priorities/economy/next_wa_final.pdf

B. State Workforce Investment Board (§112(b)(1).)

1. Describe the organization and structure of the State Board. (§111.)

The following statutory references describe the Workforce Board's relevant history and duties with regard to State Workforce Investment Board requirements.

The Washington State Legislature established the Workforce Board in 1991.

The Board's purpose is to provide planning, coordination, evaluation, monitoring, and policy analysis for the State training system as a whole, and advice to the governor and legislature concerning the State training system, in cooperation with the State training system and the Higher Education Coordinating Board (HECB). [RCW 28C.18.030] (1991)

RCW 28C.18.060 [Board duties] Establish and maintain an inventory of the programs of the State's training system, and related state programs, and perform a biennial assessment of the vocational education, training, and adult education and literacy needs of the State; identify ongoing and strategic education needs; and assess the extent to which employment, training, vocational and basic education, rehabilitation services, and public assistance services represent a consistent, integrated, approach to meet such needs. (1991)

In 1992, the former Governor indicated, in correspondence to Congress, that the Workforce Board already performs functions of the Human Resource Investment Council (HRIC) as provided for in amendments to the federal JTPA, P.L. 97-300.

The Conference Report indicates that nothing in the amendments is to prevent a state from maintaining a pre-existing body that already performs such functions.

In 1995, the Washington State Legislature expanded and clarified the duties of the Workforce Board. The Legislature designated the Board to perform the functions of the HRIC as provided for in the federal JTPA, P.L.97-300, as amended. The statute is recorded in RCW 28C.18.050(2).(1995)

RCW 28C.18.050(3) The board shall provide policy advice for any federal act pertaining to work force development that is not required by state or federal law to be provided by another state body. (1995)

RCW 28C.18.050(4) Upon enactment of new federal initiatives relating to work force development, the board shall advise the governor and the legislature on mechanisms for integrating the federal initiatives into the State's work force development system and make recommendations on the legislative or administrative measures necessary to streamline and coordinate state efforts to meet federal guidelines. (1995)

In 1999, the former Governor issued Executive Order No. 99-02. Sec. 1 of the Executive Order directs the following:

The Workforce Board shall act as the Workforce Investment Board for purposes of the federal WIA of 1998.

Board Membership: In accordance with RCW 28C.18.020, the Workforce Board consists of nine voting members appointed by the Governor with the consent of the Senate, as follows:

Three representatives of business, three representatives of labor, the Superintendent of Public Instruction, the Executive Director of SBCTC, and the Commissioner of ESD. The Chair of the Board is a nonvoting member selected by the Governor to serve at his pleasure. The Chair shall appoint to the Board one nonvoting member to represent racial and ethnic minorities, women, and people with disabilities.

The Board is substantially similar to the WIA membership requirements as described in the next section.

2. Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in WIA. How is the alternative entity achieving the State's WIA goals? (§§111(a-c), 111(e), and 112(b)(1).

Serving as the Chair of the Board for the Governor is the Senior Lecturer of the University of Washington's Daniel J. Evans School of Public Affairs. Representing business on the Board is the Executive Director of the Association of Washington Business' Institute for Workforce Development and Economic Sustainability; the Owner/Operator of a small business in Hoquiam; and the founder of Envisioned Results Coaching. Representing labor on the Board is the President of the Washington State Labor Council AFL-CIO, the Executive Secretary/Treasurer of the Spokane Regional Labor Council, and Labor Representative, IBEW Local 46. Representing targeted populations on the Board is the Community Actions Director of the Fremont Public Association (a community-based organization). The Fremont Public Association Director has experience with respect to youth activities and expertise in the delivery of workforce development services.

The Commissioner of Employment Security Department is a Workforce Board member. ESD is the state's grant recipient for the following programs and activities:

- WIA Title I-B Youth, Adult, and Dislocated Worker Grants
- Wagner-Peyser
- Veterans' Workforce Programs
- Trade Adjustment Assistance
- Training Benefits Program
- Unemployment Compensation
- Claimant Placement Program

The Executive Director of the State Board for Community and technical Colleges (SBCTC) is a Workforce Board member. SBCTC is the State administrative entity for the following WorkSource programs:

- WIA Title II Adult Education and Literacy programs including ESL programs
- Postsecondary vocational education programs funded through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act)
- The State funded Worker Retraining Program
- The State funded Job Skills Program

The Superintendent of Public Instruction is a Workforce Board member. The Superintendent has experience with respect to youth activities and services. The Office of Superintendent of Public Instruction (OSPI) is the state administrative entity for the following WorkSource program:

- Secondary vocational education programs through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act)

At the request of the former Governor, the Secretary of the Department of Social and Health Services (DSHS) serves as an additional participating official to inform the Board's work. DSHS is the state grant administrative entity for the following WorkSource programs:

- Senior Community Service Employment Program funded under Title V of the Older Americans Act
- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act (note: the Executive Director of the State Department for the Blind (DSB) and the Director of the Division of Vocational Rehabilitation (DVR) serve as advisors to the Board)
- WorkFirst (Washington's Temporary Assistance for Needy Families Program)

The former Governor also stipulated by executive order that a CLEO is to serve as a participating official on the Board.

Please refer to the introductory section for a description of inter-agency participation in the development of this State Plan. The 2007-2009 State Plan for WIA Title I-B and Wagner-Peyser builds on state policies identified in Washington State's 2000-2005 and 2005-2007 State WIA Plan.

Described below is background information on the development of the original 2000-2005 State Plan for WIA Title I-B and Wagner-Peyser:

The former Governor included House and Senate representatives and a representative from the Washington Association of Counties to be part of the Governor's Working Group for WIA. Throughout the planning process, the Governor and the Workforce Board communicated with the CLEOs in each of the 12 Workforce Investment Areas as he shared his planning and implementation instructions and local council certification criteria with the CLEOs. The Commissioner of ESD and the Executive Director of the Workforce Board traveled to each of the 12 Workforce Areas in the state to meet with the CLEOs and discuss the Governor's agenda for the workforce development system, and to learn about their local WIA planning and implementation perspectives. These on-site visits were completed in the fall of 1999.

Three workgroups were established by the Workforce Board to address three Governor's challenges for the state's workforce development system and to advise the Board on the goals, objectives, and strategies for the original 2000-2005 State WIA Plan. Representatives of the state's WIA Sec.121(b)(1) programs were invited to participate on these workgroups including individuals representing:

- WIA Title I-C Job Corp Program (Cascades Job Corps Center, Sedro Woolley, Washington).
- WIA Title I-D Native American Programs (Seattle Indian Center).
- WIA Title I-D Migrant Seasonal Farmworker Programs (Yakima Valley Opportunities Industrialization Center, now known as O.I.C. of Washington).
- Employment and training activities carried out under the Community Services Block Grant (CAMP—a local area CSBG grant recipient in Seattle).
- Employment and training activities carried out by the Department of Housing and Urban Development (Seattle Housing Authority and King County Housing Authority).
- Title V of the Older Americans Act (City of Seattle Division of Social Services).
- Vocational rehabilitation (Division of Vocational Rehabilitation).
- Community colleges (President of Clark College).

As summarized above, each of the entities identified in WIA Sec.111(b)(1) were directly involved in the planning for the state's workforce development system and connected to its implementation as envisioned in the Act.

The use of technology such as electronic e-mail, electronic newsletters, Question and Answers on WIA implementation posted on the Board's internet homepage and extensive mailing list distributions also helped customer groups and WorkSource partners keep informed.

The methods of communication encouraged input into the process as the State Strategic Plan and state WIA Title I-B and Wagner-Peyser Plan was developed and "drafts" circulated.

All mandatory One-Stop/WorkSource partner agencies were represented on at least one of the workgroups to participate and offer input into the implementation of the plan in order that the States' goals are achieved. Individuals with expertise in the delivery of youth activities, DVR, DSB, and Client Assistance Program representatives were included in the workgroups' membership. Workgroup members included state and local workforce development leaders. Moreover, there was a strong private sector membership on each workgroup.

In addition, the state was assisted by the former WorkSource Executive Policy Council (EPC) which oversaw the development of Washington State's One-Stop (WorkSource) system. The EPC offered operational guidance to the WorkSource system on: (1) barrier removal at the state level; (2) customer oriented WorkSource implementation; and (3) other WorkSource operational issues such as the development of the WorkSource Tracking and Accountability System called Services, Knowledge, and Information Exchange System (SKIES).

In order to increase public awareness of this critical initiative, the WorkSource EPC Chair provided regular reports to the Workforce Board with particular emphasis on relevant policy issues. This began in the year 2000 as part of the implementation of WIA.

Since 2000, the Workforce Board's Interagency Committee (IC) meets on a regular basis to discuss workforce development program coordination (see Section III.C.1. of this State Plan).

3. Describe the process your State used to identify your State Board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the State as required under WIA? (20CFR 661.200).

The process for identifying Workforce Board members is identified in RCW 28C.18.020, (1991). The chair of the Board is selected by the Governor to serve at his/her pleasure. The Chair appoints one nonvoting member representing racial and ethnic minorities, women, and people with disabilities. The three business representatives are appointed by the Governor from nominations provided by a statewide business organization representing a cross-section of industries. The three labor representatives are appointed by the Governor from nominations provided by statewide labor organizations. The nominations and appointments are to reflect the cultural diversity of the state, including women, people with disabilities, and racial and ethnic minorities.

RCW 28C.18.020, (1991) also identifies the Superintendent of Public Instruction, the Executive Director of SBCTC, and the Commissioner of ESD as Workforce Board members. The Superintendent of Public Instruction is a publicly elected office.

The Executive Director of SBCTC is appointed by the Board of the state's community and technical colleges. The Commissioner of ESD is appointed by the Governor.

4. Describe how the Board's membership enables you to achieve your vision described above. (§§111(a-c) and 112(b)(1).)

The tripartite voting makeup of the Workforce Board was specifically designed by the Governor and the Washington State Legislature to ensure the strong voice of the customer in the design and development of state workforce development system policy. The voting make-up was recommended in 1990 by a blue ribbon advisory committee consisting of legislators, business, labor, education and training agencies, Private Industry Council representatives, and community-based organizations. The tripartite makeup of the Board and its strong inclusive approach to policy development enables the State to achieve the goals, objectives, and strategies of Washington's State Unified Plan and the goals Congress has for WIA.

5. Describe how the Board carries out its functions as required in sec. 111 (d) and 20 CFR 661.205. Include functions the Board has assumed that are in addition to those required. Identify any functions required in sec. 111 (d) the Board does not perform and explain why.

The Workforce Board assists the Governor by performing the functions listed in WIA Sec.111(d) which include:

- Developing and maintaining a state strategic comprehensive plan using a broad collaborative process.

- Reviewing and making recommendations to the Governor concerning the operating plans of the agencies that administer programs of the state workforce development system to ensure consistency with the state strategic comprehensive plan.
- Developing and implementing a performance management system for workforce development, including the evaluation and data responsibilities described in RCW 28C.18 and the performance accountability system described in P.L.105-220, in partnership with the operating agencies and local WDCs. The system shall be built upon policies, processes, and interagency agreements that embody the state's Performance Management for Continuous Improvement system. Assessing the workforce development system using this performance management system. [Executive Order 99-02]
- Developing linkages in order to assure coordination and non-duplication among the WorkSource programs.
- Reviewing local area Strategic Plans and WIA and Wagner-Peyser Plans and recommending local plan approval to the Governor.
- Serving as the state's designated eligible recipient agency for the Perkins D. Perkins Career and Technical Education Act of 2006. Developing the State Perkins Plan.
- Recommending to the Governor the designation of Workforce Investment Areas.
- Recommending to the Governor the certification of local Workforce Development Councils (WDCs).
- Recommending to the Governor, through this plan, the allocation formulas for the distribution of funds for WIA Title I-B Youth Activities Grant and Adult Employment and Training Grant.
- Preparing an annual WIA Title I-B Program report to the U.S. Secretary of Labor including information on the status of the state evaluations for the workforce development system.
- Assisting the Employment Security Department in its work to develop a statewide employment statistics system.
- Developing possible future applications for incentive grants available under WIA Sec. 503. Establishing an incentive fund for the workforce development system and recommending to the Governor criteria for rewarding local WDCs and programs that produce exemplary results.

There are no functions required by the Workforce Investment Act of 1998 that the Workforce Board does not perform.

The following is a description of how the Workforce Board carries out its function as State Workforce Investment Board for purposes of Title I-B of the Workforce Investment Act.

Drafts of WIA Title I-B policies are formulated by the Board through a statewide inclusive and collaborative review and comment process. Examples: guidelines for developing local area Workforce Development Council plans, state's criteria for local area Council certification, performance criteria for the state's Eligible Training Provider list, state's criteria for the use of WIA Sec. 503 performance incentive funds, others. Draft policies are reviewed at scheduled Board meetings. Board meeting announcements are e-mailed to over 114 individuals and groups. Meeting notices, Board packet materials, and drafts of proposed WIA policies are posted on the Workforce Board's home page and included in an electronic newsletter to inform the public of Board activities. Over 3,300 individuals and groups receive the Board's electronic newsletter.

The Workforce Board schedules time at Board meetings to review draft WIA policies, to hear from staff on the reasoning for the policy, and to get grounded on the purpose of the policy before action is taken. The Workforce Board meets at a later date to adopt a motion to approve the WIA policy. When considering WIA policy drafts, Board members consult with their own constituency groups, that is, with business members of the Washington Association of Business, labor leaders including the Washington State Labor Council, school district superintendents, college presidents and college workforce deans, WorkSource managers, state advisory councils, community-based organizations, and other leaders.

The Workforce Board's Interagency Committee (IC) initially meets to offer comment on early policy drafts prior to Board's policy information meeting. The IC meets again to discuss a final policy draft prior to the Board meeting where the Board takes action to approve the WIA policy (See Section I.D. for a list of the members of the Interagency Committee). Proposed WIA performance targets and proposed performance criteria for the Eligible Training Provider list are reviewed by the IC and by the Performance Management for Continuous Improvement (PMCI) committee prior to submitting the proposed performance targets to the Workforce Board for its approval (See Section I.D. for a list of PMCI members).

Staff of the Workforce Board meet with Office of the Governor staff to review WIA policy drafts and to seek advance comment on Board recommendations for Governor approval for local area Council certification, local area plan approval, and state plan approval. Workforce Board and Employment Security Department staff meet with the Governor's workforce policy staff to review proposals for the annual use of the Governor's WIA 10 percent statewide activities funds.

Workforce Board and Employment Security Department staff meet with the 12 Workforce Development Council Directors at the Director's Washington Workforce Association meetings to discuss WIA policy drafts and state WIA guidelines/criteria to seek their advice in policy formulation. Workforce Board and Employment Security Department staff meet monthly to track the progress of WIA policy implementation, to consider WIA policy revisions, to track the progress on the use of the WIA 10 % statewide activities funds, and to prepare quarterly WIA performance reports and the annual WIA report to the U.S. Department of Labor.

The Workforce Board prepares an annual report to the Washington State Legislature on the progress of the state's operating agencies and the 12 Workforce Development Councils in implementing the strategies in *High Skills, High Wages 2006: Washington's Strategic Plan for Workforce Development*.

6. How will the State Board ensure that the public (including people with disabilities) has access to board meetings and information regarding State Board activities, including membership and meeting minutes? (20 CFR 661.205)

The Workforce Board held seven board meetings in 2004, seven in 2005, eight in 2006, and seven Board meetings are scheduled in 2007. All of these meetings are open to the public at locations that are American Disability Act accessible according to the ADA. The Board abides by the State Open Public Meetings Act. A meeting announcement is e-mailed to over 114 individuals and groups. Meeting notices are posted on the Workforce Board's home page as well as included in an electronic newsletter to inform the public of Board activities. Over 3,800 individuals and groups receive the Board's electronic newsletter.

All meeting notices include the following message: “People needing special accommodations please call the Workforce Board at least ten days in advance at (360) 753-5677.” Minutes of Workforce Board meetings are available upon request. Minutes as well as other Workforce Board publications will be made available in alternative format upon request. Board meetings are often televised for public viewing over public television networks provided by TVW.

The Workforce Board’s IC meets in advance of the Board meetings to discuss the Board agenda and to review drafts of material to be presented at the Board meeting. For a description of the IC’s membership, see Section III.C.1. of this State Plan.

7. Identify the circumstances which constitute a conflict of interest for any State or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

Washington State WIA Policy Number 3420-Revision 1 (November 2001): Conflict of Interest, requires each WDC to develop a Conflict of Interest Policy to ensure that individuals or representatives of organizations entrusted with public funds will not personally or professionally benefit from the award or expenditure of such funds.

Circumstances that would constitute a conflict of interest are:

- If an individual in a decision-making capacity engaged in any activity, including participation in the selection, award, or administration of a sub grant or contract supported by WIA funds, if a conflict of interest (real, implied, or apparent) would be involved.
- If a member of the WDC casts a vote or participated in any decision-making capacity on the provision of services by the member or his or her immediate family (or any organization which that member or his or her immediate family directly represents), or on any matter which would provide any direct financial benefit to the member, or his or her immediate family or to the member or his or her immediate family’s organization.
- If a member of the WDC participates in the selection or award of funding for an organization or firm which employs, or is about to employ the council member or his/her immediate family, or where the council member or his/her family has a financial or other interest, either through ownership or employment, in the organization or firm.

8. What resources does the State provide the board to carry out its functions, i.e., staff, funding, etc.?

The Employment Security Department (ESD) is Washington State’s WIA Grant Recipient. Through an Interagency Agreement, ESD provides the Workforce Board with a portion of the WIA Sec. 134(a) Statewide Employment and Training Activities funds to carry out the functions of the Workforce Board. For Program Year 2006 (July 1, 2006, to June 30, 2007) the WIA Title I-B funds available to the Workforce Board amounted to \$1,731,500.

- C. Structure/Process for State agencies and State Board to collaborate and communicate with each other and with the local workforce investment system (§112(b)(8)(A).)
1. Describe the steps the State will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the State and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the State Board and agencies eliminate any existing State-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)
 2. Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the State agencies responsible for implementing the vision for the public workforce system; between the State agencies and the State Workforce Investment Board.
 3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the State agencies/State Board and local workforce investment areas and local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local Boards and One-Stop Career Centers. (§112(b)(1).)

In answer to the questions above, Governor Christine Gregoire and the Washington State Legislature look to the Workforce Board to provide a system wide approach to strategic planning and accountability and to foster partnerships among business, labor, and education and training programs. The Workforce Board is the convener of an Interagency Committee (IC). The purpose of the IC is to ensure open and effective sharing of information among state agencies administering workforce development programs. The purpose of the IC is also to facilitate and support the coordinating role of the Board.

The Interagency Committee (IC) is a working group of staff who are the representatives to Board members. Goals for IC meetings is: (1) preparation for informed Board member discussions; (2) a more collaborative approach to attending to our state's workforce needs; (3) identification of new opportunities for coordinated leadership; and 4) to have all relevant agencies represented at scheduled meetings. Specifically, the IC:

- Provides for cross-system collaboration in developing policy issue papers for the Board's consideration. Examples: Strategic plan for workforce development; development and implementation of demand driven strategies.
- Ensures that Board members are aware of agenda issues and prepared to participate productively in discussions.
- Identifies emerging issues critical to developing an excellent workforce development system.
- Supports the Board staff in crafting meaningful, relevant, and compelling Board meeting agendas.
- Negotiates interagency differences in policy, perspective, and priority.
- Communicates within their organizations/systems the goals and activities of the Board in order to ensure broad involvement and support in making progress.

Core IC members:

Workforce Board, Executive Director, IC Chair
Workforce Board, Associate Director for Policy and Research
Washington State Labor Council, Director of Education and Training
Association of Washington Business representative
Governor's Executive Policy Office, Executive Policy Advisor
ESD, Designee for Board Member
SBCTC, Designee for Board Member
OSPI, Designee for Board Member
DSHS, DVR representative

Other IC members:

SBCTC/Office of Adult Literacy
SBCTC/Workforce Education
ESD program representatives as appropriate
WDC Director, Chair of the Washington WWA
DSHS program representatives as appropriate
CTED/WorkFirst
Higher Education Coordinating Board
Private Vocational Schools representative
Labor and Industries/Apprenticeship
Workforce Board, Associate Director for Systems Partnerships
Workforce Board, Administrator of Program Management

The Interagency Committee (IC) makes no distinction between membership categories during discussions. Additional individuals receive informational mailings with agenda items. An annual calendar of IC meetings is established once the Workforce Board's annual calendar is adopted. Special meetings are called as necessary. Notes of the meetings, including attendance and major discussion points, are included in Workforce Board packets.

There are a number of ways that staff of ESD and the Workforce Board share, with local area WDCs, information on workforce policies under development. ESD and Workforce Board staff discuss policies and issues with WDC Directors at the Directors' WWA meetings. Over 3,800 individuals and groups receive the Workforce Board's electronic newsletter including directors and staff of WDCs. ESD supports a state and local WIA Policy Committee whose purpose is to review draft policies and comment on needed changes.

4. Describe any cross-cutting organizations or bodies at the State level designed to guide and inform an integrated vision for serving youth in the State within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)

Washington State's workforce development system, as defined in state statute and Executive Order 99-02, directs state agencies to serve youth within the context of workforce investment, social services, juvenile justice, and education. DSHS, ESD, and OSPI serve on the State Workforce Board and the IC which determine strategies to ensure that youth, including those most at risk, have the opportunities for education and workforce training. These objectives and strategies are listed in Section I.E. of this plan.

The strategies provide a framework for the development of priorities and policies for the Governor's set aside. For Program Years 2005 and 2006, the Workforce Board, OSPI, and ESD coordinated efforts to address the social and economic consequences for young people who do not earn a high school diploma. A portion of the Governor's WIA set aside funds were directed to local workforce development areas to implement a dropout prevention and retrieval initiative.

A collaborative cross-agency approach for both policy development and service delivery at the state and local level will continue as the primary method to maximize service delivery for youth most in need.

While Washington State did not elect to establish a single state-level Youth Council, each of the 12 local areas has an established Youth Council, and a statewide youth coordinators group is in operation. Members include WDC youth specialists who represent their local area youth partners and a youth specialist from ESD and the Workforce Board. The group meets quarterly. This group together with local Youth Councils will continue as a forum for state partners to provide leadership on national and state initiatives including serving youth most in need.

IV. Economic and Labor Market Analysis (§112(b)(4).)

As a foundation for this strategic plan and to inform the strategic investments and strategies that flow from this plan, provide a detailed analysis of the State’s economy, the labor pool, and the labor market context.

The analysis of the state’s economy and labor market formed the foundation for the strategic plans laid out in this State WIA and Wagner-Peyser Plan. In addition, the identification and selection of the 4 goals, 18 objectives, and 63 strategies *High Skills, High Wages 2006* were informed by an analysis of the state’s economy, its workforce, its workforce development delivery system, and performance accountability. This analysis is presented in the first four chapters of *High Skills, High Wages 2006*. An in-depth analysis of the state’s economy, employment projections, an employer report on shortages of skilled workers, and a detailed summary of three industry clusters (health care, information technology, and construction) is presented in Chapter I. To view Washington’s Strategic Plan for Workforce Development please go to: <http://www.wtb.wa.gov/> and click on “Publications”.

Other data that formed the foundation for the State Plan are presented in the following Workforce Board publications: *Survey of Washington State Employers’ Workforce Training Needs and Practices 2006*- the Workforce Board’s biennial survey of Washington State’s employers on the needs for a skilled workforce; and in *Targeted Populations*—a series of papers focusing on segments of our population (Women, People with Disabilities, Hispanics, African Americans, Native Americans, Asians, and Pacific Islanders). The *Targeted Population* papers describe, for each of the population segments, the growth rates in the state’s labor force, what educational choices they are making, and how they are responding to them. To access these publications, go to <http://www.wtb.wa.gov/> and click on “Publications.”

A. What is the current makeup of the State’s economic base by industry?

Table 1.
Top 5 Industries*

INDUSTRY	TOTAL WAGES	AVG. EMPLOYMENT	AVG. ANNUAL WAGE
TOTAL	\$112,619,062,754	2,766,721	\$40,705
MANUFACTURING	\$14,711,092,870	267,703	\$54,953
PROFESSIONAL, SCIENTIFIC, & TECHNICAL SERVICES	\$8,285,444,111	135,425	\$61,181
HEALTH CARE & SOCIAL ASSISTANCE	\$10,118,253,585	279,804	\$36,162
INFORMATION	\$7,804,066,414	94,427	\$82,647
RETAIL TRADE	\$8,480,335,715	310,299	\$27,330

*Source: 2005 Quarterly Census of Employment and Wages (QCEW), based on an average rank of three criteria: total wages, average employment, and average annual wages

Among the top industries in Washington’s economic base, Manufacturing; Professional, Scientific, and Technical Services; Health Care and Social Assistance; Information; and Retail Trade ranked in the top five.

Manufacturing ranked as the top industry with total wages exceeding \$14 billion. More than one-quarter (78,428) of total manufacturing jobs were in transportation and equipment manufacturing which includes aerospace. Manufacturing strength was not limited to the aerospace industry. Computer and electronic product manufacturing saw average annual employment above 22,000 in 2005 with total wages nearing 1.5 billion. Food manufacturing wages exceeded 1.2 billion

with more than 33,000 jobs. Other strong sectors included wood product manufacturing, paper manufacturing, fabricated metal product manufacturing, and machinery manufacturing.

Almost 40 percent of health care and social assistance jobs were in ambulatory health care services. This contributed \$4.6 billion in total wages closely followed by hospital jobs with total wages exceeding 3.2 billion.

Average annual wages in information were at the top of the list at \$82,647. Publishing industries, except internet, held more than half (52,159) of all information jobs with total wages of \$5.2 billion. Telecommunications contributed \$1.8 billion in total wages along with one-quarter of the jobs.

Average employment was highest in retail trade although average annual wages were lowest on the list. Within retail trade, the single largest sector was motor vehicle and part dealers with total wages of \$1.7 billion, followed by food and beverage stores with \$1.5 billion and general merchandise stores with \$1.3 billion. These three sectors accounted for roughly one-half of the total retail trade employment. While total retail trade employment generated the lowest average annual wages among this top five industry group, average wages for motor vehicle and part dealers were more than \$40,000, in line with the average annual wage in total covered employment.

- B. What industries and occupations are projected to grow and or decline in the short term and over the next decade?

Industries

Table 2

Top 5 Industries*, Short-term 2004-2009

INDUSTRY	ESTIMATED EMPLOYMENT 2004	AVG. ANNUAL GROWTH RATE 2004-2009	GROWTH 2004-2009
Health Care & Social Assist. Private	276,700	2.3%	33,300
Administrative & Support & Waste Management & Remediation Services	132,500	4.3%	31,000
Professional, Scientific, & Technical Services	136,700	3.5%	26,000
Manufacturing	263,500	1.9%	26,600
Construction	164,100	2.6%	22,800

*based on the average rank of 3 criteria: 2004 employment, projected growth rate, and projected growth.

Table 3

Top 5 Industries*, Long-term 2004-2014

INDUSTRY	ESTIMATED EMPLOYMENT 2004	AVG. ANNUAL GROWTH RATE 2004-2014	GROWTH 2004-2014
Health Care & Social Assist. Private	276,700	1.9%	57800
Administrative & Support & Waste Management & Remediation Services	132,500	3.5%	53600
Professional, Scientific, & Technical Services	136,700	1.2%	67600
Manufacturing	263,500	2.9%	44800
Construction	164,100	1.9%	34100

*based on the average rank of 3 criteria: 2004 employment, projected growth rate, and projected growth.

For the most part, short-term and long-term industry projections show similar trends. Health care and social assistance, administrative & support & waste management & remediation services,

professional, scientific & technical services and construction are included in both top five lists. The only difference is that in the short-term, the manufacturing sector will remain a top five industry sector, but in the longer term, the baton will be passed to government.

Occupations

Table 4
Top 5 Occupations*, Short-term 2004-2009

SOC	TITLE	ESTIMATED EMPLOYMENT 2004	AVG. ANNUAL GROWTH RATE 2004-2009	GROWTH 2004-2009
119000	Construction and Extraction Occupations	195,602	2.3%	4,762
150000	Construction Trades Workers	155,558	2.4%	3,895
192000	Computer & Mathematical Occupations	103,754	2.9%	3,216
193000	Computer Specialists	101,486	2.9%	3,165
251000	Architecture & Engineering Occupations	76,728	3.0%	2,459

*Source: Quarterly Census of Employment and Wages (QCEW), based on an average rank of three criteria: estimated 2004 employment, average annual growth rate, and average annual openings due to growth.

Table 5
Top 5 Occupations*, Long-term 2004-2014

SOC	TITLE	ESTIMATED EMPLOYMENT 2004	AVG. ANNUAL GROWTH RATE	AVERAGE ANNUAL GROWTH
470000	Construction and Extraction Occupations	195,602	1.8%	3,457
150000	Computer and Mathematical Occupations	103,754	2.5%	2,570
151000	Computer Specialists	101,486	2.5%	2,529
472000	Construction Trades Workers	155,558	1.8%	2,798
290000	Healthcare Practitioners and Technical Occupations	136,505	1.7%	2,357

*Source: Quarterly Census of Employment and Wages (QCEW), based on an average rank of three criteria: estimated 2004 employment, average annual growth rate, and average annual openings due to growth.

Top occupations are not a surprise given the industry mix – Construction workers and health care practitioners are in the top five in the short-term and long-term projections. Architecture and engineering occupations fall within professional, technical, and scientific services. Computer occupations are often considered within the information services sector, which is not a top five industry, but keep in mind that computer occupations are important in all industry sectors.

In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? In what numbers?

Table 6.*

	Est. Employment 2004	Estimated Employment 2014	Average Annual Growth Rate	Average Annual Total Opening	Estimated Average Wage June 2006
LONG PREPARATION					
Computer Software Engineers, Applications	21,272	28,607	3.00%	983	\$82,425
Computer Programmers	12,440	16,616	2.90%	758	\$83,589
Computer Software Engineers, Systems Software	12,604	17,222	3.20%	610	\$87,715
Market Research Analysts	8,140	10,374	2.50%	461	\$77,424
Aerospace Engineers	9,816	12,281	2.30%	539	\$81,330
Civil Engineers	14,006	17,082	2.00%	556	\$70,459
Multimedia Artists and Animators	4,023	5,268	2.70%	224	\$51,811
Management Analysts	13,266	15,991	1.90%	477	\$71,859
Employment, Recruitment, and Placement Specialists	4,017	5,163	2.50%	185	\$51,244
Network Systems & Data Communications Analysts	6,745	8,217	2.00%	236	\$68,844
Technical Writers	2,440	3,252	2.90%	163	\$69,841
Network and Computer Systems Administrators	9,422	11,286	1.80%	302	\$66,183
Architects, Except Landscape & Naval	3,152	4,108	2.70%	137	\$64,667
Medical Scientists, Except Epidemiologists	3,741	4,686	2.30%	169	\$69,580
Computer & Information Systems Managers	5,153	6,268	2.00%	216	\$108,502

*Source: 2004-2014 Occupational Outlook. Occupations are ranked based on the average of three criteria: average annual growth rate, number of job openings due to growth, and total number of job openings due to growth and replacement. Long Preparation: Four years or more of academic work, bachelor's degree or higher; may require additional work experience.

C. What jobs/occupations are most critical to the State's economy?

One of the most critical aspects to the State's economy is having a skilled workforce to fill the jobs that employers project will be necessary. In the recent past, based upon a statewide employer survey, the difficulty in finding qualified job applicants was most severe in the construction and agriculture/food processing industries and last severe in retail and wholesale trade.

The survey results also reflected the need for a skilled workforce will remain acute for the foreseeable future, along with continued emphasis on workforce education and training for the healthy economy for the nation and for the individual.

The charts below point to specific high wage occupational projections based on two relevant education preparation categories: short preparation (1-12 months of training) and mid-level preparation (1-4 years). These are considered critical occupations for the economy and the workforce system the next few years.

