

Workforce Board Staff 2013-2014 Operating Plan

Goal 1 – Build Multiple Pathways for First Careers				
Objectives	Staff Activities	Performance Measures	Key Expectations for Board Members	Key Expectations for Partner Agencies and Organizations
State Leadership	<ol style="list-style-type: none"> 1. Help 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. 		<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state and national workforce policies; provide policy direction to staff; and help advocate for Board positions as needed to build multiple pathways for first careers. 2. Board members will fulfill their role as the State Board for the Carl Perkins Act. 3. Board members will help convene business, labor and other workforce partners to help grow multiple pathways for initial careers. 	<ol style="list-style-type: none"> 1. Partner agencies will help identify issues and barriers to growing multiple pathways for initial careers and effective state and national workforce policies and practices, and help advocate for Board positions as needed.
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), and continue to monitor and improve customer usability and impact. 	<ol style="list-style-type: none"> 1. Number of <i>Where Are You Going?</i> Career Guides delivered. 2. Number of Career Bridge web visits. 	<ol style="list-style-type: none"> 1. Board members will be informed about and engaged in the development of effective state policies and practices for career and education guidance; provide policy direction to staff; and help advocate for Board positions as needed. 	<ol style="list-style-type: none"> 1. OSPI will continue to be a partner with the Workforce Board in identifying, developing, and promoting best practices and policies for career and education guidance.
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 relevant, industry-recognized career readiness certifications and assessments. 	<ol style="list-style-type: none"> 1. Link established between WA SLDS and at least one national data base of industry-based certifications. 2. Number of programs that offer industry recognized certifications. 3. Number of students graduating 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices to identify, assess, and certify skills for successful careers; provide policy direction to staff; and help advocate for Board positions as needed. 	<ol style="list-style-type: none"> 1. OSPI, SBCTC and industry partners will continue to identify and promote industry skill standards for CTE and workforce education programs.

		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 H.S. students who enroll in a Program of Study. 2. Number of students that earn dual credits. 3. Number of dual credits earned. 4. Number of dual credits used in postsecondary education or training. 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for Programs of Study; provide policy direction to staff; and help advocate for Board positions as needed. 2. Board members will exercise their Perkins authority to advance statewide Programs of Study as appropriate. 	<ol style="list-style-type: none"> 1. OSPI and SBCTC will continue to be partners with the Workforce Board in the development of statewide Programs of Study with dual credit opportunities.
<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 industry engagement and explore policy and program options to address those barriers. 4. Identify barriers to 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 to increase and enhance work-integrated learning opportunities. 6. Seek resources to support the development and implementation of work-integrated learning opportunities, including the ASSET model. 	<ol style="list-style-type: none"> 1. Number of students in Opportunity Partnership Program internships. 2. Number of employers with OPP internships. 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for work-integrated learning; provide policy direction to staff; and help advocate for Board positions as needed. 2. Board members will support staff efforts in partnering with business and labor to seek resources and develop increased opportunities for work integrated learning, including the ASSET model. 3. Private sector board members will 	<ol style="list-style-type: none"> 1. OSPI, SBCTC, the WDCs, and business and labor will continue to be partners with the Workforce Board in identifying, developing, and promoting best practices and policies for work-integrated learning..

	<ol style="list-style-type: none"> 7. Support partner efforts to expand apprenticeship programs to more occupations and industries. 8. Manage the Opportunity Partnership Program. 9. Support Retooling efforts to expand direct-connect training. 		continue to support and promote employer and worker participation in work-integrated learning.	
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). 3. Advocate for efforts to improve student access and retention before the state legislature. 	<ol style="list-style-type: none"> 1. Percent of students who graduate on time from high school. 2. Percent of students who graduate within five years. 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for improving student access and retention; provide policy direction to staff; and help advocate for Board positions as needed. 	<ol style="list-style-type: none"> 1. OSPI and SBCTC will continue their efforts to improve student access and retention. 2. DSHS will help identify ways to support students who need assistance in order to access and complete education.
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 		<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state and national workforce policies; provide policy direction to staff; and help advocate for Board positions as needed to build multiple pathways for employers and workers. 2. Board members will fulfill their role as the State Workforce Investment Board for WIA. 	<ol style="list-style-type: none"> 1. Partner agencies will help identify barriers and issues, and effective state and national workforce policies and practices, and help advocate for Board positions as needed. 2. ESD and the WDCs will partner with the Workforce Board in providing state and local leadership for WIA.

