

# **Developing High Skills, High Wages 2008**

Public Forums / Work Group Presentation

July / August 2008

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**Workforce Training and Education  
Coordinating Board**

# Our Charge

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➤ 1991 state legislation:

*“Develop and maintain a state comprehensive plan for work force training and education...”*

*(RCW 28C.18.060, 080)*



# Developing the plan

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- Review current economy and demographics
- Review national and local best practices
- Review local strategic plans
- Work groups / Learn from local and national experts
- Workforce Board discussion
- Prepare draft for public review
- Input via email, phone, letters
- Final draft: summer 2008
- Board adoption: September 2008



# Results of Past Plans?

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- Annual Progress Report to the Legislature
  - Building Bridges (Dropout Prevention and Retrieval)
  - Navigation 101 expansion (Career guidance)
  - Strengthening secondary career and technical education (Skills Centers, course equivalencies, SSB6377)
  - Expanding postsecondary education (State fund allocations: High Demand Funding)
  - Financial Aid: Opportunity Grants, State Need Grant
  - Support for industry skill panels, industry clusters
  - Integration efforts, customer service improvements

# How will we develop the plan?

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What  
limits  
us



The  
perfect  
world

Our success relies on...

- Participation
- Collaboration
- Commitment



# Initial Work Groups

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- **Youth Work Group:** Career and Technical Education, Dropouts, Guidance, and more.
- **Adult Work Group:** Access to education, successful transitions to work, career/wage progression, improving employment and earning outcomes, and more.
- **Industry Work Group:** Meeting Washington's need for skilled workers, industry cluster strategies, public–private partnerships, incumbent worker training, and more.



# Work Group Members

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- Employers
- Labor and professional associations
- Community-based organizations
- Education (postsecondary and K-12)
- Government (Legislators, state and local agencies)
- Workforce Development Councils
- Diverse representation
- Urban and rural, eastern and western Washington



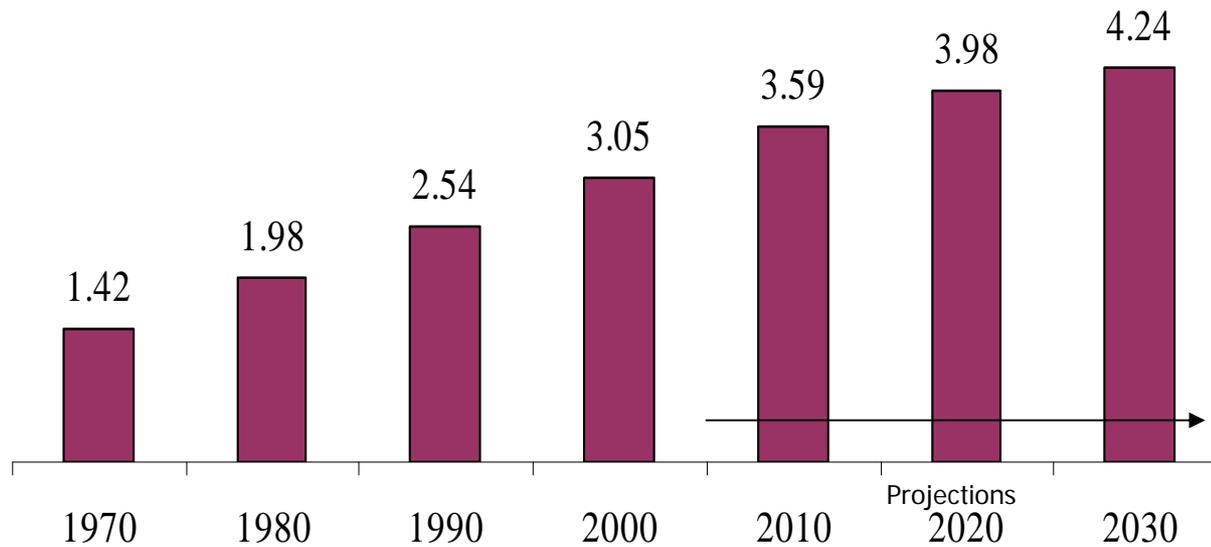
# Tomorrow's Workforce

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- There will be a growing shortage of skilled workers as the baby boom generation ages out of the workforce.
- The workforce of the future will increasingly consist of immigrants from other states and nations, racial and ethnic minorities, and older workers.
- Young adults and people with disabilities are underutilized resources with high rates of unemployment.
- We must do a better job in serving all these groups in the future in order to meet employers' needs for skilled workers.