Washington State
OCCUPATIONAL TITLES

	Estimated Employment 2004	Average Annual Growth Rate	Average Annual Total Openings	Estimated Average Wage June 2006
SHORT PREPARATION				
Painters, Construction and Maintenance	15,388	2.0%	608	\$36,132
Roofers	5,875	2.4%	315	\$40,344
Drywall and Ceiling Tile Installers	5,473	2.3%	279	\$50,183
Dental Assistants	9,662	1.9%	501	\$34,087
Demonstrators and Product Promoters	3,794	2.6%	210	\$21,310
Construction Laborers	22,728	1.8%	765	\$33,289
Data Entry Keyers	4,323	2.4%	231	\$26,862
Customer Service Representatives	37,249	1.6%	1,259	\$33,202
Medical Assistants	9,690	1.9%	393	\$29,990
Tapers	3,643	2.4%	187	\$44,939
Executive Secretaries and Administrative Assistants	17,705	1.7%	692	\$42,558
Social and Human Service Assistants	5,522	2.0%	229	\$23,852
Billing and Posting Clerks and Machine Operators	13,920	1.6%	505	\$30,898
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	9,180	1.7%	435	\$70,637
Secretaries, Except Legal, Medical, and Executive	26,365	1.5%	984	\$31,867

Washington State
OCCUPATIONAL TITLES

MIDDLE-LEVEL PREPARATION	Estimated Employment 2004	Average Annual Growth Rate	Average Annual Total Openings	Estimated Average Wage June 2006
Computer Support Specialists	14,615	2.5%	611	\$48,629
Gaming Dealers	5,274	2.5%	332	\$19,974
Registered Nurses	48,077	1.7%	2,006	\$62,217
Medical Secretaries	13,740	1.9%	575	\$31,783
Carpenters	42,277	1.7%	1,550	\$44,303
Computer Specialists, All Other	5,353	2.5%	217	\$69,015
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	5,222	2.2%	301	\$53,370
Travel Agents	3,532	2.5%	191	\$35,102
Aircraft Mechanics and Service Technicians	4,795	2.0%	237	\$53,587
Nursing Aides, Orderlies, and Attendants	23,639	1.6%	745	\$23,863
First Line Supervisors/Managers of Construction Trades and Extraction Workers	19,957	1.6%	705	\$63,983
Electricians	15,997	1.6%	615	\$51,817
Preschool Teachers, Except Special Education	6,209	1.8%	204	\$25,102
Cost Estimators	5,365	1.8%	239	\$60,199
Licensed Practical and Licensed Vocational Nurses	9,861	1.6%	407	\$39,881

D. What are the skill needs for the available, critical, and projected jobs?

According to the ONET Resource Center, skills that are important to available, critical, and projected jobs include:

- Active listening
- Coordination
- Critical Thinking
- Instructing
- Judgment and Decision Making
- Learning Strategies
- Mathematics
- Reading Comprehension
- Service Orientation
- Social Perceptiveness
- Speaking
- Writing

What is the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

Table 8.
Age and Sex Distribution of Washington Workers, 2005 and 2030*

Age	2005			2030		
	Labor Force	Male	Female	Labor Force	Male	Female
16-24	504,580	50.3%	49.7%	596,683	49.4%	50.6%
25-54	2,247,402	54.3%	45.7%	2,751,197	54.1%	45.9%
55-64	435,145	53.8%	46.2%	630,028	51.3%	48.7%
65+	104,174	54.7%	45.3%	340,979	52.1%	47.9%
Total	3,291,300	53.6%	46.4%	4,318,886	52.9%	47.1%

*Source: Office of Financial Management

According to the Office of Financial Management, 46.4 percent of Washington’s workers were female in 2005; this is projected to increase to 47.1 percent by 2030. The labor force participation rate is expected to decline somewhat by 2030. Female labor force participation rate is expected to decline at a slower pace (2.1 percent) than its male counterpart (5.3 percent).

E. Is the State experiencing any “in migration” or “out migration” of workers that impact the labor pool?

Table 9.

Period	Population at End of Period	Net Migration	
		Number	Rate*
2000-2001	5,974,900	44,000	7.41
2001-2002	6,041,700	32,400	5.39
2002-2003	6,098,300	22,200	3.66
2003-2004	6,167,800	34,400	5.61
2004-2005	6,256,400	50,600	8.15
2005-2006	6,370,700	77,800	12.32

*Source: Office of Financial Management www.ofm.wa.gov . Period is based on April 1 Population Estimates.

According to the Office of Financial Management’s (OFM) November 2006 Forecast of the State Population, “migration has been a large part of Washington’s growth.” In-migration can be associated with strengthening Washington’s labor pool. Often, workers who migrate to Washington from other states are highly skilled and highly educated. Most likely, workers migrate to an area because they believe that economic activity is healthy in that area. Increased workers to the area support economic growth as they become consumers of goods, services, and housing.

- F. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps is the State experiencing today and what skill gaps are projected over the next decade?

Information on skill gaps is described in two Workforce Board documents published in 2006: *Secondary Career and Technical Education Works* and *Postsecondary Career and Technical Education Works*. To view these publications go to: <http://www.wtb.wa.gov/> and click on “Publications.”

The following is an excerpt from *Secondary Career and Technical Education Works*:

Demand Forecast

Washington’s economy is in transition, moving rapidly from “production driven” to “knowledge and information based.” From our young people to compete successfully, they will need more advanced skills, skills beyond what our academic courses alone teach.

While every student should be encouraged to seek postsecondary education or training, each year in Washington State about a third of high school graduates go directly to work after they graduate. The only training option they have during K-12, the only place they can obtain the workplace and job-specific skills employers are looking for is in a secondary career and technical education (CTE) program.

Employment projections indicate there are jobs for those with only a high school diploma. Surveys show that employers hiring at the high school level have the most difficulty finding those with workplace and job-specific skills, and 88 percent of employers who hire CTE completers are somewhat or very satisfied with those skills.

CTE, however, is not only for those students going straight to work. The year after graduation, about 50 percent of CTE completers in Washington State attended postsecondary education or training.

Whether they go to work or go on to postsecondary education, the earnings of CTE completers are higher: three years after leaving secondary school, those who have completed a CTE program are earning as much as \$1,664 more than a student who did not. A CTE completer also generates additional tax revenue that exceed the cost of the program to the taxpayer.

To fully prepare our young people for the world of work, our secondary schools should offer students the choice of a career and technical education program. For those not going on to postsecondary training, it is the only place in K-12 where they can obtain many of the skills employers need. For those continuing their education, it enables students to explore career options and get a head start on postsecondary training. Finally, CTE boosts student employment and earnings and generates tax revenues that over their working life exceed the costs of the program.

The following is an excerpt from *Postsecondary Career and Technical Education Works*:

Job Forecast

Over the next five to seven years, Washington State employers will need more workers with some form of postsecondary vocational training than any other educational level.

The shortage for workers with job-specific skills is already serious. According to a 2005 survey of Washington businesses, 22,160 firms had difficulty finding qualified applicants with a vocational degree or certificate. The result: their productivity was reduced and their sales lowered.

To meet the need for more skilled workers, the state's community and technical colleges, its private career schools, and its apprenticeship programs have attempted to increase the number of people in training, while at the same time, encouraging them to complete their training. The result: in the 2003-04 school year, community and technical colleges prepared 21,100 new workers; apprenticeship programs 1,300; and private career schools 4,000. Unfortunately, that is not enough.

If there is no increase in the 2003-04 school year supply, Washington employers will only be able to fill about 85 percent of the expected demand. They will be short 4,600 workers annually.

Adding 4,600 more full-time equivalent students (FTE) will not be enough to close the gap. It takes the community and technical colleges 3.1 workforce students to produce one newly-prepared worker, mainly because many students leave school early or need remedial classes. In order to fill the gap, the community and technical colleges will need an increase of 1,170 FTE workforce education students annually between 2004 and 2010. This is in addition to the increased need for academic transfer and basic education students.

The benefits of these vocational training programs to both the public and the participant are obvious. The average newly trained worker from a community and technical college job preparatory program, after only seven to nine months earns \$13.37 an hour and can expect his or her lifetime earnings to increase by over \$90,000. This will generate tax revenues that far exceed the cost of the program.

The current supply of newly trained workers coming out of community and technical colleges, private career schools, or apprenticeship programs will not meet the projected employer demand for workers with more than one year and up to, but less than, four years of postsecondary education or training. To close the supply/demand gap completely by 2012, the state will need about 1,170 community and technical college workforce student FTE's per year over and above 2004 levels. And while there are costs involved in providing such programs, the individual and public benefits far exceed the costs of educating such workers.

- G. Based on an analysis of the economy and the labor market, what workforce development issues has the State identified?

The summary of the strategic opportunities and system priorities are described in Section II of this State Plan for WIA Title I-B and Wagner-Peyser.

These system priorities were informed by in-depth analysis of the State's economy, an analysis of Washington's changing workforce, a secondary and postsecondary CTE skill gap analysis, and employer survey findings.

- H. What workforce development issues have the State prioritized as being most critical to its economic health and growth?

Section II of this State Plan for WIA Title I-B and Wagner-Peyser provides a description of ten important workforce development opportunities determined to be critical to Washington State's economic health and growth:

- Increasing high school graduation rates.
- Expanding the availability of career pathways that span secondary and postsecondary education and training.
- Increasing postsecondary training capacity.
- Increasing financial aid and retention support for workforce education students.
- Increasing Adult Basic Education Skills and English as a Second Language instruction that is integrated with occupational skills training.
- Improving coordination between workforce and economic development in key economic clusters.
- Expanding and sustaining skill panels.
- Expanding customized training for current workers.
- Expanding the availability of the Work Readiness Credential.
- Developing state and local agreements on service integration.

As stated in the introduction section of this plan, Washington is committed to implementing WIA and Wagner-Peyser strategies during the next two years and beyond that will:

1. Guide Washington State's talent development system.
2. Provide seamless service delivery coordination and job placement assistance through comprehensive One-Stop Career Centers (named WorkSource Centers in Washington State).
3. Provide demand-driven employment and training services governed by business-led Workforce Investment Boards, called Workforce Development Councils (WDCs), in Washington State.
4. Offer flexibility to tailor service delivery that meets the needs of our state and local economies and labor markets.
5. Provide high quality information to customers to help them make informed career choices and to select high quality training programs.
6. Provide the Governor, State Legislature, CLEOs, U.S. Department of Labor, and the public with fiscal and performance management and program accountability.
7. Provide WIA eligible youth, including youth most in need, opportunities to succeed in secondary and postsecondary education, and opportunities to qualify for high demand jobs.

V. Overarching State Strategies

- A. Identify how the State will use WIA Title I-B funds to leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the statewide workforce investment system? (§112(b)(10))

Through the WorkSource System, WIA Title I-B resources are leveraged with other federal, state, local, and private resources to expand the participation of business, employees, and individuals.

The fourth goal of *High Skills, High Wages 2006* is to: “Integrate services provided by separately funded workforce development programs so that we provide the best possible service to our customers.” There are six objectives and 24 strategies tied to this goal:

Objective 13: The Workforce Development System is coordinated with other education and training systems.

- The Workforce Board should participate on a new P-20 Education Council that coordinates education policy for the state from pre-school through graduate school. *Leads: Governor and Legislature.*
- The Workforce Board should participate on a newly constituted Higher Education Coordinating Board (HECB). *Leads: Governor and Legislature.*

Objective 14: The Workforce Development System is coordinated with economic development.

- The director of Community Trade & Economic Development (CTED) should be appointed as an ex officio participating official on the Workforce Board. *Lead: Governor.*
- The executive director of the Workforce Board should be appointed as an ex officio member of the Economic Development Commission. *Lead: Governor.*
- The Workforce Board and CTED, in collaboration with the WDCs, Economic Development Councils, community and technical colleges, and local governments should be directed to develop a plan to support coordination at the regional level of workforce and economic development efforts. *Lead: Governor.*
- CTED and the Workforce Board should be directed to develop a cluster-based strategy as a central organizing principle for their activities and as an important method to close skill gaps. *Lead: Governor.*
- CTED, the Workforce Board, State Board for Community & Technical Colleges (SBCTC), and ESD will coordinate grant processes wherever appropriate. *Leads: Workforce Board, CTED, SBCTC, and ESD.*
- Coordinate the research activities of workforce and economic development agencies. *Leads: Workforce Board, CTED, SBCTC, and ESD.*

Objective 15: Local and state goals for WorkSource are aligned.

- The ESD senior leadership team and the WDC directors commit to an even stronger integrated partnership in overseeing the management of the WorkSource System. *Leads: ESD and WDCs.*
- ESD will continue to be the lead organization for developing statewide WorkSource operational policies. *Lead: ESD.*
- All staff within a WorkSource Center will function as part of a multi-agency team coordinated by the one-stop operator. *Leads: ESD, WDC, Workforce Board, and WorkSource partner programs.*
- ESD and the WDC directors should work with WorkSource partner programs toward integrated, not commingled, budgets for WorkSource Centers. *Leads: ESD and WDCs.*
- One-stop center results will be reported in concert with ESD using a GMAP approach. *Leads: ESD and WDCs.*

Objective 16: Workforce development program services are integrated.

- Develop state directives and agreements on integration. *Leads: Governor, Workforce Board, and WorkSource partner programs.*
- Collocate WorkSource Centers and establish affiliate sites on more community and technical college campuses. *Leads: Governor, Legislature, ESD, SBCTC, and WDCs.*
- Mandate increased use of common assessments. *Leads: ESD and WDCs.*
- Enhance management information system integration. *Leads: ESD and WDCs.*
- Seek alignment of eligibility criteria for dislocated worker programs. *Leads: Workforce Board, ESD, and SBCTC.*
- Pilot the collocation of Labor & Industries (L&I) Vocational Rehabilitation Services at WorkSource Centers. *Leads: L&I, ESD, and WDCs.*
- Establish an interagency workgroup on serving people with disabilities. *Lead: DVR.*
- Improve coordination of job development and referrals. *Leads: ESD and WDCs.*
- Establish integration as a WorkSource certification criterion. *Lead: Workforce Board.*
- Establish integration as a criteria for plan approval. *Lead: Workforce Board.*

Objective 17: Performance accountability is expanded for integrated services.

- Following the reauthorization of WIA, the Workforce Board will join its partners in a full scale review of the state core measures to determine if any changes are warranted. *Lead: Workforce Board.*
- ESD and the Workforce Board should reexamine the relationship between the measurements that each requires from WorkSource to determine how this measurement scheme can be simplified. *Leads: Workforce Board and ESD.*
- The Workforce Board will collaborate with ESD’s Labor Market and Economic Analysis unit and other partners to examine measures of skills gaps for possible enhancement, such as measuring the gaps in key economic clusters. *Lead: Workforce Board.*
- The Workforce Board will regularly develop and publish a “Workforce Tracking Matrix” that shows workforce development programs’ funding, services, and results. *Lead: Workforce Board.*

Objective 18: Enhancements are made to the Workforce Board’s capacity to coordinate the Workforce Development System.

- The Governor should direct that the following programs be included in the system performance measurement considerations of the Workforce Board and be considered in developing the State Strategic Plan for Workforce Development: WorkFirst and the Customized Training program. *Lead: Governor.*
- The Governor should appoint a WDC director to fill the vacant local representative position on the Workforce Board. *Lead: Governor.*
- There will be a clear mutual understanding of the strategic role of the Workforce Board and the operational role of the agencies, and the difference between the two roles. *Leads: Workforce Board and operating agencies.*
- The staff of the Workforce Board and the staff of the operating agencies represented on the Board will endeavor to strengthen the ways in which they collaborate to benefit the customers of the workforce development system. *Leads: Workforce Board and operating agencies.*
- The Workforce Board will enhance the use of its Interagency Committee for program coordination. *Lead: Workforce Board.*

- B. What strategies are in place to address the national strategic direction discussed in Part I of this guidance, the Governor’s priorities, and the workforce development issues identified through the analysis of the State’s economy and labor market? (§§112(b)(4)(D) and 112(a).)

Sections I, II, IV, V, VI, IX, and X of this State Plan address these workforce and economic development strategies. To view the State Board for Community and Technical College’s strategy for workforce development go to:

http://www.sbctc.ctc.edu/college/_e-wkforceeconomicdev.aspx

- C. Based on the State’s economic and labor market analysis, what strategies has the State implemented or plans to implement to identify and target industries and occupations within the State that are high growth, high demand, and vital to the State’s economy? (§§112(a) and 112(b)(4)(A).
- D. What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the public workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges? (§112(b)(8).)
- E. What State strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries? (§§112(b)(17)(A)(i) and 112(b)(4)(A).)

The following passages respond to the three questions above.

High Skills, High Wages 2006 includes the following key objective: “The Workforce Development System supplies the number of newly prepared workers to meet employer needs.”

There are five state strategies tied to this important objective:

1. Further develop skill panels by sustaining and creating more panels in key economic clusters, establishing statewide panels in select industries, and by enhancing the ability of skill panels to leverage resources to address skills shortages.
2. Establish additional Centers of Excellence in key economic clusters.
3. Increase the number of workers receiving customized training.
4. Develop expertise in the WorkSource System in serving the needs of local employers in key clusters.
5. Identify and support the development of economic clusters that provide a large number of family-wage jobs.

Industries that Are Being Transformed By Technology

High Skills, High Wages 2006 identified important industry clusters by region based on a research study in Washington State (Sommers and Heg, 2002).

Important Industry Clusters by Region					
Spokane	Eastern Balance ¹	Pierce	King/Snohomish	Southwest ²	Northwest ³
1. Health Care 2. Construction 3. Wholesale Trade 4. Metal Fabrication 5. Transportation 6. Electronics/ Instruments	1. Health Care 2. Education/ Social Services 3. Transportation 4. Wholesale Trade 5. Agriculture/ Food Processing 6. Wood Products	1. Health Care 2. Construction 3. Aircraft 4. Ship/Boat Building/ Repair 5. Wholesale Trade 6. Education	1. Software 2. Aircraft 3. Construction 4. Business Services 5. Health Care 6. Ship/Boat Building/ Repair	1. Construction 2. Health Care 3. Education/ Social Services 4. Transportation 5. Communications 6. Wood Products	1. Construction 2. Health Care 3. Transportation 4. Education/ Social Services 5. Ship/Boat Building/Repair 6. Wood Products
<p>¹ Eastern Balance includes all counties in Eastern Washington other than Spokane.</p> <p>² Southwest includes Grays Harbor, Lewis, Mason, Pacific, Thurston, Clark, Cowlitz, Skamania, and Wahkiakum counties.</p> <p>³ Northwest includes Clallam, Jefferson, Kitsap, Island, San Juan, Skagit, and Whatcom counties.</p> <p>Source: Sommers and Heg, 2002</p>					

All of the key industry clusters listed above have been and are being transformed by technology and innovation. The impacts of technological changes on industry processes, equipment, communication capabilities, financial responsibilities, security, automation, market necessities, and distribution techniques have altered business practices and hiring and employment retention requirements. The impact of technology, on the job, requires new employees to have much higher levels of skills to qualify for entry level jobs and much higher skill levels for incumbent workers to retain their employment and advance with the industry. The new skill competencies have significantly altered training program content and methods, times, and locations for training delivery.

Cluster Strategy

In order to promote economic vitality across our diverse state, Washington has adopted a cluster strategy. By targeting workforce development resources to key sectors of local economies, the public sector can make a positive, measurable difference, as opposed to spreading scarce resources so thinly that their effect is virtually unnoticeable.

High concentrations of related companies and suppliers within a geographic region suggest a cluster. Examples in Washington State include: agriculture and food processing, aerospace, marine services, and information technology.

The central and southeastern areas of Washington have an obvious cluster in agriculture and food processing for unusually large numbers of employers and jobs in agriculture and food processing are located there compared to the number of such employers and jobs in other areas of the nation and there is a large network of related firms and institutions. These resources create an advantage in competing in the agriculture and food processing market compared to other geographic areas.

In February 2007, a 17 member “Common Definitions Work Team” developed the following High Demand Common Definitions:

High Employer Demand Program of Study: Undergraduate or graduate certificate or degree program in which the number of students prepared for employment per year (from in-state institutions) is less than the number of projected job openings per year in that field—statewide, or in a sub-state region. Targeted funding for high demand programs of study should be designed to address high demand occupations or other critical shortage areas.

High Demand Occupation: An occupation with a substantial number of current or projected employment opportunities.

High Student Demand Program of Study: Undergraduate or graduate certificate or degree program in which student demand exceeds program capacity.

Sector: a group of industries with similar business processes, products, or services, *e.g.* construction or health services; formerly categorized by the Standard Industrial Classification (SIC) system, now categorized by the North American Industry Classification System (NAICS).

Industry Cluster: A geographic concentration of interdependent competitive firms that do business with each other, including firms that sell inside and outside of the geographic region as well as support firms that supply new materials, components, and business services. (RCW 43.330.090)

Targeted Industries or Clusters: Industries and industry clusters that are identified based on a strategic economic development consideration or other public concerns.

Criteria for identifying High Wage Clusters: Number of jobs; Job Growth; Location Coefficient (minimum of .9); and Wage level (minimum of 33 percent of jobs paying a living wage of \$11.25 per hour in 2001).

Targeting Investment in Human Capital in Washington State
Industry and Percentage of Jobs that Pay a Living Wage

Software	94%	Health Services	75%
Aircraft	93%	Transportation	75%
Machine Building	90%	Business Services	72%
Construction	87%	Electronics/Instruments	69%
Communications	86%	Education	63%
Ship/Boat Building	81%	Ag/Food Processing	38%
Printing/Publishing	81%	Retail	25%
Wood Products	79%	Tourism	16%
Wholesale Trade	76%		

In order to strategically target state workforce development resources to key sectors of our economy, SBCTC, the Workforce Board, and ESD, began coordinating their investments in 2002 to meet the workforce needs of key industries.

The agencies coordinated four Requests for Proposals (RFP) that reflect four stages of demand-driven workforce development. The first stage is to create an Industry Skill Panel, including business leaders in a key economic sector so that they will identify critical skill needs and identify solutions. The second stage is to use the Industry Skill Panel to develop industry skill standards for the key occupations in their sector. The third stage is to develop new training programs that prepare workers to meet the standards. And the fourth stage is to actually provide the training.

All RFPs included common elements to enhance coordination and to take advantage of the synergistic effect of the funds working together. The common required criteria have included:

- Regional Proposal: Proposals have to be for a specified geographic region of the state.
- Economic Analysis: Proposals have to demonstrate the importance of the economic sector to future economic opportunities in the region.
- Industry-driven: The proposals have to provide evidence that the projects would meet the needs of a key area industry and demonstrate involvement of local industry leaders.
- Partnership of Key Stakeholders: Employers, labor, training providers, WDCs, economic development councils, and other appropriate stakeholders must be partners in the proposals.

By linking our resources to economic clusters, Washington State is focusing precious state and federal resources on sectors where the market has already demonstrated that Washington has a competitive edge over other areas of the nation. Targeting public resources in this manner will help ensure that they are invested where they are likely to deliver the greatest return to our economic growth.

State Board for Community and Technical Colleges (SBCTC)

SBCTC Direction – the State Board has developed three broad goals to guide the system over the next 10 years. Attention to these goals will provide two-year colleges with a framework for system innovations and development, pursuit and use of resources, and measuring progress.

Goal 1: Economic Demand -Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.

- Continually reassess the knowledge and skills needed for a thriving economy at local and state levels.
- Meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need.
- Support strategic industries by appropriately focusing program growth and development.
- Meet the unique needs of innovative, entrepreneurial people who are operating small businesses, working as creative, independent contractors in the knowledge-based society.
- Be responsive to the changing needs of the business community by offering high quality, relevant, flexible programs.

Goal 2: Student Success- Achieve increased educational attainment for all residents across the state.

- Enroll more underserved populations.
- Improve academic achievement for all students.
- Ensure community and technical college is affordable and accessible, especially for basic skills and part-time students, by developing bold, creative and innovative methods, including low tuition, need based tuition waivers, and restructured financial aid.
- Provide smooth transitions from K-12 to colleges to universities.
- Expand the pipeline to associate and bachelor's degrees, particularly in math, science, engineering, and health sciences.

Goal 3: Innovation- Use technology, collaboration, and innovation to meet the demands of the economy and improve student success.

- Recognize and adapt to the changing nature of how people learn, how they access information and communication by making technological advancement part of the system's strategic direction.
- Ensure state-of-the-art, lifelong education that is relevant, convenient, and efficient.
- Produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources.
- Accomplishment of these goals rests upon the shoulders of our faculty and staff. They are essential to innovation in our colleges.

The Workforce Education Department of the State Board for Community and Technical Colleges serves the professional and technical programs of Washington's 34 community and technical colleges. The department helps build regional and statewide partnerships between colleges and companies, labor organizations, and industry associations. The department works closely with the Association of Washington Business to link colleges with businesses throughout the state. The Association of Washington Business and the department operate a joint website, www.WorkforceCollege.com that links businesses with training programs at colleges all over the state.

The focus of SBCTC's Workforce Education Department for the past several years has been on the role of workforce education in economic development. The department works to provide resources and incentives to colleges to work with key strategic industries to build strong regional economies. Working with the Adult Basic Education Department and other organizations, Workforce Education Department staff are working to help colleges become more effective in serving low-income students who are struggling to balance home, work, and education. The department provides incentives, technical assistance, and information on best practices that can ensure that college programs make available the integrated services that help low-income students complete programs and find family wage careers.

SBCTC's Workforce Education Department also oversees the professional-technical program approval process for the creation of new programs at colleges and offers incentive funding to colleges to start-up new programs in high demand fields. Working with the Workforce Education Council, the association of workforce education deans and directors, the Department works to provide training in analyzing the viability of existing programs.

The Department provides technical assistance and funding to colleges in the following program areas:

- *Apprenticeship* grants to help maintain and expand apprenticeship programs.
- *Centers of Excellence* funding to help colleges that are designated as Centers of Excellence serve as points of contact and resource hubs for industry trends.
- *Customized Training* for businesses expanding in or re-locating to Washington State.
- The *Homeland Security Institute* is chartered under the Washington State Homeland Security Strategy to provide cross-discipline training and training support systems to emergency responders.
- *Job Skills* grants that provide funding for customized employee training for businesses. This program also links funding for customized training with resources from the *Customized Training Program* and other state-supported industry-specific programs.
- Federal *Perkins* dollars to help stimulate innovative instruction and to link high schools and colleges together through the Tech Prep program.
- *Worker Retraining* to serve unemployed workers seeking new skills.
- *WorkFirst* block grants to serve low-income students.
- *Workforce Development/High Demand* funds are available in several categories: base allocations, workforce development projects, and high demand grants.

Centers of Excellence

Since 2004, SBCTC has provided funds to community and technical colleges to establish Centers of Excellence. The Centers focus on building education and training programs that meet the needs of a key economic cluster. There are now 11 centers in key clusters including agriculture, allied health, construction, education, energy, homeland security, information technology, and manufacturing. Industry representatives guide the centers and the centers serve as a resource for workforce development programs across the state.

Centers are flagship institutions that build and sustain Washington's competitive advantage through statewide leadership. Each Center focuses on a targeted industry that drives the state's economy and is built upon a reputation for fast, flexible, quality education and training programs. A targeted industry is identified as one that is strategic to the economic growth of a region or state.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy. Centers will:

- Maintain an institutional reputation for innovation and responsive education and training delivery to their targeted industry.
- Act as a broker of information and resources related to their targeted industry for industry representatives, community-based organizations, economic development organizations, community and technical colleges, secondary education institutions, and four-year colleges and universities.
- Translate industry research into best practices.
- Provide system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems.
- Build a competitive workforce for driver industries in Washington State.

Customized Training

The Washington Customized Training Program (CTP) was created by the State Legislature in 2006 to provide training assistance to businesses locating new jobs or expanding jobs in the state. Training is provided by community, technical, or private career colleges, and can include formal training in:

- Basic education and skills
- English language for non-native speakers
- Technical skills and job-related instruction, plus
- Skills assessment and evaluation and
- Training equipment, materials, facilities, and supplies.

Job Skills Program

Washington's Job Skills Program (JSP) is training customized to meet employers' specific needs. Training is delivered to new or current employees at the work site or in a classroom. JSP training is a tool for enhancing the growth of Washington's economy and increasing employment opportunities. JSP provides funding for training in regions with high unemployment rates and high levels of poverty.

It also supports areas with new and growing industries; locations where the local population does not have the skills needed to stay employed; and those regions impacted by economic changes that cause large-scale job loss.

A central focus of JSP is to provide training and employment opportunities for the unemployed, or those at risk of losing their jobs due to technological or economic changes.

Worker Retraining

In response to dramatic changes in the structure of Washington's economy, the layoffs of thousands of workers in major industries, and the long-term need for training programs for Washington citizens, the legislature enacted the Workforce Employment and Training Act in 1993.

As a result of this legislation, colleges created Worker Retraining programs that have served over 60,000 unemployed and dislocated workers in Washington. This law has significantly expanded the training available to the thousands of jobless workers who need to change careers in order to re-enter the workforce.

Worker Retraining can help pay for tuition, books, fees, and other related expenses for individuals who lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits.

Washington's community and technical colleges, as well as licensed private schools, receive Worker Retraining funding to improve programs that prepare people for work. Based on input from local employers, government and community, these funds are used to update equipment, revise curriculum, and develop work experience opportunities. Colleges also hire staff to advise Worker Retraining students and coordinate Worker Retraining programs.

Industry Skill Panels

A portion of WIA Title I-B statewide activities funds are used to support Industry Skill Panels. A skill panel is a partnership of business, labor and education leaders who collaborate to support an industry considered key to the economic success of a region. They assess current and future skill needs of the industry's workforce and implement strategies to meet these needs. WIA 10% statewide activities investments have supported 41 industry skill panels, including panels in industries such as health care, manufacturing, information technology, energy, transportation, marine technology, homeland security, and construction.

Incumbent Worker Training

Incumbent Worker Projects are initiated using 10% statewide funding. These projects are small, but they are used to leverage other local funding available from Skill Panels noted above, a network of Community College Centers for Excellence that concentrate on specific local demand-drive industries and employer contributions. The projects are employer-driven and are designed to meet the real-time need of employers in local communities who need to upgrade the skills of their labor force in order to avert layoffs or closures or to enhance ongoing efforts for expansion that allow for job retention and job creation. See Section IX.C.3.b.ii. to read more about Incumbent Worker Projects and Business Outreach.

Workforce Development Area High Growth/High Demand Strategies

The Workforce Board, in coordination with the Employment Security Department, issued guidelines to the 12 Workforce Development Councils for use in developing their 2007-2009 local area plans. These planning guidelines asked the Councils to describe local area plans to leverage WIA funds with other funds to support high growth/high demand industries. All 12 local area plans show a commitment of the Workforce Development Councils to support this important state and national initiative.

- F. What workforce strategies does the State have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the State's economic strategy? (§§112(b)(4)(A) and 112(b)(17)(A)(i).)

Washington State offers support for small businesses through the Washington Small Business Development Centers (SBDCs). The SBDC is a cooperative effort of Washington State University, Western Washington University, community colleges, economic development organizations, and the U.S. Small Business Administration.

SBDC counselors have certified broad-based skills and significant experience as business owners or managers. They provide one-on-one, confidential assistance at no charge for management and technical business affairs, such as:

- start, purchase, or the sale of a business
- choosing and incorporating new technology
- financial management
- business plan development
- market plan development
- business research

There are eight counseling sub-centers sponsored by the Washington State University in Port Angeles, Port Townsend, Seattle (2), Spokane, Tacoma, Vancouver, and Yakima. In addition there are 16 counseling service centers located at community and technical colleges throughout the state.

In April 2007, the Washington State Legislature passed Senate Bill 5613 that directs the state Workforce Board to ensure that entrepreneurial training opportunities are available through programs of each local Workforce Development Council in the state. SB 5613 includes a requirement that each WDC include in their local area WIA plan, information on how entrepreneurial training is offered through the one-stop system required under P.L 105-220.

- G. How are the funds reserved for statewide activities used to incent the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in Part I of this guidance? (§112(a).)

Industry Skill Panels

A portion of the WIA Title I-B statewide activities funds are used to support the skill panels as described in section V.E.

Incumbent Worker Training

Incumbent Worker Projects are initiated using 10% statewide funding as described in section V.E.

- H. Describe the State’s strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and with significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. (§112(b)(18)(A).)

Descriptions of the state's comprehensive youth strategies are described in Section IX.E. of this plan.

- I. Describe the State’s strategies to identify State laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. (§112(b)(2).)

The Workforce Board looks to its Interagency Committee (IC) to advise the Board on state laws, regulations, and policies that impede successful achievement of workforce development goals. ESD seeks advice from the state/local WIA Policy Committee to jointly consider new policies or to revise current policies.

- J. Describe how the State will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex State pursuant to §189(i) and §192.

Washington requests the renewal of a statewide waiver for Youth. To read more about our Youth waiver request, please refer to the waiver information outlines in Section X.C. in this plan.

VI. Major State Policies and Requirements

Describe major State policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this Plan as outlined below. (§112(b)(2).)

- A. What State policies and systems are in place to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).

On behalf of WorkSource, the Employment Security Department (ESD) developed and maintains a statewide technology system called the *Services, Knowledge and Information Exchange System* (SKIES). This system supports common data collection and reporting processes, information management, integrated service delivery and performance management. The SKIES system data is necessary to measure the performance of One-Stop partners, including common measures.

SKIES is accessed by employees of partner agencies and WIA contractors who sign the Memorandum of Understanding (MOU). Partner staff must complete SKIES training and sign an oath of non-disclosure.

The system is web-based and is used by all WorkSource Centers and Affiliate sites in the state. All system users are able to access customer records with the exception of those containing medical treatment information or those who choose to opt out of the system.

MIS Reports are available through the SKIES application and the production data base. Management reports are run from the data warehouse. Each Workforce Development Area (WDA) has three to five staff members designated as “Power Users.” These staff members have been given direct access to the SKIES data warehouse and are able to obtain reports for their local areas. Local areas may also request ad hoc reports from the ESD Workforce Administration staff when the local Power User is unable to derive the report needed.

Performance Measurement information is drawn from the data warehouse for the WIA Quarterly Report (ETA 9090), WIA Annual Report (ETA 9091), WISARD, Wagner-Peyser Report (ETA 9002A-E) and VETS Report (ETA 200A-C). Wage data is captured in SKIES, while out-of-state wages are accessed for federal reporting using the Wage Record Interchange System (WRIS).

The state’s policies on performance accountability for the workforce development system are described in Chapter 4 of *High Skills, High Wages 2006*. Additionally, the State issued as a WorkSource Service Delivery System policy, a common measures policy which underscores the intention and promotion of integrated service delivery and system-based performance accountability.

- B. What State policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or requiring a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training?

The State may include administrative cost controls, plans, reductions, and targets for reductions if it has established them. (Sec. 111(d)(2) and 112(b)(8)(A).)

Within the last year, integration of WorkFirst, the state's welfare reform program, into the WorkSource facilities and participation in the cost sharing has taken place. WorkFirst initially operated in separate offices in parts of the state or were co-located with Department of Social and Health Services (DSHS).

WorkFirst clients can now access employment related services in each of the 12 areas through Centers and Affiliate sites.

Under the leadership of ESD's Commissioner, a range of actions were taken to reduce costs to ESD with a focus to align the agency budget with reduced federal funds. There have been significant staff and management reductions, building leases terminated, and closure of one of three UI telecenters in the state. Organizational change with new management and restructuring of some Divisions has also occurred.

