

# Board Retreat Follow Up

Yakima Board Meeting  
September 6-7, 2016

Workforce Training and  
Education Coordinating Board



# **Role of the Workforce Board**

## **Update on Research & Deliverable**

**Draft** Presentation for September  
7<sup>th</sup> Board Meeting in Yakima

Workforce Training and  
Education Coordinating Board



# **Shout Out**

## **Eric Wolf, Marina Parr & Team**

For preparation of a comprehensive document that captures all the statutory roles and responsibilities of the Board and the Agency.

# Board Responsibilities

The Workforce Board is the “preeminent policymaker” in Washington over all issues related to the State’s workforce development efforts. The Board is uniquely charged by Legislature to serve as an advocate on all issues and programs related to workforce development.

TALENT DEVELOPMENT, SYSTEM ALIGNMENT AND COORDINATION – WIOA ADMINISTRATION

PERFORMANCE ACCOUNTABILITY, DATA COLLECTION, AND RESEARCH

CONTINUOUS IMPROVEMENT AND ADVOCACY

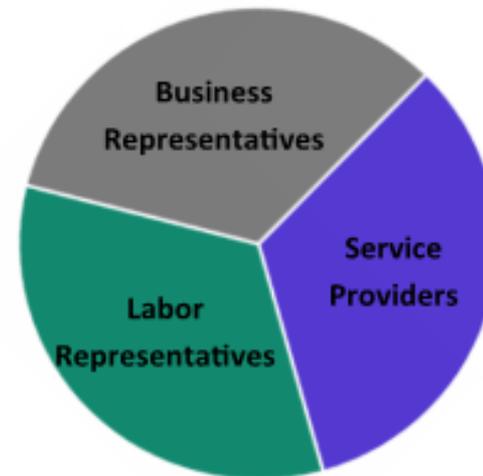
CAREER-CONNECTED LEARNING AND ADMINISTRATION OF THE CARL D. PERKINS ACT

SUPPORT WASHINGTON’S KEY ECONOMIC INDUSTRY SECTORS

REGULATING PRIVATE VOCATIONAL SCHOOLS, CERTIFICATE PROGRAMS, AND VETERANS PROGRAMS

# Board Structure & Members

<b>CHAIR</b>
Perry England
<b>LABOR</b>
Jeff Johnson Lee Newgent Beth Thew
<b>BUSINESS</b>
Creigh H. Agnew Lee Anne Caylor Gary Chandler
<b>GOVERNMENT</b>
Randy Dorn Marty Brown Dale Peinecke
<b>PARTICIPATING OFFICIALS</b>
Chris Alejano Brian Bonlender Mark Mattke
<b>EXECUTIVE DIRECTOR</b>
Eleni Papadakis



# Our Customers

## BUSINESSES

The workforce system helps supply an appropriate skilled, educated, and able workforce that allows businesses to:

- Thrive and grow.
- Be more competitive in a global economy.

Key Industry Sectors per COM: Aerospace, Agriculture & Food Manufacturing, Clean Technology, Forest Products, Information & Communication Technology, Life Science/Global Health, Maritime, Military & Defense

## JOBSEEKERS

The workforce system brings together workforce development, education and training, and human services to help people, including those with barriers, to:

- Get and keep jobs.
- Grow along lifelong career pathways.

# Areas for Continued Discussion

	ACCOUNTABILITY						RESULTS								
Question #	8	16	20	21	26	35	36	3	9	14	15	25	29	31	37
Team Member															
01	1	1	3	2	2	3	2	1	3	1	2	2	3	3	2
02	2	3	3	2	4	3	4	4	4	3	2	3	4	3	4
03	1	3	4	3	3	4	3	5	4	2	3	5	4	5	4
04	1	3	2	1	1	3	2	4	1	2	3	4	2	4	4
06	1	2	2	4	2	4	3	3	3	2	3	3	4	3	3
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07	2	3	2	3	2	2	1	2	3	1	2	4	3	3	3
08	3	3	3	2	2	3	4	3	3	4	4	4	3	4	4
09	1	1	1	1	3	1	2	4	3	1	1	2	3	2	1
010	1	2	3	2	2	3	2	4	2	2	3	3	3	4	3
011	2	3	3	3	4	4	4	4	4	3	3	4	4	3	4
012	1	2	3	2	4	4	3	3	4	2	2	4	4	5	4
013	1.54	2.46	2.77	2.31	2.77	3.15	2.77	3.46	3.08	2.23	2.62	3.38	3.38	3.46	3.38
	<b>2.54</b>						<b>3.13</b>								