# Washington's Labor Force is Growing but Growth is Slowing

Figure 1  
Washington's Labor Force (in millions)

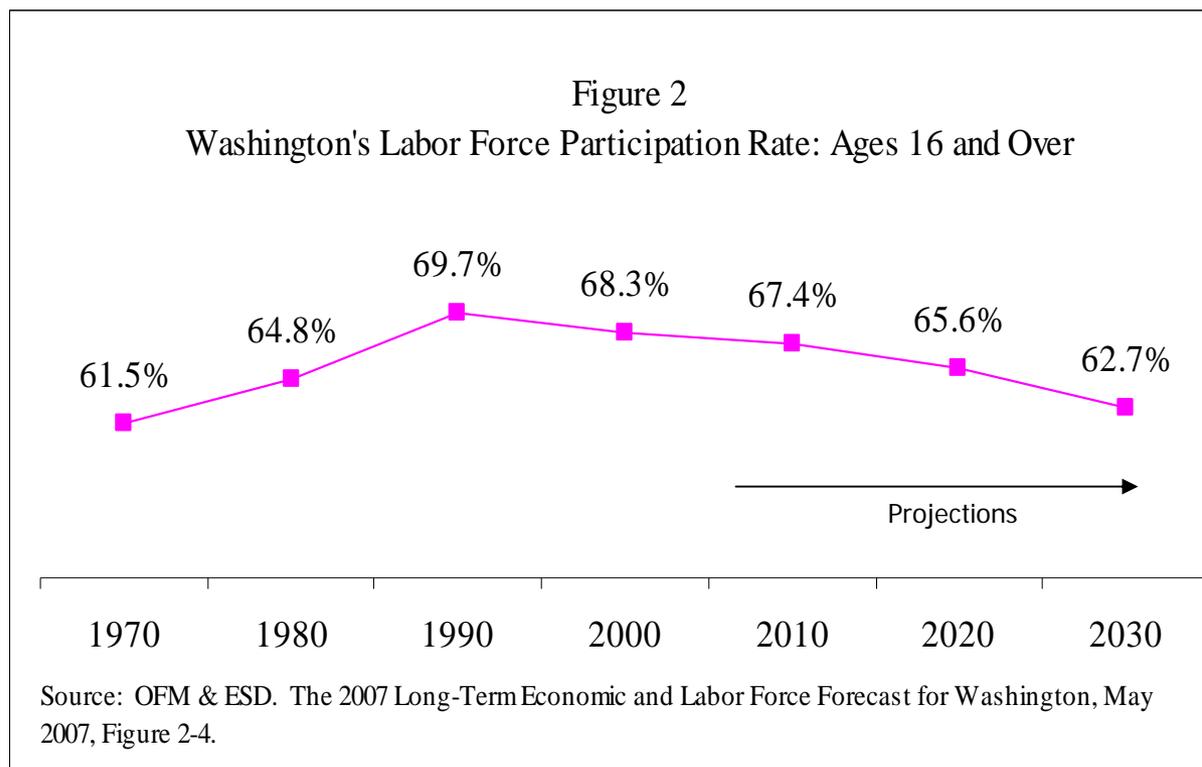


## Annual Growth Rates by Decade:

- 1980's 2.5%
- 1990's 1.9%
- 2000's 1.7%
- 2010's 1.0%
- 2020's 0.6%

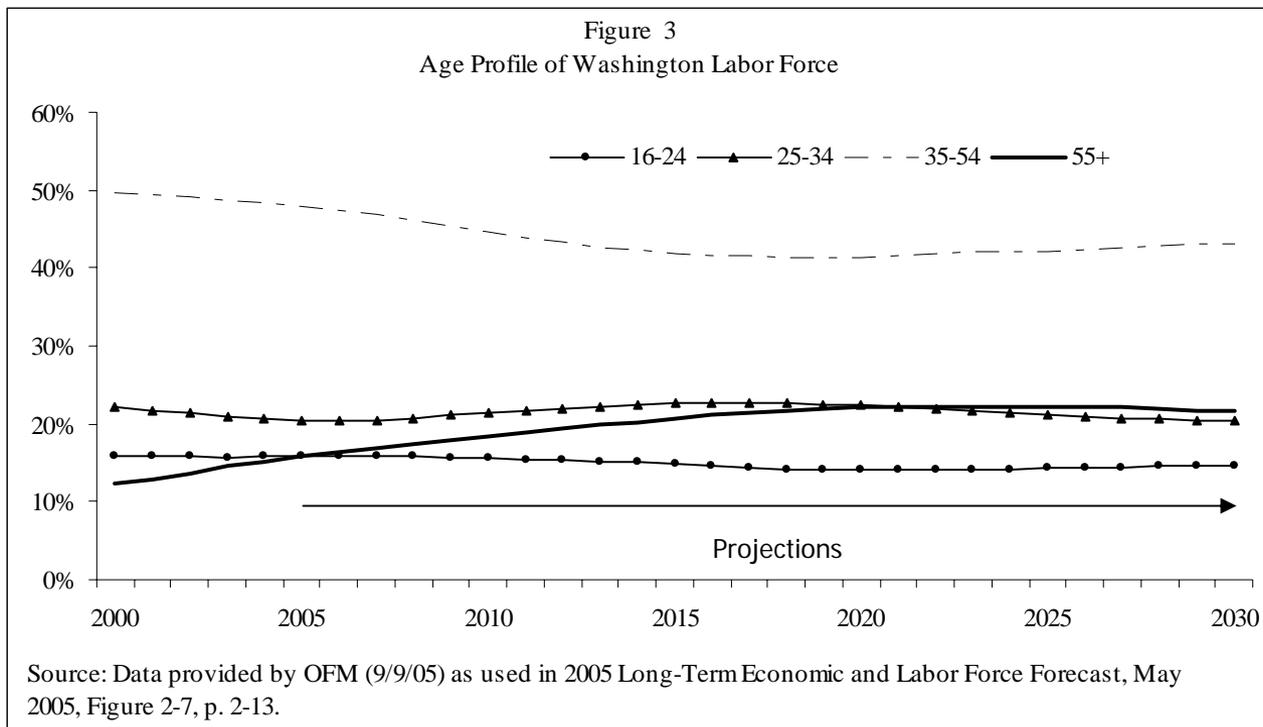
Source: OFM & ESD. The 2007 Long-Term Economic and Labor Force Forecast for Washington, May 2007, Figure 2-4.