In addition, a pilot called *All Money is Green* will test the feasibility of managing local WorkSource Centers by using a single budget allocation. Currently separate budgets for each distinct funding source require local administrators to monitor and manage a wide range of small budgets. As federal resources shrink, managing individual small budgets becomes increasingly inefficient. In addition, flexibility to shift funds when necessary to meet customer needs and federal performance is limited by this siloed approach.

The primary focus of All Money is Green is on the programs managed locally by Employment Security Department Administrators. These programs include Wagner-Peyser, the state funded Claimant Placement Program, Unemployment Insurance, WorkFirst, and WIA funded contracts.

The pilot is in two test sites and proposes a budget model which provides local ESD administrators with a single budget control number totaling all of the resources allocated or contracted to the site. The management of each fund source comprising the budget control amount will take place at a level in the organization above the local office level.

Staff at pilot sites will report their time accurately based upon who they are serving. The methods established within ESD and the local WIA administrative entity for allocating overhead and shared costs will not change.

Partners include staff from the ESD Central office, the WDC, and local partners operating in the local WorkSource.

As local partners discuss new budget approaches, each is gaining a more in-depth knowledge of individual program mission and activities, common functions, and how programs vary in allocating costs. While in its initial phase, these staff have already identified and begun to eliminate redundant and duplicative services.

If proven successful and workable, the pilots could be expanded and further streamline the infrastructure costs of each WorkSource Center and Affiliate.

A second proposal creates a Management Redesign Initiative in one workforce development area. A project team is redesigning service delivery sites with no other constraints than staying within the law. The planning process will gather broadly based input and use a professional consultant to pull the diverse views together. The plan will go to the WDC Board in May for validation before starting implementation. The plan will produce a streamlined interface between the department and its partners.

With respect to facilities, an effort was initiated to minimize lease rate increases. A new lease decision process now requires ESD divisions and programs to provide timely renewal direction. Lower lease cost and successful negotiations for desired lease terms can be an outcome of timely lease renewals. As a result of implementing this process, lease renewal direction is now required from divisions/programs – 24 months out for leases that are 5 years in length and 18 months out for leases that are less than 5 years.

C. What State policies are in place to promote universal access and consistency of service Statewide? (§§ 112(b)(2).)

Washington State encourages flexibility in the design, implementation, and delivery of services within the WorkSource system. There are two statewide policies which address universal access in relation to non-discrimination policy and grievances.

In addition, there is an Information Memorandum (#001-02.) Scope of Authority for Local EO Officers which provides local centers and affiliate sites guidance on who should redress issues that may come up in terms of customer complaints:

- Disability Placement Services Policy #4040
- Equal Opportunity and Discrimination Complaint Processing Policy and Procedures #3450
- Equal Opportunity and Non-Discrimination Policy #3445
- Program Complaint Policy #3440, Rev.1

These policies are accessible through the WorkSource web-site at <http://www.wa.gov/esd/policies/>.

Universal access is also assured through the three-tiered approach of self-service, facilitated self service, and staff-assisted service. Customers may access services and information from any computer; by visiting a WorkSource Center or Affiliate site; or by participating in informational orientations. Customers identified as requiring additional help are provided a menu of options. They may be provided assistance via a one-on-one interview, scheduled for a specific service, or referred to another service provider.

All WorkSource Centers include adaptive technology and access to translation services. If additional reasonable accommodation is necessary, such as sign language interpreter or reader services, the program serving the individual will make immediate arrangements to meet that need.

In response to agency directives, plans, and initiatives, there have been many changes to increase access throughout the WorkSource system. Examples include:

- Each local area conducted comprehensive accessibility assessments of their WorkSource facilities, policies, and procedures, and information and electronic technology. Structural barriers were identified and plans put in place in 26 One-Stop WorkSource centers and 11 of the affiliate sites statewide to address barriers.
- Impediments were identified and removed to accessibility to tools and other assistive aides, benefits related services, or training. Model reasonable accommodation policies and procedures have been adopted and implemented.
- Well planned sets of assistive technology have been installed and local staff have been trained on the use of that assistive technology.
- Ongoing Local Disability Access Plans are focusing on staff training needs, technical assistance and resource development.

At the State Administrative Level, there has been a gradual change over the past two years to develop WIA and Wagner-Peyser policies that address a more structured, integrated approach. The ESD administers two primary partner programs in the WorkSource system. The function for the development of broader policy for Wagner-Peyser was moved organizationally to the “WIA” Branch, which has been renamed Workforce Program Administration.

Workforce Area Directors (ESD staff) for each of the 12 workforce development areas were invited to participate in the monthly State WIA policy calls, particularly as development of a new State Common Measure Policy was adopted. Also, the state’s job order policy was amended to include more specific, consistent guidelines related to sections of the document, which impacted any partner program staff who provide labor exchange functions. Two new policies on these topics were developed under a new Policy category “WorkSource System Policy”.

Over the next several years the emphasis will be on more consistent approaches to service delivery to address efficiency, effectiveness, and not the least, to maximize accountability. The ESD Commissioner is engaging the Workforce Board, the Workforce Washington WDC Executive Directors, and others in ways to maximize consistency in the use of the SKIES case management and data system which leads to improved management of performance on a more “real time” basis.

- D. What policies support a demand-driven approach, as described in Part I. “Demand-driven Workforce Investment System,” to workforce development – such as training on the economy and labor market data for local Board and One-Stop Career Center staff? (§§ 112(b)(4) and 112(b)(17)(A)(iv).)

The demand-driven approach to the Workforce Investment System is demonstrated in Washington State through several initiatives as described below:

1. The public workforce system, education and training providers, and business and industry have built partnerships that foster innovation and give industries and public partners the opportunity to be proactive in addressing changing workforce needs quickly and competently. Industry Skill Panels have been created to harness the expertise of their members (employers, educators and labor), and identify and address skill gaps in key economic community sectors. The private sector has shown commitment to existing Skill Panels by providing expertise and financial support. Many panels also have been successful in leveraging federal grant funds to implement their plans. See Section V.E. to read more about Skill Panels.
 2. Incumbent Worker Projects are initiated using 10% statewide funding. These projects are small, but they are used to leverage other local funding available from Skill Panels noted above, a network of Community College Centers for Excellence that concentrate on specific local demand-drive industries and employer contributions. The projects are employer-driven and are designed to meet the real-time need of employers in local communities who need to upgrade the skills of their labor force in order to avert layoffs or closures or to enhance ongoing efforts for expansion that allow for job retention and job creation. See Section V.E. to read more about Incumbent Worker Projects and Business Outreach.
 3. Training on labor market information on-line tools such as Workforce Explorer is offered to One-Stop staff, Workforce Development Council members, and WDC staff. Workforce Explorer training offers an array of information related to occupations in demand and decline, training that would be required for these occupations, wages, required skills, industry statistics, access to assessment tools, occupational matching/comparison, college coursework and more. The information contained on this site is used by partner staff and customers to assist in employment plan development and in making decisions about career options and the associated required training. The site contains links to other national and state sites with career and occupational information.
 4. Management Indicators. This initiative is in the formation stage at this time. The Indicators are being designed to focus all WorkSource staff, regardless of partner organization affiliation, to work together to achieve success around a specific set of shared outcome measures. These measures can help the WorkSource System to gain a stronger business constituency by improving WorkSource services to business through better management data, and by improving the ability of WorkSource to clearly express outcomes that are relevant to the business sector. These Indicators do not replace or duplicate Common Measures, but are being designed as a management tool to enhance the integration of the One-Stop System in Washington.
- E. What policies are in place to ensure that the resources available through the Federal and/or State apprenticeship programs and the Job Corps are fully integrated with the State's One-Stop delivery system? (§112)(b)(17)(A)(iv.)

High Skills, High Wages 2006 includes two important strategies to advance the state's apprenticeship programs:

- *Strategy 4.4:* Expand apprenticeship training to prepare students for direct entry to apprenticeship programs. *Leads: Washington State Apprenticeship and Training Council at L&I and OSPI*
- *Strategy 10.2:* Increase apprenticeship retention and completion. *Leads: Governor, Legislature, Washington State Apprenticeship and Training Council at L&I, Joint Apprenticeship Committees, and SBCTC*

The Governor issued Executive Order 00-01 to promote apprenticeship utilization in public works projects. State agencies under the authority of the Governor require participation of Washington State Apprenticeship Training Council (WSATC) registered apprentices in all public works. The state also requires that WDCs enter into MOUs with Job Corp providers. This enhances program access and further integrates potential Job Corps opportunities within the One-Stop system.

The Executive Order regarding apprenticeship programs particularly encourages the Workforce Board and ESD to be involved in specific ways:

Expanding access to apprenticeship—The WSATC works with ESD to expand access to apprenticeship programs within each service delivery area through the WorkSource One-Stop system. This includes providing a convenient means for individuals to apply for apprenticeship programs.

Customers interested in apprenticeship programs can access the Go2WorkSource.com website that offers a link to www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp. The website links customers to state and federal apprenticeship programs within Washington State. The WSATC also works with the Workforce Board to inform parents, educators, and students about opportunities in apprenticeship.

Apprenticeship is part of Washington State’s workforce development system (RCW 28C.18 RCW 50.12 and EO 99-02). Apprenticeship programs are constantly updated to keep pace with workplace changes and meet the skill needs of employers. Two key components of apprenticeships are: workplace training under the supervision of a highly skilled mentor and related supplemental instruction that usually occurs either at a community college or at a training trust capacity that belongs to a workers’ union. Apprenticeships provide an important means for meeting the needs of employers for skilled workers in high-demand industries. WIA Title I-B is an important source of funds to help WIA Title I-B eligible adults and dislocated workers acquire career and technical education and work skills needed to meet apprenticeship program application requirements.

In the next two years the state will work to strengthen the connection between WorkSource and apprenticeship programs.

VII. Integration of One-Stop Service Delivery

Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide. (§§112(b)(14) and 121.)

- A. What State policies and procedures are in place to ensure the quality of service delivery through One-Stop Centers such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? (§112(b)(14).)

Memorandum of Understanding (MOU) and Resource Sharing Agreements (RSAs) define each partner's commitment to a collaborative and integrated system. The type and level of services within the system; and the resource contributions support both infrastructure and service delivery.

The design of the state system is based on quality models establishing service levels and functions to be delivered within One-Stops and Affiliates. Flexible design and service delivery is the operational model for WDCs. This approach facilitates local service delivery needs for both customers and businesses. Councils have established quality standards criteria as part of the certification of Centers and Affiliates and are responsible for carrying out that process. Refer to VII E. for further information on Certification of WorkSource Centers and Affiliates.

Local and statewide surveys are used to measure the quality and effectiveness of services from the customer's point of view. Refer to VII E. for further information on customer surveys.

Statewide monitoring efforts include the self assessment of WorkSource. This process evaluates the quality of the work being performed in the WorkSource Centers. Refer to VII E. for further information.

- B. What policies or guidance has the State issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14).)

The state has and will continue to support integration of service delivery for both business and individual customers, through policy, guidance, and service delivery integration initiatives. The following are examples of the State's integration efforts:

- The implementation of SKIES, an integrated case management system and data tracking system has been the single most extensive integration approach taken to build an integrated infrastructure for service delivery in the state. The SKIES tool interfaces with the self service Go2WorkSource job matching system as well as the GUIDE unemployment insurance system.
- Currently efforts are underway to increase the functionality in SKIES to track all Trade Act customer information in SKIES and provide for access to TAA financial data.

- Other modifications to SKIES will migrate the current Claimant Progress Tool into the SKIES application. This will allow staff serving UI claimants to access all information and functionality through one application.
- Improvements are being made to GUIDE to SKIES and SKIES to GUIDE interfaces to automate information to improve job matches and reports to UI from WorkSource staff regarding eligibility issues.
- The interface between SKIES and Go2WorkSource will provide additional information regarding the customer to reduce staff time in entering data into SKIES.
- Wherever appropriate, policies are written taking an integrated approach rather than a program focus. As an example, our common measures policy is issued as a WorkSource Service Delivery System policy to further underscore the integration message. The Job Order policy was also recently revised and released as a WorkSource Service Delivery System policy to provide a consistent format for Job Orders. Refer to section VI.C. for additional information on WorkSource Service Delivery System Policy.
- Statewide technical assistance is provided when appropriate to support WorkSource Service Delivery System policy implementation. For example, four two day training sessions were conducted last summer across the state on common measures. These sessions were planned with the support of DOL Region 6 staff and were offered to all partners impacted by the federal and state Common Measure policy.
- To further support report needs of local WorkSource management, a new reporting infrastructure called WorkSource Management Information System (WSMIS) was recently implemented by state staff. This system utilizes local power user's expert knowledge to develop state and local reports which meet real time needs of local users.
- The integration of the Trade Adjustment Assistance program into the WorkSource System has been on-going as part of a statewide plan. The plan design serves trade-affected dislocated workers while achieving the goal of rapid and suitable re-employment of these workers. The State is developing a co-enrollment policy, an integrated guide-resource tool, and a communication plan. State staff will conduct cross training statewide.
- The state developed a [Rapid Response Policy # 3930 \(Revision 1\)](#) which directs Workforce Development Councils to provide consistent rapid response services to all dislocated workers including Trade impacted workers.
- Maintaining the WorkSource Disability Network (WDN) as a broad-based partnership working to make Washington State's One-Stops accessible for all customers continues to be a priority. Through the WDN a variety of initiatives and processes have been put into place to enhance and support services to persons with disabilities within the WorkSource system.

For example:

1. The creation of reasonable accommodation policies and procedures for use by sites.
 2. Resources to purchase assistive technology for Centers and Affiliates was provided by WIA discretionary funds.
 3. Creating quarterly training and networking sessions; and forming a technical assistance clearinghouse.
- Building relationships through collaborative training among business outreach staff who interface with economic development entities, local industry skill panels, national based companies and the state's one-stop service delivery system continues to integrate services to all our customers.
 - Branding the state's one-stop service delivery system in conjunction with a marketing campaign to the general public has provided an identity as a WorkSource system able to address the multiple job-related needs of job seekers and employers.
- C. What actions has the State taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? (Sec.112(b)(14).)

The state has provided leadership in the identification of local One-Stop infrastructure costs and continues to develop models and strategies that support integration. At the inception of the One-Stop System in Washington, boilerplate Memorandum of Understanding (MOU) and separate Resource Sharing Agreements (RSAs) adaptable to local partnership configurations were designed by the state. Each MOU contains specific roles for each partner agency and the RSAs define cost sharing and resource allocation.

The RSA also establishes the terms and conditions under which a partnership shares resources in the performance of One-Stop services. This document contains cost allocation methodologies agreed to by partnerships plus a billing and payment process.

Local partnerships currently discuss, negotiate, develop and decide on any cost allocation, adjustments, and methods used in cost sharing. Partnerships may use any of the following methods in their agreements:

1. Direct Charge.
2. Square Footage Percentage where partners are charged costs based on the percentage of the site square footage used and occupied by each partner relative to the total space used and occupied by the partnership, including use of common area space.
3. Full-Time Equivalent (FTE) Percentage where partners are charged costs based upon the percentage of FTE employees relative to the total FTEs in the partnership.
4. In-Kind Arrangements.

MOUs and RSAs are revised as needed when new partners enter the local One-Stop System or if there are other changes needed. The state is currently piloting a new method of cost sharing in two WorkSource sites; Vancouver and Bremerton.

The pilot, called "*All Money Is Green*" will optimally streamline the time and effort that accounting for multiple siloed funds now entails and continue to fairly distribute the costs to all partners in the One-Stops and Affiliates equitably. See Section VI.B. for a more detailed description of this pilot project.

- D. How does the State use the funds reserved for Statewide activities pursuant to (§§129(b)(2)(B) and 134(a)(2)(B)(v).) to assist in the establishment and operation of One-Stop delivery systems? (§112(b)(14).)

The state will continue to issue grants of WIA 10 percent statewide activities funds for the purpose of establishing and expanding One-Stop service delivery to each WDC for the next several years. The funds will be targeted by WDCs to improve partnership participation and enhance universal access to customers. Funds will be used for common outreach activities, facility accommodations, and new adaptive technology. More information on the use of the WIA 10 percent statewide activities funds is described in Section X.B. of this state plan.

- E. How does the State ensure the full array of services and staff in the One-Stop Delivery System support human capital solutions for businesses and individual customers broadly: (112(b)(14).)

The state utilizes the following methods to ensure that the assets of the One-Stop system support customers broadly:

1. Certification of WorkSource Centers and Affiliate Sites: Washington State initially set in place assurances of integrated services and partnerships by establishing minimum threshold requirements for the validation of WorkSource Centers and Affiliate sites. These requirements provided a foundation including a quality baseline, partnership representation and a signed commitment to continual quality improvement. Local Workforce Development Areas were then charged with the development of local criteria for certification of Centers and Affiliates based on that foundation.
2. Recertification of WDCs: The local Workforce Development Councils (WDCs), in consultation with the Chief Local Elected Officials (CLEOs), oversee WIA Title IB activities, coordinate local area workforce development services, and provide outreach to employers. The WDCs have incorporated local economic development strategies into their plans and have representatives from this sector on the Councils. Every two years the Workforce Training, Education and Coordinating Board (WTECB) forwards re-certification recommendations to the Governor for final approval. Recertification provides an opportunity to ensure that Council membership composition meets state and federal council membership criteria. The next recertification process will begin in Program year 2008. More information relative to WDC certification is available in Section VIII.B. of this State Plan.
3. Requirements and Innovations to meet customer needs: The state requires customer satisfaction surveys to be conducted by the Workforce Investment Act Workforce Development Areas (WDAs) as part of statewide Performance Indicators to measure how effectively they are meeting the needs of their customers.

4. Statewide Employer Survey: Every two years, the WTECB conducts a survey of Employer Satisfaction. The results are presented to the State Board members for review and recommendations.
5. Statewide Monitoring includes Self-Assessment of WorkSource: The Self-Assessment System for Employment Services Programs is the instrument used for Wagner-Peyser Monitoring. The assessment tool and questionnaires evaluate the quality of the work being performed in the WorkSource Center and the level of integration to support the development of the nationwide system of public employment service. The System verifies that requirements for service delivery as detailed in the Workforce Investment Act and Washington State Laws are followed.

An extensive statewide marketing campaign was undertaken to increase the customer base on the One-Stop Delivery System in 2004. The campaign was designed to enhance awareness and usage of WorkSource for individual clients and businesses. This effort continues at the local level, but is mediated by the reduction in federal employment and training resources and the need to manage with existing resources in each Workforce Development Area. However, reduced federal resources do not diminish the need to increase the number of industries and individual businesses that recognize the WorkSource brand and the overall quality assistance of business outreach efforts.

Business service teams assess business needs and provide workforce solutions to business; often setting up specific "account management" efforts for larger employers with specific needs.

The state has begun to develop uniform tools for Job Orders and will be working on Job Referral tools and mechanisms that can be consistently applied at the One-Stop Delivery System, WorkSource.

VIII. Administration and Oversight of Local Workforce Investment System

A. Local Area Designations:

1. Identify the State's designated local workforce investment areas and the date of the most recent area designation, including whether the State is currently re-designing local areas pursuant to the end of the subsequent designation period for areas designated in the previous State Plan. (§112(b)(5).)

The former Governor, in consultation with CLEOs, established 12 Workforce Development Areas in 1998. The boundaries of the 12 WDAs remained unchanged from 1998 through June 2006.

On June 17, 2005, Governor Gregoire received a request from Skamania County Commissioners to change the designation of Skamania County from the Southwest Washington Workforce Development Area (WDA) to the Tri-County WDA. The Executive Director for the state Workforce Board and the Commissioner of the Employment Security Department, in coordination with Skamania County Commissioners, held a public hearing in Stevenson, Washington on October 3, 2005. The wide majority of community members testified in support to realign Skamania County with the Tri-County WDA. On November 1, 2005, Governor Christine Gregoire approved the Skamania County Commissioners' request to include Skamania as part of the Workforce Development Area comprised of Klickitat, Yakima, and Kittitas Counties. The effective date to the change was July 1, 2006. The Tri-County area has since changed its name to South Central Workforce Development Area.

Beyond the Skamania County change in 2006, there are no other plans at this time to re-designate the 12 local areas.

2. Include a description of the process used to designate such areas. Describe how the State considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, post-secondary education institutions, and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the State Board's role, including all recommendations made on local designation requests pursuant to section 116(a)(4). (§§112(b)(5) and 116(a)(1).)

RCW 28C.18.060(6) instructs Workforce Board to "provide for coordination among the different agencies of the State training system at the State level and at the regional level." (*Emphasis added*)

Accordingly, during the fall of 1995 and winter of 1996, Workforce Board members and staff held discussions with partners and customers of the workforce development system around the State. Meeting in 13 Washington communities to discuss proposed federal block grant legislation, they heard local perspectives on regional coordination and planning. (A record of these public comments is available.)

Following these conversations, the Workforce Board created an advisory group to examine options in establishing sub-state area boundaries to assure coordinated planning.

The advisory group included representatives of all state-level members of the School to Work Transition partnership, all members of the Steering Committee for WorkSource planning, and representatives of local government. That group, in turn, invited representatives of additional customers and partners in the workforce development system to advise its work. The advisory group studied reports from other states and examined how the state is divided into regions among the operating agencies in the state's workforce development system, JTPA service delivery areas, school districts, college districts, economic development districts, and others. This work resulted in the Board's adoption of principles and guidelines for regional designations.

The principles included:

- Partnerships that are working should be disrupted as little as possible. Natural boundaries should be honored.
- Operating procedures should be flexible enough to allow programmatic crossover among regions, when appropriate.
- A definition of the roles and responsibilities of the regional alliances should delineate its role in relation to state-level policies, strategy, and accountability.

Additionally:

- Divisions should follow county lines.
- Regions should contain a community college to support the training objective.
- Each area should represent a common labor market.
- Ideally, each region should contain an urban center.

The advisory group also operated under the premise that a limited number of substate regions were desirable to increase economies of scale and that this economic rationale be balanced with a regional structure that allows planning, programs, and services to meet the needs of the customer and local communities.

With these characteristics in mind, the advisory group created several maps representing potential regions and circulated them for public comment to a broad array of public and private entities. The advisory group considered the extent to which local areas are consistent with labor market areas; geographic areas served by local and intermediate educational agencies, and postsecondary educational institutions and area vocational schools. Responses indicated that constituents of the system largely agreed with the work group's regional designations. On May 28, 1997, the Workforce Board adopted a map based on the advisory group's recommendations.

The original map was revised twice: once in October 1997 following a request by the county commissioners of several eastern Washington counties, and again in March 1998 at the request of all of the county commissioners from two southern counties, Klickitat and Skamania.

The regional map, as approved by the Governor, was adopted by the Workforce Board on March 25, 1998.

The following lists the names of the 12 WDCs:

- Olympic WDC (Clallam, Kitsap, and Jefferson counties)
 - Pacific Mountain WDC (Grays Harbor, Mason, Lewis, Thurston, and Pacific counties)
 - Northwest WDC (Whatcom, Skagit, Island, and San Juan counties)
 - Snohomish County WDC (Snohomish County)
 - Seattle-King County WDC (King County)
 - Tacoma-Pierce County WDC (Pierce County)
 - Southwest Washington WDC (Cowlitz, Wahkiakum, and Clark counties)
 - North Central Washington/Columbia Basin WDC (Chelan, Okanogan, Grant, Douglas, and Adams counties)
 - South Central WDC (Yakima, Kittitas, Skamania, and Klickitat counties) See Section VIII.A. above for more information on the designation of this Workforce Development Area.
 - Eastern Washington Partnership WDC (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin, and Walla Walla counties)
 - Benton-Franklin WDC (Benton and Franklin counties)
 - Spokane Area WDC (Spokane County)
3. Describe the appeals process used by the State to hear appeals of local area designations referred to in §§112 (b)(5) and 116(a)(5).

In the event of an appeal, the Workforce Board's appeal process is initiated by the unit of general local government (including a combination of such units) or grant recipient developing and submitting to the Board a written position paper that supports the reasoning for area designation taking into consideration the following: (1) geographic areas served by secondary and postsecondary education institutions; (2) the extent to which the proposed area is consistent with labor market areas; (3) the distance that individuals will need to travel to receive services within the proposed area; and (4) available resources within the proposed area to effectively administer WIA Title I-B program services.

Upon receipt of the written paper, the Workforce Board will schedule a hearing within 30 days to review the appeal, discuss the appeal with the applicants, and make recommendation to the Governor for approval. The decision of the Governor shall be made within 30 days following the hearing. If the appeal does not result in an area designation, the Workforce Board will advise the unit or grant recipient of their right to request a review by the U.S. DOL consistent with WIA Sec.116(b)(5) and CFR667.645.

- B. Local Workforce Investment Boards -- Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of local board members based on the requirements of section 117. (§§112(b)(6) and 117(b).)

The Act states that local council certification must be based on state criteria established by the Governor in partnership with the Workforce Board. At its January 22, 1999 meeting, the Workforce Board reviewed background papers that examined numerous options for local council functions and membership criteria and heard the perspectives of representatives of local interests.

The options had been developed with the input from the Workforce Board's IC and other workforce development stakeholders. In March 1999, Workforce Board staff widely circulated the draft options to solicit additional feedback. The recommendations for council certification were developed after careful analysis of all of the comments and advice received through this deliberative process including the advice of panelists who spoke to the Board on March 18, 1999.

The Workforce Board adopted recommendations on council functions and membership criteria and forwarded them to the Governor. The former Governor informed the CLEOs in the 12 Workforce Investment Areas of his approval of Board's recommendations. The Governor's Local WDC Formation and Certification Criteria (as adopted by the Workforce Board and approved by the Governor) is available. Among the State's criteria is the requirement that council membership include at least 3 representatives of labor, 2 representatives of K-12 education, and 2 representatives of postsecondary education.

If a pre-existing "alternative entity" was chosen to function as the local WDC, the CLEOs are asked to attach to the Council Certification Application a written description of how the CLEOs plan to work with the local WDCs to:

- Ensure an ongoing role in the Council's local Strategic Plan and local WIA Title I-B planning processes for WorkSource partner organizations as listed in WIA Sec.21(b), community-based organizations, private vocational schools, and other interested community groups.
- Provide appropriate attention and focus on area-wide workforce development planning for youth, including the coordination and oversight of WIA Title I-B youth activities.
- Ensure an ongoing role of youth service provider agencies and others in WIA Sec.117(h)(2) in the Council's local Strategic Plan and local WIA Title I-B planning processes.

The state's instructions for the development of local WIA Title I-B Operations Plans included the following guidelines:

In Workforce Investment Areas that have chosen to establish a WDC by using a pre-existing entity:

Describe how the Local Council will ensure an ongoing role for WorkSource partner organizations, business and labor, community-based organizations, and other interested community groups in the Council's local strategic and local operations planning and activities. DOL Regulation CFR 661-330(b)(2) requires that the plan explain how the Council will ensure non-represented membership a role in the local workforce investment system. Also the Preamble to the Regulations, Part 660, requires One-Stop partner organizations to have periodic, regular, meaningful opportunities for input into decisions made by the Local Council. Describe how the Local Council will ensure an ongoing role of youth service provider agencies and others as listed in WIA Sec.117(h)(2) and in the Council's local strategic and local operations planning activities.

If the CLEO intends to have an overlap in the staff to the local Council and the staff that directly performs functions of a WorkSource Operator and/or of a WIA Title I-B core/intensive service provider, the CLEO must include a written description in the local WIA Title I-B Operations Plan, on how the local Council will:

- Keep its primary focus on strategic planning and accountability.
- Avoid conflict of interest and equitably oversee high quality WIA Title I-B program services as measured by performance and customer satisfaction.
- Be accepted by other workforce development program leadership (school districts, community and technical colleges, private vocational schools, apprenticeship programs, community-based organizations, employer-based training entities, others) in the Workforce Investment Areas as the legitimate and proper entity to create the local Strategic Plan and evaluate the results of the workforce development system in the area.”

Washington State’s criteria for appointment of local WDC members was adopted by the Workforce Board on April 1999, and approved by former Governor on July 9, 1999. To review the state’s local council certification criteria go to [WDC Council Certification Criteria](#).

- C. How will your State build the capacity of Local Councils to develop and manage high performing local workforce investment system? (§§111(d)(2) and 112(b)(14).)

There are 12 local area WDCs, one for each of the state’s 12 WDAs. Each council, in consultation with chief local elected officials, oversees WIA Title I-B activities, coordinates local area workforce development services, and provides outreach to employers. The councils use their leadership to ensure a link with local economic development strategies. Each council has a Governor-approved local Strategic Plan and WIA Plan that include a strategic plan that assesses local employment opportunities and skill needs, and sets forth goals, objectives, and strategies for the local workforce development system consistent with the State’s strategic goals. The strategic role of local WDCs makes them the counterpart to the State Workforce Board at the local level. Given this new responsibility, an entirely new state-to-local, and local-to-state set of relationships has been formed.

- D. Local Planning Process -- Describe the State mandated requirements for local workforce areas’ strategic planning. What assistance does the State provide to local areas to facilitate this process, (112(b)(2) and 20 CFR 661.350(a)(13).) including:
1. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?
 2. How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?

Executive Order 99-02 directs Washington State Workforce Development Councils (WDCs), in partnership with Chief Local Elected Officials (CLEOs) to develop and maintain two local area plans:

1. An operations plan for Title 1-B employment and training programs funded under the Workforce Investment Act.

2. A strategic plan for the workforce development system.

The Employment Security Department (ESD) develops state guidelines laying out content elements for the local area WIA Title 1-B operations plans. The Workforce Training and Education Coordinating Board (Workforce Board) develops state approval guidelines for local area strategic plans.

Local WIA operations and strategic plans shall be consistent with the state strategic plan for workforce development (Executive Order 99-02 Part 7.b.).

On November 16, 2006, the Workforce Board adopted the guidelines to be used by WDCs for developing the 2007-2009 Local Strategic Plans for the Workforce Development System. These guidelines ask WDCs to develop and maintain a strategic plan that assesses: local employment opportunities and skill needs; the present and future workforce; the current workforce development system; and goals, objectives, and strategies for the local workforce development system. The Councils were asked to create a plan that is consistent with *High Skills, High Wages 2006* and was focused on the unique needs and resources of the local area. To review the guidelines go to www.wtb.wa.gov/Documents/2007_plan_localstratplan.pdf. On May 15, 2007, following a state review process, the Workforce Board will take action to recommend Governor approval of the 12 local area strategic plans.

In February 2007, the Employment Security Department issued its guidelines for developing 2007-2009 operations plans for Title 1-B and the Wagner-Peyser Act. Following action taken at the June 28, 2007, Workforce Board meeting, the Employment Security Department Commissioner will recommend Governor approval of the 12 local area WIA operations plans. To review ESD's guidelines for local WIA operations plan development, go to www.wtb.wa.gov/Documents/2007_plan_localWIAopplan.pdf.

The 2007-2009 Local WIA Title I B and Wagner-Peyser Operations Plan instructions focus on several new areas of emphasis, which reflect the new reformulated strategies proposed by the Governor in the 2007-2009 State Strategic Plan. For example, questions were added related to statewide management indicators to increase WIA participation in ESD's agency wide performance management process.

Another emphasis of local plans will be on local practices related to economic clusters, growth industries and demand occupations, including more information about the front line processes for supporting training related placements.

Also, instructions ask for integrated strategies around common measures, serving targeted populations including at risk youth.

The approach used by the Workforce Board to negotiate WIA Title I-B performance targets is described in Section X.D.1. of this state plan.

E. Regional Planning (§§112(b)(2) and 116(c).)

1. Describe any intra-State or inter-State regions and their corresponding performance measures.

Regional performance measures of the nature described in WIA Sec. 116(c) are not being considered at this time in Washington State.

2. Include a discussion of the purpose of these designations and the activities (such as regional planning, information sharing and/or coordination activities) that will occur to help improve performance. For example, regional planning efforts could result in the sharing of labor market information or in the coordination of transportation and support services across the boundaries of local areas.
3. For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.

The option for intra-state regions as described in WIA Sec. 116(c)(4) has not been designated.

F. Allocation Formulas (112(b)(12).)

1. If applicable, describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for the 30% discretionary formula adult employment and training funds and youth funds pursuant to §§128(b)(3)(B) and 133(b)(3)(B).

Washington State does not distribute funds to local areas for the 30 percent discretionary formula adult employment and training funds and youth funds.

2. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.

Local area allocations for the WIA Title I-B Youth and Adult programs are determined using the same three equally-weighted formula factors used to determine the state allotments.

These factors are:

- The relative number of unemployed individuals in areas of substantial unemployment.
- The relative excess number of unemployed individuals.
- The relative number of economically disadvantaged individuals.

Any major shift in the numbers is balanced by a hold harmless provision which ensures that no local area will receive anything less than 90 percent of its allocation percentage for the previous two years. A local area cannot exceed 130 percent of its allocation percentage for the previous two years.

In the event WIA reauthorization presents allocation models with discretionary options, it is our practice to submit several optional allocation models to WDC Directors for review and comment

3. Describe the State's allocation formula for dislocated worker funds under §133(b)(2)(B).

WIA Title I-B Dislocated Worker grant funds are distributed as follows:

- 60 percent to local workforce areas.
- 25 percent for Rapid Response Activities.
- 15 percent for statewide activities.

Six factors with weighted values are used to determine the percentage share each local area receives. These factors are:

- Number of 1st Pay Beneficiaries (wt 1.0)
- Number of Excess Unemployed in Areas of Substantial Unemployment (wt 1.5)
- Number of Long-Term Unemployed Continuous Claims 15+ Weeks (wt 1.0)
- Number of Unemployed in Declining Industries (wt 1.0)
- Number of Unemployed Due to Mass Layoffs (wt 1.0)
- Number of Dislocated Workers in the State (wt 2.0)

Because the amount allotted to the state can fluctuate significantly from year-to-year, coupled with the fact that there is no hold harmless provision, the state may choose to raise the percentage of funds distributed to local areas by allocating a portion of its Rapid Response funds to the local formula allocation.

