

Workforce Board 2013-2014 Operating Plan

Goal 1 – Build Multiple Pathways for First Careers

Objectives	Activities	Performance Measures
State Leadership	<ol style="list-style-type: none"> 1. Advise the Governor and Legislature on emerging state and federal policy issues in support of multiple pathways for initial careers. 2. Participate in national policy developments such as Perkins reauthorization and the Pathways to Prosperity Project. 3. Participate in the development of the Washington Student Achievement Council’s Ten-Year Road Map. 4. Provide state leadership for and administration of the Carl D. Perkins Act in support of <i>High Skills, High Wages</i>. 5. Convene business, labor, and workforce partners to help grow multiple pathways for initial careers. 	
Improve career and education guidance.	<ol style="list-style-type: none"> 1. Identify barriers and successes to the use and implementation of comprehensive K-12 career guidance systems and explore policy, program, and other options to address those barriers. 2. Advocate for making the High School and Beyond Plan a consistently useful tool for career guidance. 3. Broadly promote agency’s career guidance tools. (CareerBridge.wa.gov and <i>Where Are You Going?</i> Career Guide). 	<ol style="list-style-type: none"> 1. Number of <i>Where Are You Going?</i> Career Guides delivered. 2. Number of organizations requesting the guides. 3. Number of organizations receiving Career Bridge presentations. 4. Number of Career Bridge web visits.
Identify, assess, and certify skills for successful careers.	<ol style="list-style-type: none"> 1. Support efforts to establish industry skill standards. 2. Establish links with national databases of industry-based certifications in order to track progress. 3. Advocate for and promote the use of career readiness certifications and assessments. 	<ol style="list-style-type: none"> 1. Number of programs that offer industry recognized certifications. 2. Number of students graduating with an industry certification.

<p>Expand Programs of Study.</p>	<ol style="list-style-type: none"> 1. Identify barriers to and successes in the development of statewide Programs of Study (POS), including articulation and dual credits, and implement program and policy options to address barriers and track progress. 2. Promote POS, including dual credit opportunities. 	<ol style="list-style-type: none"> 1. Number of statewide model POS developed. 2. Number of statewide articulation agreements for POS. 3. Number of students that earn dual credits. 4. Number of dual credits earned. 5. Number of students that earned dual credits who enroll in some form of postsecondary education or training. 6. Number of students that enrolled in postsecondary education or training that aligned with earned dual credits. 7. Percent of CTE students who receive a postsecondary credential within four years of graduating from high school.
<p>Increase work-integrated learning.</p>	<ol style="list-style-type: none"> 1. Advocate for work-integrated learning and the ASSET model. 2. Partner with stakeholders to increase work-integrated learning opportunities. 3. Identify barriers to direct in-classroom business engagement and explore policy and program options to address those barriers. 4. Identify barriers to and successes in out-of-classroom student experiences and explore policy and program options to address those barriers. 5. Work with stakeholders to develop and provide technical assistance for work-integrated learning. 6. Seek resources to support the development and implementation of work-integrated learning opportunities, including the ASSET model. 7. Support partner efforts to expand apprenticeship programs to more occupations and industries. 8. Manage the Opportunity Internship Program (OIP). 9. Support Retooling efforts to expand direct-connect training. 	<ol style="list-style-type: none"> 1. Number of students in OIP internships. 2. Number of employers with OIP internships. 3. Number employers who sign up again to offer internships. 4. Number of apprentices in non-traditional occupations and industries.

Improve student/ participant access, retention.	<ol style="list-style-type: none"> 1. Actively participate in Graduation A Team Effort (GATE) meetings and activities. 2. Promote successful models in high school dropout prevention and retrieval including Jobs for Washington’s Graduates (JWG) and Open Doors, as directed by HB 1418 (2010). 	<ol style="list-style-type: none"> 1. Number of Open Doors sites in Washington as directed by HB 1418 (2010). 2. Number JWG sites in Washington. 3. Percent of students who graduate on time from high school. 4. Percent of students who graduate within five years. 5. Percent of students from diverse populations enrolled in Secondary CTE. 6. Percent of students from diverse populations completing Secondary CTE.
Goal 2 - Build Multiple Pathways for Employers and Workers		
State Leadership	<ol style="list-style-type: none"> 1. Advise the Governor and Legislature on emerging state and federal policy issues in support of multiple pathways for employers and workers. 2. Participate in national policy development for the Workforce Investment Act (WIA). 3. Support the Board’s role as the State Workforce Investment Board for WIA. 4. Facilitate the recertification of Workforce Development Councils. 5. Convene business, labor, and workforce partners to help grow multiple pathways for employers and workers. 	
Improve training for adult workers with barriers to advancement.	<ol style="list-style-type: none"> 1. Lead the multi-agency Improving Outcomes for Disadvantaged Populations Work Group. 2. Advocate for increased funds and use of I-BEST. 3. Support workforce development partners in identifying and addressing gaps and barriers to and successes in serving diverse populations, including support services. 4. Actively participate as a member of the State Rehabilitation Council. 5. Participate in the Improving Higher Education Outcomes for People with Disabilities Task Force (SB 5180). 6. Participate in the Governor’s Disability Employment Task Force. 7. Administer the Opportunity Partnership Program. 	<ol style="list-style-type: none"> 1. Percent of students/participants from diverse populations enrolled in postsecondary workforce programs compared to percentage in the general population. 2. Percent of students/participants from diverse populations completing postsecondary professional and technical programs. 3. Percent of participants with needs unmet (determined by biennial Participant Survey results). 4. Rate of post-program employment. 5. Number of I-BEST programs and students at community and technical colleges.