# Labor Force Participation Rates Are Decreasing



The decrease in labor force participation rates since 1990 stems from the increasing age of the population and the leveling off of labor force participation rates of women

# Washington's Population Is Aging



Women in Washington have an average of 1.9 to 2.0 children over their lifetimes, a rate that over the long-term (and without net in-migration) produces zero population growth. In the short run, the grandchildren of baby boomers will produce a baby boomlet.

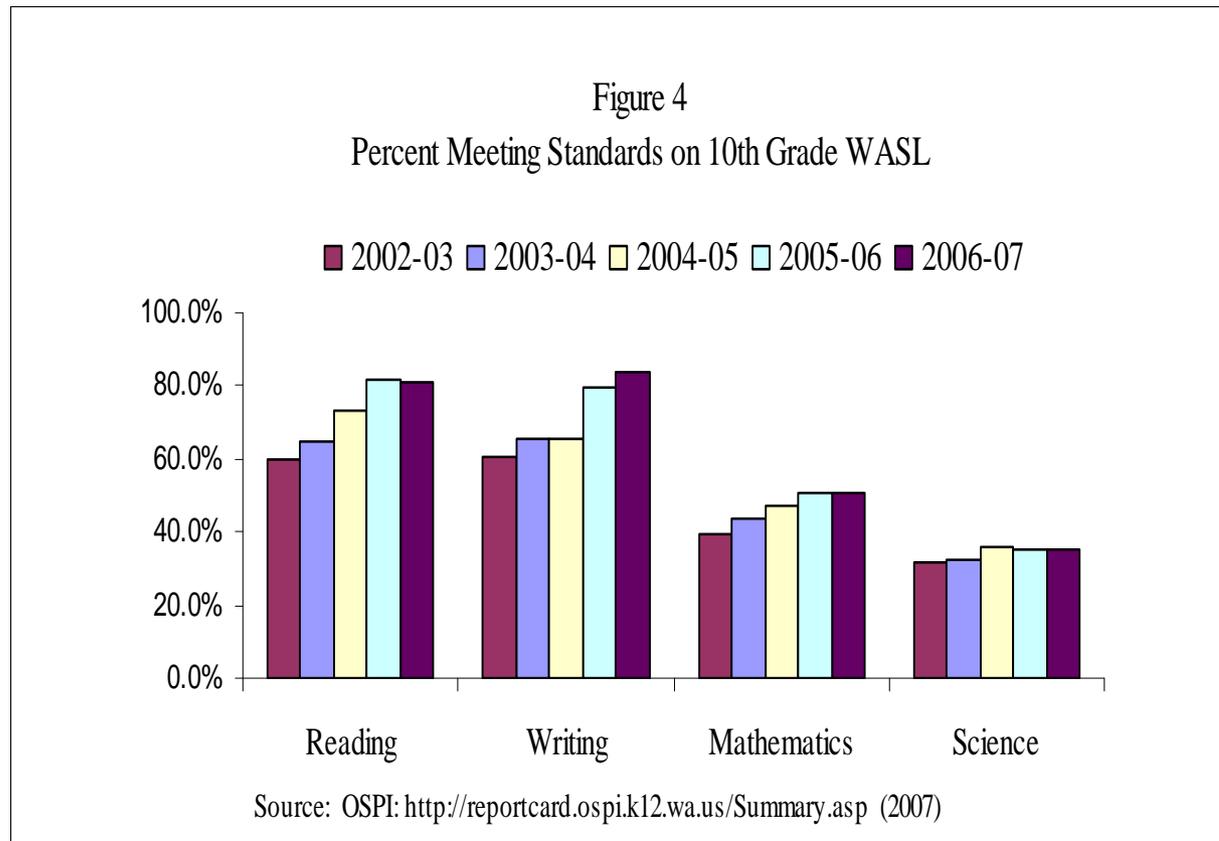


## Net In-Migration Accounts for More than Half the Growth / Many New Arrivals are Young and Educated

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- Oregon and Washington were top states (5<sup>th</sup> and 6<sup>th</sup>) in net in-migration of young, single, and college educated.
- Between 1995 and 2000, every 20- to 30-year old who left the state was replaced by 1.6 new arrivals from elsewhere.
- On average, in-migrants are more educated than current residents – 41 percent over the age of 25 have a BA or Professional Degree – compared with 31 percent of current residents.
- In-migrants from overseas make up 22 percent of in-migrants. These new residents often have lower educational attainment.