In the event WIA reauthorization presents allocation models with discretionary options, it is our practice to submit several optional allocation models to WDC Directors to review and comment.

4. Describe how the individuals and entities on the State Board were involved in the development of the methods and factors, and how the State consulted with chief elected officials in local areas throughout the State in determining such distribution.

By Executive Order of the Governor, the WIA State Administrative Office has responsibility for local area allocations. Initially, when WIA was implemented, the methodology for allocating formula funds was discussed with all of the WDC Directors. For WIA Title I-B Adult and Youth programs, it was determined that the local allocation be distributed in accordance with the State formula: (1) number of unemployed in areas of substantial unemployment, (2) excess number of unemployed in areas of substantial unemployment, and (3) number of economically disadvantaged; equally weighted.

LMEA staff annually provide the data used in the formula, down to the county level. Local directors receive the allocation worksheet so that they may review their relative share, including the hold harmless application.

For the WIA Title I-B Dislocated Worker Grant, the allocation formula factors and their weighted values (listed in Section VIII.F.3 of this State Plan) were established after consulting with WDC Directors. During these consultations, the urban and local areas discussed their local characteristics and needs relative to developing an appropriate formula allocation model. Additionally, the formula is applied to any distribution of supplemental state funds that may be formula allocated to local areas to meet local needs. As is the case with the Adult and Youth grant allocations, WDC Directors receive the Dislocated Worker grant allocation worksheet so that they may review their share of funds based upon each of the factors.

G. Provider Selection Policies (§§112(b)(17)(A)(iii), 122, 134(d)(2)(F).)

1. Identify the policies and procedures, to be applied by local areas, for determining eligibility of local level training providers, how performance information will be used to determine continuing eligibility and the agency responsible for carrying out these activities.
2. Describe how the State solicited recommendations from local boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.
3. Describe how the State will update and expand the State's eligible provider list to ensure it has the most current list of providers to meet the training needs of customers?
4. Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility by the local board or the designated State agency, a termination of eligibility or other action by the board or agency, or a denial of eligibility by a One-Stop operator. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.

The Governor's procedure for determining training provider eligibility sets forth Washington State's policy for determining the eligibility of training providers and their programs to receive WIA Title I-B Individual Training Accounts (ITAs), and to train dislocated workers receiving additional unemployment insurance benefits under the state's Training Benefits Program. The 12 WDCs delegated the management of the ETP list and statewide performance review process to the Workforce Board.

The Washington State ETP list can be accessed at: www.wtb.wa.gov/etp. For a copy of the State's ETP Policy (WIA Policy No. 3635) go to: www.wtb.wa.gov/etp/etp.pdf.

Part I of WIA Policy No. 3635 covers the state's required performance levels. Part II includes definitions of performance measures and methodological protocols. Part III covers: (1) Annual renewal guidelines for training programs that are already on Washington State's ETP list; (2) Procedures for approving new applications for ETP eligibility from training providers; and (3) Procedures for denying initial ETP eligibility, removing a training program from the list, and appeals.

The Workforce Board met on March 9, 2007, to establish, on behalf of the Governor, the state required performance levels for ETP eligibility for Program Year 2007 (July 1, 2007, through June 30, 2008).

Workforce Board staff, assigned to manage the state's ETP list, update and expand the list on a daily basis to ensure that customers have the most current information on eligible training programs.

The ETP web site links to www.jobtrainingresults.org. This customer-oriented website provides training program performance and school information including student characteristics, employment, and earnings of past students. The website, www.jobtrainingresults.org is being used by students and job seekers as a career planning tool.

The Workforce Board solicited recommendations from local area Workforce Development Councils and training providers and interested members of the public, including business and labor, in the development of the state's ETP policies and procedures. Draft versions of the state WIA Policy No. 3635 were reviewed by the Workforce Board's Interagency Committee (IC). This draft policy was reviewed extensively by the state's Performance Management for Continuous Improvement (PMCI committee). See Section I.D. for a list of the IC and PMCI committee representatives. The Executive Director of the Washington Federation of Private Career Schools and Colleges is represented on both the IC and PMCI state committees. The federation is an association representing 80 private for profit career schools and colleges (private sector businesses). Drafts of WIA Policy No. 3635 were sent electronically to all 271 private colleges and the 31 public community and technical colleges for review and comment. The seven members of the State Private Vocational School Advisory Committee provided comment on draft policy.

The business members on the Workforce Board discussed the policy with their business constituencies. Labor members on the Workforce Board consulted with apprenticeship program coordinators for advice on the ETP performance targets.

Drafts of WIA Policy No. 3635 were posted on the Workforce Board's website for a lengthy public review period prior to its adoption. The Workforce Board reviews the WIA Eligible Training Provider policy annually.

5. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under Title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).)

The Washington State Procurement [Policy Number 3405](#) (May, 2001) for WIA Title I-B programs is in compliance with all applicable federal law and regulations and operates in accordance with Sec. 112(b)(16). WIA State Policy Number 3405 is based on fair and open competition, and is in compliance with circulars published by the Office of Management and Budget and with the requirements of the Office of Financial Management for Washington State.

The WIA policy on procurement describes the policies and procedures that are applicable to the procurement of goods and services obtained through WIA Title I-B funds.

Grants and contracts will be awarded in accordance with applicable WIA laws and regulations as described in WIA State Policy Number 3405 and all applicable state procurement laws and regulations in the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC), provided, no conflict with WIA law and regulations exists.

The state uses public notifications in newspapers and other publications. Requests for Proposals or for Qualifications are also sent to individuals and entities on bidders lists developed for specialty areas, e.g., technology, evaluation, service delivery, etc.

6. Identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. (§112(b)(18)(B).)

For the formula funded youth programs, the state and local areas adhere to the performance management criteria set forth in the Act.

As with all federal funding that is pass-through, the funds become part of the state budget and must be used to procure goods and services in accordance with the state Office of Financial Management (OFM) procurement guidelines as set forth in the Revised Code of Washington (RCW), primarily Title 39. The preferred procurement mode in RCW Title 39 is competitive procurement, more stringently defined than in federal Office of Management and Budget circulars. Current state procurement rules require a cost/benefit analysis prior to any procurement, and the cost limits for simple purchases with competitive procurements are much lower than in the federal rules.

The Governor and local boards are required by state law and by contract and grant general conditions to use these same criteria in awarding grants and contracts to youth service providers.

The range of criteria includes:

- Meeting federal and state performance measures
- Fiscal integrity as measured by the lack of final determinations during time data is available
- History of the organization in providing quality services to youth who are most in need
- Special programs beyond routine compliance with the American Disabilities Act
- Effectiveness in program outreach and administrative outcomes
- Soundness of strategy in reaching goals
- Program design and technical compliance
- Competitive procurements of partners in providing ten elements of successful youth programs, where competitive procurement results in quality, streamlined services.
- Emphasis on selecting service providers with long -standing emphasis on servicing most in need and minority and disabled youth.

Moreover, the Workforce Board and the Employment Security Department track local area performance on both federal and state performance measures down to the service provider level.

If any local area or service provider within that area falls below the approved levels of performance, the local board is made aware, through a quarterly management report, of the ineffective performance, and at the same time offered state technical assistance before corrective action is needed. The Workforce Board and the Employment Security Department have worked together closely to provide the highest quality technical assistance.

All of the projects directly funded under the Governor's ten- percent statewide activities funds have been for "additional assistance to areas with concentrations of eligible youth." The criteria for awarding grants and contracts in this area have brought additional dimensions into play.

Examples of the criteria employed to select effective providers of youth activities are the following:

- Number of students served
- Number of students that stay in school or return to school (broken down by comprehensive high school, alternative school, community college high school diploma completion program)
- Number of credits earned
- Numbers of students that obtain a high school diploma or who are on target to receive one on time.
- Agreements reached with school and school districts and the amounts of Basic Education Act funds leveraged.

Other criteria include defining areas of "concentrations of eligible youth" on the basis of the number of students who were at-risk of dropping out of school and the number of youth who had dropped out of school. The local areas will be evaluated accordingly, but local areas must select schools or school districts in their areas that are failing to meet "adequate yearly progress" as defined by the No Child Left Behind Act. Local areas were selected based on their program success in helping youth finish school, and completing with a high school diploma. A mere GED is not the preferred outcome for these projects.

The state is allowed the flexibility of either defining the sixth-eligibility criterion for WIA-eligible youth or delegating the authority (and responsibility) of defining youth who need additional assistance beyond that required by the Act. In Washington State authority for defining youth that are in special need has been delegated to local areas, with excellent results. Local areas have responded to this increased responsibility by selecting many youth-services providers who have long-standing commitments to serving youth who are most in need.

H. One-Stop Policies (§112(D)(14).)

1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system. Include how the State will consolidate Wagner-Peyser Act funds to avoid duplication of core services. (§112(b)(8)(A).

Coordination of services is the key to successful delivery of services throughout the WorkSource systems. Each WDA has designed service delivery based on an integrated model and universal access.

The MOU is a partner signed document used to define partner commitment to a collaborative, integrated system, the type, and level of services to be supported within the system, and the standards by which the system will operate.

Through joint agreement, duplication of effort for delivery of core services is minimized. Electronic access to information and core services increases efficiency and further minimizes duplication of effort.

From a broad perspective, the WorkSource system operates as a network of service connections. Individuals or businesses may use the system through a wide range of service entry points. They may initially contact the system electronically (e.g. Go 2 WorkSource), through affiliate sites (e.g. community organizations or education institutions) or through the most central common entry point, a WorkSource Center.

A resource sharing agreement (RSA) is utilized by the One-Stop system to identify shared costs within a facility. The RSA establishes the terms and conditions under which a partnership is more specific about the resources in performance of One-Stop services and the infrastructure costs of maintaining the facility. The document contains cost allocation methodologies agreed to by the partnership and the billing and payment process.

The use of Wagner-Peyser funds are part of the resource sharing agreement and are combined with other fund sources to support delivery of core services and eliminate duplication of effort.

Much of the development of local one-stop system has been determined by local Councils and partnerships to be responsive to local needs. As the system has evolved, there have been statewide efforts to focus on improving the collaborative work of partners in serving the business and job seeking public. A range of examples are discussed throughout this plan. Some of the efforts worth noting for PY 2005-2007 in response to federal and state needs have included:

- An initial assessment and set of seven key services are offered as front end core services to all job seekers.
- A pilot called All the Money is Green, is underway to streamline budgets and cost allocation methods. Refer to section IV. B. for more information.
- A business focused workgroup has developed standards for marketing, setting job order standards and business outreach. New WIA and WP integrated approaches assist business outreach staff to respond more efficiently to the local business community.
- The Governor and State Board directed WIA 10% funds be released for incumbent worker training linked to Skill Panels, and college “Centers of Excellence” to respond to skill needs of emerging occupations and industry skill needs.
- Efforts have increased to integrate Trade Act into the broader provision of core services offered through WorkSource. Leveraging of state and local resources for training dislocated workers has occurred. The state focus has been on improving the effectiveness of operational integration through technical assistance and guidance for staff providing Rapid Response, Trade Act, and WIA potential or eligible dislocated workers, as well as

information on Unemployment Insurances in a more integrated fashion within the local one-stop system.

- Written state guidance was developed to assist local front line Wagner-Peyser Veterans program staff and WIA service provider staff understand military status, and the various elements that lead to determination of WIA eligible dislocated workers. Veterans, UI and WIA representatives coordinated and met with local workforce area representatives. Discussions resulted in a more common understanding of related issues, and in written guidance.
- The Governor and State Board directed WIA 10% funds be released by Employment Security to develop local partnerships within workforce development areas. These local partnerships initiated activities to contribute to the reduction in school drop outs through retention or prevention. New relationships across the state have been built between schools and local workforce areas and will continue.
- The ESD Commissioner established 11 pilot projects to increase the awareness and use of WorkSource Centers by youth. These projects utilize AmeriCorps participants at WorkSource Centers to outreach to local schools and youth about WorkSource career development resources and employment opportunities.
- Wagner-Peyser, WIA, and Trade Act Programs, and Workforce Board staff in coordination with local representatives met regularly to discuss performance, data collection systems, reporting and policy perspectives in preparation for the July 2006 implementation of Common Measures.
- TANF (WorkFirst in Washington State) employment services are accessible in WorkSource Centers. Two years ago WorkFirst Program staff were located in 24 WorkSource Centers across the state. WorkFirst staff are now located in 37 WorkSource Centers and other affiliate sites.

A significant shift has occurred as the Governor's Management and Accountability Performance system has been implemented within the Employment Security Department over the past two years. The focus on management outcomes for Wagner-Peyser services has led to more in depth understanding and review of the basic services offered and the ongoing analysis of data related to the impacts on employment outcomes.

Local areas will be providing new information in the local WIA and Wagner Operations plans which will build the groundwork for the next two years within WorkSource.

Some of the areas of focus for the Program Years 2007-2009 local operations plan development reflect the strategies listed below, as well as the Department of Labor direction. These include a focus on increased integration of WIA and WP service delivery and the emphasis on engagement with key industries and meeting the business need to refer skilled workers to demand occupations.

Some of the WorkSource focused strategies and questions being posed in the local plans are listed below as examples:

State Strategy: Develop expertise in the WorkSource System in serving the needs of local employers in key clusters

Local Plan: Describe and provide examples of how you ensure that the Council, the administrative entity, and service providers identify and meet the current and future employment needs of local employers and participants particularly in high growth industries and demand occupations. Include descriptions of applicable practices and policies, including how coordination takes place with skill panels, centers of excellence, postsecondary educational institutions, and with regional economists on labor market information development and dissemination.

State Strategy: Identify and support the development of economic clusters that provide a large number of family-wage jobs

Local Plan: Discuss how you ensure that WIA funds support training that leads to employment in targeted industries and high demand occupations.

Provide a list of the target industries identified for your workforce development area. Include the North American Industrial Code Standards (NAICS) codes for each industry listed.

State Strategy: Pilot collocation of Department of Labor & Industries Vocational Rehabilitation Services at WorkSource Centers

Local Plan: Indicate any pilot with L& I on the Partner Participation Matrix

State Strategy: Improve coordination of job development and refine referrals

Local Plan: Integration of Core-Services

- Business Services
- Screening and referral of job applicants
- Referral Methods

State Strategy: Rapidly link dislocated workers with appropriate employment services and retraining programs.

Local Plan: Describe how services are provided to dislocated workers including the provision of Rapid Response Services as required in State policy.

State Strategy: ESD Senior Leadership Team and WDC Directors commit to an even stronger partnership in overseeing the managing of the WorkSource system.

Local Plan: One-stop Center results will be reported using a GMAP approach

State Strategy: Expand the Dropout Prevention Initiative to more high schools

Local Plan: Describe approaches used by WIA funds to support the prevention of dropout or school dropout retrieval

State Strategy: Enhance management information system integration

Local Plan: Identify improvements to integrated business planning, processes and practices to achieve the goals of common measures

State Strategy: ESD and the WDC Directors should work with WorkSource partner programs toward integrated, not commingled, budgets for WorkSource centers

Local Plan: The responsibility for development of budgets lies with each authorized program entity. Describe the budget processes used to identify the costs of carrying out key functions and services provided in centers and affiliates.

2. Describe how the State helps local areas identify areas needing improvement and how technical assistance will be provided.

Technical assistance is an integral factor in contributing to the success of all programs and is delivered in a variety of ways to local workforce development areas (WDC). Technical assistance is provided by the state covering such topics as common measures, Government Management Accountability and Performance, case management, SKIES, fiscal reporting, program administration, oversight, and federal regulations, and labor market information.

Policy and procedure training is also provided by state staff for specific programs such as WorkFirst and Veterans.

Technical assistance needs may be identified by the local WDC Directors, or State Employment Security Department staff, as a result of a monitor/audit review, quarterly review, and analysis of grant and contract activity, federal policy or guidance, or from the results of a customer satisfaction survey.

Technical assistance may be delivered through a consultation, either on-site, via telephone with local WorkSource Administration and staff, or through websites. Best practice and strategies for improvement are shared and formal/informal training sessions are conducted on a variety of subjects to meet the local areas technical assistance needs.

The state sponsors a Building Skills Conference where employment and training professionals engaged in the One-Stop delivery system receive information through workshops and speakers that will benefit their work performance.

3. Identify any additional State mandated One-Stop partners and how their programs and services are integrated into the One-Stop Career Centers.

The federally mandated One-Stop partners include:

- WIA Title I-B Youth, Adult, and Dislocated Worker (including early intervention and Rapid Response) Grants and Programs
- Wagner-Peyser Programs

- Welfare-to-Work Programs
- Trade Adjustment Assistance and NAFTA
- Local Veterans' Employment Representatives and Disabled Veterans Outreach Program
- State Unemployment Insurance Programs
- WIA Title II Adult Education and Literacy programs including English-as-a-Second Language
- Vocational Education Programs funded under the Carl D. Perkins Vocational and Applied Technology Act
- Secondary vocational education program funded under the Carl D. Perkins Vocational and Applied Technology Act
- Senior Community Service Employment Program funded under Title V of the Older Americans Act
- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act

In addition, the State Partner Programs include:

- Worker Profiling
- Claimant Placement Program
- Postsecondary Vocational-Technical Programs
- Worker Retraining Program
- WorkFirst employment services
- State Labor Market Information and associated technological tools
- English-as-a-Second Language Programs

Other programs that are encouraged to be part of the One-Stop System include:

- Literacy Programs
- Apprenticeship Programs
- Local School to Work connections
- AmeriCorps/Washington State Services Corps
- Tech Prep Consortium
- Private Vocational Schools
- Other programs identified by WorkSource Regional Partnerships

Flexibility in design and delivery of services is encouraged to provide local WDCs the opportunity to meet regional service delivery and operational needs. Each WDA has provided for the inclusion of optional partners to improve service delivery, minimize duplication of effort, combine resources, and increase access for customers. Optional partners, like some of those listed above; define their participation by signing the MOU and in some cases, participating in the resource sharing agreements.

TANF (WorkFirst in Washington State) employment services are accessible in WorkSource Centers. Two years ago WorkFirst Program staff were located in 24 WorkSource Centers across the state. WorkFirst staff are now located in 37 WorkSource Centers and other affiliate sites. WorkFirst staff continue to become increasingly integrated as key partners in WorkSource Centers.

WorkFirst has put in place a new comprehensive assessment model that is designed to help parents achieve better and quicker engagement in employment-related activities that lead to self-sufficiency. This model has strengthened the ability of all center staff to direct customers to the most appropriate services as quickly as possible or other programs when needed.

- I. Oversight/Monitoring Process—Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State’s vision and achieve the goals identified. (§112(b)(14).)

The monitoring process is designed to improve the State’s overall grant administration; meet the Department of Labor compliance requirements, state and local policies; and take actions necessary to assure delivery of high quality, outcome focused services.

Monitoring for all programs follows the standards set by the Department of Labor. The tools developed for assessment and monitoring incorporate the required laws, regulations, circulars, and local and state polices for review of systems and performance.

Risk assessment is part of the process and incorporates state and nationally recognized factors related to fiscal and administrative systems and processes.

The state performs annual on-site monitoring and oversight reviews of WIA funded sub recipients to verify compliance and adherence to federal, state, and local policies and procedures. Reviews of the administrative structure, program operations, and fiscal systems are conducted in the 12 WDCs, their subcontractors, the Workforce Board, and the Washington State Labor Council (WSLC).

The Self-Assessment System for Employment Services Programs is the instrument used for Wagner-Peyser Monitoring.

The assessment tool and questionnaires evaluate the quality of the work being done and level of integration to support the development of the nationwide system of public employment service. The System verifies that requirements for service delivery as detailed in Title III of the Workforce Investment Act and Washington State Laws are followed.

This System is used to monitor the administration of the work test for the State unemployment compensation system, and the job finding and placement services provided to unemployment insurance claimants in each local office that receives funding and provides Wagner-Peyser services. A detailed and separate section pertaining to Claimant Services and the UI Work Test is included.

Data Validation is conducted on-site in each of the 12 WDAs on an annual basis. Data Validation insures the accuracy and reliability of program and performance information reported to DOL for federally funded programs. Findings are compiled and submitted to DOL and used by state and local areas to improve their data reporting processes.

On a quarterly basis, the State produces Quarterly Management Review (QMR) documents regarding WIA performance measurements. The reports are based on “real time” (current) data derived from SKIES. This report provides the 12 WDCs with their planned versus actual performance data for WIA Adult, Dislocated Worker, In-School and Out-of-School Youth programs and TAA programs on the following performance measures:

- Number of participants served
- New enrollments
- Number of exits
- Number employed at exit
- Placement rate
- Average wage at exit
- Wage recovery rate

Since the reports are based on real time data, local areas have the ability to immediately recognize and make adjustments in any areas where improvement is needed. The state provides technical assistance to local areas whose performance is failing to meet performance measures.

In addition, the Workforce Investment Act Administrative unit works with Workforce Development Areas to resolve issues identified by the Statewide Monitoring unit.

- J. Grievance Procedures. (§§122(g) and 181(cc).) Attach a copy of the State’s grievance procedures for participants and other affected parties (including service providers.)

Washington State WIA Policy Number 3440: WIA Complaint Policy Including Incident Reports—Excluding Discrimination Complaints provides guidance for each WDC administrative entity and state sub recipient to operate complaint procedures for the resolution of complaints arising in connection with their actions. <http://www.wa.gov/esd/policies/documents/3440.htm>

- K. Describe the following State policies or procedures that have been developed to facilitate effective local workforce investment systems (§§112(b)(17)(A) and 112(b)(2).)

1. State guidelines for the selection of One-Stop providers by local boards;

The state has developed policies and procedures that facilitate effective local workforce investment systems. The state has three documents that provide guidelines related to the selection of One-Stop providers.

- The WIA and Wagner-Peyser Local Operations Plan Instructions

Each of the 12 Workforce Development Councils prepare local operations plans. In those plans they are asked to:

Describe the process by which each one-stop operator was designated either through a competitive process or through an agreement between at least three partner entities. CFR 662.200 and 662.400

Describe the roles and functions of the one-stop operator(s), in the local agreement between the operator and the Council. Also, complete the attached local profile for your area.

Describe the responsibilities of the Center One-Stop Operator related to the provision of services by partners in the facility. Describe methods and practices used by the operator and/or service delivery staff to determine and refine how core services are provided and coordinated within the Center. The Local Operations Plan modification policy entitled “Modification for WIA I-B and Wagner-Peyser Policy”- #3625, Revision 1.

- The Local Operations Plan Modification Policy applies the requirements and processes established by WIA Section 118(c), which include making the plan available for public comment prior to submitting it to the state, accepting comments on the plan, and submitting any comments that disagree with the plan. A formal modification may also be required for compliance with a local area corrective action plan based on a failure to meet required program performance. The text of the policy can be found at <http://www.wa.gov/esd/policies/documents/3625rev1.htm>.
- This policy was established in order to clarify issues concerning operator designation. It articulates the criteria of the Governor regarding designating the WDC as the One-Stop Operator ensuring that the designation process is completed in accordance with WIA Section 121 (d)(2)(A)(ii). The designation must be consistent with the terms of the local area plan and be approved by the CLEO and the Governor.
 2. Procedures to resolve impasse situations at the local level in developing memoranda of understanding (MOUs) to ensure full participation of all required partners in the One-Stop delivery system;

In the event that disputes should arise regarding the terms and conditions which cannot be resolved informally, the following procedure are conducted: each party to the agreement shall select an individual to participate in a dispute resolution panel; these individuals select, by a simple majority vote, a person not a party to the Agreement who will chair the dispute resolution panel; the panel hears the facts of the dispute and renders a decision by simple majority vote. This process shall be invoked before proceeding to any lawsuit or civil action.

Local WDCs and partners may request the state’s assistance in addressing impasse situations, after documenting attempts at resolution. The state may consult with the appropriate federal agencies to address impasse situations if appropriate.

Any partner that fails to execute an MOU is not permitted to serve on the local WDC. Also, if the local WDC has not executed an MOU with all the required partners, the local area is not eligible for state incentive grants awarded on the basis of local coordination of activities.

The state must report any failure to execute an MOU between a local council and a required partner to the U.S. Secretary of Labor and to the head of any other federal agency with responsibility for oversight of a partner’s program.

3. Criteria by which the State will determine if local Boards can run programs in-house.

Each WIA Title I-B Operations Plans includes a description of how WIA Title I-B core and intensive services are delivered and how One-Stop operators are selected. If a WDC, in consultation with the chief local elected officials, chooses to assign WDC staff to directly provide core services, or intensive services, or be designated as a One-Stop operator, the details about this decision must be described in the local plan. This is done consistent with 20 CFR 661.310(a). The decision takes effect once the local plan is approved by the Governor. Consistent with 20 CFR 661.310(b), a Council, and its staff are prohibited from directly providing WIA Title I-B training services without a Governor approved waiver. There are no areas in the state where Council staff directly provide training services funded under the WIA Title I-B adult and dislocated worker grants.

WIA Title I-B youth services are competitively procured. More information on Council certification and function is described in Section VIII.B. of this Plan.

4. Performance information that on-the-job training and customized training providers must provide;

The use of customized assessment and individual training plans allows those WIA participants identified for training to receive the most appropriate array of training and services available within the guidelines established by the state and local policy guiding the use of ITAs.

WDCs and WorkSource Operators identify eligible providers of on-the-job training and customized training. They also obtain performance information and program cost information from those providers as required.

5. Reallocation policies

ESD is responsible for oversight administration of WIA Title I-B Adult, Youth, and Dislocated Worker program funds. ESD may choose to reallocate youth, adult, and dislocated worker funds among local areas within the state in accordance with the provisions of Section 128(c) and 133(c) of the Act and Section 667.160 of the WIA final regulations. ESD tracks local area's obligations to ensure that each local area has obligated at least 80 percent of their program year's allocation. If a local area's unobligated balances exceed 20 percent, the Agency, in consultation with the respective WDC, will conduct a thorough analysis to determine the need for possible fund recapture. Program year funds which are not expended by local areas at the end of a two-year period must be returned to the state and may be reallocated to eligible WDCs.

6. State policies for approving local requests for authority to transfer funds (not to exceed 30 percent) between the Adult and Dislocated Worker funding streams at the local level.

In accordance with WIA Sec.134(d)(4), Washington State Policy Number 3451 – Revision 1 (September 2003) authorizes local WDCs to transfer up to 30 percent of a program year's "base allocation" for adult employment and training activities to dislocated worker activities, and up to 30 percent of a "base allocation" for dislocated worker employment and training activities to

adult activities. Before making a transfer, a WDC must first obtain written approval from the ESD on behalf of the Governor.

A local area may request a transfer of funds anytime during the program year. The local area must confirm that a transfer will not reduce the required rate of 70% expenditure of the fund source to which funds are transferred by the end of the program year.

7. Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals, and others with multiple barriers to employment, and training.

The state has established policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals. In addition, WDC local area WIA Title I-B plans describe operational policies, service delivery partnerships, and cross-program coordination for serving youth, adults, and dislocated workers with multiple barriers to employment.

State policies addressing service to the described individuals include:

- [The Complaint and Grievance Policy Number 3440](#) describes program and fraud allegation complaints plus the filing and appeal processes.
 - [Equal Opportunity and Discrimination Complaint Processing Policy and Procedures Number 3450](#) direct the WDCs and other grant recipients/program providers to implement complaint policies and procedures.
 - [Equal Opportunity and Nondiscrimination Policy 3445](#) directs grant recipients to provide initial and continuing notice that it does not discriminate on any prohibited ground.
 - [Eligibility and Priority for Service Policy Number 3640](#) states the Workforce Board and ESD are jointly responsible to develop recommendations to the Governor regarding state policies for “eligibility” and “priority selection” for intensive and training services.
8. If you did not delegate this responsibility to local boards, provide your State’s definition regarding the sixth youth eligibility criterion at section 101(13)(C)(iv) (“an individual who requires additional assistance to complete an educational program, or to secure and hold employment”). (§§ 112(b)(18)(A) and 20 CFR 664.210.)

The state delegated the responsibility to local WDCs regarding the sixth youth eligibility criterion. This action was taken in [Washington State Policy Number 3638](#):

WDCs must define the sixth youth eligibility criterion listed in the law. The sixth criterion states “that an individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment.”

IX. Service Delivery

Describe the approaches the State will use to provide direction and support to local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. (§112(b)(17)(A).) Activities could include:

A. One-Stop Service Delivery Strategies: (§§112(b)(2) and 111(d)(2).)

1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? (§112(b)(8)(A).)

Washington's WorkSource Centers provide universal access to core and intensive services through self-service, staff-assisted self-service or staff-assisted services. Affiliate sites provide access to core services through the same design where appropriate. Required and optional partners located in WorkSource Centers and Affiliates deliver services as designed and implemented by each Workforce Development Council (WDC), and per the local Strategic and Operational plans approved.

For PY 07-09 Operational Plans, WDCs are directed to describe the roles and functions of the one-stop operator related to the provision of services by partners in each facility. Specific plans by each WDC will be submitted for State review. Plans include how core services are provided and coordinated within each Center and how staff within a Center function as part of a multi-agency team.

Washington State encourages flexibility in the design, implementation, and delivery of services within the WorkSource system. Services provided by partners are coordinated through a variety of tools including Memorandums of Understanding (MOUs) (including Resource Sharing Agreements), operational agreements, and interlocal agreements. The statewide data collection system, SKIES, is a case management system that supports the tracking and coordination of services provided to customers.

The three primary coordination tools in the system are:

The MOU - This agreement enables each WDA to establish cooperative and beneficial relationships among partners to deliver core and intensive services, as appropriate, in an integrated system that meets local community need.

The RSA - Establishes the terms and conditions under which required and optional partners will share resources in the performance of services at WorkSource, and will share support for infrastructure costs and operating expenses.

One-Stop or Affiliate Certification Application process - Sites apply to the local WDC for designation.

The application requires partners seeking certification to complete a self-evaluation.

Included in the application sites must describe program and service delivery integration and coordination efforts, quality standards for service delivery, data collection methods, quality improvement efforts, and leadership involvement as well as other standards that might be added by the local area.

2. How are youth formula programs funded under (§128(b)(2)(A).) integrated in the One-Stop system?

The Governor, through the Workforce Board and ESD, has actively encouraged the integration of WIA youth formula programs into the One-Stop system. Funds for youth services are allocated to state and local areas based on a formula distribution. Local communities provide youth activities and services in partnership with the WIA One-Stop System and under the direction of local Workforce Investment Boards. The major components of the WIA youth program offer guiding principles to ensure the needs of young people are met. The target population of WIA Youth includes both in-school and out-of-school, so services provided reflect the priorities of each of these unique populations.

Service strategies, developed by workforce providers, prepare youth for employment and/or post-secondary education through strong linkages between academic and occupational learning. The most important aspect is to focus on meeting the training, education and employment needs of youth as well as the needs of businesses for skilled workers. Washington State's education reform is linking academic learning to the world of work through partnerships with local school districts, business and community partners that prepare youth for careers, while addressing local employment shortages and growing talent locally for current and future needs.

Summer paid work internships now include an educational component requiring students to spend equal time in an educational environment to strengthen basic reading, writing and math skills. To help young people succeed academically and in work, innovative programs are funded that utilize mentors, tutorial programs and student portfolios.

3. What minimum service delivery requirements does the State mandate in a comprehensive One-Stop Centers or an affiliate site?

Access to all core services is required within a comprehensive Center. The core services that must be available in Centers and affiliated sites are listed below. A Center must provide all “core services”, coordinate partner services for customers, provide referrals and provide access to the Internet or other electronic linkages.

Available core services in WorkSource Centers include:

- Services Orientations
- Information and Referral
- Initial Assessment
- Job Search Assistance
- Job Readiness Workshops
- Job Referral and Placement Activities
- Labor Market Information
- Training and Retraining Information
- Internet Access through resource areas

- Unemployment Insurance Access
- Translation Services

WorkSource Affiliate sites offer all of the core services in the comprehensive list through staff or through linkages on the Internet or other electronic linkages, provide at least one of the required programs directly on site, provide access to WorkSource services offered elsewhere in the system and provide referrals to services outside the site. This includes information about rapid response and early intervention services to dislocated workers as well as other services of required partner programs.

4. What tools and products has the State developed to support service delivery in all One-Stop Centers Statewide?

The state has developed and/or supported the development or acquisition of products that have proven to be essential in assisting the One-Stop Centers to serve a variety of client populations.

Tools have been in the form of technological applications, training for specific area skill building to service delivery staff members, marketing tools to business and potential participants as well as reports which assist One-Stop Centers in the preparation for layoff events. Some of the examples of these tools and products are listed below by category.

O*NET AutoCoder

This has been recently implemented in the Services, Knowledge, Information Exchange System (SKIES) application, in the Unemployment Insurance Tele-Centers as part of the initial and Internet claims processes, in Go2WorkSource.com and will be implemented in the WorkForce Explorer Web site in June 2007. The O*NET AutoCoder will be used by all WorkSource staff who are providing labor exchange functions to code job seeker employment information and job orders to provide accurate and consistent matches between job seeker qualifications and job order requirements. Release of policy and provision of training in the use of the AutoCoder will be provided to WorkSource staff in the near future.

SKIES

This is an Internet based system for federal reporting and case management. SKIES categorizes labor exchange records and activities by seeker records, employer records, provider records, profiled claimant call in, and automated Did Not Report records, Job Matching, and information on Job referrals.

Go2WorkSource.com

The state will continue to use our Go2WorkSource.com website (www.go2worksource.com) to provide real time information to businesses, job seekers, and employment counselors. This information is available on line and may be accessed from any computer on the Internet. The average number of visits to the web site is 486,000 per month and about 33,000 job listings and 170,000 resumes are available for search. Each month, the average number of job searches conducted by job seekers on the site is 871,755, and employers conduct an average of 14,853 résumé searches.

