

Olympic Consortium

Workforce Development Programs
Serving
Clallam, Jefferson and Kitsap counties

Strategic Plan

For July 1, 2009 to June 30, 2011

Olympic Consortium

Summary of Changes

Most changes to the Olympic Consortium's Strategic Plan were to update the alignment of the Consortium's goals and objectives with the High Skills, High Wages 2008 document issued by the state Workforce Training and Education Coordinating Board (WTECB). Other changes were to update demographic data.

1. Updated the Purpose section to reflect the matching of Consortium priorities with the High Skills, High Wages 2008 goals and objectives (page 7).
2. Updated demographic data in Section One – Tomorrow's Economy (pages 9-15).
3. Updated population characteristics (page 16 and page 17).
4. Added narrative section on I-BEST coordination (page 30).
5. Added strategy on supporting the development of sustainable dropout prevention, intervention and retrieval partnerships. (page 50)
6. Strategy on coordinating I-BEST and Job Corps programs with Workforce Investment Act activities (page 51).
7. Added strategies to expand the use of apprenticeship and pre-apprenticeship programs and use of expert 'navigators' to help youth acquire necessary job skills (page 51 and page 52).
8. Added objective and strategies to create a summer youth employment program (page 53).
9. Updated Public Review and Comment section (page 58).

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Introduction

Olympic Workforce Investment Area

Strategic Plan

2009 - 2010

The Olympic Workforce Development Council and Olympic Consortium Board are entering the next phase of a significant effort to help our neighbors, businesses and communities realize a more prosperous future. This document describes activities we will carry out and how we will continue the work already initiated to bring about fundamental change in our workforce development system.

Where we are headed is clear and certain. We intend to improve services for job seekers and employers in Kitsap, Clallam and Jefferson Counties in ways which promote our economic well-being.

How we will get there will undoubtedly change as we gain more knowledge, anticipate and respond to evolving conditions, and learn through our experience.

Vision

Our vision is to have a high-quality, customer-driven workforce development system and a skilled labor force that meets the challenges of a changing economy. Our system attracts businesses and industries that offer high wages and contribute to the well-being of our community.

Our Mission

The Olympic Consortium's primary purpose is to create and maintain a workforce development system designed to close skills gaps, enable workers to make smooth employment transitions to realize increased earnings, and help youth connect academic learning with occupational learning.

The system, through partnerships and a continuous quality improvement approach, provides job seekers and employers with:

- comprehensive labor market and training data
- convenient points of access,
- comprehensive services,

- an array of choices,
- lifelong learning opportunities, and
- streamlined processes.

Major Goals

We have selected five goals to motivate us, map the way, and measure our success toward carrying out our mission.

Goal 1

Maintain and continuously improve a “seamless” workforce development system that

- Integrates and streamlines employment and training services for adults and youth
- Reinforces retraining and retention of the current workforce
- Provides valued services and dependable results for business and the workforce
- Fosters community collaborations and partnerships

Goal 2

Provide training and education that meets current and future economic demands and the needs of individuals, businesses, and communities.

Our system cannot succeed without maximizing services to the people who are “most-in-need”-- dislocated workers, people with disabilities, disadvantaged youth and adults, recent immigrants, and others with significant barriers to employment. We offer a sequenced continuum of information, education, training, and support services leading to employment, job retention, and wage progression, as customer need indicates.

Goal 3

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

We want our children and youth to enter the workforce well prepared. We want them to:

- Complete their education.
- Understand how what they learn in school relates to the workplace and to their quality of life as adults.

- Acquire a work ethic and the social skills that will help them succeed in the workforce.
- Value work of all kinds, and take pride in the work they choose.

We want adults, as well as youth, to recognize that learning does not end when they leave school. Lifelong learning has become a necessity in a rapidly changing world. If we are to prosper, we must learn and relearn ways to do so.

Goal 4

Provide services that customers need, want and value.

We want to ensure that what we do is what job seekers and employers want us to do. Our commitment to continuous quality improvement means better service, greater convenience, and programs that are relevant, cost-effective, and useful.

Our reward is pride in our profession and products, knowing that our work has a positive impact on the people we serve and the community we live in.

Goal 5

Focus community attention and resources on minimizing barriers to employment, such as literacy, child care, transportation, affordable housing, and discrimination; expand community awareness and support of workforce development issues, policies and initiatives.

Workforce development is really community development. We need to inform our neighbors, community leaders and elected officials about critical issues and how they can help their neighbors become and remain self-sufficient.

Background

In 1998, Congress passed the Workforce Investment Act to provide more flexibility in addressing local priorities and customer needs. Agencies and people associated with the Workforce Investment Act anticipate that it will be reauthorized by Congress by mid-2007. The reauthorization will not significantly alter its emphasis to:

- increase educational and occupational skills, employment, and earnings.
- develop a more skilled workforce which meets local employers' needs.
- generate greater economic productivity and competitiveness on the local and national level.

The geographic area covered by the Olympic Consortium includes Clallam, Jefferson and Kitsap Counties. It is overseen by both the Olympic Consortium Board, which consists of the nine county commissioners, and the Olympic Workforce Development Council.

The council is made up of 29 volunteers from Clallam, Jefferson and Kitsap Counties who represent business, labor, education, community-based organizations, economic development councils, and WorkSource agencies. All members are appointed by the County Commissioners of the three counties.

The Olympic Consortium Youth Council functions as a committee of the Olympic Workforce Development Council. Its members represent youth service agencies, public housing authorities, parents, youth, the Job Corps, and others interested in the needs of young people. The Youth Council plays an integral part in developing and implementing Council strategies and coordinating youth-related activities, but its non-Workforce Development Council members do not vote on Council matters.

Purpose

In the High Skills, High Wages Plan for 2008 to 2018, the Workforce Training Board outlined three goals for our state's workforce development system:

- Ensure all youth receive the education, training, and support they need for success in postsecondary education and/or work.
- Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services, and
- Meet the workforce needs of industry by preparing students, current workers,

and dislocated workers with the skills employers need.

Our purpose is to combine the above state goals with the Olympic Consortium's goals as outlined on pages 4 and 5. Both sets of goals are compatible and will result in high quality services for job seekers and employers.

What our local plan addresses

The Local Area Strategic Plan for Kitsap, Clallam and Jefferson Counties guides our continuing efforts to bring about the fundamental change we have already envisioned for our workforce development system.

This plan addresses the Workforce Training Board's goals by examining economic development goals to determine what county residents want for the future and the skills our workforce will need to obtain jobs and earn higher wages. It is also consistent with the state's goals and objectives so that we are not working at cross-purposes.

Section One: Tomorrow's Economy

Our Economy

The North Olympic Peninsula and Kitsap Peninsula, including Jefferson, Clallam and Kitsap County, continues to experience a rapidly changing economy. For the last 30 years, the emphasis of employment has shifted from resource extraction to marine trades, manufacturing, service industry (including health care), construction and value-added natural resource production. As a result of this change, the economy of the region has mostly lagged behind the rest of the state with a resulting high unemployment rate, mostly experienced in Clallam County.

A major initiative has begun on the North Peninsula to develop a sustainable and vibrant economy that is rooted in the unique resources of the area. The approach used is called cluster development, which has been successful in revitalizing economies throughout the United States, Canada, New Zealand, and other countries. An industry cluster is a group of businesses located in a geographical area that can work together for mutual benefit and share resources. The role of each cluster group is to formulate a strategy for the development of its sector, chart the health of the industry, research opportunities, and support specific projects that will ensure long-term viability. An example of this is the Marine Trades cluster. Port Angeles and Port Townsend provide unique settings for various marine trades such as wooden boat/yacht building and repair, topside ship repair, and fish/shellfish resources due to the deep-water harbor, pristine rivers, and beaches.

Clallam County

The most salient characteristic of the economy in Clallam County over the past decades has been change. While the recent shift from producing goods to producing services is not unique to the county, it is more pronounced in this area than in most.

The change in the economy has been accompanied by a change in the number of working-age families. In Clallam County alone, between 2000 and 2006, the population of people aged 25-44 dropped by 6% (from 5,929 to 5,576). At the same time, the 55 to 59 age category increased by 37% (4,086 to 5,593).¹ Sequim is

¹ *2008 Community Profile: Clallam County Economic Development Council*

known as a retirement mecca in Washington. So, this type of shift in the age of the working population is magnified in Clallam County. The aging population has an increasing need for medical and retirement services while the worker pool overall is shrinking.

Businesses in the region report great difficulty in hiring new workers from the remaining labor supply and not just because of the smaller labor force. In the past, there was a visible career path for many: they could work at “the mill” or in “the woods.” Today, many may not see these as viable careers paths although the jobs are high wage with good benefits. In addition, the skills needed by these businesses are of a much higher caliber than in the past. Mill workers, manufacturing workers, construction workers and foresters are technicians as much as they are laborers and use new high technology equipment and tools. In addition, the service industries have increasingly adopted technology as a tool for their trade.

The cluster development initiative has been spearheaded by the Clallam netWorks Economic Development Council (CCEDC) and strongly supported by the Olympic Workforce Development Council (OWDC), and State Department of Community, Trade, and Economic Development (CTED).

The change has not unduly affected overall employment levels, but it has had a large influence on the types of jobs available, the types and level of income, and even on the composition of the population. Manufacturing was the leading employer sector in 1970 with a one-third share of total employment. In 2006, this sector makes up only 7% of total employment. Employment in the trade and services sectors now constitutes over 84% of the total whereas in the 70's the figure was 32%. A large part of this employment is in the health-care field which is growing as the retirement population grows.