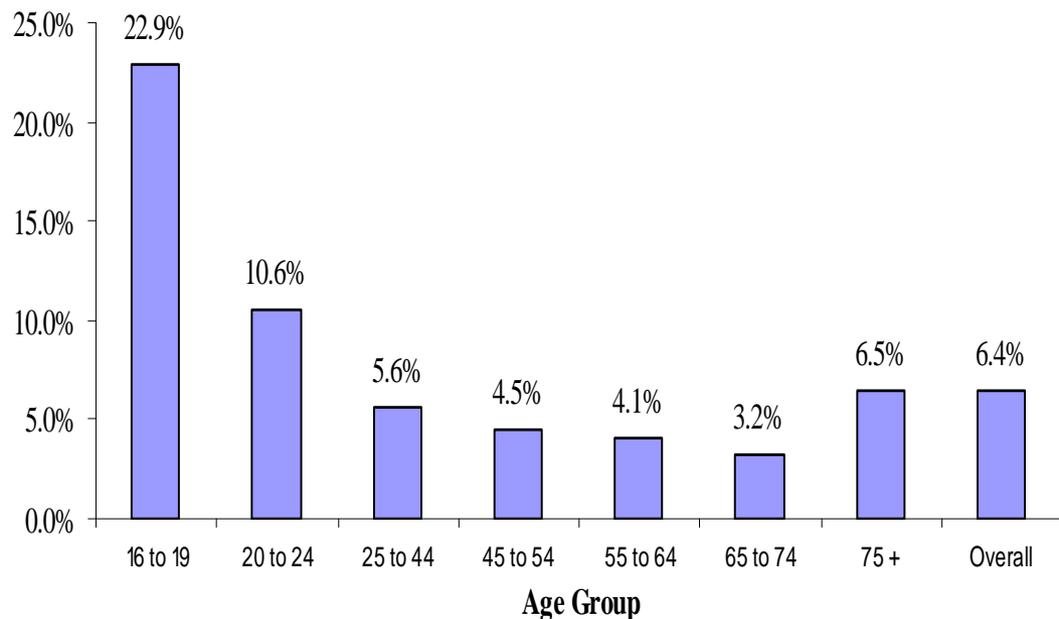
# Educational Preparation of Washington's Youth Is Improving but Could Improve Further



Washington Assessment of Student Learning (WASL) results have improved, but suggest that half of 10<sup>th</sup> Graders don't have the math they need to function well in further education or work. Most lack a firm grounding in sciences.

# Unemployment Rates are Highest for Youth

Unemployment Rate in Washington State, by Age



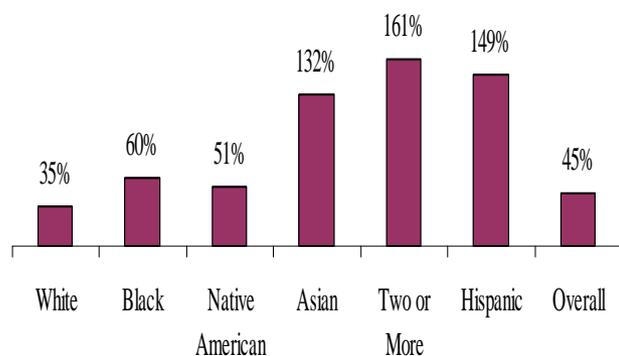
Source: 2006 American Community Survey, Table S2301.

In Washington, there are 38,000 unemployed youth in the 16 to 19 age group and 36,000 in the 20 to 24 age group.

Another 16,000 youth in the youngest group – aged 16 to 19 – are not in school or in the labor force – and not counted as unemployed because they aren't looking for work.