The Go2WorkSource.com web-site also provides information on local WorkSource Centers including location maps and contact information. There is access to labor market information through a hyperlink with the Workforce Explorer web-site.

Workforce Explorer

Workforce Explorer (www.WorkforceExplorer.com) is an internet based website that contains Washington's labor market information. Customers can access (1) the Career Center to find information needed to make well-informed decisions based on up-to-date information. Users can quickly find information for over 800 occupations; (2) the Labor Market Information section integrates statistics and information about labor markets in the state and nation.

Users can explore occupations, labor markets, geographic areas, industry projections, and more; and (3) the Tool section, which categorizes distinct tools into the various sections for user convenience.

Computer Labs and Resource Rooms

Self-service computer labs are located in WorkSource Centers for job seekers to access on-line job listings, Internet, and state purchased career planning tools such as Workforce Explorer, Choices, Career Transition, and Washington Occupational Information System, and multiple software products to assist customers with their job search.

Job Hunter Workshop Series

The Job Hunter Workshop Series, the core job search curriculum for WorkSource Washington, provides the universal job seeker a foundation for job search readiness and job search. The six module series engages adult learners in interactive discussions and hands on activities to prepare the seeker to be ultra competitive in moving through the labor market. The Series encourages job seekers to view hiring from the employer's perspective and teaches them how to their demonstrate skills and abilities to match business needs. The result is a job match suitable to the applicant and the employer. The Series includes: Orientation to WorkSource Services; Skills and Abilities; Job Search Strategies; Perfecting Applications; Effective Resumes and Cover Letters; and Interviewing Techniques.

Claimant Progress Tool

The Claimant Progress Tool provides state employment service staff access to unemployment insurance (UI) claimants who have a work search requirement and have claimed UI benefits in the previous week. The tool links staff to active claimants attached to each WorkSource site. In addition, it provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings.

WorkSource Reports

The Comprehensive Management Information System (CMIS) is now the WorkSource Reports System. The site displays WorkSource indicators and performance measures at the state, Workforce Delivery Area, and WorkSource Office levels. The WorkSource Reports System displays three years of data to facilitate the analysis of trends and the setting of benchmarks. The system displays a detailed look at the reemployment services to Unemployment Insurance claimants and WorkFirst Clients. The site also details the business services side of the labor exchange with a report on openings filled, the time to fill, and market share of employers.

Federal ETA 9002 and VET 200 Reports

This is an intranet based access site to state of Washington's required DOL ETA Reports. The site displays the report type (A-E of the 9002 and A-C for the 200), displays the report by Quarters.

WorkSource Marketing Catalog

The catalog is available on-line and lists more than 30 marketing materials. Materials are developed for both the business and job seeker customer. Business products focus primarily on business outreach and include informational publications, ad-specialty items, and job fair materials, as well as business cards, letterhead, and envelopes.

Job Seeker products focus primarily on job seekers and include an overview of services, a pocket application, an interview guide, and several other tools to help job seekers find work and build careers.

5. What models/templates/approaches does the State recommend and/or mandate for service delivery in the One-Stop Centers? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stop Centers required to have a resource center that is open to anyone?

The state provides as much flexibility as possible for local areas to implement assessment processes and plan models of service delivery. The state offers support and feedback to service delivery through the following programs and activities:

WorkFirst Program offers standardized mandatory training for all WorkFirst staff in Department of Social and Health Services systems; partnership requirements; evaluation documentation, one on one job search assistance, and extensive record keeping. Internal Control Training is also required.

In addition, WorkFirst policy requires a Comprehensive Assessment for each TANF recipient who is referred for job search. The Comprehensive Evaluation is a series of evaluations designed to help WorkFirst parents achieve better and quicker engagement in employment-related activities that lead to self-sufficiency. Everyone has skills and abilities needed in today's workforce.

Weaving those skills and abilities with labor market realities and education levels is the cornerstone of the comprehensive evaluation. Involvement in this decision-making process is key to a parent's success.

Reemployment Programs target and engage UI claimants with consistent worksearch requirements within the first five weeks of their unemployment insurance claim. WorkSource staff engage claimants by providing initial assessments, job search assistance, to include resume assistance, job search strategies and interviewing techniques; and are screened and referred to appropriate employment opportunities.

In addition, UI claimants could be called in after their fifth week of unemployment insurance benefits to review their job search logs. At this time they are also provided appropriate labor market information relevant to their skills and abilities, and receive additional job referrals. Job Hunter Workshop Series, Washington's One-Stop system's core job search assistance curriculum program.

Job Hunter offers training for all WorkSource staff who are new facilitators. In addition, the Job Hunter program offers Refresher training periodically for any staff to attend.

There are six modules in the Series: Module 1 - Orientation to WorkSource Services; Module 2 – Skills and Abilities; Module 3 – Job Search Strategies; Module 4 – Perfecting Applications; Module 5 – Effective Resumes and Cover Letters; Module 6 – Interviewing Techniques.

The O*NET Autocoder was recently implemented into SKIES as a means to provide a higher consistency of data shared between Unemployment Insurance (UI) GUIDE system, Go2WorkSource.com and SKIES. Training is planned to provide the local offices staff the knowledge necessary for them to provide effective re-employment services to job seekers and UI claimants by conducting an appropriate job match for possible referrals by using O*NET Autocoder.

A comprehensive accessibility assessment of all WorkSource centers and affiliate sites facilities, policies procedures, and information and electronic technology has been completed. Under Local Disability Access Plans, developed and implemented by local Disability Access Teams, affiliates that would have impeded access to aides, benefits services or training have been removed. Model reasonable accommodation policies and procedures have been adopted and implemented. Assistive technology has been installed and local staff have been trained on the use of that assistive technology. Ongoing Local Disability Access Plans are focusing on staff training needs technical assistance and resource development.

All WorkSource Centers have resource rooms equipped with computers available for use by the general public. The equipped rooms provide customers the ability to research occupations, conduct career and training exploration, and develop tools for their job search.

- B. Workforce Information – A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses.
(§§111(d)(8), 112(b)(1), and 134(d)(2)(E).)

- 1. Describe how the State will integrate workforce information into its planning and decision making at the State and local level, including State and local Councils Boards, One-Stop operations, and case manager guidance.

The LMEA branch of ESD is responsive to the needs for quality labor market information by working with partners and customers to shape and improve the services required to create a high skills, high wage workforce. LMEA staff work closely with the WDCs on a variety of subjects, make presentations at their meetings, and work with WDC members and staff on a wide range of topics in support of their local plans. These contacts form the foundation of an integrated service delivery strategy that is consistent with state strategies in *High Skills, High Wages 2006: Washington's Strategic Plan for Workforce Development*. Refer to section IX.B.3. for additional information.

2. Describe the approach the State will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.

The state will continue to use our Go2WorkSource.com website to provide real time information to businesses, job seekers, and employment counselors. This information is available on line and may be accessed from any computer on the Internet.

The Go2WorkSource.com web-site also provides information on local WorkSource Centers including location maps and contact information. There is access to labor market information through a hyperlink with the Workforce Explorer web-site. Workforce Explorer described in section IX.A.4. provides easy access to Washington labor market information.

Links on the web-site provide easy access to a variety of employment and career resources including:

- On-line classified ads for newspapers in Washington, Oregon and Idaho
- National Job Boards
- Government Jobs
- Career and Occupational information
- Wage and Benefit Information
- Job Search Assistance
- Employment and Training Programs
- Local Employment and Training Resources

3. Describe how the State's Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State's overall strategic direction for workforce investment.

The Labor Market Economic Analysis (LMEA) branch within ESD has been designated by the State Legislature as the official supplier of workforce information for all employment and training operations within the state.

LMEA uses labor market data, census data, and economic data to compile reports. LMEA is responsible for developing the State's Workforce Information Core Products and Services Plan. To ensure that the Core Product and Services Plan supports the State's overall strategic direction

LMEA uses the State's strategic plan as the first stakeholder document it reviews before it prepares its annual Core Products and Services Plan. By doing this, LMEA ensures that the appropriate materials and information are being prepared and available to State and local stakeholders to support the State's overall strategic direction for workforce development.

To further support the alignment between the Core Product and Services Plan and the State's strategic plan for workforce development, the Workforce Board and Labor Market staff share information and meet to identify labor market information needs, evaluate products, and identify State and local workforce development stakeholder needs.

As a result of input from the Workforce Board and the local Workforce Development Councils, LMEA has increased its participation and services in each of the 12 local areas to assist the areas with their information needs for local strategical planning. WorkSource partners' agencies utilize the core products and access the services of LMEA to determine demand occupations and the most appropriate occupational training to fit our state's economic demands.

The LMEA branch responds to needs captured in the state's Workforce Information Core Products and Services Plan by providing both occupational information in their web site, and by special state and local reports.

Wagner-Peyser administrators, WIA administration, local boards, local elected officials, stakeholders, and business may request special reports to meet their immediate needs. Local reports are geographically configured by Workforce Development Area and by county.

LMEA's occupational information web site, www.workforceexplorer.com, contains up-to-date reports with demographic breakdowns for various geographic configurations. Workforce Explorer is available to all employers and job seekers online and in resource rooms located in each WorkSource center.

4. Describe how State workforce information products and tools are coordinated with the national electronic workforce information tools including America's Career Information Network and Career Voyages.

Washington utilized the Workforce Explorer as the flagship product to deliver critical career and labor market information to participants and partners of the WIA process.

It is based on ETA's core data structure and data, America's labor market information (ALMIS). Several key elements, including occupational employment statistics and occupational licensing information, are shared directly to ACI-NET for integration into their system.

Workforce Explorer also utilizes the same coding of occupations, industries, and geographies consistent with ACI-NET so the two systems can be linked in context throughout each site. Currently, we do have links to specific state and national data to ACI-NET, and references to the Career Voyages throughout the site.

C. Adults and Dislocated Workers

1. Core Services. (§112(b)(17)(a)(i).)
 - a. Describe State strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in §134(d)(2)

One of the principles of the State's one-stop system from the beginning was the concept of universal access. The one-stop system WorkSource, developed in each workforce development area was required to ensure that customers could receive access to services through various portals, be it a Comprehensive One-Stop Center or affiliate facilities which might provide a partner program's service.

The initial State Criteria for Center Validation also addressed requirements for access to core services through staff or electronic resources. Local areas continue those certification standards with local variations decided upon by the Council.

Universal access also encompasses the notion that customers coming to the Center, include the general adult populations public and businesses. There were no “eligibility” requirements for a person who sought employment services or access to information related to training, and career development related services. In Washington State this included major efforts over the years to ensure services were accessible to populations with barriers to employment particularly those with physical or mental disabilities, or those with limited English speaking abilities.

Labor exchanges services funded by Wagner-Peyser are primary core services available to all customers at each WorkSource Centers and other partner programs provide services core to their programs, including WIA adult and dislocated worker providers. Dislocated Workers are directed to WorkSource sites for assistance with finding employment and exploring eligibility for services funded by WIA and Trade Act. A significant number of dislocated workers are informed of and provided access to core services through the Rapid Response process initiated through WARN or other notifications. Other potentially eligible adults and dislocated workers may be contacted through outreach, worker profiling and through system sponsored orientations. Orientations often take place on-site at an employment site.

The case management and reporting system, SKIES, is used to record and track staff assisted services by WIA and Wagner-Peyser program staff as well as other authorized partner program staff using the system.

Customers who access a facilitated service or a direct staff assisted Wagner-Peyser service such as an initial assessment, job search assistance, or placement assistance are registered in the SKIES system by employment services staff.

These adults and dislocated workers are encouraged to explore any additional services for which they may qualify and are referred to the appropriate resources.

All customers are ensured that services are provided without discrimination, as described in WIA Policy 3445 Equal Opportunity and non-discrimination
<http://www.wa.gov/esd/policies/documents/3445.htm>.

Local areas are constantly assessing service delivery practices, based on customer input, partner changes and integration, new initiatives. There was extensive State effort by the Department to incorporate WorkFirst (welfare) employment services program staff into the WorkSource Centers during the past several years. This led to combined Wagner-Peyser, WIA and WorkFirst staff evaluating the service flow to customers in Centers and throughout each local system due to the increased WorkFirst staff participation.

- b. Describe how the State will ensure the three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act include (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.

The WorkSource system provides universal access to core and intensive services through self service, staff-assisted self service, and staff assisted approaches.

Self service is supported through the use of Go2WorkSource.com, the Web site for on-line employment services. The site provides self service access to a broad range of core labor exchange services. Job seekers can search for jobs, post resumes, apply on-line for jobs, and access career and labor market information. Employers can post jobs, search for job candidate resumes, and access business assistance resources and labor market information.

Facilitated self help services are available through the network of resource rooms located in Centers and Affiliates. Resource rooms provide access to Go2WorkSource.com, and a range of software for career exploration, resume preparation, skill assessment, aptitude testing, labor market information, and more. Based on a seamless service integration model, resources rooms are staffed by Wagner-Peyser funded staff and partners to provide limited, individualized assistance to customers. Customers can also use resource rooms to file unemployment claims on-line or access a phone Kiosk linked to our Telecenters.

Facilitated group activities related to job search assistance, resume preparation, skill assessments, interviewing, and other job search preparation activities are also offered.

The Job Hunter Workshop Series, the core job search assistance curriculum for WorkSource Washington, offers universal access to all job seekers. Each module is three hours in length and provides the job seeker a foundation for job search readiness and job search.

In addition, program participants are referred and sometimes required to complete one or all of the workshops to prepare them for their reentry into the labor market. Six modules complete the current Series. The Series includes: Orientation to WorkSource Services; Skills and Abilities; Job Search Strategies; Perfecting Applications; Effective Resumes and Cover Letters; and Interviewing Techniques.

Business customers have access to facilitated self help services through business assistance seminars sponsored by a variety of partners. Topics range from business start up to unemployment insurance cost management.

Staff assisted services are available to all customers and may be accessed based on customer request or referral. WorkSource staff assess the needs of the individual or business customer and either provide the service directly, refer the individual to the appropriate resource, or schedule for additional assistance on site.

In the past two years the Wagner-Peyser and other employment service programs have participated in a process which has led to significant shifts in terms of staff assisted services and entry of data into the SKIES case management and reporting system.

Prompted by the Governor, a new focus on management performance accountability (GMAP) had led to the identification of a set of Key Services and performance indicators. The following Key Services have been incorporated into a GMAP model to increase performance outcomes throughout the system. These services are known as “feeder measures”, they are measurable and provide real time data to managers which enable the effective management of staff and the efficient use of resources.

The seven Key Services are:

- Initial Assessment
- Job Interviewing
- Resume Assistance
- Job Search Planning
- Staff Assisted Job Match
- Job Referrals
- Job Development
- Employment Referral

These measure or other real-time measures will be developed and applied to core services provided by both Wagner-Peyser and WIA staff to individuals who are eligible for but not unnecessarily enrolled in WIA.

Consistent approaches to service delivery and data entry have been established statewide and locally. For example, from a statewide perspective, there is now an expectation that every person who requires staff assisted services will receive an initial assessment by ESD staff, which identifies what that person needs to find a job, be it job search assistance, help with resume preparation, training or education, or even something as basic as a place to live. Only after that initial assessment do employees direct the person to the most relevant services.

As a result, local delivery of service is now focused on the most effective services that will potentially impact management indicator outcomes and ultimately to meeting federal performance goals on certain common measures.

At the same time, service delivery activities are being adapted to take advantage of useful information being entered into SKIES. It also gives the state the ability to consider implications for planning and transitioning to the anticipated WSPER system being proposed by the Department of Labor in federal regulations.

The following are examples of specific management oversight and service delivery activities that have been implemented by local Employment Services managers and will continue to be developed over the next two years. These are in response to the data driven focus on increasing outcomes.

- “GMAP” meetings are being held in each of the 12 workforce development areas. Local ESD staff make presentations on the status of local office actual performance relative to goals set for the key indicators and process measures. The presentation is made to all members of the ESD Senior Leadership Team., who then ask questions, discuss local outcomes and analysis, and look for opportunities for continued progress by the area staff.

- WorkSource offices have local GMAPs on a regular basis to review, discuss and problem solve how to make improvements to the key indicators and other outcomes. One area meets on topics relevant to all WorkSource sites, and invites partner staff to participate in the sessions. Topics might include performance goals, business initiatives or service delivery challenges. The meetings focus on review and analysis of data and follow-up actions that may be pursued to improve local results.
- A local “Business Solutions Team” was formed in another area by ESD in partnership with local WorkSource system partners and local Workforce Development Council representatives. It is charged with improving coordination with employers, recognizing the key economic clusters in the area are manufacturing/aerospace, medical/health care, wholesale trades, construction/apprenticeship, and business services. The focus is to improve the quality of job referrals to employers and to increase job placements for targeted individuals. The model is intended to engage business and job seekers in tailored recruitment strategies and will encourage WorkSource to organize operations in line with predominate regional industries.
- The partnership in this area has also focused on increasing integration of services, and redirecting resources to effectively meet the local workforce needs of targeted local industries. The area will require that all partners receiving WIA funds, to locate in the WorkSource Center. The Center will be reconfigured into a functional service delivery design around functions that include activities such as assessment, case management, business services and job placement. The outcome will result in improved quality of job matching efforts, the quality of referrals and increased placements to regional employers.
 - c. Describe how the State will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.

In Washington State, WIA and Wagner-Peyser and other ESD administered DOL funded programs are the primary funders of the facilities and technologies that support core and other services. Resources Centers in particular, and WorkSource Web sites that provide labor market information and career exploration are integral to self- service core activities, as is Go2 WorkSource, an Internet based employer opening and job seeker resume on-line public labor exchange.

A high volume of customers are job seekers seeking employment related services provided by the Employment Security Department staff. A shared case management and data collection system SKIES, allows basic data on Unemployment Insurance recipients to be collected and built upon by various partner program service providers who focus more on the provision of intensive and training related services. WorkSource continues to add enhancements to the SKIES system to capture services linked to any targeted program and its fund source and continues to develop reports to manage and measure services and performance.

Under the leadership of ESD’s Commissioner a range of actions were taken to reduce costs to the Department to better align with reduced federal levels and new cost challenges based on aging buildings, technology needs, and a significant aging of the agency workforce.

There have been staff and management reductions, building closures, including one of three telecenters in the state. Along with this has come organizational change with new management and restructuring of some Divisions.

The Commissioner has taken proactive actions to address the challenges of maintaining a WorkSource system infrastructure.

For example, two local WorkSource Centers have been established as pilot sites to test models of integrated budgeting among ESD fund sources and between ESD and WIA fund sources. For additional information on the pilot titled “All the Money is Green”, see Section IV. B.

2. Intensive Services. (§112(b)(17)(a)(i).) Describe State strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.

WDCs are required to describe in their local plans the types of intensive services and activities provided to adult and dislocated workers. Based on the local plan, policy and procedure is developed for the WorkSource system to ensure the delivery of intensive services to eligible adults and dislocated workers. Local policy and service delivery design is based on criteria listed in 134 (d)(3)(A) and [State Policy 3640 Eligibility and Priority for Service](#).

The WDCs, with the participation of staff from the Workforce Training Board (WTB) and the Employment Security Department (ESD), are leading efforts to develop management indicators for intensive and training services provided through WorkSource.

Development of the indicators supports goals two, three, and four of HSHW 2006:

- Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.
- Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.
- Integrate services provided by separately funded workforce development programs so that we provide the best possible service to our customers.

A committee with staff representatives from the WTB, ESD, and WDCs are examining possible real-time measures that could be applied for WorkSource intensive and training services.

The measures would further inform management staff of how best to achieve progress in meeting federal and state performance targets.

3. Training Services. (§112(b)(17)(A)(i).)
 - a. Describe the Governor’s vision for increasing training access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.

Governor's Goal for Serving Adults: *Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.*

Objectives and Strategies in *High Skills, High Wages 2006* to implement this Governor Goal:

Objective: Increase the number of adults who have at least one year of postsecondary education and training and a credential.

- Cover tuition costs for the 13th year for workforce education students who earn less than the Washington median family income. *Leads: Governor and Legislature.*
- Expand the Opportunity Grant program in order to provide wrap-around support services and financial aid for more low-income adults so they can complete at least one year of training and obtain a credential. *Lead: SBCTC.*
- Provide WIA Title I resources to help student access and retention, including up-front "bridge" funds. *Lead: WDCs.*
- Expand use of the Food Stamps Education and Training program. *Lead: DSHS.*
- Expand Integrated Basic Skills Education and Occupational Training (I-BEST) programs. *Lead: SBCTC.*
- Establish industry-based credentials in occupational and general workplace skills for students that complete one year of training and develop more one-year certificated programs. *Leads: SBCTC and Workforce Board working with Association of Washington Business Institute for Workforce Development.*

Objective: Frontline services are accessible for all adults in need of staff assistance.

- Create and take advantage of opportunities to redirect resources to front line services. *Leads: ESD, SBCTC, DSHS, and WDCs.*

Objective: Postsecondary education and training provides opportunities for going in and out of training over the course of life-long learning.

- Expand vertical and horizontal articulation among community and technical colleges and four-year colleges and universities. *Leads: SBCTC and Higher Education Coordinating Board (HECB).* 7.2 Expand the availability of applied baccalaureate degrees. *Lead: SBCTC working with HECB.*
- Make more part-time students eligible for the State Need Grant. *Leads: Governor, Legislature, and HECB.*

Objective: Comprehensive education and career information is readily accessible to adults.

- Explore a “Navigation 102” model of comprehensive guidance to pilot in community and technical college workforce education programs and WorkSource centers. *Leads: SBCTC, ESD, WDCs, and OSPI.*
- Develop a website that provides information about traditional and nontraditional student financial assistance, including support services. *Leads: HECB, SBCTC, ESD, and WDCs.*

Helping Students Stay in School With Financial Aid and Support Services

Workforce Board and national research show that the most important factor in enabling more people to access and complete postsecondary education and training is financial aid.

For example, the Workforce Board surveyed over 600 WorkSource and community and technical college staff and asked them what are the two most frequent barriers to enrolling in training programs. Seventy-two percent of college staff and sixty-two percent of WorkSource staff named financial constraints. When asked what are the two most frequent reasons why students leave training before completion, 87 percent of WorkSource staff and 81 percent of college staff mentioned financial constraints. Similarly, surveys of potential students also find that the most common reason for not enrolling in training is the inability to afford tuition and fees.

Among community and technical college students who left college before completing 45 credits, financial issues were the top cited reason.

By covering the cost of tuition for one year for workforce education students, the state would enable more Washingtonians to achieve the tipping point. Research also shows that the provision of financial aid has the greatest effect on enrollment for low-income individuals and first generation college students, so the proposal would provide the greatest benefit to those segments of the population who have not been part of the economic mainstream.

Low-income individuals often need funds upfront to pay tuition and other costs related to training. They can not afford to wait to be reimbursed. Tacoma-Pierce County WDC’s innovative Career Coach program is an example of what can be done.

Career Coach uses WIA funds to provide upfront tuition and support services for low-income workers in the health care industry and health care employers later reimburse program costs.

Many studies have highlighted the lack of persistence of students in postsecondary education. According to DOE, more than a quarter of students who enter a four-year public educational institution do not persist beyond their first year, and one-fifth of those enrolled full-time at community and technical colleges leave after a year. Among part-time community college students, almost half leave after a year. In Washington the five year graduation rate for public baccalaureate institutions ranges from 36 percent to 64 percent, depending on the institution. Lack of preparation for college-level work is part of the problem, and over half of two-year enrollees have two or more “risk factors,” such as full-time employment, completion of a GED, and delayed or part-time attendance when first starting college.

WIA funds are frequently used to help low-income students stay in school through the provision of support services. WDCs will continue their efforts to provide appropriate levels of WIA resources to assist low-income students stay in and complete postsecondary training.

In 2005, the Washington State Legislature passed House Bill 1345, creating a pilot program to provide financial aid to working adults. Many students at community and technical colleges are working adults who have to attend part-time; this usually makes them ineligible for federal and state financial aid. SBCTC is working with the HECB to track outcomes for students that are participating in this pilot.

The 2006 Legislature took this concept of support for working adults' one step further. Since financial aid is not the only barrier to students persisting or even entering postsecondary education, a 2006 Supplemental budget proviso created an "Opportunity Grant" program. The Legislature allocated \$4 million to SBCTC to conduct a pilot program that will provide financial aid and support services to low-income students in job-specific programs.

In addition to financial support for tuition, students could receive financial support for books, child care, transportation, personal or career counseling, or academic tutoring.

Another source of funds for access and retention services is the federal Food Stamps Education and Training 50/50 Program (FS E&T). FS E&T provides dollar-for-dollar matching funds for every nonfederal workforce development dollar spent on any food stamp recipient. In Washington, DSHS is the designated administrative agency for the program.

The first Washington pilot project was implemented in King County and began on October 1, 2005, with a partnership of South Seattle Community College, Goodwill, Port JOBS, Seattle Jobs Initiative, YWCA, ESD, and DSHS Region 4. During the first six months, the pilot served 438 participants.

Job Skills Program

While many businesses contract directly with the community and technical colleges to provide training, they can sometimes qualify for state assistance. The Job Skills Program (JSP), created by the Washington State Legislature in 1983, brings together employers and educational institutions to provide customized employee training. State funds are combined with employer matching funds to support: New employee training for prospective employees for a new plant or when a company expands; current employee retraining when retraining is required to prevent the dislocation of those employees; current employee upgrading to enhance productivity and provide advancement opportunities; and industry initiatives supporting the development of customized training programs for several companies within an industry.

CTED and local economic development agencies consider JSP a valuable tool for recruiting companies to locate in Washington and to assist state-based companies to expand. Public secondary or postsecondary institutions, independent institutions, private careers schools, and apprenticeship trusts in partnership with businesses or groups of businesses are eligible to apply for JSP funds. The program also prioritizes areas with new and growing industries, industries where there is a shortage of skilled labor, economically disadvantaged areas with high unemployment rates, and areas affected by economic dislocation.

b. Individual Training Accounts:

i. What policy direction has the State provided for ITAs?

[Washington State WIA Policy Number 3655 Individual Training Accounts \(ITAs\)](#), requires that each WDC establish a local ITA policy for adults and dislocated workers receiving WIA Title I-B training services to maximize customer choice in the selection of an eligible training provider.

ii. Describe innovative training strategies used by the State to fill skills gaps. Include in the discussion the State's effort to leverage additional resources to maximize the use of ITAs through partnerships with business, education (in particular, community and technical colleges), economic development agencies, and industry associations and how business and industry involvement is used to drive this strategy.

One approach used to fill skill gaps since Program Year 2000 has been to utilize portions of the Governor's 10 percent discretionary funds for the operation of incumbent worker training programs. Funding has been provided to the local WDCs with matching funds from participating businesses.

The first year initiative funded incumbent worker projects to upgrade employee skills in targeted industries determined by WDC, economic development, and employer partnerships to be critical to the region's economy. The second year incumbent worker initiative was based on regional industry clusters, especially high-demand clusters including manufacturing, healthcare, marine, and boat-building and cutting edge high-tech computer forensics training. The third year incumbent worker initiative was a statewide effort that targeted apprenticeship (see v. below). The fourth year initiative and currently in progress, is based on local industry demand with ties to Skills Panels and Centers of Excellence.

The PY 06 project, now being let, will provide each area the opportunity to enhance their connections to Skill Panels and community college based Centers for Excellence, as well as meeting real-time skills demand of business and industry.

The following are three examples business driven strategies in coordination with state agencies and community colleges.

King County: Information Technology

The Bellevue Community College (BCC), Center of Excellence and the National Workforce Center for Emerging Technology (NWCET) at BCC are dedicated to identifying information technology education issues and facilitating solutions for the Pacific Northwest. The Workforce Development Council (WDC) supports these initiatives and is currently facilitating the development of IT industry trend analysis work and their skill standards.

Pierce County: Construction

Since its inception in 2002, the Pierce County Construction Partnership has initiated and implemented a variety of activities and programs to respond to the high demand industry of construction. Partnership activities have included developing a five-year strategic plan, conducting a labor market study, and launching a marketing campaign.

The Partnership also supported the development of the Pierce College construction management degree program and coordination of specialized training for incumbent workers.

In addition, in order to attract and engage youth in the industry, the Partnership helped launch two high school magnet programs, the School to Apprenticeship program in three trades, and the In Demand Scholars program, which provided scholarship funds to students pursuing education/training for careers in the industry. The Partnership continues to promote awareness of construction careers and training opportunities through sponsoring apprenticeship fairs, hosting special events, and creating tools such as construction career pathway information.

Yakima County: Agriculture / Food Processing

The Northwest Food Processors Association and the Washington Growers League worked with employers, the WDC, and training providers, to create the Eastern Washington Agriculture and Food Processing Partnership. As a result worker skills were upgraded in two of Washington's largest and most labor-intensive industries - food processing and farming

In the One-Stop Delivery System, partners assess clients' training needs and determine which of a wide range of available resources will be utilized. In some cases, the ITA offered through Title I of WIA is chosen. Other options include public/private funded scholarships.

As described in Section V.G. of this plan, members representing business, labor, economic development agencies, industry associations, community and technical colleges, and workforce development agencies have worked together to identify industry skill gaps.

The Industry Skill Panels have leveraged additional resources to maximize the use of WIA Individual Training Accounts to increase training capacity supporting targeted industries.

- iii. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand and economically vital occupations.

Sections V.E. and V.G. of this State Plan for WIA and Wagner-Peyser include descriptions of how the state has targeted WIA Title I-B funds for training in high-growth, high-demand occupations.

State guidelines for the development of local area 2007-2009 Strategic and WIA Title I-B Operations Plans ask the Workforce Development Councils to describe how WorkSource Partners will target federal, state, and local funds for training in high-growth, high-demand occupations. These new Workforce development Area plans will be effective July 1, 2007.

NGA Learning Network

In 2006, the National Governors Association Center for Best Practices and its partners, the Corporation for a Skilled Workforce and the National Network of Sector Partners, selected Washington State and four other states to participate in a Learning Network on *Accelerating State Adoption of Sector Strategies*.

Sector strategies are regionally-based approaches to workforce and economic development that bridge workers' needs for good jobs and employers' needs for skilled workers.

Governor Christine Gregoire designated a nine member state team. The team leader is the Chair of the state Workforce Board. The goal of the team is to develop a state framework for sector strategies. This cross-agency team is reviewing the capacity of all state and federal resources to support training in high-growth, high-demand occupations including WIA Title I-B programs. Through the NGA Learning Network, Washington's team will also serve as "mentors" for states with early stage sector strategies.

Increasing Education and Training Opportunities in High-Demand Areas

Some postsecondary programs prepare participants for occupations that are in high demand by employers. Often these high-demand programs, such as health care, engineering, and computer science are also high cost. With declines in state funding for higher education and funding per student allocated at the same rate no matter the cost of the student's program of study, there is a financial disincentive to expand higher cost programs. One way to expand high-cost, high-demand programs is to provide earmarked funding at an enhanced rate of funding per student.

The State Board for Community and Technical Colleges (SBCTC) is dedicating 10 percent of the colleges' enrollment enhancement for the 2005-2007 biennium to support high-demand programs. The programs are funded at an enhanced rate of about \$9,000 per student FTE. In the 2006 supplemental budget the Legislature appropriated \$1,500,000 to SBCTC to increase high demand enrollments by an additional 187 student FTEs. The 2006 Legislature also appropriated \$900,000 to the HECB to contract for 80 student FTEs in high-demand fields at the regional colleges and The Evergreen State College, and appropriated additional monies for high-demand programs to the University of Washington (engineering, math, and science) and Washington State University (nursing, engineering and construction management).

- iv. Describe the State's policy for limiting ITAs (e.g., dollar amount or duration)

Washington State WIA Policy Number 3655 Individual Training Accounts requires that each WDC establish a local ITA policy for adults and dislocated workers receiving WIA Title I-B training services that addresses if the WDC intends to impose any dollar and/or duration limit(s) for the ITAs and if the WDC intends to limit the number of times an individual may modify their ITA. Local policy must also address how the ITAs will be obligated and authorized.

- v. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.

The state will continue to allow provisions for incumbent worker training in apprenticeship models.

- vi. Identify State policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly (such as through an ITA) (20 CFR § 667.266(b)(1).)

Washington state policies (including the ITA policy) are not in conflict with changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly.

In order to clarify the enhanced role of faith-based organizations in workforce development and the removal of legal barriers to the delivery of WIA services by faith-based organizations, the state forwarded DOL TEGL 17 01 to the one-stop system to ensure federal guidance.

- c. Eligible Training Provider List. Describe the State's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)(iii).)

More than 2,400 training programs are on Washington State's ETP list; approximately 30 percent in private vocational schools and colleges and universities, and 60 percent in public institutions, schools, and colleges. The training programs identified on this statewide list qualify to receive WIA Title I-B ITAs (training vouchers). All 34 public community and technical colleges and the six public universities are participating in the ETP process.

Washington State's years of work in developing common performance indicators across the state and federal workforce programs have made it possible to reach agreement on ETP performance criteria and on the review process to meet performance requirements. To be included on the State ETP list, a training program must meet performance floors and targets for completion rate, employment rate, and earnings level. Procedures used to determine these rates are calculated in the same manner for all training programs. This assures consistency and equitability.

On March 9, 2007, the Workforce Board, on behalf of the Governor, adopted eighth year ETP performance levels and procedures that will be used to identify occupational skills training programs qualifying for WIA Title I-B training vouchers in Program Year 2007.

Washington State's ETP list is on-line at: www.wtb.wa.gov/etp and is linked to the national site at: www.careeronestop.org. The web site is designed to help customers and WorkSource Center staff search the list by geographic regions, by training provider, and by training program. Also, training providers can apply, using the web site, to have training programs placed on the list. The ETP web site links to www.jobtrainingresults.org. This customer oriented site provides training program performance and school information including student characteristics, employment, and earnings of past students. The website, www.jobtrainingresults.org is being used by students and job seekers as a career planning tool.