The Sequim area has seen an increase in large box style retail stores such as Wal-Mart and Costco which has brought about a number of retail jobs. This growth has been partly fed by a steady influx of retirement aged people and a boom in the housing market.

Prospects for the future are mixed. The scenic beauty of the county and its tourism potential are obvious. But, with the current economic situation, the hospitality industry may begin to experience a drop-off in the number of tourist visits and expenditures. Yet, a distinct geographic advantage found in the county is the port of Port Angeles. In addition to its strategic location (particularly for Pacific Rim trade), its natural deep-water harbor provides some of the finest berths and terminals in the state. This aspect is also governed by the globalization of trade coupled with the global recession.

Jefferson County

Jefferson County is situated on the scenic and natural resource blessed Olympic Peninsula. Consequently, it has developed its economy largely around the manufacturing of forest products and on being a destination point for tourists.

The manufacturing sector has been and continues to be based primarily on paper and allied products and lumber and wood products. Nevertheless, a fast-rising, nontraditional manufacturing sector has emerged in the form of ship and boat building, adding a unique dimension to the county's job base.

With respect to tourism and recreation, the county is especially popular with visitors from the central Puget Sound region who are within 50 miles of Port Townsend. This comparative advantage has enabled the county to develop a relatively strong trade and service economy.

However, many of the manufacturing, trade, and service jobs linked to these industries are seasonal in nature. Some of this seasonal effect is being offset by growth in service industries established to respond to the demands of an expanding elderly or retiree population.

Retirement-related industries like health care and assisted living, for example, are fast-growing sectors of the local economy. The Port Townsend-Jefferson County area has achieved quite a reputation as a retirement destination. The region is well positioned to take advantage of the economic benefits accruing from the aging of the population.

At the same time, to be industrially marketable, the county indisputably needs adequate labor pools, infrastructure, education, housing and other characteristics that afford prospective firms some relative advantage in their market.

Kitsap County

Federal defense spending in the form of Navy bases and facilities is--and will very likely remain--the principal economic driver in Kitsap County. These Navy bases and facilities generate large numbers of jobs and an equally large amount of income. Impacts, though, extend far beyond their confines. Military personnel and federal civilian employees and their families generate tremendous consumer demand which, in turn, stimulates growth in the county's retail trade and service sectors.

In addition to attracting traditional services (e.g., health, business, legal, etc.), Kitsap County, because of its defense community, has been a magnet for a host of engineering and management firms. A number of these firms depend heavily upon defense contracts for their livelihood. In this respect, as with the larger service and trade sectors, the overriding military presence in Kitsap County can be seen as a comparative advantage; that is, a facet of the local economy that gives firms a competitive edge not readily available to others in the industry. Relative proximity to other major markets for non-defense related projects in the greater central Puget

Sound region is an added incentive.

Rapid growth in Kitsap County's retail trade and service sectors is attributable to more than just military-related spending. In fact, expansion in those sectors is being increasingly propelled by the county's growing population of resident commuters; that is, those who live in Kitsap County but commute to workplaces in, for example, King and Pierce Counties.

In addition, there is the on-going development of the Poulsbo Retail Center that houses Home Depot, Wal-Mart and other large stores as well as the Olympic College, Poulsbo Campus. Bremerton is experiencing a strong downtown redevelopment effort with the addition of the Harborside, the Norm Dicks Government Center, and the new headquarters for the Kitsap Credit Union and other high end development projects geared towards the professional worker community to work in Seattle. This has caused a boom in the construction business. The Bremerton Industrial Park is a "Supporting Entrepreneurs for Environment and Development" (SEED) development area allowing for low-interest funding for development for "green industries."

Our primary task is to build the high-quality workforce development system that we envision, so that all of us can continue to enjoy the quality of life that has attracted many to the Olympic and Kitsap peninsulas. We have an additional responsibility to ensure that our efforts are compatible and consistent with economic development strategies in our area.

An Analysis of Local Economic Development Strategies

With the downsizing of military operations and the decline of employment in timber and fishing industries, one of the highest priorities for Clallam, Jefferson and Kitsap Counties is economic development.

Generally, the economic development goals of all three counties focus on diversifying the economic base and creating family wage jobs. Toward this end, our three Economic Development Councils assist businesses in site identification and selection, financing, permit acquisition, labor force development, job training, and securing development incentives. They also work with local governments to streamline the process of site development for new businesses and help existing businesses maintain their economic viability.

Clallam County

In Clallam County, diversification means developing and retaining an industrial base that produces high-quality items which fill a distinct national and international market niche. Port Angeles offers a heavy haul-out port facility, land and infrastructure for development, and a capable, quality workforce. These assets are being marketed to motivate light industry to locate and expand operations on the Olympic Peninsula.

The Clallam County Economic Development Council has developed 5 key industry

clusters that they have found to be the drivers of the economic growth of the county. They are: Marine, Forestry, Education, Agriculture, and Construction. High wage job creation is expected to be strongest in these Industries.

In another emerging sector, local leaders are promoting the development of an infrastructure to support high-tech telecommunications and electronic commerce. This is an essential aspect of diversification which is particularly intended to broaden the economic prospects for residents in remote areas of the Olympic Peninsula.

The timber industry is diversifying through value-added applications to raw materials. At the same time, it is planning for the future by planting 75 million seedlings. In ten years the Peninsula will have a substantial supply of second-growth trees. In the meantime, the Olympic Natural Resources Center in Forks is researching new forestry equipment and techniques while identifying long-term solutions to the conflicts between harvest and preservation posed by a renewed timber resource.

Jefferson County

Jefferson County's economic development strategy is in transition. Regulatory reform within the city of Port Townsend marks the change in the perspective on economic development. City government is now more interested in helping businesses locate here or grow and is relaxing the rigorous application of rules and regulations. At the same time, the community seems aware that quality of life is a major attraction and an economic attribute that should not be sacrificed. These considerations will be factored into future economic development strategies.

Kitsap County

Kitsap County's economic development has been limited by the scarcity of developable land, the lack of vacant, modern buildings, and a lengthy permit process for new construction. Local governments continue to work to rezone some pieces of property for industrial development while building up the infrastructure to create the kind of spaces that would attract businesses.

The Kitsap Economic Development Council (KEDC) has adopted that "economic development through cluster approach provides a logical base for business retention, expansion and recruitment. A cluster is traditionally defined as a closely related geographical group of interconnected companies and associated institutions in a particular field." The Kitsap Economic Development Council has identified the following as existing or emerging industry clusters in Kitsap County:

- Back office/ administrative services
- Defense
- Health services
- Manufacturing
- Marine industry
- Technology
- Tourism

Prospects for Success

Our area's economic development goals are ambitious. We are optimistic that they can be achieved, particularly in the area of family wage jobs. Our greatest challenge lies in helping our workers – particularly those who are “disadvantaged” -- progress to higher-wage jobs. Our continuing task is to build the high-quality workforce development system that we envision, so that all of us can continue to enjoy the quality of life that has attracted us to this beautiful Olympic Peninsula.

What are our assets and liabilities?

Geography

The physical characteristics which make the Olympic Peninsula such a desirable place to live make it undesirable for many manufacturing and other active commercial enterprises. We are surrounded on three sides by water and divided by the Olympic Mountains, which makes transportation time-consuming and relatively expensive. Environmental protections have also contributed to slowing development. However, our proximity to Seattle, Tacoma and Vancouver, B.C., and our potential for developing a deep water port facility may, in time, contribute to greater economic productivity.

Infrastructure

To transport goods and people to urban centers we depend on bridges and ferries. Proposed increases in ferry fares and tolls to pay for a new Tacoma Narrows bridge and replace the Hood Canal span threaten to add to transportation costs. Four-lane freeways and highways are practically nonexistent in Clallam and Jefferson Counties, and public transportation is limited in rural areas. Nevertheless, we are seeing an increase in cross-Sound commuting by people who relocate here to take advantage of affordable housing prices. Affordable housing also encourages current residents to stay in this area.

Linkage with Economic Development Efforts

The Olympic Workforce Development Council continues to work closely with the area Economic Development Councils in order to provide a comprehensive approach to training our workforce for good-paying jobs. This link between the two agencies will help identify workforce skills that will be required by new industries and developing corresponding training programs in a timely way.

Financial Resources

Public sector funding to develop additional *WorkSource* facilities will be primarily from one-stop partner agencies' budgets and in-kind resources. This may limit the number

of multi-agency centers we are able to develop, but improved technology will give customers the same kind of access to services through affiliate and self-service sites.

Collaboration with Others

With the success of the “One-Stop” Partnership we have demonstrated our ability to join forces to accomplish mutually beneficial goals. We will take advantage of opportunities to build other local, regional and national partnerships to maximize our effectiveness in developing resources for job seekers, employers, and the emerging workforce, our youth.

Skill Shortages – High Skill/High Demand Jobs

The Olympic Consortium has identified three growing industries within its area – health care, marine ship repair and boat building, and construction. Within these industry clusters, there are several occupations that require advanced training and are in demand. Examples include: registered nurse, licensed practical nurse, assistant physical therapist, dental hygienist, radiological technician, plumber, pipefitter, electrician, marine electrician, fabricator, marine mechanic and construction manager.

Section Two: Changing Workforce

Population Characteristics

The combined population of the three counties has increased in the past eight years by 7%, from 322,447 in 2000 to 344,800 in 2008.² Net migration makes up a large portion of the population gain in the three counties. Out-migration has not been an issue since the mid-80's when the timber industry in Clallam and Jefferson Counties was severely cut back.