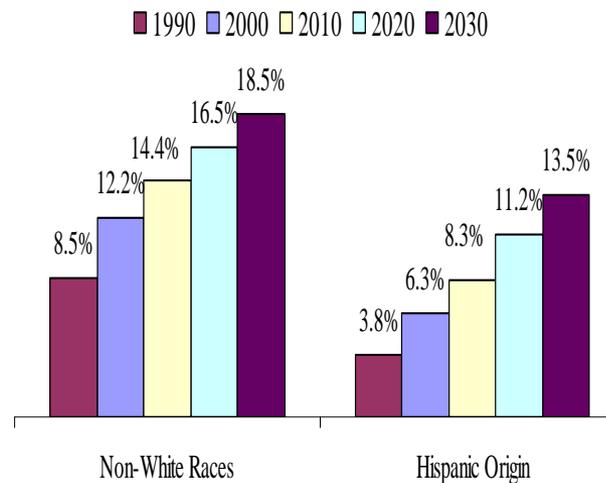
# Washington's Population and Labor Force Will Be more Ethnically Diverse

Figure 5  
Percentage Growth in Population by Racial Group and Hispanic Origin:  
2000-2030



Source: OFM. *Projections of the State Population by Age, Gender and Race/Ethnicity 2000-2030*, March 2006.

Figure 6  
Labor Force Composition by Race & Ethnicity

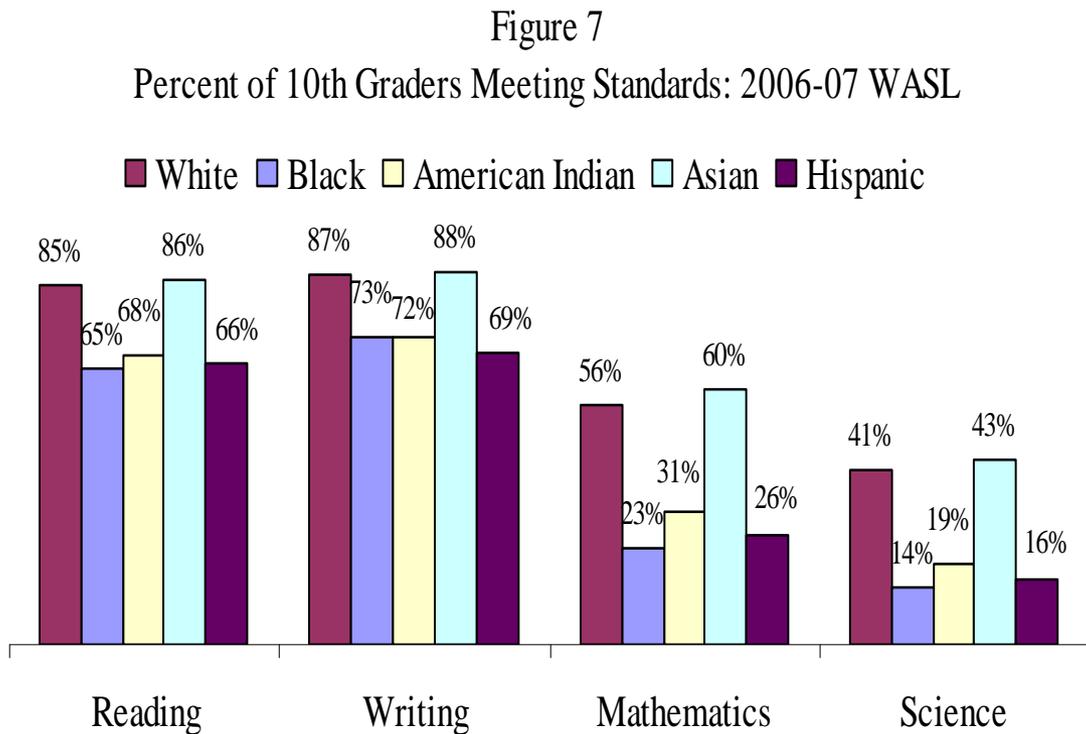


Source: OFM & ESD 2007 Forecast, May 2007. Table 2-5.

Note: Education levels of adults aged 25 or more vary by race and ethnicity

- 92 percent of non-Hispanic whites have completed high school or its equivalent
- 72 percent of non-white groups have completed high school or its equivalent
- 56 percent of Hispanics have completed high school or its equivalent.

# Racial and Ethnic Minorities Face Difficulty Meeting Educational Standards



Source: OSPI: <http://reportcard.ospi.k12.wa.us/Summary.asp> (2007)

According to the Western Interstate Commission for Higher Education, the number of Washington High School Graduates will peak in the class of 2010 and will regain those levels only by the class of 2018.

Minority populations will make up 33 percent of high school students in the class of 2015, up from 23 percent in 2005. This highlights the importance of improving the performance of minority students.