Excerpt from Gary Polain's 2016 Board Member Teaming Skills Survey

# Draft Work Plan

Key Areas of Focus	Milestones & Timelines	Members
<ol style="list-style-type: none"><li>1. Readability and completeness of Board responsibilities.</li><li>2. Clarity around Board Member Accountability and Results.</li></ol>	<ol style="list-style-type: none"><li>a. Distribute draft document for comment.</li><li>b. Coordinate final draft with the other working groups.</li></ol>	Perry, Lee, Dale, Eric and Nova

# Standard Processes Working Group

## Key Themes & DRAFT

**Draft** Presentation for September  
7<sup>th</sup> Board Meeting in Yakima  
Chairs: Jeff Johnson & Lee Ann  
Caylor

Workforce Training and  
Education Coordinating Board



# Problem Statement

- Board Members don't prepare for Workforce Board meetings in time to have meaningful conversations.
- Materials to prep for the meetings aren't delivered early enough to be prepared.
- Having a yearly calendar view into topics and deliverables would identify priorities, conflicts and allow for a work-back schedule to adequately deliver quality results.
- The Workforce Board vision and responsibilities should be prioritized and guide the agendas and expectations for the year.

# Key Themes

- **Retreat drives yearly priorities**
  - Design the retreat at the best time to ensure proper planning
  - Review past years' progress and upcoming commitments
  - Build the yearly calendar based on priorities
- **Inclusive meetings with site visits**
  - One west side/one east side per year
  - Connect with local partners, businesses, workers
- **Partner input a priority in making decisions**
  - Structure feedback loop to involve stakeholders

# Three Deliverables

## 1. Draft annual operating calendar

- Align meetings and retreat around existing board functions
- Identify stakeholder engagement opportunities
- Provide clarity around time expectations

## 2. Board Packet Structure

- Issue Worksheets at front of Packet
- Issue Worksheets that are Easy to Understand
- Strive for Packets 10 days in advance

## 3. Standard Agenda Template

- Decision Items at Start of Agenda
- Include “Good and Welfare” at each meeting

<b>January</b> <ul style="list-style-type: none"> <li>• Board Meeting <ul style="list-style-type: none"> <li>• Olympia</li> </ul> </li> </ul>	<b>February</b>	<b>March</b> <ul style="list-style-type: none"> <li>• Board Meeting <ul style="list-style-type: none"> <li>• Olympia</li> </ul> </li> </ul>
<b>April</b>	<b>May</b> <ul style="list-style-type: none"> <li>• Board Meeting <ul style="list-style-type: none"> <li>• West Side Site Visit</li> </ul> </li> </ul>	<b>June</b> <ul style="list-style-type: none"> <li>• Targeted stakeholder outreach for development of retreat priorities</li> </ul>
<b>July</b> <ul style="list-style-type: none"> <li>• Priority proposals for retreat due early July</li> <li>• Retreat late July <ul style="list-style-type: none"> <li>• Alternating location</li> </ul> </li> </ul>	<b>August</b>	<b>September</b> <ul style="list-style-type: none"> <li>• Board meeting <ul style="list-style-type: none"> <li>• East Side Site Visit</li> <li>• Legislative and budget requests</li> </ul> </li> </ul>
<b>October</b>	<b>November</b> <ul style="list-style-type: none"> <li>• Board Meeting <ul style="list-style-type: none"> <li>• Olympia</li> </ul> </li> </ul>	<b>December</b>