Age Groups

Changes in the age of the local population mirror those of the state overall. A convenient comparison can be made when the population is broken down into groups:

- 0 - 14 -- Infants or adolescents a decade or two removed from the labor force.
- 15 - 19 -- Prospective new entrants in the labor force, less college students.
- 20 - 24 -- New entrants into the labor force.
- 25 - 44 -- Workers in their prime years of work productivity.
- 45 - 64 -- Mature workers with years of accumulated skills and experience.
- 65+ -- Retirees

Clallam Age Groups	1995		2000		2005	
	Numbers	% Of County	Numbers	% of County	<u>Numbers</u>	<u>% of County</u>
0 – 14	12,211	20%	11,359	18%	<u>10,972</u>	<u>16%</u>
15 – 19	3,802	6%	4,462	7%	<u>4,521</u>	<u>7%</u>
20 – 24	2,727	4%	2,845	4%	<u>3,154</u>	<u>5%</u>
25 – 44	15,994	26%	14,480	23%	<u>13,636</u>	<u>20%</u>
45 – 64	13,903	23%	17,306	27%	<u>20,297</u>	<u>30%</u>
65 +	12,824	21%	13,727	21%	<u>14,220</u>	<u>21%</u>
Total	61,461	100%	64,179	100%	<u>66,800</u>	<u>100%</u>

² 2008 Population Trends, Office of Financial Management, State of Washington, September 2008.

Jefferson	1995		2000		2005	
	Numbers	% Of County	Numbers	% of County	Numbers	% of County
0 – 14	4,370	18%	4,108	16%	<u>3,967</u>	<u>14%</u>
15 – 19	1,297	5%	1,555	6%	<u>1,577</u>	<u>6%</u>
20 – 24	760	3%	849	3%	<u>942</u>	<u>3%</u>
25 – 44	6,212	26%	5,829	22%	<u>5,492</u>	<u>20%</u>
45 – 64	6,400	27%	8,477	32%	<u>9,945</u>	<u>36%</u>
65 +	5,072	21%	5,481	21%	<u>5,677</u>	<u>21%</u>
Total	24,111	100%	26,299	100%	<u>27,600</u>	<u>100%</u>

Kitsap	1995		2000		2005	
	Numbers	% Of County	Numbers	% of County	Numbers	% of County
0 – 14	52,459	24%	51,198	22%	<u>50,006</u>	<u>21%</u>
15 – 19	15,347	7%	17,170	7%	<u>17,602</u>	<u>7%</u>
20 – 24	14,891	7%	15,047	6%	<u>16,876</u>	<u>7%</u>
25 – 44	70,719	32%	68,755	30%	<u>65,467</u>	<u>27%</u>
45 – 64	43,599	20%	55,246	24%	<u>64,631</u>	<u>27%</u>
65 +	23,433	11%	24,553	11%	<u>25,828</u>	<u>11%</u>
Total	220,458	100%	231,969	100%	<u>240,400</u>	<u>100%</u>

In examining the age tables, it appears that the population is aging, with many of the "baby boom" generation approaching retirement or mature worker status. Trends show that over the ten-year period, 1995 to 2005, there is a decreasing share of youth (0 -14) and prime-age workers (25-44), a strong gain in the share of mature workers (45 - 64), and minor changes in the other age categories. These trends reflect what is happening at the state and federal levels.

Given these changes, job-training services will attempt to emphasize services to help mature workers obtain and remain in viable jobs. The emerging workforce (youth) as well as workers in their prime earning years will remain part of the focus for workforce development.

Race and Ethnicity

According to the most recent Census data, the race/ethnicity makeup of the three-county area is changing slowly. The local area population is following the same trend that is seen in the state and the nation: a decrease in the proportion of the white population and an increase in the proportion of the nonwhite population.

Clallam		1990		2000	
Groups	Numbers	% of County	Numbers	% of County	
White	52,509	93.00%	57,505	89.10%	
African American	321	0.60%	545	0.80%	
Indian, Eskimo & Aleut	2,695	4.80%	3,303	5.10%	
Asian & Pacific Islander	614	1.10%	835	1.30%	
Other Races	325	0.60%	2,337	3.60%	
Hispanic	1,150	2.00%	2,203	3.40%	
Total	56,464	100.00%	64,525	100.00%	

Jefferson		1990		2000	
Groups	Numbers	% of County	Numbers	% of County	
White	19,252	95.60%	23,920	92.20%	
African American	84	0.40%	110	0.40%	
Indian, Eskimo & Aleut	566	2.80%	599	2.30%	
Asian & Pacific Islander	195	1.00%	343	1.30%	
Other Races	49	0.20%	981	3.80%	
Hispanic	241	1.20%	535	2.10%	
Total	20,687	100.00%	25,953	100.00%	

Kitsap		1990		2000	
Groups	Numbers	% of County	Numbers	% of County	
White	171,063	90.20%	195,481	84.30%	
African American	5,107	2.70%	6,648	2.90%	
Indian, Eskimo & Aleut	3,211	1.70%	3,760	1.60%	
Asian & Pacific Islander	8,282	4.40%	11,997	5.20%	
Other Races	2,068	1.10%	14,083	6.10%	
Hispanic	6,169	3.30%	9,609	4.10%	
Total	189,731	100.00%	231,969	100.00%	

(Please note that numbers and percentages will not add to total. This is due to the fact that Hispanics are not a race but an ethnic group and that there may be Hispanics who are White, African American, American Indian, or Asian. Also, the Other race

category changed under the 2000 Census so that people could choose more than one race.)

The race/ethnicity makeup of the three-county area is changing slowly. The local area population is following the same trend that is seen in the state and the nation: a decrease in the proportion of the white population and an increase in the proportion of the nonwhite population.

For our area, the two groups that are gaining most in size relative to the whole are Hispanics and Asian/Pacific Islanders. From 1990 to 2000, Hispanics have increased in Kitsap County from 3.3% to 4.1% of the population. During this same period, Asian/Pacific Islanders gained in Kitsap from 4.4% to 5.2% of the population. Smaller but similar gains were noted in Clallam and Jefferson Counties.

While there is a trend towards an increase in the minority population, this increase doesn't appear to be significant enough to impact the design of workforce development programs. However, attention will be paid to ensuring the availability of bilingual materials and translation services for program applicants.

Of the total 282,710 Consortium residents (5 years and over) counted in the 2000 Census, only 2,805 (0.9%) of them do not speak English well or not at all. When looking at the labor force of 138,775, there are 1,220 (0.8%) adults who are not English-speaking. Of this small amount, the majority are Spanish-speaking residents. Important Consortium materials for job seekers are printed in English and Spanish. Translation services are available to job seekers through the state if local Spanish-speaking staff are not present.

Subject	Language Spoken at Home LEP Only: Speaks English "Not Well" or "Not at all"					
	Speak only English		LEP Population, All Languages		Spanish or Spanish Creole	
	Number	Percent	Number	Percent	Number	Percent
AGE						
Total population (5 years and over)	279,905	100.0	2,805	100.0	1,395	100.0
18 years and over	221,630	79.2	2,430	86.6	1,120	80.3
65 years and over	41,070	14.7	495	17.7	85	6.1
EMPLOYMENT STATUS						
Population 18 years and over	221,630	100.0	2,430	100.0	1,120	100.0
In labor force	137,555	62.1	1,220	50.2	715	63.8
Civilian	128,120	57.8	1,125	46.3	655	58.5
Employed	120,395	54.3	1,040	42.8	595	53.1
Unemployed	7,725	3.5	85	3.5	60	5.4
Percent of civilian labor force	6.0	(X)	7.6	(X)	9.2	(X)
In armed forces	9,440	4.3	95	3.9	55	4.9
Not in labor force	84,070	37.9	1,205	49.6	405	36.2
OCCUPATION						
Employed civilian pop. 18 years and over	120,395	100.0	1,040	100.0	595	100.0
Management, professional, and related occupations	41,815	34.7	185	17.8	75	12.6
Service occupations	19,780	16.4	405	38.9	220	37.0
Sales and office occupations	29,525	24.5	120	11.5	55	9.2
Construction, extraction, and maintenance occupations	14,855	12.3	70	6.7	45	7.6
Farming, fishing, and forestry occupations	1,355	1.1	110	10.6	100	16.8
Production, transportation, and material moving occupations	13,065	10.9	150	14.4	105	17.7
INCOME IN 1999						
Households	117,015	100.0	815	100.0	375	100.0
With public assistance income	4,425	3.8	45	5.5	35	9.3
No public assistance income	112,590	96.2	770	94.5	340	90.7
Median household income (dollars)	43,667	(X)	31,648	(X)	42,083	(X)
Median earnings (dollars):						
Male, full-time, year-round workers	39,234	(X)	22,061	(X)	19,662	(X)
Female, full-time, year-round workers	27,737	(X)	22,500	(X)	31,250	(X)
POVERTY STATUS IN 1999						
Families	81,160	100.0	590	100.0	290	100.0
Below poverty level	5,375	6.6	135	22.9	70	24.1
At or above poverty level	75,785	93.4	455	77.1	220	75.9

Income: Poverty vs. Basic Living Wage

How much does it cost to live in the Olympic Consortium service area, and how many families are earning enough money to meet basic needs?

There is no single source that has definitive information on the number of low income families or people living in Clallam, Jefferson, or Kitsap counties, the money they earn, and the money they need for basic living.