- d. On-the-Job (OJT) and Customized Training (§§112(b)(17)(A)(i) and 134(b).) Based on the outline below, describe the State's major directions, policies and requirements related to OJT and customized training.
 - i. Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.

Information is available that answers this question in Section V.C. through E of this State Plan.

ii. Describe how the State:

- Identifies OJT and customized training opportunities;

The Washington Customized Training Program (CT) was created by the 2006 Legislature to provide training assistance to employers locating or expanding in the state, giving preference to employers with fewer than 50 employees (although larger businesses can also participate). The program consists of two components:

- **Interest-Free Loan**

First, it loans the up-front costs of customized contract training for participating businesses through a “revolving loan fund” administered by the State Board for Community and Technical Colleges (SBCTC). Businesses repay this interest-free loan after training is completed, with 25 percent due at completion of training and the rest spread over 18 months.

- **Tax Credit**

Second, it provides participating businesses with a state B&O tax credit of 50 percent of the value of the training while they repay the loan. Effectively, participating businesses get 50 percent off the costs of customized contract training.

The Washington State Legislature intends that this program will expand jobs in Washington and encourage smaller businesses to use customized training as a resource for growing their companies.

The SBCTC administers the program. Community, technical, and private career colleges licensed to deliver training in Washington offer the customized training. Businesses work with the local college of their choice to determine their training needs. Colleges then apply to the SBCTC for approval and funding to cover the costs of training.

In addition to the state’s strategic emphasis on providing a demand driven training system and making available web-based demand and high-growth labor market information for each of the 12 workforce areas, the State also identifies opportunities for OJT and customized training opportunities through the strategic use and application of its State set-aside funds.

The state identifies OJT and customized training opportunities through a coordinated planning process with the Governor's office, the Workforce Board and ESD to determine the use of the Governor’s 10 percent statewide activities funds. Each year the Governor sets priorities for the use of these Governor’s set aside funds.

Governor Gregoire will continue to prioritize incumbent worker training. Staff from the Workforce Board and ESD will work with key stakeholders of the workforce development system to develop processes and specifications for use of the set aside funds for incumbent worker training.

For the past three years, WIA Title I-B funds have been made available to train incumbent workers and to address skill shortages. Funds have been awarded to local WDCs either through competitive bids or an application process.

Training is targeted to skill shortages and/or workers employed in growth occupations. Local WDCs work with local employers to develop customized training opportunities for workers. Depending on the target group and the design of the program, on-the-job training may be included in the service delivery design.

Examples of previous incumbent worker projects are provided in b. ii. of this section.

Another example of the customized training developed through state leadership is the Boeing 787 Dreamliner.

Boeing - Employment Resource Center

Washington State in partnership with the aerospace industry and the Boeing Company have created an Employment Resource Center (ERC), and developed a state of the art model for workforce selection and skills assessment program to ensure that a highly skilled workforce can meet the production and assembly of the Boeing 787 Dreamliner.

The Boeing Company's revolutionary new airplane, the 787, represents a watershed event for both the company and the State of Washington, in terms of product, process and workforce. The product represents the state-of-the-art in assembly methods, engineering, technology, fuel efficiency, environmental impact, aircraft utilization and efficiency. The workforce represents the leading edge of high technology where employees will be exposed to completely new manufacturing techniques that are critical for competing in the new global economy.

The final assembly will be carried out by a new Manufacturing Technician (MT) role, which is different from the existing Boeing manufacturing positions as it is less specialized, performing virtually any task associated with the final assembly of the 787 airplane. The MT will work with new materials, and with new work procedures.

Partnering together, the Boeing Company, Employment Security Department (ESD) and Edmonds Community College (EDCC) have implemented a state-of-the-art model for workforce selection and skills assessment to accomplish the partners' workforce development goals.

The 787 program is using an innovative approach to screening and assessing Manufacturing Technicians (MT) candidates responsible for assembling the 787.

The 787 MT eligibility process consists of the following steps:

- Applicant qualification
- Screening assessment of candidates to identify those who meet the basic knowledge, experience and other general requirements of the job.
- The proctored selection assessment
- The skills assessment

Eligible participants receive a certificate of completion after they have successfully completed all four steps of the 787 MT eligibility process.

Additional information is available in Section V.F. of this plan.

(ii. Describe how the State – continued)

- Markets OJT and customized training as an incentive to untapped employer pools including new business to the State, employer groups;

OJT and customized skill training are marketed to business as part of an employer services package offered by CTED, local Economic Development Councils, and WDCs. These entities are able to cover potential industries, existing business and intervene locally with tools for layoff aversion.

- Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies

WIA investments have supported 28 industry skill panels in high-growth, high demand industries. The panels are partnerships of business, labor, and education leaders who collaborate to identify the needs of area business and implement training strategies to meet those needs. Additional detailed information is available in section V.E.

(ii. Describe how the State – continued)

- Taps business partners to help drive the strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training.

The approaches of the business led skill panels include identifying critical skills needs. Those needs are translated into competencies for key occupation in their sector.

Based on the identified occupations and competencies, new training programs are developed. The length of training and curriculum content rely on the skill and level of competency need to be attained while in training. Additional detail is available V-E of this plan.

- Leverages other resources through education, economic development, and industry associations to support OJT and customized training ventures.

SBCTC utilizes state funds to operate JSP. It is a valuable tool for recruiting companies to relocate in Washington and in assisting state-based companies to expand. Public educational institutions, independent institutions, private careers schools, and apprenticeship programs partner with businesses or groups of businesses who are eligible to apply for JSP funds. Through matching grants with business, JSP provides customized job specific training as well as new employee skills, employee retraining and skill upgrades. This venture leverages resources while working as a business marketing tool to encourage business growth in Washington.

4. Service to Specific Populations. (§112(b)(17)(A)(iv).)
 - a. Describe the State’s strategies to ensure that the full range of employment and training programs and services delivered through the State’s One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.)

State strategies to ensure that the full ranges of services are available are described in the following section:

1. For migrant and seasonal farmworkers, please refer to section IX.C.4.i.
2. For public assistance recipients, please refer to section VIII.H.3.
3. For veterans, please refer to section IX.C.5.b.
4. For people with disabilities, please refer to section IX.C.4.f.

The following Native American Tribes and Tribal Organizations receive WIA Section 166 grants:

- American Indian Community Center
- Confederated Tribes & Bands of the Yakama Nation
- Makah Tribal Council
- Puyallup Tribe of Indians
- Seattle Indian Center Inc.
- Western Washington Indian Employment & Training Programs

In the next two years, the Workforce Board and the Employment Security Department will work to improve planning and service delivery connections with this Section 166 grant recipients.

The Employment Security Department offers re-entry services to persons with a criminal history through Offender Employment Services (OES). These programs are supported by a statewide collaborative network of direct service providers that focus on pre-employment skills training, job attainment, retention, and wage progression. Key functions include:

Administration of the Workforce Training and Education Board Carl Perkins 1% Funds, Washington State Jail Industries Board, and Washington Fidelity Bonding Program;

Training and Technical Assistance through the delivery of [Partnership for Successful Re-entry training](#), the [Re-Entry Guide](#) to assist offenders in transition, and the [OES Website](#) that provides extensive information and resource links;

Contractor for the Department of Corrections to facilitate pre-employment skills training and re-entry services in Prisons and in Community Justice Centers, and;

Community Ex-Offenders Contracts that support employment and employment retention services statewide.

- b. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.

Wagner-Peyser reemployment services are enhanced by the State funded Claimant Placement Program (CPP).

The CPP provides state funds to serve claimants that are considered older workers and long term unemployed. Some of these resources have been used to provide services to Worker Profiled claimants identified as most likely to exhaust their unemployment. For selected profiled claimants the first module of our Job Hunter Workshop series is mandatory.

CPP provides a variety of job search and placement services, including workshops on career planning, resume writing, job interviewing techniques, and job referrals.

For claimants, participation in the mandatory Job Hunter Workshop is noted in SKIES. When a claimant fails to report, SKIES automatically notifies the Unemployment Insurance system called GUIDE. Claimants receive an Advice of Rights and may be denied benefits for failure to report.

In addition to workshops, more personalized one-on-one services are provided through a variety of state funded programs. The programs are targeted to increase an individual claimant's exposure to the labor market through direct job referral activity, one-on-one review of job search activity, and development of individual job search plans. Web based tools like the Workforce Explorer referenced in Section X A, and the Claimant Progress Tool are utilized by state staff to provide labor market and occupation information to the customer for job search purposes.

Claimant Progress Tool

The Claimant Progress Tool uses technology to provide state employment service staff access to unemployment insurance claimants who have a work search requirement and have claimed UI benefits the previous week. The tool links staff to active claimants attached to each WorkSource site. It also provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings.

The tool allows an easy way to access individuals with a work search requirement in continued claim status. The tool links to the Workforce Explorer for individual labor market information and to job openings in the claimant's occupational code on the "go2worksource" site.

Job Search Review (JSR)

Job Search Review, Washington's version of the "UI eligibility review interview" is in state law. The intent is to assure that claimants are complying with UI work search requirements.

Claimants are required to make three employer contacts and document them on a Job Search Log each week. When they file their weekly claim, they certify they documented the three contacts.

Claimants are randomly scheduled for an interview to review their job search and to offer reemployment services. Information on the log can be verified with the listed employers. If a claimant does not understand the job search requirements or needs to expand the geographic area etc., the WorkSource staff issue a work search directive from the GUIDE system. Other potential issues such as transportation or childcare limitations are also reported to the TeleCenter. WorkSource staff are trained to use GUIDE screens to record information important to eligibility and other UI issues.

Failure to report for the interview may result in the loss of benefits and the claimant will be rescheduled for a review of all work search since the first week claimed.

Every interview includes development of an action plan for returning to work, a job match and job referral if one is available.

- c. Describe how the State administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

The UI work test is a part of the process. Claimants referred to suitable work by UI standards, are required to report to WorkSource on the results of the referral. Feedback is also sought from the WorkSource business team. If a claimant did not report to the employer or refused a job offer, a Report of Potential Form is emailed to the TeleCenter.

- d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?

The state's approach to the integration and alignment of services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs is driven by policy, technical assistance, sharing of best practice information, and performance management.

As part of a WIA/TAA Integration work plan, Trade Act program operational responsibilities were transferred from ESD's Employment and Training Division to the agency's service delivery arm, the WorkSource Operations Division.

The transfer better aligned the services that are delivered to dislocated workers. As a part of integration efforts, staff representing, TAA, Trade Readjustment Allowances (TRA), Rapid Response, WorkSource Operations Division (WSOD), Automated Business Systems-MIS and the WIA/TAA SKIES Business Analyst meet weekly to share information, discuss program issues, and strategize over service delivery.

In addition, regional technical assistance forums are conducted quarterly and include discussion and issue resolution on program integration. Staff representing the above groups attend and present information to local service delivery staff at these forums. Co-enrollment is always emphasized during these technical assistance forums.

Our WIA/TAA Monitoring Team solicits information from local program operators relating to the level of WIA/TAA integration existing in each of Washington State's 12 WDAs and shares best practice information with local areas.

Rapid Response staff educate employers and employees on the different services available to workers after a layoff is announced, including those workers who are/might be Trade Act certified. If it appears that a layoff could be the result of foreign trade and might be eligible for Trade Act certification, Rapid Response will include information on the process of petitioning for certification under the TAA and ATAA programs in their presentations. Rapid Response staff are well versed in WIA funded program eligibility as well as Trade Act program eligibility and can effectively deliver Rapid Response services to either group.

WorkSource staff members are integral and active members of each of the 12 local Rapid Response teams. WorkSource's participation in the planning and delivery of Rapid Response services ensures a seamless transition between Rapid Response and WorkSource activities, including core and intensive services.

As part of continued integration of Trade Act with WIA, TAA performance data is reviewed and analyzed through the use of the Quarterly Management Review (QMR).

The reports are based on "real time" (current) data derived from SKIES and summarize Trade Act performance regarding Participant Placement Rate (target 79 percent) and Participant Wage Recovery (target 86 percent). These reports are sent to WorkSource Area Directors who are asked to submit a written response along with an action plan on the steps that will be taken for improvement if an area's performance was not at least 95 percent of the target. Since the reports are based on real time data, local areas have the ability to immediately recognize and make adjustments in any areas where improvement is needed. The State provides technical assistance to local areas whose performance is failing to meet performance measures.

Because many TAA participants are co-enrolled in WIA and WIA staff provide reemployment services, copies of the QMR are also sent to Workforce Development Council Directors of local Workforce Investment Board (WIB) Directors.

Integration efforts include TAA participation in developing, planning and implementing the State's Common Measures policy, the Chart of Statewide Services and Common Measures training.

The Common Measures Policy provides guidance on the State's implementation of common measures relating to WIA, TAA; Wagner-Peyser, Veterans Employment and Training Service; and WorkFirst-Employment Services programs. The "Chart of Statewide Services" lists and defines state level ("qualifying") services, for programs including TAA, in SKIES and their relationship to Common Measure concepts.

The TAA-SKIES Integration Project was established to merge the TAA program Database into SKIES and is scheduled for completion July 2007. Once the project is completed staff providing services to TAA customers will have the ability to track all customer information, including TAA financial data, in SKIES. This system enhancement will minimize the duplication of work and improve business processes. The system will also support the state's integrated service delivery approach by tracking all TAA customer information in one common case management system accessible by TAA and WIA staff.

Does the State have a policy supporting co-enrollment for WIA and TAA?

TAA, WIA Administration and WorkSource Operations Division staff have collaborated on a draft integration policy. The policy, which is still in development, will address co-enrollment and the importance of establishing common processes for the delivery of services to all dislocated workers including those eligible for TAA.

The state recognizes that co-enrollment provides flexibility in designing service strategies to maximize successful outcomes for trade affected dislocated workers. Co-enrollment is driven by what is needed for the dislocated worker. Participants are co-enrolled in TAA and WIA funded programs when it will provide them with the services needed to obtain reemployment.

Washington State WIA Policy Number 3640 - Revision 1 Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant advises service providers to coordinate the use of other funding sources including Employment and Training Programs when enrolling individuals in intensive services and training services.

The state's current Trade policy encourages co-enrollment or multiple-enrollment in other programs to enable workers to receive needed services. This policy is being rewritten to more strongly support WIA and TAA program co-enrollment.

- e. How is the State's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a.) above and to ensure they are being identified as a critical pipeline of workers?

Washington Learns

Washington Learns is Governor Christine Gregoire's initiative to examine our state's education system—from early learning to K–12 to higher education—and find ways to improve it.

In November 2006, the Governor and the Washington Learns committee released “Washington Learns: World-Class, Learner Focused, Seamless Education,” the final report of an 18-month comprehensive study of education in Washington:

<http://www.washingtonlearns.wa.gov/report/FinalReport.pdf>

Starting in July 2005, the Washington Learns committees, made up of business, labor, education and community representatives worked hundreds of hours to prepare findings and recommendations.

The committees reviewed our entire education system—early learning, K-12, post-secondary education and workforce training—to figure out how to provide high-quality lifelong learning for all our citizens in the 21st Century.

The report focuses on five major initiatives as basic strategies to reform the education system in Washington.

1. Invest in early learning so that children start off as lifelong learners;
2. Improve math and science teaching so that our citizens have a competitive edge;
3. Personalize learning so that every student has the opportunity to succeed;
4. Offer college and workforce training for everyone; and
5. Hold the system accountable for results.

Washington Works

In March 14, 2006, Governor Christine Gregoire asked the state Workforce Board to review Washington's workforce development system and recommend improvements that will enable the system to better serve the employers and citizens of our state. The Workforce Board adopted its 36 page report entitled *Washington Works* in November 2006.

<http://www.wtb.wa.gov/Documents/WashingtonWORKS.pdf>

Washington Works includes eight recommendations:

1. Increasing coordination with educational systems.
2. Developing a new partnership with economic development.
3. Aligning state and local goals for WorkSource.
4. Strengthening the local workforce partnership
5. Expanding performance accountability for integrated services.
6. Expanding services for youth at risk.
7. Narrowing the skill gap by responding to underserved populations.
8. Improving the statewide structure.

To prepare the *Washington Works* review of the workforce development system, The Workforce Board held extensive deliberations and relied upon the following methods and sources of information:

- Public forums attended by 85 people in five locations around the state.
- The participation in a special Board meeting of 20 invited stakeholders from a cross-section of workforce development programs.
- Meetings with the Washington Workforce Association, Workforce Development Councils, the State Board for Community and Technical Colleges, and other stakeholder organizations.
- Meetings of the Workforce Board's Interagency Committee.
- Three reports from Social Policy Research Associates (Oakland, CA) on: "Strategies for Integrating the Workforce System: Best Practices in Six States," "Integration in the WorkSource System," and "Consolidating Workforce Financial Aid."

Evaluations of workforce program results conducted by the Upjohn Institute (Kalamazoo, MI) and Workforce Board staff.

- Three surveys of workforce education students and potential students participants regarding barriers to access and completion, conducted by Washington State University's Social and Economic Sciences Research Center.
- Two surveys of WorkSource staff and community and technical college staff regarding barriers to student access and completion, conducted by Workforce Board staff.

A study of traditional student financial aid programs for workforce education students conducted by Workforce Board staff.

http://www.wtb.wa.gov/Documents/WorkforceEdFinAid_AccessFinalReport.pdf

- A study of the overlap among participants in workforce development programs, conducted by Workforce Board staff.
- A report on federal waiver opportunities, prepared by Workforce Board staff.
- Reports on the current Workforce Development System structure and past reviews of the system, prepared by Workforce Board staff.
- A review of recent literature on community and technical college student access and completion, prepared by Workforce Board staff.

Self-Sufficiency Standard

The Workforce Development Council of Seattle/King County believes that the federal poverty level is not an effective measure of economic well-being. The WDC's Board of Directors instead adopted the Self-Sufficiency Standard for Washington as the local criteria for measuring economic self-sufficiency in the Seattle/King County One-Stop employment and training system.

The WDC then commissioned the development of an online calculator, based on the Self-Sufficiency Standard for Washington, to support long-term planning with customers of WDC-funded/administered employment and training programs. The Self-Sufficiency Calculator allows customers, together with employment case managers, to test the impact of different scenarios on their long and short-term economic well-being, benchmark wages against a realistic measure of local costs of living, and identify work supports to reduce expenses.

The Calculator is designed to be used in conjunction with other tools—including labor market resources and assessment tools—to conduct more in-depth, informed goal-setting and planning with customers that is focused on long-term economic self-sufficiency. Specifically, the Calculator:

- Considers customer family size and composition,
- Accounts for household earned and unearned income,
- Estimates the impact of various work supports on customer budgets,
- Allows customers to test different wage and training scenarios and consider the impact they have on work support eligibility and overall budget, and
- Factors in taxes including refundable credits.

One-Stop employment case managers were trained in use of the Calculator and required to engage customers in vocational planning (long term career goals and plan); financial planning, and identification of resources and work supports. While case managers can produce their own format in developing a plan, they must be able to document that the self-sufficiency planning took place and track the customer's progress toward achieving specific action steps.

Several WDCs contract with Seattle-King County WDC for access to this tool.

Integrating Basic Skills With Occupational Skills Training (I-BEST)

Few students in adult basic skills programs transition to workforce training. Both state and national research, however, shows that basic skills training is more likely to increase earnings when it is combined with occupational skills training. For example, a Center for Law and Social Policy (CLASP) report that examined programs in other states found linking basic education, including ESL, with occupational skills upgrading can have a dramatically positive effect on earnings. The report also asserts basic skills and occupational skills instruction could be even more effective if combined with soft skills training to help immigrants understand and advance in the U.S. workplace culture.

Since 2003, SBCTC has provided funds to support the “I-BEST” program. For three years, SBCTC funded demonstration projects, defined a model that includes at least 50 per cent overlap of basic skills and vocational instruction, identified best practices, and provided system wide training on implementing innovative practices. Approved programs can claim an enriched funding for full-time equivalent students to offset the higher costs of providing these programs. 2006 plans include expanding this integrated model to adult basic education and vocational programs at colleges across the state. The colleges are also examining other ways to link basic and occupational skills training, to help students transition beyond basic education, and prepare them for good-paying jobs.

- f. Describe how the State ensures that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible?

The WorkSource Disability Network (WDN) is a broad-based partnership working to make Washington State’s One-Stops, known here as WorkSource Centers, into a resource that is valued in the disability community; where people who have disabilities are welcome and obtain equal benefit from the services; and where employers are assisted in recognizing and benefiting from the skills and abilities of people who have disabilities.

The Partners committed to the WDN include the Developmental Disabilities Council (DDC); DSB; the Washington Assistive Technology Alliance (WATA); DVR; ESD; the Governor’s Committee on Disability Issues & Employment (GCDE); OSPI; SBCTC; the Workforce Board; and WWA.

Through the WDN a variety of initiatives and processes have been put into place to enhance and support services to persons with disabilities within the WorkSource system.

Comprehensive accessibility assessments for facilities, programs and electronic and information technology have been completed for every WorkSource Center and many of the affiliate sites.

Coordinated sets of high impact assistive technology have been distributed and installed and training on their use has been provided for staff in every WorkSource Center and in all affiliate sites that completed an accessibility assessment and disability access plan. Under a Round IV statewide Work Incentive grant, Disability Program Navigators were established in nine of 12 Workforce Development Areas. These Navigators provided training for WorkSource staff and partners on nine core modules for serving job seekers with disabilities. They established local Disability Access Teams in each Center and most affiliates, which have continued to pursue their local Disability Access Plans, beyond the end of the grant. They also conducted extensive outreach on WorkSource and its services. They also conducted a two-day train the trainer's event for the Employment Security Department's Disability Placement Specialists.

Since the end of the Work Incentive Grant, the Governor's Committee on Disability Issues and Employment has continued to provide a technical assistance program with a statewide toll-free hotline (866-438-3292) to provide problem solving, resource identification and technical support to WorkSource staff and partners on any issue related to serving job seekers with disabilities. A desk aide providing guidance on obtaining and managing disability related information form WorkSource Customers has been distributed throughout the system. This was followed by improvements to the clarity of the disability fields in SKIES. These two steps together have achieved significant improvements in the collection of data on job seekers with disabilities served by WorkSource.

In response to an invitation from the Department of Labor Employment and Training Administration, the Employment Security Department has developed and submitted a plan for a statewide Disability Program Navigator project.

This plan will establish Disability Program Navigator Teams consisting of an ESD Disability Placement Specialist and an AmeriCorps Member in each of the 12 Workforce Development Areas.

The plan includes strategies for developing sustaining funding for these Navigator Teams through the application of Ticket-to-Work. The plan also includes a partnership with the Division of Vocational Rehabilitation to test the introduction of the WorkStrides model program in WorkSource.

At the request of the Legislature last year, the state Workforce Board completed a comprehensive review of the workforce system and sent the report to the Governor in December. One of the action items in the review is for the Division of Vocational Rehabilitation to form and coordinate an interagency workgroup to 'develop new action steps' to improve workforce program results for people with disabilities.

The Workforce Board's second year participation in the National Governors Association Policy Academy for Improving Outcomes for Young Adults with Disabilities designates the state's Policy Academy Core Team as advisory body to the Interagency Workgroup.

The Interagency Workgroup is composed of representatives from each of the mandated workforce partners and they are working together in identifying timelines, materials to gather, and potential strategies; obtaining key informant input early on; looking for opportunities to engage stakeholders through their regularly scheduled meetings; reviewing prior studies or results from similar reviews in the past; and assessing potential models from other states.

The Workgroup met on March 29 and April 26. On June 20, 2007, the Workgroup will develop an initial report with specific recommendations. The Workgroup will deliver a set of recommended action steps to the Workforce Board on November 8, 2007.

Employment Security Department (ESD) WorkSource offices make significant efforts to assist people with disabilities. In many WorkSource locations, equal access to program services for disabled persons is a partnership effort. The Department of Vocational Rehabilitation (DVR) has an on-site presence within many WorkSource offices to ensure responsiveness to the needs of people with disabilities.

ESD and partners staff are trained in the use of assistive technology equipment to be able to work with people with disabilities who need special assistance or who need to be directed to special equipment. Assistive technology products used include:

- Large lettering keyboards
- Compressed keyboards
- Adjustable task tables
- Monitor glare filters
- Talking books
- Trackball mouse
- Braille Job Hunter Workshop Materials

ESD is committed to providing equal access to people with disabilities and encouraging this population to use WorkSource locations.

- g. Describe the role LVER/DVOP staff have in the One-Stop Delivery System? How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs? (§§112(b)(7), 112 (b)(17)(B); 322, 38 U.S.C. Chapter 41; and 20 CFR §1001.120.)

The Department has put an increased focus on providing services to Veterans in the past two years. The Commissioner has been involved in a number of activities.

- She chaired an internal Veterans Steering Committee in order to reach out more extensively to the growing Veterans population in the State and ensure they were provided with effective reemployment services. The Committee initiated outreach efforts such as conducting a survey of the State's National Guard population. Mailings to 10,000 veterans, providing pre and post deployment information via readiness officer, and using direct mailings or phone calls post return.

The Committee also conducted a continuous improvement process which included analysis of UI and SKIES data for trend analysis of data related to ESD services to this population. This resulted in changes to business practices, including full registration in SKIES, and initial assessment process for all veterans to provide a high rate of job referrals.

- In addition, the Commissioner participated in state level veteran's related initiatives. She is a member of the Veterans Innovations Program Grant Board which oversees grants to veterans that bridge employment barriers resulting in sustainable livable wages. She chaired a Veterans reemployment Steering Committee which examined and developed strategies for outreach to Washington's returning veterans with a focus on our states National Guard and Reserve soldiers.

Large numbers of military persons returned from duty to Washington State. The veterans staff played a critical role in coordinating information and resources to veterans and to those who were injured and awaiting dispositions on their status related to final discharge and disability status. The staff roles are described below.

The state follows all Special Grant Provisions, Veteran Program Letters, and DOL/VETS directives, and has negotiated the Statewide LVER – DVOP roles and responsibilities as outlined in United States Code (USC) Title 38 and in the following State Policy and Procedures (located at www.wa.gov/esd/policies/veterans.htm).

The role of the Local Veterans Employment Representative (LVER) is to provide employer-related activities (i.e., business outreach) and direct support to veteran job seekers in addition to services provided by the one-stop system. These services may include services provided in one-on-one or group settings.). These services are exclusively for eligible veterans and their families. The, the state has defined LVERs role in the One Stop system is one of collaboration and partnership to leverage the one-top system opportunities to best serve the veteran job seeker. The Veterans Employment staff is rich source of information about veterans' employment services and issues. The LVER is expected to work with and inform partners of labor market and job information gathered if it is appropriate to all job seekers.

Examples of typical LVER activities include the following:

1. Providing or facilitating the provision of Labor Exchange services to Veterans and Eligible Persons, including intake and assessment, counseling, testing, job search assistance, job development, referral, placement, and follow-up activities.
2. Maintaining regular contact with community leaders, employers, labor unions, training programs, and veterans' organizations to keep them advised of Veterans and Eligible Persons available for employment and training, and keeping Veterans and Eligible Persons advised of opportunities for employment and training.
3. Encouraging employers and labor unions to employ Veterans and Eligible Persons and to act as the link between the employer and job training programs for on-the-job training, apprenticeship, and customized training programs.
4. Encouraging development of practices that provide priority services to veterans in WIA Title-1 funded programs.

Disabled Veteran Outreach Program specialist (DVOP) activities include the following:

- Provide intensive services to veterans with significant barriers to employment by working in partnership with other program providers to co-serve these veterans.

- Work with LVER and one-stop staff to market disadvantaged veteran job seekers.
- Partner with the Veterans Administration/Vocational Rehabilitation and Education staff to assist veterans receiving Chapter 31 or other VA supported benefits to obtain sustainable and living wage employment.

The state monitors outcomes of services to veterans in several ways:

- Veteran performance measures are monitored using the ETA 9002 and the VETS 200. These reports validate that WorkSource staff (not just Wagner-Peyser) are placing veterans in jobs. The Statewide Veteran Services Coordinator monitors veteran-related performance measures and reports.
- Although it is not the state's responsibility to monitor other federally-funded service providers for compliance with the priority of service requirement of PL 107 288, the Coordinator participates in Management and Veteran staff training to ensure they are informed about the requirements for all services to veterans, including priority of service requirements.
- The State has developed a Self- Assessment System to review local Wagner-Peyser, Migrant Seasonal Farmworkers (MSFW), and Veterans Employment Services.

The review contains a qualitative self-assessment by local staff, a quarterly quantitative review of statewide, regional, and local area outcomes, and a periodic on-site review to validate the assessment and outcomes.

- An annual review of local WIA I-B policy is conducted to ensure compliance with federal law.
The review includes local policies on WIA Jobs for Veterans Act Priority of Services, and Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant.
- The State Compliance Monitoring Questionnaire includes questions for Wagner-Peyser and WIA on-site reviews contains questions about priority of service for veterans and other targeted groups.
 - h. Department of Labor regulations at 29 CFR 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02, (May 29, 2003) which provides guidance on methods of complying with the Federal rule.

The Washington One-Stop system is committed to making all programs and services accessible to its Limited English Proficient (LEP) customers. While statistics indicate that Spanish is the predominant language of the LEP populations in Washington State, targeted outreach efforts have been underway to promote WorkSource services to major LEP language groups. Marketing efforts are targeted to LEP communities, including the Russian and Korean-speaking community.

One-Stops and Affiliates use a variety of methods to provide reasonable access to LEP clients.

- Many partners within the local workforce development areas are community-based organizations that target various language groups and therefore provide excellent resources for interpretation and translation assistance for One-Stops.
- Various self-identification tools for LEP persons such as “I Speak” placards and/or International Language Flag placards are placed at reception desks and counters, and are used to assist the LEP person in identifying their primary language to staff.
- Contact information for partner staff that are proficient in various languages is made known to One-Stop staff that assist customers.
- Contact lists for contract interpretation services, including language-line services, are distributed to staff that assist customers.
- Appointments with interpreters are made for customers when an interpreter is not available during the visit.

Many documents such as pamphlets, brochures, and flyers showing WIA program services available, as well as community services available, are translated into the predominant LEP languages in the geographic area and are available in One-Stop resource rooms.

The discrimination complaint procedures for WIA program applicants and participants is available in Spanish throughout the Washington One-Stop delivery system and the WIA “Notice of Rights” poster is posted in Spanish as well as English statewide. Other languages are being considered where there are major LEP groups within the State.

ESD has formed an LEP Committee to address several key requirements in the LEP interpretive policy guidance issued by the U.S. DOL/CRC on May 29, 2003. The resultant plan will become a model for WorkSource partners to enhance their plans. Individuals on the LEP Committee are charged with:

- Conducting the required assessment of LEP demographics and language needs.
- Designing an LEP Plan and Policy.
- Identifying the incidence in population and the kinds of services provided in the local areas.
- Developing the guidance and timetables for local planning.
- Identifying “vital” documents in each program that require written translation, and the priority for completion of written translation into the various required languages.
- Designing the monitoring process.

The LEP Plan will be completed within the next two years.

- i. Describe the State’s strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and seasonal farm workers have equal access to employment opportunities through the State’s One-Stop delivery system? Include the following:
 - a. The number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center System.

Washington State WorkSource partner agencies will continue to provide services to agricultural employers and seasonal and migrant farmworkers (MSFWs) that are demand driven and are consistent with our Employment Security Department’s mission to help Washington’s workers and employers succeed in the global economy by delivering quality services. As required by 20 CFR Subpart B, 653.101, WorkSource Centers will ensure that MSFWs are offered the same range of employment services, benefits and protections, including counseling, testing and job training referral services, as is provided to non-MSFWs.

To assure statewide compliance, the Employment Security Department will make every effort to achieve the federal requirements for “qualitatively equivalent and quantitatively proportionate services” to MSFWs.

As a form of engaging MSFWs in the WorkSource centers, MSFW Outreach staff will report their local efforts to contact, inform, and educate MSFWs each month to the State Monitor Advocate office. These efforts will include, but are not limited to, contacts with local public English and Spanish media such as TV, radio, newspapers, class room training sessions, and posting of bilingual pamphlets and posters at the local service delivery sites, community services agencies and organizations, churches, and places where MSFW’s live, work or gather. Efforts also include labor camps, employer sites, public housing, businesses, and educational institutions.

The chart below shows an approximate number of MSFWs WorkSource Centers will contact each year. These offices are located in areas where a high amount of agricultural activity takes place compared to other parts of the state. Historically, these centers also have the highest amount of MSFW registrations through SKIES.

	Office	MSFW Contacts
1.	Bellingham	300
2.	Mt. Vernon	564
3.	Columbia Gorge	200
4.	Okanogan	1,200
5.	Moses Lake	1,350
6.	Wenatchee	1,350
7.	Yakima	1,200
8.	Sunnyside	2,633
9.	Columbia Basin	1,900
10.	Walla Walla	1,000
	TOTAL	11,697

All MSFWs who visit a WorkSource Center will be informed on the different type of employment and training service available in their community and other parts of the states. MSFWs will be given a “menu” of all the different types of trainings offered through the state-formula WIA programs (adult and youth), community colleges, universities, and other state agency programs. Concurrent enrollments with partner agencies and colleges will be completed when the MSFW is eligible for more than one program, she or he requests concurrent enrollment or the services to the MSFW will be enhanced as a result of the concurrent enrollment.