# Trusting & Safe Environment Working Group

## Key Questions & Answers with Priority Themes

**Draft** Presentation for September  
7<sup>th</sup> Board Meeting in Yakima  
Chairs: Beth Thew & Chris Alejano

Workforce Training and  
Education Coordinating Board



## **Key Themes to Build On**

- 1. Trust and Safety building starts with the Board members and then will move out towards our stakeholders which is the next phase of the process.**
- 2. Our Trust and Safety Team needs to align and support our efforts on the invisible side with the work of the Mission/Priorities and Process Teams.**

# Key Questions Our Team Discussed

1. What does a Trusting and Safe Environment look like?
2. How do we replicate the level of Trust and Safety demonstrated at the Board Retreat July 28-29<sup>th</sup> ?
3. How will we measure our success and know if we are having a positive impact?

# 1. What does a Trusting and Safe Environment look like?

## Valuable Ways of Being

1. Be responsible for creating value for myself & Others
2. Make it safe for each other & myself;
3. Be present-stay in the game
4. Take myself lightly
5. Declare your own vulnerability when it calls you
6. Declare each person's contributions valid and valuable.

## Exploration Listening & Speaking

7. Listen newly... be intentionally slow to understand
8. Own my perceptions & my participation—Use “I” statements
9. Explore truths – mine, others & ours;
10. Confront and deal with real issues & situations
11. Be direct & sensitive
12. Be responsible for what gets heard.

## **2. How do we replicate the level of Trust and Safety demonstrated at the Board Retreat July 28-29<sup>th</sup> ?**

### **Possible Options or Combinations**

1. Ensure we continue to have a facilitator for the near future
2. Support Chair taking an active role in monitoring behaviors
3. Have Beth and Chris be actively supporting Chair in monitoring behaviors
4. Proactively Encourage each member of Board to consistently comment and engage other members on behaviors that increase and block success.

## **How will we measure our success and know if we are having a positive impact?**

### **Possible Options include:**

- A. Complete a feedback process after each meeting that is consistent with the questions asked in Gary's Trust/Safety Survey instrument.  
(please see list at end of slide show)
- B. Engage in a short discussion after each meeting to determine if we are aligning our behaviors with our principles

# Possible Steps to Success

1. **Personal Connections:** Get to know each other better, which is key to building trust as it is hard to dismiss someone you know and care about
2. **Enjoyable and Rewarding Interactions:** Have fun and interesting interactions that also support our professional sensibilities.

## **TALENT DEVELOPMENT SYSTEM ALIGNMENT AND COORDINATION/WIOA ADMINISTRATION**

*An overriding objective of state and federal law is clear: the Board is designated in both bodies of law to be the hub of the workforce training system, a coordination point where government interacts directly with leaders in business and labor to set strategy and ensure alignment to agreed-upon goals. State law recognizes the Board as the preeminent policymaker in Washington over all issues related to the state's workforce development efforts. The Board is also uniquely charged by the Legislature to serve as an advocate on behalf of all issues and programs related to workforce development. Federal laws also direct the Board in a coordination and oversight role. WIOA, for example, outlines 12 functions of the state Workforce Board. In addition to federal law, state laws impose duties on the Board related to creating a thriving Washington workforce.*

### **BOARD RESPONSIBILITIES**

- Plays the “preeminent role” in coordination and policy development of the state’s workforce development efforts.
- Concentrate on planning, coordination, evaluation, policy analysis, and recommending improvements to the state’s training system.
- Advocate to Legislature and other stakeholders on behalf of the state training system, and to meet the needs of employers and the workforce.
- Review and make recommendations to the Office of Financial Management and the Legislature on operating and capital facilities budget requests of partner agencies in the state training system.
- Participate in the planning and distribution policies for the Governor’s WIOA discretionary funds.