Consequently, a presumption has to be made based on related information from different sources. Depending on how you look at the data, as much as 40% of the population might not be earning enough income to meet their basic needs.

The sources include:

- Federal Poverty Level
- Washington's minimum wage
- 2000 US Census
- Online Family Budget Calculator from the Economic Policy Institute.

Federal Poverty Level

A variety of different assistance programs use the federal poverty guidelines, or a percentage of, to establish baselines of eligibility.

The Federal Poverty Level for 2007 indicates that a family of four living with less than \$20,000 would be in poverty.

Size of family unit	100 Percent of Poverty	110 Percent of Poverty	125 Percent of Poverty	150 Percent of Poverty	175 Percent of Poverty	185 Percent of Poverty	200 Percent of Poverty
1	\$9,800	\$10,780	\$12,250	\$14,700	\$17,150	\$18,130	\$19,600
2	\$13,200	\$14,520	\$16,500	\$19,800	\$23,100	\$24,420	\$26,400
3	\$16,600	\$18,260	\$20,750	\$24,900	\$29,050	\$30,710	\$33,200
4	\$20,000	\$22,000	\$25,000	\$30,000	\$35,000	\$37,000	\$40,000
5	\$23,400	\$25,740	\$29,250	\$35,100	\$40,950	\$43,290	\$46,800
6	\$26,800	\$29,480	\$33,500	\$40,200	\$46,900	\$49,580	\$53,600
7	\$30,200	\$33,220	\$37,750	\$45,300	\$52,850	\$55,870	\$60,400
8	\$33,600	\$36,960	\$42,000	\$50,400	\$58,800	\$62,160	\$67,200

Poverty Level vs. Minimum Wage

Conventional wisdom suggests that the minimum wage will lift workers out of poverty. The 2008 minimum wage in Washington State is \$8.55, which is \$17,784 annually. However, neither the federal poverty level nor the minimum wage can cover the level of income necessary for basic needs of families living in Olympic Consortium service area.

Basic Livable Wages vs. Poverty Level vs. Minimum Wage

The Economic Policy Institute (www.epinet.org) has an online Basic Family Budget calculator for the United States. The section serving Washington State has information for eight metropolitan areas, including Bremerton. The rest of the state is grouped together under Rural.

One parent with one child living in Bremerton would need \$32,532 to meet basic living expenses. A family of two parents and two children would need \$44,388. One parent and one child living in rural Washington would need \$25,560; two parents and two children \$35,628.

For Family of Four: 2 Parents & 2 Children

Item	Rural Washington Monthly Amount	Bremerton Monthly Amount
Housing	\$601	\$764
Food	\$587	\$587
Child Care	\$660	\$1,054
Transportation	\$420	\$375
Health Care	\$319	\$319
Other Necessities	\$321	\$365
Taxes	\$61	\$235
Total	\$2,969	\$3,699
Annual Total	\$35,628	\$44,388

Percentage of all people in state living below family budget line*	26.9%
Number of all people in state living below family budget line*	292,000

2000 US Census: Family Income

The family³ income data was collected with the “one in six sample” long form, which reflects in 1999 dollars. Consequently it is also a projection. The data available does not differentiate between the size of the family and its income.

Clallam County

Families	18,168	
Less than \$10,000	1,091	6.0%
\$10,000 to \$14,999	862	4.7%
\$15,000 to \$24,999	2,124	11.7%
\$25,000 to \$34,999	2,556	14.1%
\$35,000 to \$49,999	3,929	21.6%
\$50,000 to \$74,999	4,476	24.6%
\$75,000 to \$99,999	1,776	9.8%
\$100,000 to \$149,999	772	4.2%
\$150,000 to \$199,999	305	1.7%
\$200,000 or more	277	1.5%
Median family income (dollars)	\$ 44,381	

Jefferson County

Families	7,623	
Less than \$10,000	335	4.4%
\$10,000 to \$14,999	351	4.6%
\$15,000 to \$24,999	931	12.2%
\$25,000 to \$34,999	1,112	14.6%
\$35,000 to \$49,999	1,449	19.0%
\$50,000 to \$74,999	1,826	24.0%
\$75,000 to \$99,999	834	10.9%
\$100,000 to \$149,999	514	6.7%
\$150,000 to \$199,999	161	2.1%
\$200,000 or more	110	1.4%
Median family income (dollars)	\$45,415	

3 Family household (Family)

A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage, or adoption. All people in a household who are related to the householder are regarded as members of his or her family. A family household may contain people not related to the householder, but those people are not included as part of the householder's family in census tabulations. Thus, the number of family households is equal to the number of families, but family households may include more members than do families. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated people or one person living alone

Kitsap County

Families	61,518	
Less than \$10,000	2,345	3.8%
\$10,000 to \$14,999	2,123	3.5%
\$15,000 to \$24,999	5,107	8.3%
\$25,000 to \$34,999	6,776	11.0%
\$35,000 to \$49,999	11,537	18.8%
\$50,000 to \$74,999	15,636	25.4%
\$75,000 to \$99,999	9,364	15.2%
\$100,000 to \$149,999	5,988	9.7%
\$150,000 to \$199,999	1,283	2.1%
\$200,000 or more	1,359	2.2%
Median family income (dollars)	\$	53,878

Median Wage in Olympic Consortium Service Area

<u>Median Wage</u>	<u>1994</u>	<u>2004</u>	<u>2004 Annual</u>
Clallam County	\$13.99	\$15.07	\$31,345
Jefferson County	\$13.21	\$15.40	\$32,032
Kitsap	\$13.68	\$15.55	\$32.334
Statewide (except King)		\$15.75	
Statewide (all counties)		\$17.52	

Characteristics of the labor force, those employed and unemployed, are similar to those of the statewide labor force. Individual county labor force statistics for 2000, the most current available, are detailed in the following tables.

Resident Labor Force

Employment and Unemployment by Sex and Minority Status, 2000 Census.

Clallam County	Labor Force		Employed	Unemployed	Unemployment Rate
Total	26,490		24,455	2,035	7.7%
Race	Labor Force	% of Total	Employed	Unemployed	Unemployment Rate
White	23,847	90.0%	22,189	1,658	7.0%
African American	87	0.3%	70	17	19.5%
Native American	1,287	4.9%	1,052	235	18.3%
Asian/Pac. Is	343	1.3%	328	15	4.4%
Hispanic	810	3.1%	710	100	12.3%
Jefferson County	Labor Force		Employed	Unemployed	Unemployment Rate
Total	11,647		10,865	782	6.7%
Race	Labor Force	% of Total			
White	10,751	92.3%	10,064	687	6.4%
African American	53	0.5%	42	11	20.8%
Native American	281	2.4%	224	57	20.3%
Asian/Pac. Is	179	1.5%	179	-	0.0%
Hispanic	221	1.9%	203	18	8.1%

Kitsap County	Labor Force		Employed	Unemployed	Unemployment Rate
Total	104,431		98,146	6,285	6.0%
Race	Labor Force	% of Total	Employed	Unemployed	Unemployment Rate
White	89,836	86.0%	84,774	5,062	5.6%
African American	2,266	2.2%	2,035	231	10.2%
Native American	1,466	1.4%	1,277	189	12.9%
Asian/Pac. Is	5,547	5.3%	5,221	326	5.9%
Hispanic	3,445	3.3%	3,064	381	11.1%

Gender

An examination of the labor force population by gender reveals an almost 50-50 split between male and female. The gender composition of the population is very close to the statewide make-up. Kitsap County has a slightly larger male population mainly due to the military presence in the area.

Labor Force Population – 2000

Areas	Male	Female	Total	Male %	Female %
Clallam	23,546	24,490	48,036	49%	51%
Jefferson	9,925	10,320	20,245	49%	51%
Kitsap	78,629	76,547	155,176	51%	49%

Workers with Disabilities

From an examination of the 2000 Census, the portion of the population with a work disability which does not prevent them from working is roughly 2% (see table below). The Olympic Workforce Investment Area will accommodate all people of disability depending on their circumstances and will fully comply with the Americans with Disabilities Act.

Non-institutional Persons 16 and Over Civilian Labor Force Total	Work Disability in Labor Force	% of Civilian Labor Force
<i>In the Labor Force</i>		
Clallam 26,490	2,395	9.0%
Jefferson 11,647	816	7.0%
Kitsap 104,431	6,750	6.4%

Section Three - The Workforce Development System Today

The workforce development system refers to programs that use private and/or public funds to prepare workers for employment, upgrade worker skills, retrain workers, or provide employment or retention services for workers and employers.

This system in Clallam, Jefferson and Kitsap Counties includes a wide range of programs and service providers. Our review indicates that available resources are generally well placed to develop a skilled workforce for local businesses and industries, to help job seekers and workers of all abilities achieve success in the workplace, and to help dislocated workers retrain for jobs in local demand.

Our analysis has identified skills gaps in some areas, such as in the construction trades and medical fields. Those deficiencies will be addressed through the strategies outlined in Section Three. [Also see “Skills Gaps” in this section.]

To ensure that local educational and training resources continue to be allocated in an informed way, the One-Stop Partnership will develop data about what employers need and want on an ongoing basis. This information will be used to redirect available funding, if necessary, and to assess whether our strategies remain on target.

Program and Service Overview

The following provides a snapshot of local programs and resources available to help current and prospective job seekers and incumbent workers obtain training, build workplace skills, acquire and retain employment, and increase their wages in jobs that sustain a healthy economy.