	workers.		3. Board members will help convene business, labor and other 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. Assist in making the new State Plan for Adult Education consistent with <i>High Skills, High Wages 2012</i>. 4. Support workforce development partners in identifying and addressing gaps and barriers to and successes in serving diverse populations, including support services. 5. Actively participate as a member of the State Rehabilitation Council. 6. Participate in the Improving Higher Education Outcomes for People with Disabilities Task Force (SB 5180). 7. Participate in the Governor’s Disability Employment Task Force. 8. Administer the Opportunity Partnership Program. 	<ol style="list-style-type: none"> 1. Percent of participants with support needs unmet (determined by biennial Participant Survey results). 2. Number of I-BEST programs. 3. Number of students in an I-BEST program at community and technical colleges. 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for improving training for adult workers with barriers to advancement; provide policy direction to staff; and help advocate for Board positions as needed. 2. Board members will review the State Plan for Adult Education for consistency with <i>High Skills, High Wages 2012</i>. 	<ol style="list-style-type: none"> 1. DSHS, ESD, SBCTC, WDC, and OSPI will be partners in the efforts of the Improving Outcomes for Disadvantaged Populations Work Group. 2. DSHS will continue to explore opportunities to partner with workforce programs in order to improve outcomes of populations with barriers to advancement.

<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. 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for connecting workforce with industry and economic development; provide policy direction to staff; and help advocate for Board positions as needed 	<ol style="list-style-type: none"> 1..The Dept. of Commerce will keep the Board and staff informed of their efforts and opportunities to coordinate services between economic and workforce development partners. 2. ESD will lead Retooling Workgroup #3 efforts to coordinate business outreach. 3. SBCTC will host and support the Aerospace Pipeline Advisory Committee. 4. Commerce will co-lead the Evergreen Jobs leadership Team.
<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 	<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). 	<ol style="list-style-type: none"> 1. Board members will be informed and engaged in the development of effective state policies and practices for employment and learning opportunities for adults already in the labor force; provide policy direction to staff; and help advocate for Board positions as needed 2. Board members will remain actively engaged in the retooling process. 	<ol style="list-style-type: none"> 1. ESD will continue to lead efforts to provide job placement assistance especially for the long term unemployed including leading Retooling Workgroup #3. 2. SBCTC will lead Retooling Workgroup #2 efforts around direct-connect training. 3. Industry will assist in the continuation and expansion of the LILA program.

	crosswalk efforts.			
Provide consumer protection regarding individuals' investments in their education and training.	<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 each year. 2. Number of Veterans Administration compliance survey audits completed and reports. 3. Number of programs applying to be on the ETP List. 	<ol style="list-style-type: none"> 1. Board members will consider changes to the PVS Act and regulations that increase consumer protection and quality education. 2. Board members will set standards for training programs to be on the Eligible Training Provider List. 	
Goal 3 - Washington's Workforce Development System is a model of accountability and efficiency				
Maintain and improve performance management for workforce development.	<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 	<ol style="list-style-type: none"> 1. Percentage of customers satisfied with research and evaluation reports. 	<ol style="list-style-type: none"> 1. Board members will hold workforce development programs accountable for performance results. 	<ol style="list-style-type: none"> 1. Partner agencies will continue their efforts to provide timely and accurate data on the workforce development programs they administer.

	<p>Progress on <i>High Skills, High Wages</i>.</p> <ol style="list-style-type: none"> 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 collaboration with SBCTC and the Aerospace Pipeline Advisory Committee. 12. Conduct an evaluation for the Skill Link project. 13. Participate with the Education Research and Data Center and other agency partners in developing the longitudinal data system. 14. Participate in the national Industry Certification Data Exchange Project. 			
--	--	--	--	--

<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. 		
---	---	---	--	--