### **TAP AND WIOA IMPLEMENTATION**

- Develop the state’s comprehensive plan for workforce training and education. *(State law requires a 10-year plan, but WIOA only requires a 4-year plan. TAP is a 10-year plan to satisfy both requirements.)*
- Monitor plans from the Adult Basic Education Council and other related agencies for consistency with the state strategic plan.
- Develop policy objectives for WIOA and successor acts.
- Work with local Workforce Development Councils to develop implementation and funding strategies to meet plan objectives.
- Develop strategies related to:
  - Serving populations with barriers
  - Career pathways
  - Employer engagement
  - Continuous improvement of one-stops (WorkSource)
  - Delivery of professional development
- Identify and disseminate best practices across the system.
- Develop state technology plan to facilitate access to the workforce system and align data systems.
- Designate WIOA planning regions.
- Develop allocation formulas for distributing funds for Titles I and III.
- Develop a statewide workforce and labor market information system.

### **AGENCY RESPONSIBILITIES**

- Provide for coordination among the different operating agencies and components of the state training system at the state and regional levels.
- Convene and communicate with system partners to keep apprised of issues affecting system performance and continuous improvement.
- Work with Board and partners to develop policy recommendations for the Governor, Legislature, and administrative agencies.
- Provide policy advice for any federal act pertaining to workforce development.
- Coordinate implementation of the state strategic plan’s goals as directed by members of the Board.
- Administer the state’s Eligible Training Provider List (ETPL).
- Update and maintain the state’s largest higher education Consumer Reporting System and one-stop online portal for career and education planning (Career Bridge).

## TALENT DEVELOPMENT SYSTEM ALIGNMENT AND COORDINATION/WIOA ADMINISTRATION

### RECURRING REPORTS, PUBLICATIONS, AND PROJECTS (CONT.)

- **Talent and Prosperity for All:** The state's 10-year strategic plan for workforce development. *(Next update in 2018.)*
- **Annual Legislative Report on TAP Progress:** The Board reports each year to education committees in the state House and Senate progress on implementing the state's strategic plan for workforce development, including the progress of operating agencies in meeting their obligations under the plan. *(Recurring report due each Dec. 1.)*
- **Recommendations on Budget Requests for System Operating Agencies:** RCW 28C.18.060(5) requires the Board to review and submit recommendations on operating and capital facilities budget requests for the system's operating agencies (OSPI, ESD, SBCTC, DSHS, DSB, Commerce) to the Governor's budget office and the Legislature. The Board must verify that such requests are consistent with *Talent and Prosperity for All*.
- **Workforce Development Directory:** A comprehensive look at the state's education and training programs and the funding that flows to each program. This is published online and updated every two years. *(Next update due 2017)*
- **Washington Workforce Development News:** Agency staff creates and distributes a statewide newsletter on workforce and education issues approximately every other week. The newsletter now counts around 5,000 subscribers.
- **CareerBridge.wa.gov:** This award-winning website features over 6,500 Washington education programs—from short-term certificates to four-year degrees to apprenticeships—and provides performance results on earnings, employment, and completion rates for more than half of them. The site's state labor market data is updated each year through a partnership with ESD, with performance evaluations conducted every other year by agency staff as part of the state's Eligible Training Provider List evaluation process.
- **Lifelong Learning Accounts (LiLA):** Employee-owned educational savings accounts with regular contributions from employees matched by employers to pay for education and training expenses. [*Suspended*]

## PERFORMANCE ACCOUNTABILITY, DATA COLLECTION, AND RESEARCH

Central to the Workforce Board's work is establishing and tracking performance to ensure a high-quality workforce training system. Federal laws dictate specific performance accountability responsibilities for programs funded through WIOA and the Carl Perkins Act. The Board is additionally responsible for research and analysis on state workforce needs, including workforce needs today and forecast in the future. The Board also oversees 16 workforce programs as defined in state statute.

### BOARD RESPONSIBILITIES

- Use the results of evaluations to make recommendations to Legislature and Governor for the modification, consolidation, creation, or elimination of workforce training and education programs in the state.

#### Federal Law – WIOA

- Approve the comprehensive state performance accountability measures, including levels of performance for core programs.
- Approve allocation formulas for distributing funds for Titles I and III.
- Set performance standards for state's Eligible Training Provider List.

#### Federal Law – Perkins Act

- Convene at least four times annually as a Board.
- Approve the Perkins state plan, including performance targets.