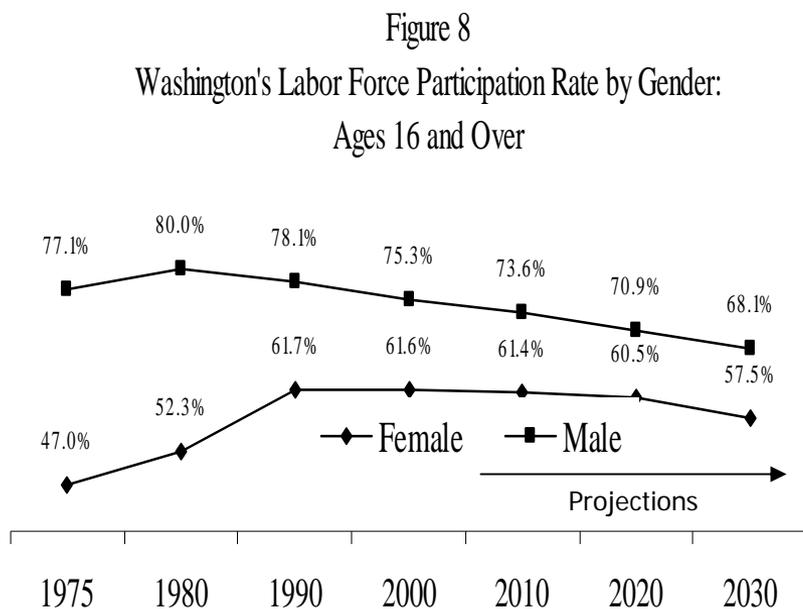


## People With Disabilities and the Labor Force

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- ❑ Labor Force Participation of people with disabilities may have declined since 1990. Trends are unclear due to changes in surveys.
- ❑ 13.5 percent of Washingtonians 16 to 64 reported disabilities: 576,000 people in 2006
- ❑ 7.4 percent, or 315,000 reported disabilities that made it difficult to work – only 19 percent of them were employed.
- ❑ Two-thirds of the 261,000 people with disabilities who did not report that their disabilities made work difficult were employed.

# Labor Force Participation by Women Increased through 1990, Then Levelled Off



Source: OFM & ESD. The 2007 Long-Term Economic and Labor Force Forecast for Washington, May 2007, Figure 2-4. Data by gender starts in 1975.

Women's entry to the labor force was rapid between 1975 and 1990.

Women will make up almost 47 percent of the labor force in 2030.

Single, separated, and divorced men and women participate in the labor force at the same rate—around 69 percent.

Married men have higher rates of labor force participation (77 percent) than married women (60 percent). Of working age adults, 57 percent are married.

We have no reason to believe that the labor force participation rates will increase from further changes in family composition.



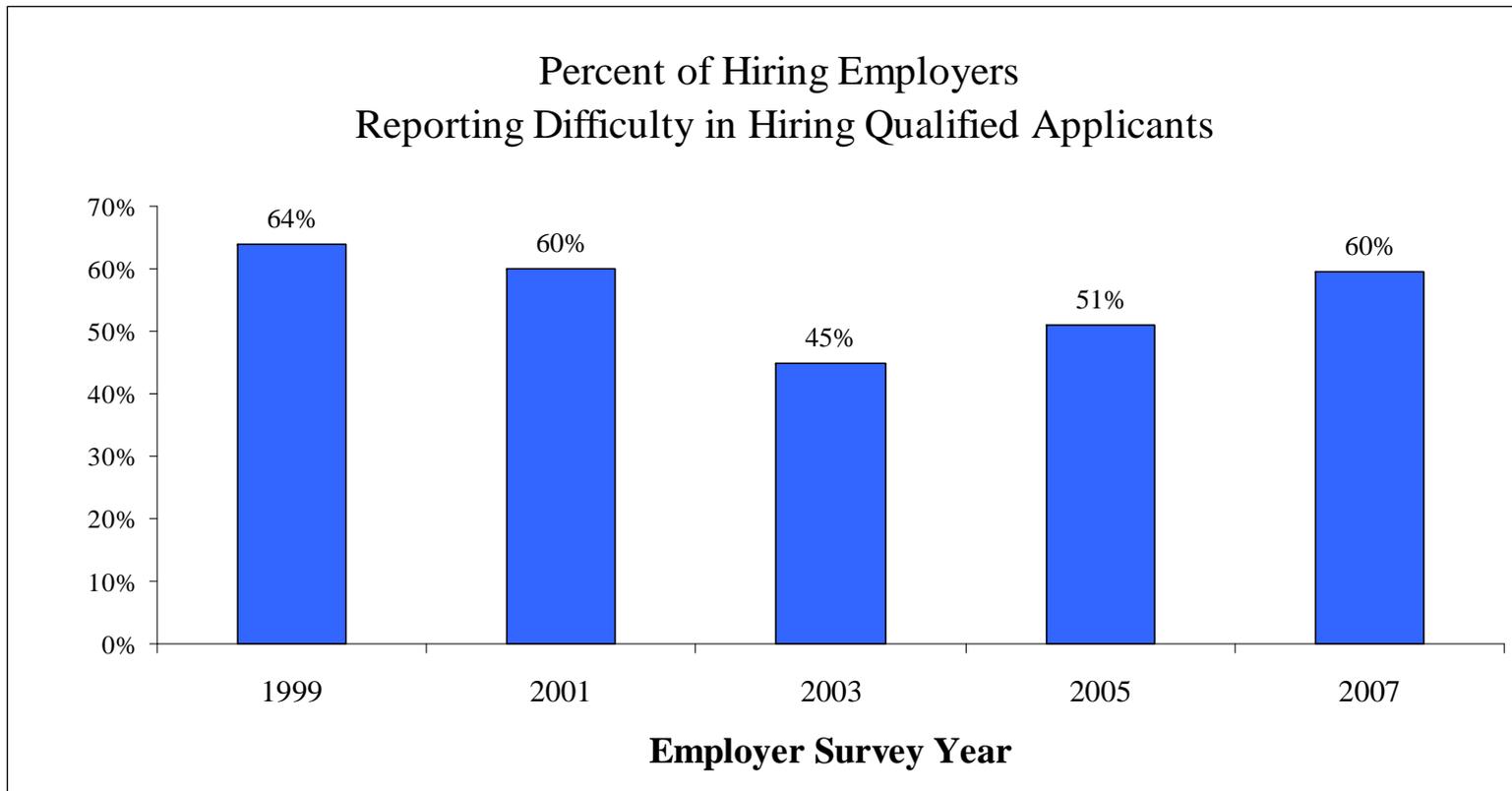
## Economic Context: Employer Needs and Practices Survey - 2008