Secondary vocational education, including activities funded under the federal Carl D. Perkins Vocational-Technical Education Act of 1998

The K-12 educational system prepares students to be successful through mastering the skills outlined in Washington State’s Educational Reform Initiative. It also helps students transition into full-time employment, the military, post-secondary training, and/or baccalaureate education, as they become responsible citizens.

Perkins Act funds are used to improve vocational education programs by integrating academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies.

West Sound Technical Skills Center and the North Olympic Peninsula Skills Center

(NOPSC) serve youth in Kitsap, Clallam and Jefferson counties. The centers offer programs in automotive and collisions repair technology, construction trades, cosmetology, early childhood education, engineering technology/CADD, composite structures technology, food service/culinary arts, natural resources, professional business and medial careers, protective services, travel and hospitality occupations, welding technology, digital medial technology, careers in education, finance and IT technician. In addition, Peninsula College has formed agreements with the NOPSC to co-enroll college students into the welding, digital media, construction trades, culinary arts and composite technology programs.

Internships, mentoring and/or other work-based learning programs are also available in all the local secondary schools on the Kitsap and Olympic Peninsulas. These programs provide opportunities for students to obtain valuable work experience in local businesses while earning school credit for their work. School Districts have done a commendable job at pooling resources and expertise by forming school-to-work consortia representing education, business, trades and labor. This group advises educators in the design and implementation of programs and has created opportunities for high school students to transition into the workplace as competitive and qualified job seekers.

Community and technical college vocational education programs, including activities funded under the federal Carl D. Perkins Vocational-Technical Education Act of 1998

Olympic College and Peninsula College work effectively with all segments of the workforce development system, including employers, labor, economic development organizations, public employment specialists, job training programs, and the state's implementation of federal welfare reform, known as WorkFirst.

Both provide education and training leading to certification or two-year associate degrees. Training to obtain skills and literacy, vocational education, and related or supplemental instruction for apprentices is also available. Students who qualify may receive financial assistance that can help with their tuition, as well as offset the costs of childcare and transportation.

State-funded worker retraining programs for dislocated workers and long-term unemployed workers prepare students for demand occupations and that lead to jobs providing a living wage for the area. Both colleges also provide customized employer-based training through the state-funded Job Skills Program.

Olympic College has traditionally offered associate degree programs. However, in response to the changing needs of the local workforce and the demand for worker retraining, the college is now offering an expanding array of vocational and professional-technical training programs in addition to Adult Basic Education and Continuing Education.

In addition, short-term training programs have been designed to meet the needs of those persons seeking immediate skills to gain employment. State-funded training and evening on-campus child care are available through programs including WorkFirst, Worker Retraining and Families that Work.

Peninsula College offers a range of educational and vocational programs similar to those provided through Olympic College. Its Basic Skills Program offers basic skill remediation, GED preparation, and transition to college courses at its main Port Angeles campus and at satellites in Port Townsend, Sequim, and Forks. The Basic Skills Program also incorporates workplace essential skills and job readiness training into instruction. There are also three Families That Work classes for WorkFirst and other low-income parents in Port Angeles, Forks, and LaPush. These classes provide instruction in basic skills, parenting, family management, and job preparation.

Incumbent worker training has been offered the last two years to businesses in the Healthcare Cluster and the Marine Manufacturing and Technology Cluster. Peninsula College and Olympic College offered trainings through funding from the OWDC and Olympic Health Care Alliance.

Integrated Basic Education and Skills Training (I-BEST) training is offered at both Olympic and Peninsula Colleges. Since 2008, the Consortium has provided supportive services to I-BEST students in need of help in maintaining their attendance in this training. In the future, we are planning to have Adult Basic Education and GED Prep classes at WorkSource offices which, in part will connect job seekers to I-BEST resources at the colleges.

Private career schools

A to Z Computer Office Training offers computer training in several office software applications.

The Northwest School of Wooden Boatbuilding, Port Townsend, teaches and preserves the skills and crafts associated with fine wooden boatbuilding and other traditional maritime arts with emphasis on the development of the individual as a craftsman.

The Port Townsend School of Massage offers classes to the nonprofessional population, those interested in becoming licensed massage practitioners, and continuing education for body workers.

Paladin Data Systems in Poulsbo is a certified Microsoft Technician school with advanced certified classes in all aspects of Microsoft software products.

Private career schools offer programs which clients of publicly funded workforce development service providers may access. However, these schools do not directly contribute financial resources to the workforce development system

Private colleges and state universities

Four-year institutions provide opportunities for individuals to gain credentials or degrees beyond those offered by the K-12 system, community colleges and technical schools. In our area, Chapman University offers classes leading to bachelors and masters degrees.

City University offers over 50 degree programs through evening and weekend classes and distance learning.

Northwest College of Art offers BFA degree programs in interior design and visual communication (design and fine art).

Northwest Indian College offers classes through a satellite at the Makah Reservation, Neah Bay.

Old Dominion University offers classes through the Washington State University extension in Port Hadlock.

Phoenix University has started to offer its on-line classes in the Kitsap area.

Southern Illinois University conducts classes for local residents at Subbase Bangor.

The University of Washington offers a Masters degree in social work and science through Peninsula College and Olympic Educational Services District 114. A nursing curriculum is also offered through Peninsula College. The University's Olympic Natural Resources Center in Forks specializes in research on natural resource issues. Olympic College has recently announced the approval for a 4-year nursing degree offered through Washington State University.

Peninsula College began offering a Bachelor of Applied Science (BAS) Applied Management Degree in fall quarter, 2007. This new four-year degree has been developed to meet the employment needs of the Olympic Peninsula and will help provide the skill sets necessary for management or supervisory positions.

Washington State University has satellite distance learning center and computer lab in Hadlock and offers distance learning via Internet and video conferencing.

Western Washington University offers certification and degree programs in elementary teacher education, environmental studies, human services, and school administration are available to local residents.

Both *Western Washington University* and *Washington State University* have satellite programs on the Peninsula College campus, Port Angeles.

Public funds are not appropriated for private schools. However, students may obtain federal grants and loans to pay for their educational expenses. These schools are accessed as customer choice and need arise.

Employer-sponsored training

Nearly half of Olympic Consortium employers provide or pay for some form of on the job training to their employees in a classroom, workshop or seminar setting. Managers are more likely to receive classroom training than production or service workers (WTECB survey).

Youth, adult, and dislocated worker programs funded by Title I-B of the Workforce Investment Act of 1998

The Washington State Employment Security Department (ES) helps people succeed by supporting workers during times of unemployment, connecting job seekers with employers who have jobs to fill, and providing business and individuals with information they need to adapt to a changing economy.

ES provides Title I-B services to low-income adults 22 and older and to dislocated workers through the Olympic Consortium's Job Training Centers in Forks, Port Townsend and Port Angeles and the Career Development Center in Bremerton. The department helps workers who are displaced from large industries and businesses like the timber industry and Boeing. Assistance to these workers can take the form of retraining benefits which extend unemployment benefits and help with classroom tuition and books. ES will have an estimated \$900,000 annually in WIA resources for adult and dislocated worker services.

Olympic Educational Services District, contractor for job training services to youth, has worked collaboratively with its educational partners over the last several years to enhance and expand services to meet the needs of disadvantaged youth. In addition to summer academic enrichment classes which connect academic with vocational subjects, youth are placed in paid internships to provide skill development and retrieval of needed credits for graduation. Youth who have dropped out of school are provided the opportunity to return to school through alternative settings, or they may obtain the necessary tutoring to obtain a GED.

Work-related adult basic education and literacy programs, including programs funded under the federal Adult Education and Family Literacy Act (WIA Title II)

Olympic College and Peninsula College offer Title II services to area residents. Both offer courses in ABE and GED Preparation which are non-credit. These courses are intended for those who need to develop the reading, writing, and math skills needed to pass the GED test or to begin college level work or training. Those who have already earned a high school diploma or GED are eligible for classes if they are functioning below the 12th grade level. A placement test is required before registration for classes. Olympic College's ABE program is based at the Kitsap County Career

Development Center.

Activities funded under the federal Wagner-Peyser Act (WIA Title III)

Employment Security Department matches job seekers with jobs listed by employers and provides its customers with access to current labor exchange service. ES screens for retraining programs and job finding workshops and also processes unemployment claims. In referring applicants to jobs, ES gives priority to veterans, persons with disabilities, and UI claimants, in that order.

In addition to offering basic employment services, ES staffs provide services through the WorkFirst Program for recipients of Temporary Assistance to Needy Families (TANF).

Apprenticeships

Apprentice programs are coordinated through the state's Department of Labor and Industry, and most apprentice programs are conducted outside of our three-county area. Currently, local contacts for various apprenticeships include the following:

- Carpentry: Carpenters Local 1303
- Electrical Line Workers & Electrical Workers: Port Angeles City Light, Port Townsend Paper Corporation In-Plant Apprenticeship Committee, IBEW Local 46, and Clallam County PUD #1
- Machinists, Industrial Maintenance Welder and Millwrights: Port Townsend Paper Corporation In-Plant Apprenticeship Committee
- Plumbers and Steamfitters: Bremerton Area Plumbers and Steamfitters Apprenticeship Committee and Port Townsend Paper Corporation In-Plant Apprenticeship Committee
- Building Maintenance & Repair: Bremerton Housing Authority
- Dispensing Optician: Sequim Vision Center

Olympic and Peninsula Colleges offer supplemental instruction to students in apprentice programs. Olympic College has had a long history working with the Puget Sound Naval Shipyard apprentice program and has worked hard to restore programs to their previous high levels of participation following the decline of federal funding for apprenticeships.