### AGENCY RESPONSIBILITIES

- Inventory programs in the state training system, and track enrollments, costs, program activities, and job placement rates.
- Establish standards for data collection and maintenance.
- Establish minimum standards for program evaluation of operating agencies.
- Work with ESD to improve the use of quality occupational forecasts and other information in planning and evaluation.
- Provide effectiveness and efficiency reviews of the state training system.

#### Federal Law – WIOA

- Negotiate and update the comprehensive state performance accountability measures, including levels of performance for core programs.
- Develop allocation formulas for distributing funds for Titles I and III.
- Enforce performance standards, manage state's Eligible Training Provider List.

#### Federal Law – Perkins Act

- Coordinate the evaluation of the program, services, and activities funded by the Perkins Act.

## RECURRING REPORTS, PUBLICATIONS, AND PROJECTS

- **Workforce Training Results:** Every other year, and sometimes annually, staff conduct a thorough evaluation of the state's 12 largest workforce programs.
- **Youth Unemployment Report:** Conduct research into workforce development programs designed to reduce the high unemployment rate among young people aged 18-24. In consultation with the operating agencies, the board shall advise the governor and Legislature on policies and programs to alleviate high unemployment rates. *(Recurring report due every other Nov. 15. Next report due in 2016.)*
- **Health Workforce Plan:** In collaboration with stakeholders, establish and maintain a state strategic plan for ensuring an adequate supply of healthcare personnel to ensure Washington's healthcare delivery system provides quality, accessible healthcare. *(Recurring report due annually on December 31.)*
- **Aerospace/Advanced Materials Manufacturing Analysis:** Evaluate programs recommended for review by the Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee, including outcome results both for those receiving the training and employers. The Board shall conduct and complete an analysis of the results of the training system for aerospace and advanced materials manufacturing. *(Recurring report due every four years on Sept. 1. Next report due in 2016.)*
- **Skill Gap Analysis at the Mid-Level:** Every other year, agency staff conducts an analysis to identify mid-level, high employer demand occupation groups.
- **Workforce System Poster (matrix):** Every year, staff create an at-a-glance poster of the state's workforce system, including employment and earnings results.
- **Employer Survey:** Biennial comprehensive statewide survey of Washington employers, asking about hiring challenges, skill gaps, training practices, with the Association of Washington Business, and local Chambers of Commerce. *(Next report due in 2016.)*
- **A Skilled and Educated Workforce:** Biennial report that includes assessment of high employer demand programs of study. WSAC is the lead. The Workforce Board and SBCTC are co-authors.
- **Dual Credit Report:** Collaborate with SBCTC, the State Apprenticeship Council, WSAC, and public baccalaureates to report annual participation in dual credit programs to the Legislature. *(Recurring report due each Sept. 1.)*

## CONTINUOUS IMPROVEMENT AND ADVOCACY

*The Workforce Board supports the continuous improvement of the state's workforce system, and is required to offer policy reform recommendations to the Governor, Legislature, and Congress. Research and development to support policy and practice reform is a core function of the Workforce Board's staff, and periodically includes the administration and evaluation of innovative pilot projects or other "learning laboratories" to glean best practices that can be brought to scale on a regional or statewide basis. Agency staff members often support resource development efforts on behalf of the system, which may include discretionary state, federal, and private grants that can help pay for promising initiatives.*

### BOARD RESPONSIBILITIES

- Review the performance of the system and develop recommendations to correct deficiencies.
- Annually develop a policy agenda that supports or advances the system's continuous improvement.
- Annually review the operating and capital budgets of the system's operating agencies to ensure alignment with the state strategic plan.
- Develop policies that support the effective use of federal Carl Perkins funds at the secondary and postsecondary levels.

### AGENCY RESPONSIBILITIES

- Advocate before the Legislature and other policymakers on behalf of the state training system, and for meeting the needs of employers and the workforce.
- Promote WA's workforce development system at the national level.
- Ensure consideration of WA's unique needs in federal policy-making.
- Advocate for Career and Technical Education at the federal and state levels.
- Conduct research and evaluation of state programs and services.
- Generate and distribute reports regarding relevant system data.
- Develop and distribute promotional materials.
- Support resource development of discretionary funds from state, federal or private and philanthropic organizations.
- Write grant applications, serve as fiscal administrator, or serve as project evaluator when warranted.