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- Employers report difficulty finding qualified workers.
- The most frequent difficulty is finding workers with specific occupational training provided at the mid-level of postsecondary education and training (e.g., an Associate Degree in Nursing).
- The shortage of skilled workers reduces employer productivity, output, and growth.

# Employers found it difficult to hire qualified workers

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# Number and Percent of Employers with Difficulty Hiring Qualified Workers

## Results by Workforce Development Area

Workforce Development Area	Number of Employers With Difficulty Hiring - 2007	Percent of Employers Attempting to Hire - 2007	Percent of All Employers	
			2005	2007
Benton-Franklin Counties	2,400	59%	15%	42%
Eastern Partnership	3,200	65%	34%	52%
King County	35,800	56%	25%	50%
North Central Washington	5,500	76%	41%	64%
Northwest Washington	9,500	77%	36%	66%
Olympic Consortium	5,700	60%	42%	50%
Pacific Mountain	4,300	33%	25%	27%
Pierce County	9,700	59%	34%	47%
South Central	5,000	62%	47%	55%
Snohomish County	7,700	61%	35%	47%
Southwest Washington	6,200	61%	44%	43%
Spokane County	8,900	71%	38%	61%
Statewide	104,100	60%	32%	50%

More firms tried to hire in 2007 than in 2005 and more had difficulty. 104,100 firms had difficulty hiring in 2007, compared with only 69,025 in 2005.

Compared with 2005, employer difficulty increased the most in Benton-Franklin and King County.

Employer difficulty increased the least in Pacific Mountain and Southwest Washington

# Number and Percent of Employers with Difficulty Hiring Qualified Workers / Results by Sector & Size of Firm

Firms, by Sector and Size	Number of Employers With Difficulty Hiring - 2007	Percent of Employers Attempting to Hire - 2007	Percent of All Employers	
			2005	2007
Agriculture/Food Processing	3,000	63%	41%	54%
Construction	10,400	69%	44%	63%
High Technology *	1,300	47%	39%	30%
Manufacture	3,100	67%	35%	50%
Services	36,200	48%	27%	42%
Trade	27,000	75%	33%	63%
Other Industry	23,100	64%	38%	49%
Large (100+ Workers)	6,600	75%	N.A.	69%
Medium (20-99 Workers)	22,200	61%	N.A.	59%
Small (1-19 Workers)	75,200	58%	N.A.	46%
All Firms	104,100	60%	32%	50%

Compared with 2005, the percent of firms with difficulty increased most in the Trade and Services. Increases in Construction and Manufacturing is below the average for all firms.

The percent of firms in the High Tech sector reporting difficulty declined.

\* High Technology includes chemicals and allied products, industrial machinery and equipment, electronics and other electric equipment, instruments and related products, communication, software, business services, and engineering and management services. Boeing is included in the Manufacturing sector.

# Number and Percent of Employers with Difficulty Hiring Qualified Workers / Results by Education Level

Education Levels	Number of Employers With Difficulty Hiring - 2007	Percent of Employers Attempting to Hire - 2007	Percent of All Employers	
			2005	2007
Neither a high school diploma or GED	15,000	14%	2%	8%
High school diploma or GED	25,600	25%	7%	13%
Some college course work	43,400	42%	9%	22%
Vocational certificate	36,000	35%	9%	18%
Vocational associate degree	27,700	27%	8%	14%
Academic associate degree	19,900	19%	5%	10%
Baccalaureate degree	24,900	24%	6%	13%
Masters degree	15,000	14%	4%	8%
Doctoral or professional degree	10,700	10%	2%	6%

A growing economy increased the number and percent of firms facing difficulty at each education level.

As in prior years, more employers experienced difficulty trying to hire at mid-levels of education—above high school level and below baccalaureate level—than at higher or lower levels of education.