Seattle Area Pipe Trades Apprenticeship Program – is working with *Peninsula College* to provide instructional space, partner on job fairs and collaborate on curriculum.

Work-related components of the vocational rehabilitation program and services to disabled individuals

The Division of Vocational Rehabilitation, DSHS, enables individuals with disabilities to obtain and keep employment. Participants must have a physical or mental disability that makes it difficult to get or keep a job and that requires DVR services in order to work. In prioritizing services, DVR assigns the highest priority to those persons with the most serious or limiting of disabilities. DVR contracts out many services to local providers, including Holly Ridge Center, and Peninsula Services in Kitsap County and Diversified Industries, Employment Support, Olympic Options, and West End Outreach in Clallam County. Jefferson County contractors include the Skookum Corporation and Olympic Options.

Kitsap Applied Technologies provides work training and supportive employment for severe to profoundly disabled adults. Trainees are referred through the Division of Developmental Disabilities, DSHS.

WorkFirst Programs

A partnership of state and local agencies provides services to families on public assistance in the workforce development area. In Kitsap County, the partnership is made up of Employment Security, DSHS, Kitsap Community Resources and Olympic College. In Clallam and Jefferson Counties, the partnership comprises ES, DSHS, Olympic Community Action and Peninsula College.

The WorkFirst partnerships provide a continuum of services from Forks to Bremerton. The primary focus of all of these programs is on helping clients achieve self-sufficiency and family wage jobs while addressing barriers to family success. They offer a variety of services to help families including:

1. Supported job search at local WorkSource Centers throughout the WDA;
2. Valuable work experience through the Community Jobs Programs of Kitsap Community Resources and Olympic Community Action;
3. Training at Olympic College or Peninsula College in vocational, high-wage high-demand, and customized training programs; and,
4. GED instruction in the Colleges' adult basic education programs.

Other nonprofit and private organizations that provide job training or work-related adult literacy services

AARP'S Senior Employment Program, Bremerton, helps seniors gain experience for new careers. The program pays 50% of wages if a company agrees to train

participants, and will also pay up to 20 hours of minimum wage to allow participants to gain work experience. Typical training positions include activities coordinator, bookkeeper, cashier, clerk-typist, custodian, data entry clerk, groundskeeper, security guard, mechanic, etc.

Bainbridge Island Youth Services offers job programs and mentoring for teens.

The Clallam-Jefferson Community Action Council coordinates necessary support services, assists clients in accessing Employment Security and Peninsula College programs, and helps stabilize the economic conditions of dislocated workers and their families.

The Goodwill Career Resource Center in Bremerton operates a Career Resource Center which provides information on the local labor market, job openings, and application procedures. Its Employment and Training Program is a 12-week course that allows participants to be paid while receiving practical work experience in all aspects of retail customer service and training in business applications.

Kitsap Community Resources provides job-readiness and work experience services for low-income individuals through its K-Careers, Family Self-Sufficiency, and AmeriCorps programs.

The Kitsap County Consolidated Housing Authority provides services to approximately 40 unemployed low-income residents of subsidized housing through a Family Self-Sufficiency Grant.

The Kitsap County Literacy Council offers free tutoring for adults who need to improve reading skills or learn English.

The Jefferson County Literacy Council offers free tutoring for anyone wishing to improve reading or math skills. GED preparation and English for non-English readers is also available in partnership with *Peninsula College*.

Job Corps serves eligible youth through free educational assistance and job training while in residence at a Job Corps site. A Job Corps counselor makes regular visits to WorkSource offices for recruiting and orientation activities.

The Skookum Corporation works with area businesses to create job opportunities for people with disabilities and other barriers to employment and helps them maintain their employment.

The “One-Stop” System

The Olympic Consortium continues to integrate employment and training services within its “one-stop” workforce development system. This system has been engineered to be responsive to customers’ needs and to be results-driven.

System Integrators

System integrators include the components of the workforce development system common to provider agencies. Specifically, system integration focuses on

- Assessment
- Case management
- Establishing a single point of contact for employers and job seekers
- Outcomes
- Resources
- Staff capacity
- Technology (information)

Streamlining functions, blending resources, sharing technology, and being accountable to one another means better service and convenience for job seekers and employers.

Core Services and Programs

Universal “core” services are available to anyone who chooses to access the system. They may also lead to additional, more intensive services, as funding, referrals, and eligibility permit. Common one-stop programs are available on-site at career development centers and accessible through affiliated and self-service sites.

Core Services

- Registration
- Eligibility determination, including for Welfare-to-Work and financial aid
- Outreach, Intake and orientation to one-stop system services
- Initial assessment of skill levels, aptitudes, abilities, and support service needs
- Job search/placement assistance
- Career counseling
- Labor market information

- Performance and program cost information from eligible training providers
- Information on one-stop system performance measures
- Information on the availability of support services and referral to such services
- Information regarding filing for unemployment compensation
- Follow-up services for not less than 12 months after the first day of employment

Intensive Services

- Assessment of skill levels/service needs, including diagnostic testing and In-depth interviewing.
- Development of individual employment plan (IEP).
- Group counseling.
- Individual counseling and career planning.
- Career counseling leading to training services.
- Development of short-term pre-vocational skills, including learning skills, communication skills.
- Interviewing skills, punctuality, and personal maintenance skills, professional conduct.
- Microsoft Unlimited Potential classes offered in Windows, Excel, Accel, Powerpoint

Youth Issues

Today's youth in Clallam, Jefferson and Kitsap Counties face three significant challenges:

- High-wage jobs in the wood products, fishing and military-related industries that require little formal education are being replaced by either low-skill/low-wage jobs or high-skill/high-wage jobs that require training beyond a high school diploma. Youth must be informed of the need for post-secondary training and lifelong learning.
- Economic development has lagged on the Olympic Peninsula, making it necessary for many youth to migrate to the I-5 corridor and other areas of

employment opportunity after they have received their education and training. Youth must be exposed to and learn about career opportunities on and off the Olympic and Kitsap Peninsulas.

- Five school districts in this region are not meeting the 73% high school graduation rate which the A+ Commission identified as the percentage needed for high schools and school districts to be making “adequate yearly progress” (AYP) under the provisions of No Child Left Behind (NCLB).

How does our workforce development system serve youth?

Our public schools and community-based job training and employment agencies have adapted to these changes by offering a broad range of vocational programs, summer classes connecting academic and vocational subjects, service learning opportunities, School-to-Work programs, internships, on-the-job training, apprenticeship preparation, and GED classes. These options are geared to the current needs of employers and to emerging occupations.

In response to the low high school completion rates, the Olympic Consortium has developed a program where intensive academic intervention is provided by trained professionals who offer a host of coordinated services to help students who have or are at risk of dropping out, return to school, recover lost credits through seat time or competency testing, and resolve academic, social, or personal issues that inhibit successful learning. The program is designed to expand the capacity of existing programs in the community that currently address the drop out issue by improving communication and retrieval of students and extending services to them that they likely would not receive without intensive case management.

Alternative high schools and middle schools, skills centers, home schooling programs, and college classes for high school students through Tech Prep and Running Start programs provide ways to accommodate different learning and life styles. Students are encouraged to do career exploration through research and job shadowing and are guided toward classes congruent with those pathways. Students passing the 10th grade Washington Assessment of Student Learning test receive documentation that they possess required workplace literacy, math and communication skills.

Local reservations operate their own youth employment and training programs. In addition, the Summer and Year-Round Youth Programs operated through our Job Training Centers provide additional opportunities for youth to enrich their academic skills and gain employment experience. Native American youth are especially encouraged to participate in these programs. Active outreach is conducted on reservations in our area to engage these youth, and many participants become employed on the reservation in jobs developed with the assistance of program staff.

Post-secondary training is available at local community colleges, including Olympic College in Bremerton and Peninsula College in Port Angeles. Both offer an expanding array of vocational and technical training programs in addition to the traditional

associate degree programs. Short-term training programs have also been designed to meet the needs of those seeking immediate skills to gain employment.

High school students may simultaneously accrue high school and college credits to accelerate their progress. Programs such as Tech Prep and Running Start are helping create an integrated K-14 local educational system.

Distance learning and satellite learning centers accommodate the dispersed rural population of the Olympic Peninsula. Olympic College and Peninsula College offer a wide range of education via the Internet, interactive television, and video-based courses. In addition, both offer educational programs at local Indian reservations, military sites, and rural satellite locations. Washington State University, Old Dominion University and Western Washington University facilitate distance learning at community sites in Clallam, Jefferson and Kitsap Counties.

Partnerships among local community colleges, high schools, private sector employers, and corporate partners ensure that vocational curricula and skills learned in secondary and post-secondary education meet the needs of local employers. Olympic College and Peninsula College have also provided several projects that have targeted the connection between high school career and technical education (CTE) counselors and instructors and businesses. In 2006-2007, the colleges have coordinated three "Counselors' Brunches" where CTE counselors, instructors and administrators were able to share information about the businesses on the North Olympic and Kitsap peninsulas that are thriving and want to create a workforce pipeline with youth in the K-12 system. The brunches were very well attended and provided great opportunities for networking, classroom presentations by business, participation on advisory committees and ideas for curriculum development.