## RECURRING REPORTS, PUBLICATIONS, AND PROJECTS

- **National Governors Association Work-Based Learning Policy Academy:** Washington is one of six states awarded \$100,000 by the National Governors Association to create a policy framework to increase work-based learning for youth ages 16-29, with an emphasis on middle-skills, STEM fields.
- **Lighthouse Project:** \$75,000 in state funding was provided for the Board to develop a plan for a Career and College Ready Lighthouse Program. The plan must provide students with the opportunity to: explore and understand career opportunities through applied learning; engage with industry mentors; and, plan for career and college success. The Board must convene an advisory committee to provide assistance with the development of the plan. The report to the Legislature is due Jan. 1, 2017.
- **Seattle Vocational Institute:** The Board was funded in the 2015 Capital Budget to do a feasibility study for a Central Area Opportunity Center focused on youth career education and development. The report is due Dec. 1, 2016.
- **Make it in Washington:** The Workforce Board is the administrator of a \$2.7 million U.S. Department of Labor grant that pays for online learning for manufacturing workers in 31 of 39 rural Washington counties. There is a partner grant from National Institute of Standards and Technology to Impact Washington to provide business technical assistance to these firms.
- **U.S.D.A. Rural Enterprise Development Grant:** Overseeing an \$80,000, one-year grant from the U.S. Department of Agriculture to survey agricultural-related firms in 10 rural Washington counties to find out whether they have sufficient educational resources for their employees, and what types of skills training are needed.
- **Behavioral Health Study:** In partnership with the Board-staffed Health Workforce Council, received \$250,000 from Gov. Inslee to examine shortages in the behavioral health workforce and develop recommendations for the Governor and Legislature, with a report due in the fall of 2016 and in December 2017. Behavioral health encompasses mental health as well as poor health behaviors such as drug and alcohol abuse.
- **Washington Health Workforce Sentinel Network:** Launched this summer with the Health Care Authority and UW Center for Health Workforce Studies to get more timely information on shortages and skill gaps from frontline healthcare providers from across the state.
- **CTE Showcase of Skills:** A demonstration project that showcases the skills of Career and Technical Education (CTE) students from both the high school and college level through a one-day competition on the Capitol Campus. Students build portable, energy-efficient, homeless shelters in March of 2017.
- **TAP Accelerator: Upskill-Backfill Initiative:** Gov. Inslee has charged the Workforce Board to use the concepts of upskilling incumbent workers while building a talent pipeline into vacancies created by upskilling. The initiative will generate recommendations for the operating framework of the next generation workforce development system envisioned in TAP.

## CAREER-CONNECTED LEARNING AND ADMINISTRATION OF THE CARL D. PERKINS ACT

The agency has administrative responsibilities for Carl D. Perkins Career and Technical Education Act funding. The Board's Perkins Act duties chiefly concern annual reporting, creating a performance accountability process, creating the policy framework for distribution of funds, and developing a ratio to split the grant award between the State Board for Community and Technical Colleges and the Office of Superintendent of Public Instruction to fund career and technical education programs at the postsecondary and secondary levels, respectively. State law charges the Board with an administrative role over several strategic initiatives related to career-connected learning. Some of those initiatives have been subsequently unfunded (noted in red).

### BOARD RESPONSIBILITIES

- Make recommendations to the State Board of Education and OSPI regarding core competencies for K-12 education, and provide advice when K-12 curriculum integrates career and technical education.
- Facilitate development of on-the-job training programs for young people.
- Periodically approve a state strategic plan for use of Perkins funds.
- Establish and periodically review and update the policies by which Perkins funds are distributed.