One key partner in the One-Stop Center system that we will work very closely with is the National Farmworker Job Program (NFJP) Grantee or, also referred to the WIA 167 Grantee. The grantee for the State of Washington of Washington at this time is OIC of Washington. The NFJP is funded directly from DOL to OIC and is a required one-stop partner. OIC’s WIA 167 program has offices located in the same areas where the WorkSource MSFW offices are located. In some cases, OIC’s staff is co-located in a WorkSource Center. The sole purpose of the WIA 167 program is to provide employment and training services to eligible MSFWs and their dependents who want and require occupations with higher wages and stable employment. Since 1999, OIC has been able to serve over 4, 000 program eligible MSFWs and placing into employment at least 1, 600. On job placement hourly average for these placements is \$8.86.

However, with federal funding for all WIA programs decreasing, our goal is to co-enroll more participants with OIC so that MSFW participants are most likely to succeed in their goal to obtain better employment.

To be in alignment with the Department of Labor’s WIRED Initiative principles and as the WIA 167 grantee, OIC will support and participate in all the efforts of Washington’s One-Stop Center System to transition migrant and seasonal farm workers into high-skill and high-wage jobs.

WorkSource will continue outreach to agricultural employers and workers in a balanced approach so that both parties are served and needs are met. Offices in areas where there is a high amount of agricultural activity are well informed of the agricultural employers in their area there is an on-going working relationship where employers can contact the local office to request employer related information on services provided through the One-Stop center.

Offices will continue working with agricultural employers by providing services available through the Agricultural Recruitment System (ARS), the H2-A program and other innovative projects where “non-traditional” farmworkers are orientated on the employment opportunities available in the agricultural industry.

The Employment Security Department is committed to working with Washington’s agricultural employers to help meet their labor needs. In early 2006, the department launched a 21-county initiative to help agricultural employers find workers in a timely manner called the Agricultural Initiative. The Agricultural Initiative’s goal is to (1) increase the number of farm workers available for referral to farm jobs and (2) increase the number of job orders from agricultural employers by piloting aggressive outreach activities that bring job seekers and employers who need workers together in the free public labor exchange system. The initiative is focused on the 5 workforce development areas in Washington with significant agricultural activity. As a result of these efforts, some of the outcomes have been a 7% increase in MSFW services, a 26% increase in the number of agricultural employers using WorkSource, and a 28% increase in the number of job orders taken by WorkSource.

The Employment Security Department also provides agricultural employers detailed information for the agricultural industry through its annual “Agricultural Workforce in Washington State” report. The report covers all aspects of the agricultural industry from how it affects the overall economy of Washington to the characteristics of the agricultural worker.

As mentioned above, each MSFW WorkSource center has a close working relationship with their respective agricultural employers. These relationships prove to be beneficial during the harvest of key crops for communicating the need for workers day by day. In addition to this, members of the Washington State Farm Bureau, Washington State Clearinghouse and Washington Growers League are in contact with the State office in Olympia where matters that affect the whole state can be addressed.

5. Priority of Service

- a. What procedures and criteria are in place under 20 CFR 663.600 for the Governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited? (§§112(b)(17)(A)(iv) and 134(d)(4)(E).

[Washington State WIA Policy Number 3636: Determination of Adult Eligibility for Services Funded Under the WIA Title I-B Adult Employment and Training Grant and Washington State WIA Policy Number 3638: WIA Title I-B Youth Eligibility Application](#) define service eligibility for intensive and training services funded by WIA Title I-B.

Priority Selection for intensive and training services funded by WIA Title I-B is described in [Washington State WIA Policy Number 3640: Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant and Washington State WIA Policy Number 3641: Jobs for Veterans Act Priority of Services](#).

These policies direct that recipients of public assistance and other low-income individuals be given first priority enrollment for intensive services and training services funded under WIA Title I-B.

Washington State policy requires that local WDCs establish local eligibility determination policies and procedures for youth. WDCs must ensure that their policies are consistent with WIA law, regulations, and state policy.

- b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (P.L.107-288)[38 USC 4215], that priority of service is provided to veterans (certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with the provisions of TEGL 5-03 (9/16/03)?

The state veteran services plan defines the veteran priority of service. The plan follows "The Jobs for Veterans Act" (<http://www.doleta.gov/programs/VETS/>).

Management within the WorkSource structure has a clear understanding of the roles and responsibilities of the program and the job duties of LVER and DVOP staff.

The Commissioner of the Department is a veteran of the armed services and takes a leadership role in the state advocating for veterans services. As part of her activities in this role she is currently is a member of the Veterans Innovations Program Grant Board which oversees grants to veterans that bridge employment barriers resulting in sustainable livable wages.

She also chaired a Veterans reemployment Steering Committee which examined and developed strategies for outreach to Washington's returning veterans with a focus on our states National Guard and Reserve soldiers.

WorkSource Centers have developed and continue to follow a planned team approach to serving customers including providing services to veteran clients. Teams work together to support the roles of the LVERs and DVOPs and provide services to veterans.

The State follows all Special Grant Provisions, Veteran Program Letters, and DOL/VETS directives, regarding LVER and DVOP roles and responsibilities as outlined in Public Law 107-288 and United States Code (USC) Title 38. In addition to the federal guidelines, the State has written policy and procedures addressing services to veterans. The document is located at: <http://www.wa.gov/esd/policies/veterans.htm>).

After the Jobs for Veterans Act was enacted into Public Law 107-288, the state took several actions:

- State WIA policy #3641, Jobs for Veterans Act Priority was issued. This policy requires that veterans covered under Public Law 107-288 be given priority of service under all WIA Title-I funded programs, including adult, youth, dislocated workers, Governor's Discretionary funded projects and National Emergency Grants.

The policy requires local WDCs to establish local policy and procedures, which describe how priority of services to veterans and other covered persons, will be applied. Local areas must also inform covered veterans on services available under the DOL job training programs.

- State WIA policy #3640, Eligibility and Priority for Service for Adult Employment and Training Grant was amended to conform to Jobs for Veterans Act requirements. The policy requires that within the priorities established by the WIA Act, veterans will receive priority of service.
- Current Local Operations Plans for WIA Title I and Wagner-Peyser were amended to reflect how priority of service for veterans would be applied to all Department of Labor programs in the local One Stop Centers and Affiliates.
- Instructions for Program Years 2007-2008 WIA Title- 1 and Wagner-Peyser Local Operations Plans requires further description of local processes or activities, including integration of programs, and priority of services to veterans and related eligible persons.

D. Rapid Response. (112(b)(17)(A)(ii).) Describe how your State provides Rapid Response services with the funds reserved under section 133(a)(2).

1. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve local boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the functions of each and how funds are allocated to the local areas.

Employment Security Department's (ESD) Dislocated Worker Unit (DWU) oversees and supports statewide rapid response activities that are led locally by our 12 regional Workforce Development Councils (WDCs).

The DWU is the focal point in assisting local rapid response teams, local government officials, employers, and workers by providing resources such as funding, technical expertise and assistance, and labor market information. This unit is also responsible to ensure that statewide rapid response activities are provided to affected workers.

Affected employer contacts and other initial rapid response activities in major dislocation events, including Worker Adjustment and Retraining Notification (WARN) notices and Trade Adjustment Assistance (TAA) petitions, are initiated by the State DWU.

The State maintains administrative policies and procedures that support statewide rapid response assistance.

The State DWU has developed and uses a rapid response communications strategy among the 12 WDCs, WorkSource (local One-Stops), the Washington State Labor Council (WSLC), State Board for Community and Technical Colleges (SBCTC), and other ESD divisions including the Unemployment Insurance (UI) Telecenter, and UI Policy and Non-Monetary Review.

The State DWU consults with the Statewide Communication Team and local rapid response partners to formulate service strategies for carrying out rapid response activities for major dislocation events.

WDCs involve their boards and chief elected officials in the development of operational plans that reflect their current rapid response strategy for the coordination of resources and delivery of services. The 12 WDCs maintain their own local Rapid Response Team and coordinate with the State DWU. The WDCs are responsible for the provision of rapid response services at the local level. The WDCs ensure that the State DWU is made aware of a substantial layoff, closure event, or the filing of a TAA petition when the WDC becomes aware of any such action.

Together the State DWU and local rapid response partner organizations assess the immediate needs of the employer and affected workers and formulate rapid response activity strategies. Local Rapid Response teams, the State DWU, the WDC, the employer, and if appropriate, labor representatives of the affected workers, plan for and deliver (on-site if possible) assistance for specific dislocation events.

The State DWU sets aside funds to support local area rapid response activities. WDCs draw upon those set-aside funds to provide rapid response services as events occur.

2. Describe the process involved in carrying out Rapid Response activities.

Once the state or local Rapid Response Team becomes aware of an impending layoff or plant closure they contact the employer within 24 hours to schedule an initial on-site meeting with the company and labor officials (*if applicable*). During the initial on-site meeting, expectations and definitions of the role of each member of the Rapid Response Team is clarified and strategies for carrying out initial rapid response activities are developed. During this meeting, specific information is gathered from company management and the union, which aids the Rapid Response Team in planning for immediate services for the impacted workers. Together the State DWU and local rapid response partner organizations assess the immediate needs of the employer and affected workers.

Local Rapid Response Teams, the State DWU, the WDC, the employer, and if appropriate, labor representatives of the affected workers, plan for and deliver (on-site if possible) assistance for specific dislocation events.

- a. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?

The system receives notification of impending layoffs in a variety of ways. Usually notification is received as a result of the requirement of the WARN Act. Some companies voluntarily notify their local WDC, WorkSource office, UI Telecenter, local Rapid Response Team, or the State DWU of an impending event even when not required to do so by the WARN Act.

The DWU regularly reviews newspapers from the major metropolitan areas in Washington State looking for news articles that suggest an impending layoff or plant closure.

We also become aware of potential events when contacted by the media, or by potentially affected workers as well as by other sources. Sometimes we learn of impending layoffs or plant closures when a new petition for TAA is filed with the State DWU.

Regardless of how we learn of an impending layoff or plant closure, the State DWU assigns the event to one of two state rapid response coordinators. The DWU ensures that the appropriate local area response team is immediately notified of the event and together they begin to plan rapid response activities as described above (Number 2).

- b. What efforts does the Rapid Response Team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?

The state and/or local Rapid Response Team contacts the employer within 24 hours of learning of a layoff or closure event and attempts to schedule an initial on-site meeting with the company and labor officials (*if applicable*) as soon as possible. The ultimate goal of the initial on-site meeting is to schedule pre-layoff workshops for the dislocated workers prior to the layoff date and to clarify the expectations of, and define the role of, each member of the Rapid Response Team.

Specific information is gathered from company management and the union, which aids the Rapid Response Team in planning for services for the impacted workers. The team obtains the commitment of company management and labor to actively participate in the planning and implementation of key project activities such as a worker survey, pre-layoff workshops, on-site transition services, and outreach activities. Employers are encouraged to allow workers to receive all these services on company time. A transitional or labor management committee may be formed to help guide the transition process. Meetings are generally conducted on the employer's premises.

- c. What services are included in Rapid Response activities? Does the Rapid Response Team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?

Rapid response services include, but are not limited to, the development and distribution of worker surveys, pre-layoff workshops, on-site transition services, outreach activities, and the formation of transitional or labor management committees.

Rapid response services may also include worker assessment, resume writing (and other workshops), as well as employment fairs. In some instances, Rapid Response Team representatives may deliver these workshops.

Together, the state/local rapid response team, employers, and worker representatives determine which services would best meet the needs of the impacted workers. A survey of the workers is often conducted to obtain their input concerning the types of services and retraining options they feel they would benefit from, including Trade Act services if applicable.

Services are often customized to meet the specific needs of the population being laid off, such as providing English as a second language classes to non-English speaking participants.

3. How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

Washington State has a well-coordinated statewide rapid response effort that involves key partners in the One-Stop system. The State created a statewide Rapid Response Communication Team that emphasizes internal communication among the partners.

Team members include State DWU rapid response coordinators, representatives of the ESD UI Division, SBCTC, the WDCs, and local WorkSource Centers (One-Stops). WorkSource's participation in the planning and delivery of Rapid Response services ensures a seamless transition between Rapid Response and WorkSource activities, including core and intensive services.

Collaboration and communication are the most valuable resources in successfully achieving seamless service delivery. The State's DWU employs two full-time rapid response coordinators. The coordinators each serve six of the state's 12 Workforce Development Areas (WDAs) and are the first points of contact in responding to events to ensure there is no duplication of effort. The coordinators are cross-trained in Trade Act and are able to represent both WIA and Trade Act at dislocation events.

Each WDC has identified a local rapid response point of contact. When one of the statewide team's partners becomes aware of a potential or actual event, the local rapid response contact's first line of communication is the State DWU rapid response coordinator for the affected local area. The state rapid response coordinator takes the lead, conferencing with area team members to discuss the event status and begin formulating strategies for carrying out initial rapid response activities. WorkSource staff are integral and active members of each of the 12 local area Rapid Response Teams.

State and local partners determine what initial information is available to assess the immediate needs of the workforce and the employer and to establish appropriate "first steps" in responding as a workforce system.

An initial on-site meeting may be scheduled with the Rapid Response Team and the company, including union officials (if applicable). The ultimate goal of the initial on-site meeting is to schedule pre-layoff workshops for the dislocated workers. The meeting is generally scheduled on the premises of the dislocating company. This meeting clarifies the expectations of, and defines the role of, each member of the Rapid Response Team.

Specific information is gathered from company management and the union, which aids the team in planning for immediate services for the impacted workers. The team obtains the commitment of company management and the union to actively participate in the planning and implementation of key project activities such as a worker survey, pre-layoff workshops, on-site transition services, and outreach activities. A transitional or labor management committee may be formed to help guide the transition process.

The communication team is activated for the following types of events:

- Temporary or permanent WARN level layoffs or closures.
- Temporary or permanent smaller layoffs or closures that would substantially impact a local area.
- All temporary or permanent energy and drought related events.

Rapid Response services are provided to dislocated workers regardless of the reason for the layoff or closure (e.g., trade impacted, company downsizing/restructuring, natural disaster, plant relocation, bankruptcy, etc.). When rapid response services are completed, WorkSource assumes ongoing support for the dislocated workers.

In addition, WDC Directors have been asked to notify state ESD senior management when the possibility of dislocations of a sensitive nature exists. State senior management determines next action steps, if any, in these situations.

4. Describe how Rapid Response functions as a business service. Include whether Rapid Response partners with economic development agencies connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers? How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?

Washington State approaches Rapid Response as a business service. Employers receive confidential assistance with planning for transition needs, understanding WARN requirements, and filing Trade Adjustment Assistance Petitions. Companies are provided with business services by state level Rapid Response coordinators as well as from Rapid Response staff from each of the 12 local WDCs through an integrated, coordinated approach.

Our Rapid Response Teams may offer employers alternatives to reduce or help avoid impending or future layoffs and help in conducting an orderly shutdown.

We offer pre-layoff services to help workers shorten their transition to employment, information to assist the company in maintaining worker morale and productivity during the transition, and coordinate services for workers with local WorkSource Centers.

Our rapid response team's partner with state and local economic development agencies to ensure that rapid response services are linked to the State's business retention and expansion services. The DWU works closely with the Department of Community, Trade and Economic Development's (CTED) Business Retention and Expansion program to retain and expand manufacturing and processing firms. These efforts reduce the number of business closures, failures, and out-of-state expansions that could result in a significant loss of jobs.

The DWU assists state and local economic development entities in devising and overseeing strategies for layoff aversion, including:

- Pre-feasibility studies on avoiding plant closures through options for companies or groups, including the workers, to purchase a plant or business and continue operation.
- Incumbent worker training for upgrading workers' skills.
- Linkages with federal, state, and local levels including business retention and recruitment activities.

Rapid Response resources are used to support the full range of services available to help companies in all stages of the economic cycle.

In many instances, local Rapid Response and Business Outreach teams are integrated. WorkSource Washington has launched a proactive, statewide marketing campaign to enhance awareness and use of WorkSource business services, including Rapid Response layoff assistance and layoff aversion services.

5. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

The State DWU contracts with the Washington State Labor Council (WSLC) for employer/labor liaison services. These services can include early warning of plant closings or layoffs that labor becomes aware of through their organization. The WSLC is a partner in the selection and hiring of peer/outreach workers when they are used as part of a service strategy at a dislocation event.

For the purpose of enhancing the early warning system, ESD has developed a quarterly early warning “red flag” report to share information with key state and local leaders on potential and actual worker dislocations. Additionally, all of the WDCs are contacted quarterly to determine if they have any early knowledge of impending layoffs or plant closures.

6. What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

The state maintains the following comprehensive rapid response tracking systems:

Internal WARN Database

The State DWU maintains an internal data base that tracks all rapid response events and activities by employer name. The data is distributed monthly to agency management and is readily accessible to state staff.

Internet WARN Web Page

The DWU also maintains a WARN web page <http://fortress.wa.gov/esd/portal/warn> on ESD’s web site that provides useful and accessible information about current and historical WARN events occurring since 2004. The data provides information by company name, location, number of affected workers, layoff start date, if it's a closure or layoff, and the type of layoff (permanent vs. temporary). The data can also be sorted by company name, location, closure vs. layoff and type of layoff.

Red Flag Report

The DWU’s Red Flag and Early Warning Report provides current information on recent, major layoffs and closures throughout the state of Washington as well as smaller layoffs and closures that may be significant to local areas and worth noting and sharing among our partners. It also includes information about current and planned services provided to the workers impacted by those events and an overview of the Washington State Rapid Response system.

The report is distributed quarterly to state management, the State workforce system, the U.S. DOL, the 12 WDCs, and other interested parties.

SKIES

The State tracks rapid response activities in our integrated Management Information System known as SKIES (Services, Knowledge and Information Exchange System). Our comprehensive system captures participant data for individuals receiving Rapid Response Additional Assistance (RRAA), Trade Adjustment Act (TAA), and National Emergency Grant (NEG) services, as well as formula-funded enrollees. Each RRAA and NEG grant application is assigned a unique program value which allows us to track participants receiving these specifically-funded services. For example, over the past couple of years we have tracked over a dozen separate RRAA programs. It is not uncommon for participants to be co-enrolled in TAA and RRAA programs when such services can benefit the participant and lead to the desired employment goal. Reports are accessible on-line by program, providing participant characteristics, enrollment and exit information, services and activities, and employment information.

7. Are Rapid Response funds used for other activities not described above (e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events in case of unusually large layoff events)?

Washington State WIA Policy Number 3935, Revision 1 - Rapid Response Additional Assistance ensures that reserve funds are available to immediately carry out statewide rapid response activities. The policy establishes a system that allows WDCs to quickly access rapid response additional assistance grant funds when local funds are not adequate to assist workers.

Up to 25 percent of dislocated worker funds may be reserved for rapid response activities. These funds are released to local WDAs that experience increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs, or other events. Rapid response additional assistance funds are used to provide direct services to participants (such as intensive, training, and other services) if there are not adequate local funds available to assist the dislocated workers.

To access these funds the WDCs complete a concise application that includes a narrative supporting their need for funds (with an explanation as to why local funds are insufficient), a budget, a participant planning form, and performance outcomes. The process time for approving a request and allocating the funds is quick and a contract or grant modification is processed within one to two weeks.

Rapid response additional assistance funds are primarily used for providing direct services to participants, including tuition assistance, books and fees. Funds may also be used for rapid response services to a dislocated worker event and for layoff aversion assistance.

These funds may be used to support rapid response activity for a major dislocated worker event while a federal Trade Adjustment Assistance petition is pending or may be used to fund other services if Trade Act funds are not available.

- E. Youth. ETA’s strategic vision identifies youth most in need, such as out of school youth, (and those at risk) youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth as those most in need of service.

State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges. (§112(b)(18).)

1. Describe your State’s strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (§112(b)(18).)

Washington State’s strategy for providing comprehensive services to youth (age 14 through 21 at the time of application to programs funded through the WIA) was first described in the Governor's Executive Order (99-02) on Workforce Development.

The Executive Order specifically targets “disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers” as needing assistance in moving up the job ladder.

In November 2006, the Workforce Board updated *High Skills, High Wages: Washington’s Strategic Plan for Workforce Development*. As described in the introduction section of this plan, updates were based on input from the Board’s IC, made up of state agencies responsible for carrying out the plan and stakeholders throughout the state.

Workforce development system stakeholders including IC members, reached agreement on strategies to ensure that youth, including youth most at risk, have the opportunities through education and workforce training to achieve their career goals. These consensus objectives and strategies are presented in *High Skills, High Wages 2006* and listed in Section 1.E. of this WIA Title I-B and Wagner-Peyser Plan.

Objective: All students graduate on time.

- Create a state-level public/private partnership that provides demonstration grants to school-community partners for development of comprehensive dropout prevention and intervention programs for middle and high school students at-risk of dropping out and dropouts. *Lead: OSPI*
- Expand the Dropout Prevention Initiative to more high schools. *Leads: Governor, OSPI, ESD, Workforce Board, and WDCs.*

Objective: All students leave high school prepared for success in further education and/or work.

- Increase the number of students who complete a CTE sequence and/or course requirements for admission to a four-year college or university or enrollment in college-level classes at a community or technical college. *Lead: OSPI.*

Objective: There is a Comprehensive Guidance System throughout the K-12 system that provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school.

- Expand implementation of the “Best Practice” guidance system, Navigation 101, across the K-12 system. *Lead: OSPI and Workforce Board.*
- Integrate Individual Education Plans with the 13th year plan required for graduation. *Leads: DVR, DSHS working with OSPI.*

Objective: There are secondary CTE programs throughout the K-12 system that enable students to explore career pathways and complete preparatory coursework that matches their aspirations. The career pathways are articulated with postsecondary education and training and result in industry certification.

- Expand opportunities for secondary students to take CTE preparation programs and career assessments. *Leads: OSPI and Workforce Board.*
- Boost the academic content of CTE programs and recognition of academic course equivalencies. *Lead: OSPI.*
- Develop model statewide CTE articulation agreements that provide a program of sequenced courses and ensure all students have access to dual enrollment options. *Leads: SBCTC and OSPI.*
- Expand pre-apprenticeship training to prepare students for direct entry to apprenticeship programs. *Leads: Washington State Apprenticeship and Training Council at L&I and OSPI.*
- Pilot the Work Readiness Credential for CTE completers. *Leads: Workforce Board and OSPI.*

At the direction of the Workforce Board, Governor’s set aside funds for Program Years 2003 through 2006 were distributed to the 12 WDCs to implement dropout prevention and retrieval pilots for youth that have special needs and would have significant barriers to employment. Basic Education Act funds are leveraged to support educational activities to all students with WIA funds to support recruitment, work-based learning, and other support services to WIA eligible youth.

Also, the new Acting Assistant Commissioner for the ESD Employment and Training Division, represents the Commissioner on the State’s Family Policy Council, which is designed to carry out principle-centered, systemic reforms to improve outcomes for children, youth and families

(RCW 70.190. In addition to the Governor’s representative, the Council membership includes legislators, and five State agencies dealing with related children and family services. In 1994, the Washington State legislature passed the Youth Violence Reduction Act, which established grassroots organizations across the state, called **Community Public Health and Safety Networks** which focus on state and local integrated solutions to seven "problem behaviors": child abuse and neglect; youth violence; youth substance abuse ;teen pregnancy; domestic violence; school dropout; teen suicide. These are all behaviors that tend to be factors in youth most in need, e.g. youth offenders

To ensure the youth formula program addresses services to targeted most in need youth, the state established WIA Youth Eligibility Policy No. 3638 which requires WDCs to serve youth who are age 14 to 21 and meet one of the following criteria:

1. Deficient in basic literacy skills.
2. School Dropout.
3. Homeless, runaway, or foster child.
4. Pregnant or parenting.
5. Offender.
6. An individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment.

The same state policy includes a requirement that WDCs maintain a local policy including a definition of the sixth criterion addressing “individuals who require additional assistance.”

In addition to state policy, the ESD will use a variety of operational approaches to ensure that comprehensive, integrated services are provided throughout the state to eligible youth, including those most in need.

The state will develop a monitoring instrument specifically for youth program services. Local WIA Title I-B Operations Plans and services will be monitored to ensure that youth, including those most in need, are connected with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

Support to local Youth Councils will continue. ESD and the Workforce Board provide youth specialists to assist areas in meeting federal and state requirements. Youth specialists meet regularly with a statewide youth coordinators group to provide leadership on national and state initiatives and support resolution of common issues.

In addition, the state provides technical assistance to local areas at risk of failing to meet youth performance indicators. Each year an assessment of each local area’s performance is conducted and technical assistance is tailored to meet specific needs of interpreting, managing, and measuring local area performance in serving youth.

Technical assistance is also offered through the state sponsored Building Skills conference held every 18 months. As in the past, conferences will continue to highlight local program design serving targeted youth populations, achievement of performance measures for youth and demand driven approaches for use of available youth resources.

Youth Grants include requirements that support services to targeted youth and integrated services. Special conditions require that, at a minimum, 30 percent of the funding under the grant agreement shall be used to provide youth activities to out-of-school youth.

To reinforce integration, co-enrollments with Title I-B adult programs or separate enrollments of youth who are 18-21 in Title I-B adult programs are encouraged. Grant agreements prohibit ITAs be provided to youth enrolled only in the Title I-B Youth Grant.

Through youth formula programs, WDCs have targeted hard-to-serve youth either on parole, in foster care, challenged with a disability, experiencing homelessness or a member of a migrant and seasonal farm worker family. The service approach for each targeted group demonstrates the collaboration of WDCs with local partners to provide both educational and occupationally based learning experiences. Services for these groups will continue as the state provides additional leadership through increased coordination across state agencies responsible for most in need groups, including foster care, education, human services, juvenile justice and other relevant resources.

Currently, WDCs select youth contractors to provide services that include but are not limited to youth in the juvenile justice system, attending alternative high schools, and in the foster care system as well as teen parents.

Working through networks of organizations, which traditionally provide referrals to employment and training providers in local areas, the local WDCs continue to develop approaches for providing services to specific youth populations.

2. Describe how coordination with Job Corps and other youth programs will occur. (§112(b)(18)(C).)

There are four federal Job Corps Centers in Washington State, and representatives from each of the centers serve on the Youth Council in their local area and participate in other activities of their local WDC. In other locations throughout the State, where Job Corps admissions counselors and career transitions specialist are located, Job Corps staff participant in youth councils and other WDC activities.

The Youth Council serves as the coordinating device for these and other youth programs. Job Corps continues to work collaboratively with the WorkSource System within the State.

3. How does the State Plan to utilize the funds reserved for statewide activities to support the State's vision for serving youth?

Workforce partners, including the Workforce Board, ESD, and OSPI are coordinating efforts to address the social and economic consequences for young people who do not earn a high school diploma. Among this population are youth that have special needs and would have significant barriers to employment.

These efforts are the direct result of a resolution adopted by the Workforce Board directing staff to "work with partner agencies to utilize WIA 10 percent funds to implement a dropout prevention and retrieval initiative."

The goal of this initiative was to leverage Basic Education Act (BEA) funds with WIA 10 percent statewide activities funds. WIA funds are directed to low-income students in schools and school districts that are failing to make adequate yearly progress under No Child Left Behind. BEA funds support educationally related services to all youth, and WIA funds support social services to WIA eligible youth. Leveraging BEA and WIA funds made it possible to create programs that coordinate a range of direct services to keep, retrieve, and retain youth in school.

These leveraged funds support 12 demonstration projects one in each of the workforce development areas of the State. The demonstration projects develop and/or expand dropout prevention and intervention services such as prevention, retrieval, and recovery strategies. This youth initiative supports developing 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. As a result of the partnerships between school districts and WDCs, there will be young people who might have otherwise left school with limited life and work choices that will choose to stay or return, graduate, and help close our skills gap.

Again for Program Year 2007, funds reserved for statewide activities will be directed to areas of high concentrations of eligible youth. Governor Gregoire has identified youth as one of three priorities for the use of set aside funds.

Governor Gregoire and Commissioner Lee designated set aside funds to be used for the support of the Higher Education Readiness Opportunity initiative.

The HERO initiative serves students who are

- Minority
- Male
- Low-income
- And underrepresented in Washington States four year colleges.

In addition the HERO initiative works exclusively with schools that

- Are not making Adequate Yearly Progress under No Child Left Behind
- Are below the state average per capita funding for all schools
- And have a high percentage of students on the reduced school lunch program.

HERO is operated by the College Success Foundation, the philanthropic arm of Costco, and receives additional funding from the Bill and Melinda Gates Foundation for scholarships to four-year colleges. The College Success Foundation prepares most in need youth for entrance into college by extensive leadership training, tutoring, and summer intensive sessions.

Examples of the activities that would be appropriate investment of these funds include:

- a) Utilizing the funds to promote cross agency collaboration;

The Dropout Prevention and Intervention Initiative (which uses Governor's reserve funds) requires that local areas partner with local schools or districts in order to receive the funds.

Local areas must target schools that are not meeting their “adequate yearly progress” under the No Child Left Behind Act and that are willing to coordinate at least some Basic Education Act money with the local board. This is an example of using funds to promote cross agency collaboration.

Another example of cross agency and cross public sector and private sector collaboration is the HERO initiative discussed above.

b) Demonstration of cross-cutting model of service delivery;

One component of this DPI initiative is service delivery for students at-risk of dropping out of school. In order to select students at-risk under this service delivery model, local boards (youth councils) and schools (and/or districts) had to work together to determine selection criteria for the at-risk students to be served.

Using funding from statewide Governor's grant, Northwest Workforce Development Council has partnered with Sedro Wooley School District and Concrete School District to provide dropout prevention and intervention services.

Based on the state goal for Adequate Yearly Progress (AYP) of 73 % these two school districts have:

- The lowest on time graduation rate
- The highest concentration of low income youth in the region of eighteen school districts

The model focuses on youth who did not meet the reading, writing, and mathematics standards on the seventh grade Washington Assessment for Student Learning (WASL). This model, among others, has propelled the Washington State Legislature to consider legislation incorporating many features and promising practices into a much larger initiative, with funding up to several million dollars per biennium.

Another example is the Seattle-King County Workforce Development Council partnership with the Bill and Melinda Gates Foundation and the Shoreline School District to provide dropout prevention and intervention services. The model adapts the so-called "The Big Picture" plan, used successfully in the Boston area, to the Seattle suburban setting. Over a several year period, the project will create a smaller school within the larger school, and an enhanced curriculum and extra-curricular services. These features and there effects will be monitored and evaluated year to year with a goal of improving the graduation rate of all students with the school system.

c) Development of new models of alternative education leading to employment; or

Several of the projects under the DPI initiative are developing new models of alternative education leading to employment.

- d) Development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills.

Washington State will continue to utilize funds reserved for statewide activities to support the State's vision for serving youth.

- e) Describe how your State will, in general, meet the Act's provisions regarding youth program design. (§§112(b)(18) and 129(c).)

Local WIA youth contractors provide eligible youth an objective assessment to determine service needs of each participant including interests and aptitudes for nontraditional jobs, and development of strategies to identify employment goals, including nontraditional employment.

Youth have access to WorkSource core services providing them access to a wide range of information to help them make informed decisions about training opportunities including opportunities for non-traditional employment.

Maximum local flexibility is afforded local WDCs in developing a design framework for local youth programs. The state requires that local WIA Operations Plans include a service design framework for youth describing how:

- All ten required services will be available to the youth in the service area.
- All youth will receive an objective assessment and an individual service strategy (ISS) that meets the requirements of WIA Sec.129(c)(1)(B), including identifying a career goal and a consideration of the assessment results for each youth.
- Preparation for post-secondary educational opportunities, employment, and strong links to the labor market will be identified in an ISS.

F. **Business Services.** (§§112 (a) and 112(b)(2).) Provide a description of the State's strategies to improve the services to employers, including a description of how the State intends to:

1. Determine the employer needs in the local areas and on a statewide basis.

WorkSource has a network of Business Outreach experts that work directly with employers in each community to determine their specific need for assistance. These specialists are working for the WorkSource and come from the Employment Security Department, Workforce Development Areas or other community partners. They all have direct contact with Chambers of Commerce and Economic Development Councils and work with those organizations to assess the workforce needs of new and expanding business.

Each outreach specialist has an interest not just in the employers needs for today, but for future skills needs and are moving to focus on talent development for industry sectors as well as specific employer need. These individuals strive to ensure that WorkSource is the employment and workforce development system choice for Washington Business.

Objectives of these Business Outreach Specialists follow:

- Attracting new business customers through marketing and outreach.
- Building commitment with existing business customers through value-added services and products, as well as accountability for quality service delivery.
- Ensuring continuing ease of access to services for business customers.
- Continued integration of programs into WorkSource (the One-Stop System).
- Coordinate with Rapid Response staff on potential layoff aversion strategies.

Every two years the State Workforce Board releases an Employer Survey that seeks specific information on employer needs for their current workforce and what their individual needs will be for the future. The survey will be released again next year.

The results are presented to the Workforce Board and strategies are incorporated into the High Skills/High Wages, the state's strategic workforce development plan.

The strategies and objectives for the current plan as noted in High Skills/High Wages include:

Strategies Meeting the Needs of Industry: The goal is to meet the workforce needs of industry by preparing students, current workers and dislocated workers with skills employers need.

Objective: The Workforce Development System prepares workers with the strong general workplace skills that employers need. The State has been piloting the Work Readiness Credential in a wide variety of local organizations.

Objective: The Workforce Development System supplies the number of newly prepared workers required to meet employer needs.

This objective will be realized by:

- Increasing the capacity in mid-level education and training programs (greater than one year, but less than four years).
- Increasing apprenticeship retention and completion. (See section VI.E. on Apprenticeship strategies.)
- Providing adequate funding for education and training programs that are in high demand by employers.