Section Four: Performance Accountability

We conduct periodic self-assessments of our WorkSource system using a tool based on Malcolm Baldrige Quality Criteria. The self-assessment process will involve all partner program staff who are involved in *WorkSource* one-stop centers. Measurements of the business results will include the state and federal core indicators for WIA Title I programs.

We also measure our performance using customer satisfaction data compiled through methods and instruments we have already developed. We are currently using customer comment cards, focus groups, and surveys of jobseekers and employers to improve the quality of our services and facilities.

We expect to meet or exceed all performance accountability measurements and standards required by the state and federal government. Specific information about how we will comply with the state's Guidelines for the Performance Accountability Section of the Local Unified Plan is included in our Operations Plan.

Baseline State and Federal Core Indicators for WIA Title 1-B Programs will enable us to determine to what extent we improve our programs and services over the next five years.

In order to ensure continuous improvement of our workforce development system, the data we gather will be reviewed by Council members on a regular basis and communicated to training organizations and others through a variety of means. Other data will be reported through ongoing CQI activities as they are developed.

Measures

The effectiveness of our workforce development system will be measured by

Increased Skill Levels

- Evidence of completion of training, such as credentials, certificates indicating mastery, and transcripts.
- Increased skill competencies, from basic skills to high level technical skills.
- Educational level completion, such as high school, GED, post-secondary degree, or other recognized accredited level of education.
- Employers finding employees with appropriate skills to meet their needs.

Increased Employment

- Placement (full vs. part-time), in the context of available job opportunities
- Retention, both short and long-term
- Training which leads to employment in the skill area in which the individual has been trained

Increased Earnings

- Wage at placement
- Increased earnings pre/post program activities/services

Increased Workforce Productivity

- Evidence of completion of training, such as credentials, certificates indicating mastery, and transcripts
- Increased business participation in workforce development programs
- Increased wages

Customer Satisfaction

- Positive reaction to services/outcomes by the individual and business customer

Return on Workforce System Investment

- Increased earnings pre/post program activities/services
- Cost per participant, cost per placement, cost per training completion, including long-term earnings potential

Reduced Poverty

- Increased earnings pre/post program activities/services
- Movement from welfare to work
- Services provided to welfare recipients and other special populations

Section Five – Strategic Opportunities for the Next Two Years

Our Goals, Objectives and Strategies

We have selected five goals that we believe to be significant, realistic and achievable, given the limiting factors inherent in our geography, infrastructure, and available resources.

Goal 1: Develop and implement a “seamless” workforce development system that

- Integrates and streamlines employment and training services for adults and youth
- Reinforces retraining and retention of the current workforce
- Provides valued services and dependable results for business and the workforce
- Fosters community collaborations and partnerships

Goal 2: Provide training and education that meets current and future economic demands and the needs of individuals, businesses, and communities.

Goal 3: Provide opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Goal 4: Provide services that customers need, want and value.

Goal 5: Focus community attention and resources on minimizing barriers to employment, such as literacy, child care, transportation, affordable housing, and discrimination, and expand community awareness and support of workforce development issues, policies and initiatives.

Goal 1

Develop and implement a “seamless” workforce development system that

- *Integrates and streamlines employment and training services for adults and youth*
- *Reinforces retraining and retention of the current workforce*
- *Provides valued services and dependable results for business and the workforce*
- *Fosters community collaborations and partnerships*

Objectives	Strategies
<p>1.1 Provide consistent outreach and marketing information across WorkSource agencies.</p>	<p>1.1.a Provide consistent information within and across organizations through regular meetings and reviews by WorkSource partner agencies..</p> <p>1.1.b Connect employers and job seekers to a data base of community resources.</p>
<p>1.2 Provide timely and relevant help and information to employers in the areas of workforce trends, employee recruitment, hiring and training.</p>	<p>1.2.a Coordinate employer contacts and information sharing about employee recruitment, hiring and training.</p> <p>1.2.b Coordinate regional business, labor, government and industry input for determining future employment opportunities and necessary training and services for job seekers.</p> <p>1.2.c Develop and implement learning opportunities for employers through workshops on subjects like: Labor and Industry Information, quarterly state reporting, appropriate and legal interview questions and techniques.</p> <p>1.2.d Provide assistance to employers on how to help employees who lack basic and soft skills get support on the job to retain employment.</p>

<p>Goal 1</p> <p><i>Develop and implement a “seamless” workforce development system that</i></p> <ul style="list-style-type: none"> • <i>Integrates and streamlines employment and training services for adults and youth</i> • <i>Reinforces retraining and retention of the current workforce</i> • <i>Provides valued services and dependable results for business and the workforce</i> • <i>Fosters community collaborations and partnerships</i> 	
Objectives	Strategies
	1.2.e Increased emphasis on serving smaller employers, (20 or fewer employees).
1.3 Continue to provide workforce development services to employers based on an industry-cluster approach, when appropriate.	1.3. Market a menu of <i>WorkSource</i> services (e.g., employee retraining and job retention services, employer workshops, etc.) which can be designed to meet employers’ unique needs and to employers in key industry clusters.
1.4 Enhance and coordinate case management services.	<p>1.4.a Maintain an inventory of resources and develop a plan for coordinated use of community support services, including those which provide “soft skills.”</p> <p>1.4.b Bring employers and case managers/coordinators together in roundtable discussions on how best to provide services to employee.</p>
1.5 Reduce or eliminate unnecessary duplication of effort by groups working to achieve system integration.	1.5. Continue to integrate common systems of assessment, case management, accountability, staff, single point of contact, technology, and program resources.

Goal 2

Provide training and education that meets current and future economic demands and the needs of individuals, businesses, and communities.

<p>2.1 Maintain a strong partnership between local Economic Development Councils and the Olympic Workforce Development Council.</p>	<p>2.1.a Design and implement a method of communication between the Olympic Workforce Development Council and the three local economic development councils that provides updates on workforce development and economic development activities in the three-county area.</p> <p>2.1.b Maintain coordination and collaboration efforts between EDCs and the Olympic Consortium partner agencies for the purpose of developing and maintaining a unified approach to economic development.</p> <p>2.1.c Emphasize an industry cluster approach to workforce development.</p> <p>2.1.d Prioritize work with employers to help stretch limited and shrinking resources using the following list which is in order of importance:</p> <ul style="list-style-type: none">• Employers with living wage jobs• Local employers• All other employers
<p>2.2 Continue service improvements for workers with disabilities and mature workers along with dislocated workers.</p>	<p>2.2.a Continue to provide choices that will help the dislocated worker customer regain his/her previous wage level.</p> <p>2.2.b Monitor staff performance and outcomes for targeted customers and make necessary adjustments if customer needs are not being met.</p> <p>2.2.c Research and implement the best methods to support workers with disabilities, including the "Ticket to Work" program.</p> <p>2.2.d Research and implement the best ways to serve mature workers in order to maximize their talents and abilities.</p> <p>2.2.e Co-location and integration of DVR staff person in the WorkSource Kitsap office.</p>

<p>2.3 Continue to improve the available job listing database to maximize employer requests in each job/sector and the number of requests filled.</p>	<p>2.3.a Work with the state to improve the employer interface to the WorkSource job listings website. Ensure the involvement of local employers in any website improvements or redesigns relating to job listings.</p> <p>2.3.b Provide for direct links to employers web-sites from the state (or local) job listing system.</p> <p>2.3.c Explore the use of “skill levels” rather than skill or job titles for job orders listings. Work on an inventory of jobs by skills. Also, explore an inventory of job skills for seekers.</p>
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Goal 2 (continued)

Provide training and education that meets current and future economic demands and the needs of individuals, businesses, and communities.

Objectives	Strategies
2.4 Increase opportunities to obtain training and support services	2.4.a Assess all job applicants that come through the WorkSource System for their basic soft skills level. 2.4.b Expand access to support services by program participants. Work with other agencies to ensure non-duplication of resources. 2.4.c Continue to provide WIA Title I resources to help WIA student access and retention, and in some cases, including upfront “bridge” funds. 2.4.d Continue to redirect resources to the front-line to serve more customers with high quality services.
2.5 Expand the number and types of apprenticeships available locally	2.5.a Promote agreements between apprentice programs and local colleges to offer basic skills to students in apprenticeships. 2.5.b Market apprenticeship opportunities to local WorkSource customers.
2.6 Narrow or eliminate skills gaps in identified occupations	2.6.a Review current surveys of employers to ensure that in-demand job skills are identified. Develop training to coincide with identified skills.

	2.6.b Maintain skills panels in demand industries of health care and marine manufacturing and repair.
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Goal 3

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Objectives	Strategies
3.1 Increase community awareness about the need for co-career planning and lifelong learning to meet personal needs and future demands of our economy.	3.1.a Incorporate this message into OWDC presentations, marketing, and other communications. 3.1.b Connect WIA youth programs to secondary career counselors resulting in better support and outreach to parents. 3.1.c Increase marketing of WorkSource programs (including industry clusters, business needs, and employer expectations) to junior and senior high school counselors and vocational education teachers. 3.1.d Develop and implement methods of marketing WorkSource services to incumbent workers.
3.2 Maintain a proactive Youth Council, in accordance with WIA requirements.	3.2.a Implement a nomination and selection process for Youth Council membership. 3.2.b Recruit a reasonable number of members from all 3 counties based on their interest and ability to be effective in carrying out action plans. 3.2.c Establish working groups in each county, as needed, to assist in county-specific planning and to help carry out strategies locally.