<p>Connect workforce with industry and economic development.</p>	<ol style="list-style-type: none"> 1. Work with state and local partners to support the eight industry sectors targeted by the Governor and the strategic industry clusters identified in <i>High Skills, High Wages</i>. 2. Support Retooling Work Group Three efforts to coordinate business outreach. 3. Convene, support, and advocate for the recommendations of the Health Care Personnel Shortage Task Force. 4. Co-lead the Evergreen Jobs Leadership Team including policy development and reporting. 5. Support the Aerospace Pipeline Advisory Committee. 6. Analyze the Skill Gap and identify high employer demand fields of study at the mid-level. 7. Advocate for funding of high employer demand Programs of Study. 8. Support entrepreneurship training opportunities. 9. Promote best practices in the development and effectiveness of CTE advisory committees. 10. Participate on Department of Commerce work groups/committees such as the Business Liaison team. 11. Continue to reach out to business groups, providing information (printed and web-based) oriented to business audiences. 	<ol style="list-style-type: none"> 1. Number of students completing high employer demand programs of study.
<p>Expand and support employment and learning opportunities for adults already in the labor force.</p>	<ol style="list-style-type: none"> 1. Support Retooling efforts to coordinate outreach to Unemployment Insurance exhaustees and to improve job matching and referrals. 2. Actively participate in statewide work groups that address non-traditional opportunities to obtain postsecondary degrees and certificates. 3. Transition the Lifelong Learning Account Program to a stable and permanent position. 4. Build on the lessons learned through the Workplace-based e-Learning Project. 5. Participate with the Student Achievement Council's Prior Learning Assessment Work Group and support other prior learning, competency-based, and crosswalk efforts. 	<ol style="list-style-type: none"> 1. Number of students receiving credit for prior learning and the type of credit received (elective or towards a major).

<p>Provide consumer protection.</p>	<ol style="list-style-type: none"> 1. Administer the Private Vocational Schools (PVS) Act. 2. Explore changes to the PVS Act and regulations that increase consumer protection and quality education. 3. Communicate the consumer protection function of the Workforce Board's PVS licensing and monitoring program to stakeholders. 4. Enhance the data reporting system used by licensed private career schools to report student data used for measuring performance. 5. Administer compliance audits and approvals of education and training programs for veterans, members of the military and their families. 6. Maintain the Eligible Training Provider (ETP) List including setting performance standards and posting results on CareerBridge.wa.gov. 7. Continue to enhance CareerBridge.wa.gov, including maintaining timely labor market data, training program information, and performance results. 	<ol style="list-style-type: none"> 1. Number of new private career schools licensed and those deactivated each year. 2. Number of orderly school closures each year. 3. Proportion of licensed private career schools providing complete student data reports. 4. Number of Veterans Administration compliance survey audits completed and reports. 5. Number of programs on the ETP List. 6. Proportion of all programs on Career Bridge for which performance results are posted.
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Goal 3 - Washington's Workforce Development System is a model of accountability and efficiency

<p>Maintain and improve performance management for workforce development.</p>	<ol style="list-style-type: none"> 1. Convene business, labor and workforce partnerships to help make the state's workforce development system a model of accountability and efficiency. 2. Maintain the ability to view the workforce development system at a glance and in detail with an online directory and printed poster. 3. Provide the Annual Report to the Legislature on Progress on <i>High Skills, High Wages</i>. 4. Administer the Washington Award for Vocational Excellence (WAVE) scholarship program. (Existing scholarships, no new awards likely to be funded in upcoming biennium) 5. Update Workforce Training Results (WTR) analysis of employment outcomes including WDA-level reporting and analyses of target populations' results. 6. Conduct Biennial Participant Survey to update WTR with data on participant satisfaction. 7. Take initial steps for the net impact and cost/benefit study conducted every four years. 8. Support performance measures reporting and performance target negotiations for Carl D. Perkins. 9. Perform performance accountability functions for WIA, including measurement, target negotiations, and reporting. 10. Conduct Skill Gap analyses of supply/demand relationships for trained workers, including Joint Report with Washington Student Achievement Council and the State Board for Community and Technical Colleges (SBCTC). 11. Conduct evaluation and Skill Gap analysis for Aerospace Pipeline Report, in 	
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	<p>collaboration with SBCTC and the Aerospace Pipeline Advisory Committee.</p> <p>12. Conduct an evaluation for the Skill Link project.</p> <p>13. Participate with the Education Research and Data Center and other agency partners in developing the longitudinal data system.</p> <p>14. Participate in the national Industry Certification Data Exchange Project.</p>	
<p>Continue to improve the quality of agency operations.</p>	<ol style="list-style-type: none"> 1. Use annual agency self-assessment and annual employee survey to develop and implement quality action plan. 2. Make improvements in products and services as identified through customer feedback. 3. Identify performance measures, regularly review results; use results to identify improvements; and implement improvements. 4. Maintain the agency's technological capability and physical plant. 5. Manage staff in accordance with the agency's core competencies for leadership. 6. Develop staff Performance Development Plans and performance agreements that identify individual work assignments, establish performance standards, recognize accomplishments, and promote employee development. 7. Promote collaboration and sharing of information among research, program, and policy staff. 8. Review and prioritize agency policies for updating and clarification. 9. Explore improvements in the agency's stakeholder contact database. 10. Be stewards of fiscal and other resources. 	<ol style="list-style-type: none"> 1. Expenditures and obligations compared to agency budget. 2. Results of the annual employee survey. 3. Percent of employee Performance Development Plans completed. 4. Customer satisfaction with products and services. 5. Results on agency self-assessment.