Objective: The Workforce Development System strengthens key economic clusters by meeting employer and worker needs. This objective will be realized by:

- Further developing skill panels by sustaining and creating more panels in key economic clusters, establishing statewide panels in select industries and by enhancing the ability of skill panels to leverage resources to address skill shortages. (See Section V.E. on Skill Panels operated through contracts with the Workforce Board.)
- Establishing additional Centers for Excellence in key economic clusters. These Centers have been established in several Community Colleges around the state using state General Fund monies. They target a particular industry cluster and establish training programs and ongoing curriculum development as well as a medium for ongoing dialogue with industry experts. Where possible these Centers connect with Skill Panels to address future talent development needs.
- Increasing the number of workers receiving customized training. The State Board for Community and Technical Colleges has received funding from the state Legislature through the General Fund to add additional resources for customized training slots to meet individual student need.
- Developing further expertise in the WorkSource System for serving the needs of local employers in key industry clusters.
- Identifying and supporting the development of economic clusters that provide a large number of family-wage jobs.

Objective: Unemployed workers return to suitable work in a short time as possible. This is done through rapidly linking dislocated workers with appropriate employment services and retraining programs. (See Section IX.D. for Rapid Response information.)

2. Integrate business services, including Wagner-Peyser Act services, to employers through the One-Stop System (WorkSource).

A primary emphasis of the Labor Exchange within WorkSource is to respond to the need of employers. Washington State Wagner-Peyser funds three levels of services to be available for business customers to connect with potential job applicants.

They include:

- Self-Service
- Assisted Self-Service
- Staff-Assisted Services

Each level of service is designed to maximize flexibility to accommodate business customer's needs. Individual assessment is a mandatory activity for all clients who are accessing services at the Assisted Self-Service level or beyond. Individuals could also access a combination of activities including providing application screening, use of WorkSource facilities for job interviews, and participating on business interview panels.

Statewide business partnerships have been developed to assist business in connecting to the publicly-funded WorkSource system and to obtain a corporate commitment to use WorkSource as a primary source of employee recruitment. WorkSource has and will continue to support this effort through some of the following activities:

- WorkSource areas are connecting to employers and learning the language, jobs, and requirements of individual industries. These services are sometimes streamlined specifically for an individual company and the business outreach specialist becomes almost an account executive with expertise in what this individual employer needs from prospective employers. Higher level assessments such as Work Keys and Select-Fit have been tools that employers are finding successful in recruiting for future employees.
- Hiring events or Job Fairs sponsored and or supported by WorkSource Business Outreach staff bring employers with openings face-to-face with job seekers. Each year this successful recruitment tool connects employers to job seekers who are placed in jobs that will ensure self-sufficiency.
- Business Outreach Specialists provide support and resources for mass recruitment efforts for new and expanding businesses in local areas.
- The Go2WorkSource.com web-based system enables employers to self-serve by providing a place for them to place listings electronically and seek employees using posted resumes. WorkSource Business Outreach Specialists are available to teach business customers how to use the system.

In addition, Go2WorkSource.com interfaces with the State SKIES system to provide job seekers and employers access to the complete listing of suppressed and unsuppressed job listings and job orders available in their local area or across the state.

The overall goal of this business outreach design in WorkSource is to reduce duplication of effort and multiple contacts with employers that can be confusing and time consuming. There should be, to the extent possible, a single point of contact for employers.

3. Streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation? (20 CFR part 652.3(b), §112(b)(17)(A)(i).)

Employers are currently provided information on two tax credit programs; the Work Opportunity Tax Credit (WOTC) and the Welfare to Work Tax Credit (WtW). Information on these programs is described in quarterly Business Update Newsletter mailing to all employers registered with the ESD. Information is also disseminated through brochures.

The State WOTC program provides a toll free phone number for form requests and assistance in completing tax credit applications. Staff have set work hours to expand availability beyond the normal 8-5 workday. The 1-800 line will be optimized to provide for improved information and quicker access to staff.

To expedite the turnaround time of application processing, the State has explored the feasibility of electronic transmission based on several models. The WOTC team continues to pursue this strategy to identify and implement a workable and affordable solution.

WOTC program staff developed and delivered training on the tax credit programs throughout the State to all partner personnel. The training provides point-of-service-staff and business account executives with information on advantages of each tax credit program and equips them with marketing tools to use when working with employers.

The state will broaden the delivery of program education and training beyond partner personnel to include other business which offer employment services to the WOTC target population.

G. Innovative Service Delivery Strategies (§112(b)(17)(A).)

1. Describe innovative service delivery strategies the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration, or meet other key State goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds).

In 2005, the state implemented an innovative project called Re-employment Eligibility Assessment, which enhanced the state Job Search Review program. This project is a partnership between WIA Title I and Title III staff and the Unemployment Insurance program. A second U.S. DOL grant has been issued in continued support of reemployment services for unemployment insurance claimants.

Besides adding additional staff to the program, the grant affords the opportunity to enhance Data Warehouse reports, which were developed during the first grant. The report tracks performance activities down to specific claimants and staff who served them. Continued use of a computer application called the Claimant Progress Tool that identifies unemployment insurance claimants who have received benefits in the previous week and are required to seek work. It allows the end user of the application in the One-Stop Center to select claimants individually or in total by geographical area and characteristics such as:

1. Industry and Occupation
2. Older Worker (55 plus years old)
3. Desired Occupation (work the claimant is seeking)
4. Occupation representing the majority of the claimants base year earnings

The tool allows the case managers and employment specialists to view a single screen of the services the claimant has already received by the One-Stop Center. It provides links to the State Labor Market Information and the universal access Go2WorkSource.com system. The tool also provides the capability to generate a plan for the claimant with the labor market information, plan of action, referrals to WIA services, and job referrals as appropriate.

The Re-employment Eligibility Assessment project is a partnership, which consolidates both the goals of the WIA and the UI program in one strategy, which is to assist claimants to become re-employed as soon as possible.

Assessment methods are used to identify individuals who need WorkSource assistance most and are offered increase job placement services. Populations who may need this intervention include: WorkFirst, veterans, youth, ex-offenders, older workers, individuals with disabilities, individuals with language barriers and those who lack the education or training to compete for good jobs. The Department will create a business model that will include a strong focus on assessment and increased staff involvement with job-seekers who would need and benefit most from such efforts. Job seekers who need assistance to find appropriate employment and would benefit most from the Department service will be identified through the use of data mining and data analysis.

The Department will focus on improving the quality of job referrals to local employers and on increasing job placements for regional employers. Both business and job seeker will be engaged in tailored recruitment strategies which will encourage local WorkSource offices to organize their operations to line with the predominant regional industries.

The Management Indicators and their envelopment into the WorkSource System is still in infancy, based on comments from this System consistent SKIES entry tools to assist staff as part of the implementation will aid in immediate and reportable outcomes.

Currently the "All Money Is Green" approach to fund management is being tested in pilot sites. If the tests prove the project is sound, there would probably be a need for implementation training at some level around the state.

The "All the Money is Green" Pilot Project, described in Section VI.B. was created as another key step towards integrating a major component of the WorkSource system. The final objective is to create a fully integrated service delivery system that is efficient, effective and consistent with the provisions of the Workforce Investment Act and other applicable federal and state laws and regulations.

The implementation plan begins with the Budget Model being tested at two sites; Vancouver and Bremerton. These sites will test the feasibility of managing the WorkSource system using a single budget allocation in place of the current system that provides a separate budget for each grant at the local level.

In addition, a service delivery model is being developed that asks staff to focus on the client rather than on how their positions are funded. This will move attention towards achieving performance measures and away from balancing each grant budget to the dollar.

The Employment Security Department (ESD) and the Workforce Development Council's (WDC) are partners in the delivery of service within the One-Stop system. As partners they share resources, common performance measures, and the overall success of the system.

The current method for allocating state-wide resources is to provide a separate budget for each distinct funding source by local office. This level of detail requires managers to monitor and manage a wide range of smaller and smaller budgets as federal resources shrink along with limited flexibility to shift funds to cover client needs and met performance measures.

This budget model is intended to streamline the budget process by allowing managers to focus on service delivery and less on managing individual funding silos.

The primary stakeholders include agency Fund Managers, WSOD, test site managers and staff, and the local WDC's.

2. If your States participating in the ETA Personal Re-employment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.

Washington State is not participating in the Personal Re-employment Account demonstrations.

- H. Strategies for Faith-based and Community Organizations (§112(b)(17)(i).) – Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven systems goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry. Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community-based organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.

(The U.S. DOL Training and Guidance Letter No. 17-01 "Incorporating and Utilizing Grassroots, Community-Based Organizations (CBOs), including Faith-Based Organizations, in Workforce Investment Activities and Programs.")

Each of the 12 plans describe how community-based organizations, including faith based organizations were included with respect to their leadership and services. Outreach and recruiting for a wide range of community organizations, including faith based organizations was clearly recognized and of value.

Utilizing these organizations in the community in a variety of ways increased the level of assistance available to client populations and serves as a source of recruiting participants for local workforce development programs.

There are many councils who have CBOs, including faith based organizations on their councils or in their partnerships. WDCs also recognized that when services would be contracted, the process needed to be open and competitive. Local WDCs planned to continue to use established and successful means of notifying community based organizations of pending competitive bids through their websites, mailing notices, newspaper publications, press releases, and maintaining and continually adding to their local bidder's lists.

Another aspect addressed was an indication by many areas that representatives of community organizations, including faith-based, are voting members of their WDC or Youth Council.

For the upcoming two year operational plan the state has included a similar question asking the local areas to describe the methods that will be used to outreach and involve community based including faith-based organizations.

During this two-year period the state will be available to provide technical assistance to community and faith-based organizations that are interested in bidding or becoming involved in the federal workforce development programs.

X. State Administration

- A. What technology infrastructure and/or management information systems does the State have in place to support the State and local workforce investment activities such as a One-Stop operating system designed to facilitate case management and service delivery across programs, a State job matching system, web-based self service tools for customers, fiscal management systems, etc.? (§§111(d)(2), 112(b)(1) and 112(b)(8)(B).)

The following systems are utilized to support state and local workforce investment activities:

SKIES

This is an Internet based system for federal reporting and case management. SKIES categorizes labor exchange records and activities by seeker records, employer records, provider records, profiled claimant call in and automated did-not-report records, job matching, and information on job referrals.

Go2WorkSource.com

The state will continue to use our Go2WorkSource.com website to provide real time information to businesses, job seekers, and employment counselors. This information is available on line and may be accessed from any computer on the Internet. The average number of visits to the web site is 486,000 per month and about 33,000 job listings and 170,000 resumes are available for search. Each month, the average number of job searches conducted by job seekers on the site is 871,755, and employers conduct an average of 14,853 résumé searches.

The Go2WorkSource.com web-site also provides information on local WorkSource Centers including location maps and contact information. There is access to labor market information through a hyperlink with the Workforce Explorer web-site.

Workforce Explorer

Internet based website that contains Washington's labor market information. Customers can access (1) the Career Center to find information needed to make well-informed decisions based on up-to-date information. Users can quickly find information for over 800 occupations; (2) the Labor Market Information section integrates statistics and information about labor markets in the State and the US. Users can explore occupations, labor markets, geographic areas, and industry projections and more; and (3) the Tool section, which categorizes distinct tools into the various sections for user convenience.

Agency Financial Reporting System (AFRS)

ESD uses a state government system, AFRS as its fiscal system and each of the local areas use their own systems which range from city, county, or non-profit agency systems.

Claimant Progress Tool

The Claimant Progress Tool provides state employment service staff access to unemployment insurance (UI) claimants who have a work search requirement and have claimed UI benefits in the previous week. The tool links staff to active claimants attached to each WorkSource site.

In addition, it provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings.

WorkSource Reports

The Comprehensive Management Information System (CMIS) is now the WorkSource Reports System. The site displays WorkSource indicators and performance measures at the state, Workforce Delivery Area, and WorkSource Office levels. The WorkSource Reports System displays three years of data to facilitate the analysis of trends and the setting of benchmarks. The system displays a detailed look at the reemployment services to Unemployment Insurance claimants and WorkFirst Clients. The site also details the business services side of the labor exchange with a report on openings filled, the time to fill, and market share of employers.

Federal ETA 9002 and VET 200 Reports

This is an intranet based access site to state of Washington's required DOL ETA Reports. The site displays the report type (A-E of the 9002 and A-C for the 200), displays the report by Quarters, and also by geographic areas.

Quarterly Management Report (QMR)

The QMR is one management tool designed to review the local Workforce Development Area's (WDA) overall administration of WIA Formula and discretionary awards released by the state grant officer in grants and contracts. The reports, issued to the Workforce Development Area Directors, provide an area by area analysis of plan vs. actual expenditures and participant activities. Reviewers concentrate on determining each quarter whether, through projections, each WDA will meet 70% expenditure of available funds and 80% obligation of funds by Program Year end. Plans of Corrective Action are requested from those Workforce Development Areas that are overspent or under spent and then reviewed. Technical Assistance is then provided to areas where needed.

- B. Describe the State's plan for use of the funds reserved for Statewide activities under WIA §128 (a)(1).

The state uses the funds reserved for statewide activities in accordance with the Governor's priorities as follows:

- Youth: Ensure all youth receive the education, training and support needed for success in post secondary education and/or work.
- Adults: Provide adults (including those with barriers) with access to life-long education, training and employment services
- Industry: Meet workforce needs of industry by preparing students, current workers and dislocated workers with skills employers need.
- Integration: Integrate services provided by separately funded workforce developments programs so that we provided the best possible service to customers.

Washington State invests in all of the required statewide employment and training activities and several optional activities in support of the Governor's goals for the workforce development system.

These goals are described in Section I., the Governor's vision for a statewide workforce investment system. The activities are consistent with WIA Title I-B Sec.134(a)(2)(B) and Sec.134(a)(3). Statewide activities include:

- Supporting and disseminating a state Eligible Training Providers list through electronic media.
- Conducting research and evaluations of the effectiveness of the state Workforce Training system.
- Providing incentive grants to local areas for exemplary performance.

ESD allocates funds to local WDCs based on state Workforce Board policy to reward local areas that exceeded 100 percent of the average of the expected levels of performance for the State core indicators and federal performance measures. Funds are used to meet local needs through a variety of projects including: training staff, expanding capacity within the One-Stop Centers, and providing additional services to customers.

- Enhance the Eligible Training Providers list to improve accessibility, functionality, and performance by adding a user registration system for accessing performance information on job training results.
- Providing technical assistance to local areas failing to meet local performance measures.

State staff with expertise in performance issues conducts an analysis of each of the workforce development area's performance patterns and provide consultations. Based on the consultations and the State technical assistance policy, funds are accessed by local areas requiring technical assistance. The WDCs use the resources to improve data entry, provide training to case managers, review program strategies, and to initiate other activities aimed at improving performance.

- Assisting in the establishment and operation of the One-Stop delivery system.

A portion of the WIA Title I-B funding for statewide activities is distributed equally among the 12 WDCs for one-time enhancement and expansion of WorkSource services to improve partner participation and customer access. WDCs utilize the funds to improve infrastructure needs such as resource room equipment enhancements, facilities upgrades, and common outreach activities.

- Operating a statewide information technology system.

The Employment Security Department has an Internet based application, called SKIES, designed to support the delivery of services across multiple programs, by providing universal access to Employment and Training services in a One-Stop environment.

- Providing additional assistance to local areas that have high concentrations of eligible youth.

Funds are allocated to the 12 workforce development areas to focus on dropout prevention and intervention. The projects are in coordination with schools or school districts having larger than normal numbers of at-risk and low-income students.

Due to the prominent research and evaluation feature, flexibility to serve youth with WIA funds that does not meet WIA eligibility income guidelines is allowed under 29 CFR 665.210 (c). The new projects place an emphasis on leveraging Basic Education Funds with WIA project funds.

- Providing Capacity Building and Technical Assistance.

Statewide activity funds are used to support a variety of projects and activities that leverage other resources, enhance current systems, and provide specific technical assistance to staff in local areas.

ESD WIA staff provides technical assistance and training sessions to front line staff in WorkSource Centers and affiliate sites on common measures, SKIES, performance indicators and fiscal management, case notes and case management.

- C. Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (§§189(i)(1), 189 (i)(4)(A), and 192.)

Washington State requested a waiver to permit the local workforce development areas to provide three of the ten required WIA Youth Program elements without conducting a competitive procurement.

The three elements are:

- Follow-up services
- Youth support services
- Paid and unpaid work experience.

The waiver results in a simplification of procurement requirements and reduces the amount of paperwork at both the state and local levels. The waiver will also simplify state monitoring procedures.

The Department of Labor granted the waiver through June 30, 2007. The state does hereby request that this waiver be extended through June 30, 2009. Such an extension will result in further streamlining of unnecessarily complicated procurement procedures for the youth program elements.

- D. Performance Management and Accountability. Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, and Common Measures Policy, December 10, 2003.) In this section, describe how the State measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.

1. Describe the State's performance accountability system, including any state-system measures and the State's performance goals established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system.
For each of the core indicators, explain how the State worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State's previous outcomes as well as with the State-adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program, and the services to be provided. Include a description of how the levels will help the State achieve continuous improvement over the two years of the Plan. (§§112(b)(3) and 136(b)(3).)

Negotiated Performance Indicators

WIA allows considerable flexibility in system design and service delivery, in exchange for both accountability for a key set of outcomes and improving those outcomes over time. To accomplish this, the Secretary of Labor and the Governor of each State must reach agreement on the State's negotiated performance levels for the core indicators of performance, and for customer satisfaction indicators; employers' and participants' satisfaction. These levels of performance become the basis for sanctions for failed performance and, with additional performance levels under Adult Education and Vocational Education, the basis for incentive grants.

At a minimum, the State Plan should include proposed performance goals for each of the performance indicators. While the State Plan is under review, the ETA Regional Administrator and the State will discuss the performance levels, and negotiate on them as appropriate. The Department expects states to enter into preliminary discussions with the local boards and the ETA Regional Administrators before submitting the State Plan. States are expected to come to the negotiating table with support from their local boards for the proposed performance goals. Entering into preliminary discussions prior to plan submission will maximize the time available to States, local areas, and the Department to develop a shared set of goals. ETA Regional Administrators will coordinate with other Department of Labor program administrators, including the Veterans' Employment and Training Service (VETS) Regional Administrators, to assure comprehensive Departmental participation. The Department will provide additional guidance regarding the negotiation process at a later date.

The Workforce Board measures WIA I-B performance using the 20 core indicators of performance spelled out in TEGL 17-05 and prepares the WIASRD files used for reporting. Washington State's Employment Security Department (ESD) prepares performance reports on the Wagner-Peyser system using ETA 9002 A-E and 200 A-C series reports and reports performance of the NAFTA/Trade Act system through the mandated Trade Act Participant Report (TAPR) system.

The Workforce Board has also been a pioneer in the development of common measures of performance across workforce training programs.

The Workforce Board has developed and used a set of state developed common core indicators of performance since WIA implementation began. These state-developed common core measures include: (1) employment in quarter three after exit; (2) median annualized earnings in quarter three after exit; (3) percent of exiters receiving credentials during participation and up through quarter three after exit, and; (4) participant satisfaction measured using state-designed satisfaction questions.

These four core measures of performance are calculated separately for WIA adults, WIA dislocated workers, and WIA youth (making a total of 12 state measures). The thirteenth measure is an employer satisfaction measure compiled from a biennial survey of state employers, based on responses of employers who have hired workforce training participants. The Workforce Board reports on federal and state core indicators of performance on a quarterly basis and supplies results as required in WIA I-B annual reports.

The Workforce Board also prepares an annual report on WorkSource Performance Indicators, combining the results of the Wagner-Peyser and WIA I-B programs to measure the percentage of employers and job seekers using WorkSource, customer perceptions of seamlessness of service provision across partners, WorkSource staff perceptions of service integration, number of students who are WorkSource participants, and the pooled results for WorkSource customers on federal and state core indicators.

High Skills, High Wages 2006 describes this system in greater detail in Chapter 4: Performance Accountability, supplying information on past performance, current targets, and methods by which the performance accountability system is used to advance system goals.

Thirty-two of the 33 state and federal core indicators (all but the State measure of employer satisfaction) can be measured by and reported for all 12 local workforce investment areas. The Workforce Board develops statewide performance levels for each federal and state measure on the schedule determined by DOL. Negotiations of targets for PY 07 and PY 08 are not yet underway. Those performance targets will be incorporated into this state plan once they have been negotiated and approved.

Local targets are proposed for individual workforce investment areas based on regression formulas developed by the Workforce Board.

Workforce Board staff propose targets to local areas that differ from the state average based on the amount that local performance is expected to exceed or fall short of the Statewide average based on local economic conditions and the demographics of local participants. Local areas may then negotiate adjustments to the local targets based on changing assumptions about future conditions, improved information on participant demographics, or other factors. Current regression models are described in detail in WIA I-B Performance Regression Models of Federal and State Performance Measures, March 2006 (available on request).

2. Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act, or Title 38 (Veterans Employment and Training Programs) that the State tracks. (§§111(d)(2), 112(b)(3) and 136(b)(2)(C).)

The state tracks all targeted customer groups as designated under the Wagner-Peyser Act and Title 38. The targeted populations are listed under the following categories:

- Migrant and Seasonal Farmworkers
- Persons with disabilities
- Unemployment Insurance claimants
- Temporary Assistance to Needy Families (TANF) recipients
- Dislocated Workers including TAA/NAFTA
- Veterans, designated by gender and age group, including those who are:
 - ▶ Disabled veterans
 - ▶ Special Disabled
 - ▶ Campaign Badge Veterans
 - ▶ Formally incarcerated Veterans.
 - ▶ Transitioning Veterans who are within 12 to 24 months of separation from the service.
 - ▶ Newly separated Veterans who separated from the service within the last 48 months.
- Employers listing job openings with WorkSource Centers

The state also tracks all targeted customer groups as designated under WIA Title I-B which include:

1. disadvantaged youth
2. new labor market entrants
3. recent immigrants
4. low wage workers in moving up the job ladder
5. people of color
6. people with disabilities
7. dislocated workers
8. women

The Workforce Board meets this challenge, in part, through advocacy based on analyses conducted in biennial Workforce Training Results reports:

http://www.wtb.wa.gov/Pubs/2005_Pubs_wom.pdf

http://www.wtb.wa.gov/Pubs/2005_Pubs_dis.pdf

http://www.wtb.wa.gov/Pubs/2005_Pubs_afr.pdf

http://www.wtb.wa.gov/Pubs/2005_Pubs_asia.pdf

http://www.wtb.wa.gov/Pubs/2005_Pubs_his.pdf

http://www.wtb.wa.gov/Pubs/2005_Pubs_nat.pdf

3. Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the State using to track and report them?

Washington State tracks the 20 federal performance measures and 12 of its additional measures on a quarterly basis. These reports display statewide results but also provide results for individual workforce investment areas. Two versions are prepared: one that is consistent with the DOL quarterly report timeframes, and one that is a preview of the next quarterly report. Preview reports use incomplete data on exits and incomplete wage records. Federal and State performance outcomes are also reported to DOL, local workforce areas, and the public in a federally mandated Annual Report on WIA Title I-B.

The Workforce Board prepares a biennial *Workforce Training Results* publication, which profiles WIA I-B programs and a variety of other workforce system programs on a set of common measures. Net impact studies are conducted every four years. Chapters are designed to assist the public and program operators to understand and improve program operations. The most recent *Workforce Training Results* report can be found at: www.wtb.wa.gov/Documents/wtr06.pdf.

4. Describe the State's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)

Washington State will use its SKIES as the common data system necessary to collect participation and performance information and to report and track progress. SKIES is an on-line One-Stop operating system and case management system that contains the information needed for tracking and reporting. All One-Stop partners use SKIES.

Data collected from One-Stop partners within the SKIES system includes descriptions of participant needs assessments, descriptions of employment and job readiness plans, descriptions of education and employment history, and descriptions of job placements.

The Workforce Board obtains wage records from the UI Division of ESD through interagency agreements. Wage records are available back to the late 1980s, which allows collection of pre-program and pre-dislocation wage information for virtually all participants. The SKIES system also supplies case managers with access to Washington State wage records from the year 2000 onward.

Participants who indicate that they do not want their wage records shared with workforce partners have their wage records flagged so that they are not revealed to partner agency staff.

The Workforce Board and the ESD both participate in the WRIS. This system allows the staff who prepare performance reports to have access to UI Wage records from other states/jurisdictions for preparation of quarterly and annual performance reports. Washington State has signed DOL's WRIS agreement and looks forward to the resumption of wage data exchange activity.

Additional matches are performed with Washington's two-year and four-year colleges, Washington's ETPs, and with the National Student Loan Clearinghouse to obtain information on education and training in the first and third quarter after exit. Credentials for use in WIA I-B credential measures are also obtained from these sources.

State and local area staff have access to the SKIES system's data warehouse. Data in the warehouse is updated on a weekly basis, allowing power users to construct specialized reports and conduct follow-up on local trends. Workforce Board staff update a WIASRD format file on a quarterly basis and prepare two sets of quarterly reports every quarter—a report based on the due dates specified in the DOL reporting schedule and a preview of the quarterly report that will be due in three months. Quarterly reports and previews supply numerators and denominators. This makes it possible for local area power users to check their participant and outcome counts against those prepared by the Workforce Board. Quarterly reports show the actual levels of performance and compare these levels against state and local area targets.

Washington State Workforce Board and ESD staff are already reviewing the data requirements for the soon-to-be implemented Workforce Investment Streamlined Performance Reporting (WISPR) system.

5. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2) and 112(b)(1).)

Annual performance on federal and state measures is presented to the Workforce Board for review. Annual reports on WorkSource Performance Indicators and biennial Workforce Training Results reports are also presented to the Workforce Board for review.

Workforce Board members include the Commissioner of ESD, the Superintendent of Public Instruction (overseeing secondary education), and the Executive Director of SBCTC. The Secretary of DSHS (housing WorkFirst and vocational rehabilitation) is also a participating official. Membership of these top executives of the statewide workforce investment system on the Board helps to ensure collaboration.

In addition, the Governor uses state incentive funds (drawn from WIA I-B 10 percent funds) to ensure continuous improvement of the statewide workforce investment system. State incentive funds are shared by local workforce areas that exceed their adjusted levels of performance for adults, dislocated workers, youth, and customer satisfaction. The amount of funds received is based, in part, on the amount by which adjusted levels of performance are exceeded.

Finally, Section 503 performance incentive funds (when received) are distributed in a formula that takes performance on WIA, Carl Perkins Vocational Education, and Adult Basic Education performance measures into account.

Local areas applying to receive Section 503 incentive funds must show the involvement of local secondary and post secondary education officials in their plans for fund use. These provisions help to ensure continuous improvement and the collaboration of key partners.

6. How do the State and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the Boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)

State and local boards evaluate performance using quarterly and annual reports prepared by the Workforce Board. Local workforce investment areas have also worked together to develop data warehouse reports in SKIES, Washington's on-line One-Stop operating system. Some local areas have collaborated to develop real-time measures within SKIES through recording information gathered by case managers as a type of follow-up service.

The State Board and local Councils can evaluate customer satisfaction performance by accessing results of Washington's WIA participant, WIA employer, and Labor Exchange participant surveys. Results are displayed by month, and updated monthly on a website that state and local workforce investment managers can access to monitor performance. One Employment Security regional administrator has gone so far as to create a task force to improve customer satisfaction in his region using the web-based reporting of results as the strategy to improve performance.

The Workforce Board sends a summary memo with each quarterly report to the WDC Directors, identifying problem areas and possible causes. Information from these memos has helped alert system managers to issues needing attention.

Staff of the Workforce Board and the Employment and Training Division of ESD make site visits to train local workforce area staff in performance measures and steps that can be taken to improve performance. Employment and Training Division staff also identify workforce areas that are under performing relative to targets and provide technical assistance to program staff.

Washington State has a sanction policy for boards that perform at below eighty percent of their adult, dislocated worker, youth, or customer satisfaction targets. Use of this policy is unlikely to be necessary, given the success of local workforce areas in meeting program goals.

When evaluating state and local performance against performance targets, care is taken to make sure that targets are adjusted for changes in economic and demographic conditions. Near the end of each program year, Workforce Board staff review economic and demographic conditions that will affect the upcoming Annual Report and propose revisions to state targets to DOL.

Proposed target revisions may increase or decrease targets, depending on whether our models show the original targets are easier or harder to meet.

Once statewide targets are adjusted, the next step is to adjust local area targets for changes in local area economic and demographic conditions. The targets published in annual reports are the results of these regression adjustments. The incentive and sanction policies described above are applied to local area performance as compared to these regression-adjusted local area targets.

7. What steps, if any, has the State taken to prepare for implementation of new reporting requirements against the common performance measures as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy. NOTE: ETA will issue additional guidance on reporting requirements for common measures.

Washington State has implemented the Common Measures Policy issued February 17, 2006 in TEGL 17-05. TEGL 17-05 replaced existing guidance letters relating to common measures and WIA performance accountability described in Section 136 of the Workforce Investment Act. Statewide common measures training was provided to local area staff in September 2006. Workforce Board and ESD staff continues to promote the collaboration of all program partners to integrate service delivery strategies and to improve common measures performance accountability. Our state is also preparing for anticipated reporting changes when WISPR is scheduled for implementation.

The Workforce Board has also developed baselines and negotiated revised adult and dislocated worker retention levels and the revised definition of dislocated worker earnings gain that went into effect for PY 06.

8. Include a proposed level for each performance measure. While the plan is under review, the State will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training provides will help them attain their statewide performance goals. (§§112(b)(3) and 136.)

The attached table will show the proposed level of performance for each federal and state measure for year eight and year nine, once negotiation instructions are issued performance levels are negotiated.

PROPOSED PERFORMANCE TARGETS FOR YEARS 8 AND 9
OF THE WORKFORCE INVESTMENT ACT TITLE I-B

Performance Measure	New Targets:	
	Proposed PY 2007 (Year eight)	Proposed PY 2008 (Year nine)
Federal Adult Measures		
Entered Employment		
Retention		
Average Earnings		
Employment and Credential		
Federal Dislocated Worker Measures		
Entered Employment		
Retention		
Average Earnings		
Employment and Credential		
Federal Older Youth Measures		
Entered Employment		
Retention		
Earnings Gain		
Employment and Credential		
Federal Younger Youth Measures		
Skill Gains		
High School Diploma Rate		
Retention		
Federal Customer Satisfaction		
Employers		
Participants		
Federal Youth Common Measures		
Placement in Employment of Education		
Attainment of Degree or Certificate		
Literacy or Numeracy Gains		
State Adult Measures		
Credential Rate		
Employment Q3 After Exit		
Annualized Median Earnings (Q1 2006 \$)		
Participant Satisfaction		
State Dislocated Worker Measures		
Credential Rate		
Employment Q3 After Exit		
Annualized Median Earnings (Q1 2006 \$)		
Participant Satisfaction		
State Youth Measures		
Credential Rate		
Employment Q3 After Exit		
Annualized Median Earnings (Q1 2006 \$)		
Participant Satisfaction		
State Employer Satisfaction Measure		

E. Administrative Provisions

1. Provide a description of the appeals process referred to in §116(a)(5)(m).
2. Describe the steps taken by the State to ensure compliance with the non-discrimination requirements outlined in §188.

Washington State has developed and adheres to its MOA, which was developed in accordance with Section 188 of the WIA and 29 CFR Part 37. The MOA was developed by the Governor of the Washington State in conjunction with the workforce development system partners, and was approved by DOL on October 4, 2001. It was recertified by the DOL on November 20, 2003. The MOA is designed to give “a reasonable guarantee” that all Washington State recipients will comply, and are complying, with the nondiscrimination and equal opportunity (EO) provisions of the WIA and Part 37.

ESD was designated by the Governor to implement and administer the provisions of Section 188. The Commissioner has ultimate responsibility for administration of the nondiscrimination and equal opportunity provisions of Section 188 on behalf of the Governor, and reports EO matters directly to the Governor.

The Commissioner has appointed a State EO Officer within ESD for Washington’s workforce development system. The State EO Officer has overall responsibility for coordinating, implementing, and monitoring the State’s adherence to the provisions of Section 188.

Each of the 12 WDAs has appointed an EO Officer who reports to the WDA Director. Each Director is responsible for adherence to Section 188 in its workforce development area and the EO Officer monitors compliance.

The WDA EO Officer conducts EO training on a periodic basis and conducts, or is responsible for conducting, periodic EO monitoring reviews of its partners and service providers to ensure compliance with Section 188 and Part 37. WDA EO Officers also process discrimination complaints for their workforce development area.

Policy regarding WIA discrimination complaint process is available on-line at <http://www.wa.gov/esd/policies/>.

XI. Assurances

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. (§112(b)(11).)
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that:
 - a. the State has implemented the uniform administrative requirements referred to in section 184(a)(3);
 - b. the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. the State has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6)).
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. (§112(b)(12)(B).)
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of Title 38 US code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 USC 4215.)
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§117(c)(2).)
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7).)
8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented (§188.)
9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. (§185.)

10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State and the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:

- General Administrative Requirements:

- 29 CFR part 97 --Uniform Administrative Requirements for State and Local Governments (as amended by the Act)

- 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act

- OMB Circular A-87 --Cost Principles (as amended by the Act)

- Assurances and Certifications:

- SF 424 B --Assurances for Non-construction Programs

- 29 CFR part 37 --Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR § 37.20

- CFR part 93 --Certification Regarding Lobbying (and regulation)

- 29 CFR part 98 --Drug Free Workplace and Debarment and Suspension Certifications (and regulation)

- Special Clauses/Provisions:

- Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.
12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.
14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.

15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations, and other partners.
16. As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:-- Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I--financially assisted program or activity;
 - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin;
 - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
 - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws.

ATTACHMENT TO THE 2005-07 STATE PLAN FOR WIA TITLE I-B AND THE
WAGNER-PEYSER ACT
PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURE

To view the attachment with certification signature and a list of program administration designees go to

http://www.wtb.wa.gov/Policy_Federal_Wagner-PeyserPlan.asp

and click on: *Signature Page and Program Administration Designees*