Goal 3

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Objectives	Strategies
<p>3.3 Partner with local school districts and youth service providers to create dropout retrieval and prevention programs that draw on the educational, social and health services resources of the entire community.</p>	<p>3.3.a Inventory existing dropout prevention and retrieval programs and identify WIA services and community resources that will enhance their efforts.</p> <p>3.3.b Explore with each local school district concrete ways to enhance their strategies utilizing WIA services and available community resources.</p> <p>3.3.c Develop coordination and referral systems to ensure that eligible dropouts and at-risk youth are served.</p> <p>3.3.d Formalize partnerships with schools through Memoranda of Understanding that specify roles and responsibilities in coordinated dropout retrieval and prevention efforts.</p> <p>3.3.e Connect WIA youth programs with other youth service providers to develop strategies to increase high school graduation rates.</p> <p>3.3.f Expand the Dropout Prevention Initiative to more high schools as resources are provided.</p> <p>3.3.g Identify and make recommendations to reduce fiscal, legal, and regulatory barriers that prevent coordination of program resources across agencies and community-based organizations to support the development of sustainable dropout prevention , intervention and retrieval partnerships.</p>

Goal 3 (continued)

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Objectives	Strategies
<p>3.4 Partner with local schools to link academic learning to employment in order to help youth understand the connection between academic and occupational success and to help them identify fulfilling careers.</p>	<p>3.4.a Incorporate WIA services to eligible youth (e.g., internships, job shadowing, mentoring, summer school programs, and access to labor market information).</p> <p>3.4.b Develop partnerships between OWDC labor/employers and their local school districts to emphasize connection between academic and occupational success.</p> <p>3.4.c Continue coordination with I-BEST, Job Corps and Americorps programs to ensure youth are afforded the most choices we can provide for job skill training.</p>
<p>3.5 Increase the number of partnerships with local employers and employer associations and organized labor to create value-added subsidized and unsubsidized work experiences.</p>	<p>3.5.a Identify specific ways to connect youth with employers and develop structured partnerships with employers and community groups who work with youth.</p> <p>3.5.b Develop a marketing and outreach campaign to inform local businesses, employer associations, organized labor, service clubs, and Chambers of Commerce about the workforce development system and the benefits of participating as mentors and providing job shadowing, work experience and internship sites, and solicit their input on the delivery of services to youth.</p> <p>3.5.c Continue to update a database which includes employers interested in being mentors, job shadow sites, intern sites, etc., and youth who want to enhance their employment and leadership skills.</p> <p>3.5.d Continue to create more job shadowing & mentorship opportunities.</p> <p>3.5.e Research ways to provide career guidance information no later than middle school.</p> <p>3.5.f Continue to expand pre-apprenticeship and apprenticeship opportunities for youth.</p>

Goal 3 (continued)

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Objectives	Strategies
3.6 Create and maintain an effective network of youth service providers who collaborate to provide coordinated case management services to at-risk youth.	3.6.a Identify all case management services required by WIA youth and local service providers who address these needs. 3.6.b Collaborate with existing coordinating groups such as the Youth Commission and Community Networks to develop a case management/coordination system to provide services to at-risk youth, including job training and employment services. 3.6.c Work with case managers to design information-sharing and continuous quality improvement methods and a cross-training plan. 3.6.d Connect youth to expert 'navigators' who can guide them to post-secondary and work experience opportunities.

Goal 3 (continued)

Expand opportunities for youth to link academic learning with occupational learning, as well as lifelong learning opportunities for the entire community.

Objectives	Strategies
<p>3.7 Increase the number of 18-21 year old WorkFirst participants who are connected with pre-employment training.</p>	<p>3.7 Work with DSHS WorkFirst staff to expand linkages to community colleges and other available programs.</p>
<p>3.8 Establish partnerships with employers of 18-21 year olds to assist with job retention and wage progression.</p>	<p>3.8 Educate employers about this population and work together to develop ways to provide education and training opportunities to help develop skills needed for high-wage jobs.</p>
<p>3.9 Support the expansion of Tech-Prep offerings that connect secondary and post-secondary vocational training opportunities.</p>	<p>3.9.a Promote the importance of technical education in a global economy. 3.9.b Increase the number of Tech-Prep articulated courses.</p>
<p>3.10. Explore the development of career ladders within the five career pathways.</p>	<p>3.10.a Collaborate with the Health Care Alliance to identify Health and Human Service ladders. 3.10.b Collaborate with identified business clusters to develop career ladders within appropriate pathways.</p>
<p>3.11 Create a summer youth employment program.</p>	<p>3.11.a Develop network of appropriate summer worksites for youth to learn job skills through work experience activities. 3.11.b Develop a summer academic component where appropriate and integrate it with job skills acquisition.</p>

Goal 4

Provide services that customers (job seekers and employers) need, want and value.

Objectives	Strategies
4.1 Improve our services to job seekers.	4.1.a Collect, analyze and act on data from comment cards, focus groups, surveys, and interviews. 4.1.b Monitor state-required performance data and make adjustments, as indicated.
4.2 Improve long-term outcomes for customers.	4.2.a Analyze training results to determine whether graduates really have acquired the necessary skills. 4.2.b Continue to inform elected officials regarding appropriation levels and performance standards that support cost-effective long-term services.
4.3 Improve convenience and efficiency for employers by <ul style="list-style-type: none"> • designating a single point of contact • screening prospective applicants to ensure they meet basic job requirements (e.g., “soft” skills) and minimum qualifications 	4.3.a Coordinate a multi-agency task group to recommend protocols and methods. 4.3.b Conduct a survey to see which services are valued by the employers, those that are needed and services that may be lacking. 4.3.c Emphasize small employers (20 or under employees) as they are the largest number (90%) of establishments in our workforce development area. 4.3.d Be the conduit and clearinghouse to employers to community resources.
4.4 Increase employers’ confidence in and use of our services.	4.4.a Monitor customer satisfaction through employer comment cards, surveys, and focus groups. 4.4.b Continue to refine case management, integrate community-based support services, and implement methods to accommodate the employer’s needs (e.g., provide job coaching for employees at appropriate times and places; offer support services in the evening and on weekends).

Goal 4 (continued)

Provide services that customers (job seekers and employers) need, want and value.

Objectives	Strategies
4.5 Increase employers' knowledge about our services.	4.5.a Develop marketing materials and strategies to get information to employers locally and elsewhere. 4.5.b Develop and implement presentations to chambers of commerce, economic development councils and service clubs.
4.6 Improve and expand services at co-located offices on local college campuses.	4.6.a Create and maintain Internet links to employment, education and training opportunities. 4.6.b Create computer-based trainings in resume writing, interviewing, and job search.
4.7 Continue to identify "hard" vocational skills in job seekers and "soft" skills like job hunting, interviewing and appropriate workplace behaviors.	4.7 Develop and implement the Work Readiness Credential.

Goal 5

Focus community attention and resources on minimizing barriers to employment, such as literacy, child care, transportation, affordable housing, and discrimination; expand community awareness and support of workforce development issues, policies and initiatives.

Objectives	Strategies
<p>5.1 Maintain efficient and effective communication methods informing the Olympic Workforce Development Council on emerging social, economic, and workforce development issues and concerns from other agencies and employers.</p>	<p>5.1 Develop protocols for getting timely information to the OWDC.</p>
<p>5.2 Increase community awareness about workforce development as a key economic and social strategy for our area.</p>	<p>5.2.a Develop and implement a communications plan to keep business, civic and education leaders focused on workforce development issues as action items.</p> <p>5.2.b Act as local “clearinghouse” for employment information and demographics to the education, economic development and workforce systems.</p>
<p>5.3 Increase awareness of the community, and particularly elected officials, about significant barriers to employment for our customers, their impacts, and realistic remedies.</p>	<p>5.3.a Develop methods to obtain data on these barriers from WorkSource centers, partner agencies, schools, and other sources.</p> <p>5.3.b Incorporate related data into OWDC presentations, publications, legislative initiatives, and other communications vehicles.</p> <p>5.3.c Initiate, support and promote efforts to address these issues in the community and legislative bodies.</p> <p>5.3.d Provide specific education for employers on how they can help employees with significant barriers receive needed community services and what they can do in the workplace to help these employees succeed.</p>

Goal 5

Focus community attention and resources on minimizing barriers to employment, such as literacy, child care, transportation, affordable housing, and discrimination; expand community awareness and support of workforce development issues, policies and initiatives.

Objectives	Strategies
5.4 Increase the diversity of OWDC and Youth Council membership to reflect the diversity of the Consortium.	5.4 Actively recruit nominees for Council membership who are from a significant population segment.

Strategic Planning Team

The members of the Olympic Workforce Development Council, Olympic Consortium Board, WIA service providers, and the staff to the Council and Board were the strategic planning team.

Public Review and Comment

The review and comment period started on March 3 and ended on April 16, 2009. Only one set of comments was received concerning some updated information on educational programs along with some grammar corrections. The Strategic Plan is available on the internet at www.olympicworksource.com.

Partner agencies including state agencies, schools, labor organizations, community agencies, business groups and economic development councils were notified of the Plan's availability via email.

Upon completion of the review and comment period, the Olympic Workforce Development Council will review and approve the final plan.

STRATEGIC PLAN SIGNATURES

This Local Strategic Plan is submitted for the period of July 1, 2009 through June 30, 2011 in accordance with the provisions of the Workforce Investment Act Title-I-B.

Workforce Development Council Chair



Del DeLaBarre, Chair

4/22/09

Date

Chief Elected Official(s)



Charlotte Garrido, Chair
Kitsap County Board of Commissioners

7/27/09

Date