### AGENCY RESPONSIBILITIES

- Serve as the state's Board of Vocational Education under federal law, the entity charged with administering the Perkins Act.
- Prepare Perkins Act reporting updates and work with SBCTC and OSPI to ensure timely updates and submissions to the Department of Education.
- Make recommendations to SBE and OSPI regarding core competencies for K-12 education, and provide advice when K-12 curriculum integrates career and technical education.
- Methods of Administration monitoring to ensure equal access and treatment in schools and colleges, particularly CTE programs and classrooms.
- Washington Award for Vocational Excellence (WAVE): Administer a scholarship for exemplary CTE students at high school and college level pursuing higher education. [Suspended]
- Opportunity Internships: Administer a program that helps high school students gain work experience through internships, connect guidance and counseling to CTE Programs of Study, target high-demand occupations. [Unfunded]

### RECURRING REPORTS, PUBLICATIONS, AND PROJECTS

- **Perkins State Plan:** The state files a four-year Perkins state plan outlining how OSPI and SBCTC will meet federal performance targets. An annual update is filed in March/April. (Annual updates to the existing four-year state plan occur each March/April. The state will not prepare a new four-year strategic plan unless/until the Perkins Act is reauthorized by Congress.)
- **Where Are You Going? Career Guide:** Workforce Board staff produce this popular career planning guide designed to allow young people to explore career paths based on their interests, with a particular focus on in-demand occupations, grouped by career cluster. This request-only guide is distributed to high schools and middle schools, colleges, community-based organizations, WorkSource centers, and to vocational rehabilitation counselors, among others. The agency distributed 250,000 copies in 2015. (Guide is updated every two or three years to reflect changing in-demand occupations.)
- **Opportunity Partnership Program:** Administer a program that provides industry mentors that offer relevant job experience to students participating in the Opportunity Grant program, which helps low-income adults train for high-wage, high-demand careers.

## SUPPORTING WASHINGTON'S KEY ECONOMIC INDUSTRY SECTORS

*The Workforce Board supports the full integration and coordination of the state's workforce and economic development strategies, particularly through a focus on Washington's key industry sectors.*

### BOARD RESPONSIBILITIES

- Collaborate with SBCTC to designate and allocate funds to existing and new Centers of Excellence, which serve as resource hubs and drivers for industries that help the state's economy grow.
- Work with the director of the Department of Commerce to ensure coordination among workforce training priorities and economic development and entrepreneurial development efforts.

### AGENCY RESPONSIBILITIES

- **Health Workforce Council:** In 2003, the Legislature directed Workforce Board staff to regularly convene healthcare stakeholders to address health workforce shortages and provide an annual strategic plan.
- **Industry Skill Panels:** Allocate grants to establish and support Industry Skill Panels, and establish skill panel standards. Skill panels bring together businesses in the same sector to address common skill gaps and training needs. [Unfunded]

### RECURRING REPORTS, PUBLICATIONS, AND PROJECTS

- **Health Workforce Plan:** In collaboration with stakeholders, establish and maintain a state strategic plan for ensuring an adequate supply of healthcare personnel to ensure Washington's healthcare delivery system provides quality, accessible healthcare. *(Recurring report due annually on December 31.)*
- **Aerospace/Advanced Materials Manufacturing Analysis:** Evaluate programs recommended for review by the Aerospace and Advanced Materials Manufacturing Pipeline Advisory Committee, including outcome results both for those receiving the training and employers. The Board shall conduct and complete an analysis of the results of the training system for aerospace and advanced materials manufacturing. *(Recurring report due every four years on Sept. 1. Next report due in 2016.)*
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- **Washington Health Workforce Sentinel Network:** Launched this summer with the Health Care Authority and UW Center for Health Workforce Studies to get more timely information on shortages and skill gaps from frontline healthcare providers from across the state.

## REGULATING PRIVATE VOCATIONAL SCHOOLS, CERTIFICATE PROGRAMS, AND VETERANS PROGRAMS

*The Legislature designated the Workforce Board as the primary state agency overseeing and regulating private vocational schools and certificate programs, and non-degree programs for veterans. Most of the regulatory work occurs on the staff level, based on a rules framework approved by the Board. The Board's Private Vocational Schools unit processes license applications and renewals, investigates complaints, and administers the Tuition Recovery Trust Fund to reimburse students in the event a school closes. Regulation of private vocational schools offering four-year degree programs is shared with the Washington Student Achievement Council, which has executed an interagency agreement with the Board. The agency also has a contract with the U.S. Department of Veterans Affairs to approve and monitor programs accepting veteran education benefits.*

### BOARD RESPONSIBILITIES

- Approve rules for private vocational school regulation, and minimum standards to protect students/consumers.
- Approve interagency agreement with WSAC to regulate degree-granting private vocational schools.

### AGENCY RESPONSIBILITIES

- Process license applications and renewals for private vocational schools and related programs.
- Investigate consumer complaints filed against licensed private vocational schools and related programs.
- Receive and process payments into the state's Tuition Recovery Trust Fund.
- Approve disbursements from the Tuition Recovery Trust Fund, administered by agency staff.
- Administer veterans programs.
- Comply with provisions of the GI Bill to ensure veterans can use benefits at certified programs.
- Maintain transcripts from closed private career schools and furnish transcripts to former students who request them. The agency currently has nearly 200,000 transcripts and is obligated to maintain each transcript for 50 years.
- Evaluate student data from all schools licensed by the agency to determine employment, earnings, and completion rates.

### RECURRING REPORTS, PUBLICATIONS, AND PROJECTS

- **Annual Catalog of Veterans Benefit Programs:** Staff maintains a robust catalog of training and education opportunities for veterans using GI Bill tuition benefits. Annually, staff reports to the U.S. Department of Veterans Affairs on the catalog of programs for veterans using GI Bill tuition benefits.
- **Assessment of Private Vocational School Performance:** Annual performance analysis of Washington's private vocational schools is available within *Workforce Training Results*.

# Possible Steps to Success

3. **Connect with our Own Personal and Organization Priorities:**
  - A. Each member should ensure that they are seeing their organization's mission reflected in the discussions that occur and bring the information back to their respective stakeholders;
  - B. Each member should actively look to see how their stakeholder group or agency could add value to the item that is under review. This can also mean saying no to an issue as the plate is full or issue is not aligned with board/agency priorities.
  
4. **Ongoing Emphasis:** Connect and reinforce the values of trust and safety whenever and wherever possible such as:
  - A. Agendas with mission – priorities and values clearly outlined;
  - B. Nameplates with mission-priorities and values highlighted;
  - C. All Board packets have mission-priorities and values highlighted

# III. Trusting & Safe Environment Working Group

## Draft Work Plan

Trust & Safety Key Areas of Focus	Milestones & Timelines	Members & Status
<p>Key Areas to Focus On with each one in <u>format &amp; content</u> tying back to Board Mission include:</p> <ol style="list-style-type: none"> <li>1. What does a Trusting &amp; Safe Environment look like?</li> <li>2. How do we replicate the level of Trust &amp; Safety demonstrated at the Board retreat July 28-29<sup>th</sup>?</li> <li>3. How do we measure success to determine if we are having an impact?</li> </ol>	<ol style="list-style-type: none"> <li>a. Team chat with Gary P: 8/3/'16</li> <li>b. Working Group 1<sup>st</sup> Meeting: 8/5/'16 (video-conference) lead by Board members.</li> <li>c. Charter/Plan: Draft in review by team</li> <li>d. Make presentation to Board at public meeting, gain input &amp; approval and build in update schedule</li> </ol>	<p>Beth, Chris, Erica and Patrick</p> <p><b>Status:</b></p>

# Selected List of Questions (G. Polain's Survey)

## Survey Questions

1. Team member admit their mistakes.
6. Team members acknowledge their own weaknesses to one another.
10. Team members ask for help without hesitation.
13. Team members ask one another for input regarding their areas of responsibility.
17. Board members acknowledge and tap into one another's skills and expertise.
22. Board members willingly apologize to one another.
32. Team members are unguarded and genuine with one another.
33. Team members are comfortable discussing their personal lives with one another.