# Number and Percent of Employers with Difficulty Hiring Qualified Workers / Results by Type of Skill

Skills	Number of Employers With Difficulty Hiring -2007	Percent of Employers Attempting to Hire - 2007	Percent of All Employers	
			2005	2007
Occupation-specific skills	84,900	82%	22%	42%
Problem solving or critical thinking skills	81,900	79%	21%	41%
Positive work habits and attitudes	71,700	69%	20%	36%
Communication skills	67,600	65%	19%	34%
Team work skills	66,900	64%	18%	33%
Ability to adapt to changes in duties and responsibilities	66,400	64%	16%	33%
Ability to accept supervision	58,400	56%	15%	29%
Math Skills	49,800	48%	12%	25%
Writing skills	40,200	39%	12%	20%
Computer skills	39,700	38%	12%	20%
English as a Second Language skills	35,300	34%	5%	18%
Reading skills	27,600	27%	7%	14%

Occupation-specific skills always top the list of skills firms have difficulty finding. In 2005, 76 percent of hiring firms had problems with occupation skills. The biggest increase in difficulty came in finding English as a Second Language skills, affecting only 17 percent of hiring firms and 5 percent of firms overall in 2005.

# Consequences of Difficulty in Hiring Qualified Workers

Responses to the difficulty in finding qualified applicants	Number of Employers With Difficulty Hiring - 2007	Percent of Employers Attempting to Hire - 2007	Percent of All Employers	
			2005	2007
Lowered overall productivity	63,300	61%	16%	31%
Reduced production output or sales	58,600	56%	17%	29%
Reduced product or service quality	44,000	42%	14%	22%
Prevented firm from expanding its facilities	28,000	27%	8%	14%
Prevented firm from developing new products/services	23,700	23%	6%	12%
Caused firm to move some operations out of Washington	4,000	4%	0.2%	1.9%

Lower overall productivity was a more frequent response to recruitment difficulty in 2007 than in 2005.

# Has your firm experienced difficulty with entry-level workers hired in the last six months demonstrating the following skills?

Skill of Entry-Level Workers	Number of Employers With Difficulty Hiring -2007	Percent of Employers Attempting to Hire -2007	Percent of All Employers	
			2005	2007
Solve problems and make decisions	66,100	63%	17%	33%
Take responsibility for learning	64,300	62%	18%	32%
Resolve conflict and negotiate	60,500	58%	13%	30%
Observe critically	57,000	55%	13%	29%
Cooperate with others	50,800	49%	12%	26%
Use math to solve problems and communicate	49,500	48%	10%	25%
Listen actively	49,400	47%	13%	25%
Read with understanding	43,800	42%	10%	22%
Use information and communications technology	40,700	39%	11%	21%
Speaks so others can understand	38,600	37%	7%	20%

The biggest increases since 2005 involved:

- Speaking so others can understand.
- Using math to solve problems and communicate.
- Resolving conflicts and negotiating.

These problems affected 24 percent, 35 percent, and 44 percent of firms attempting to hire in 2005.

The same problems affected 37 percent, 48 percent, and 58 percent of firms attempting to hire in 2007.

# Expectations of Future Demand for Workers, by Education Level

Education level needed	Increase	Stay Same	Decrease	Not Needed
No high school /GED diploma	12%	45%	4%	39%
With high school /GED diploma	18%	63%	2%	17%
With some college coursework, no degree	27%	46%	1%	26%
With vocational certificate	22%	39%	1%	39%
With vocational Associate degree	17%	39%	1%	43%
With academic Associate degree	10%	41%	5%	44%
With BA/BS degree	18%	35%	1%	46%
With Masters degree	7%	30%	5%	58%
With PhD/Professional degree	4%	25%	5%	66%

Employers expect more demand than in 2005. Increased demand is seen by some firms at both the lowest and highest education levels.

In 2005, only 2 percent of firms expected an increased need for workers at the lowest level. This year, 12 percent expect increased need.

In 2005, only 59 percent of employers said that workers without a high school diploma or GED were not needed at their firms. In 2005, only 6 percent of firms expected an increased need for workers with Master's degrees and 1 percent expected an increased need for workers with PhDs or professional degrees. In 2005, only 1 percent of firms thought need for such workers would decrease, but 67 percent of firms reported they did not need workers with Masters degrees and 76 percent reported they did not need workers with PhD or professional degrees.

# Employers providing training by firm size and occupation group

Size of Firm	Provided Training		Did Not Provide Training		Not Applicable		Total
	Percent	Number	Percent	Number	Percent	Number	
Large (100+ Workers)..	87%	7,800	12%	1,000	1%	100	9,000
Medium (20-99 Workers)	72%	27,100	27%	10,200	0%	100	37,500
Small (1-19 Workers)	56%	90,700	42%	67,800	2%	3,500	162,000
All Firms	60%	125,700	38%	79,100	2%	3,700	20,8500

Percent in Occupational Group who received Training	Percent who Received	
	Classroom Training	On-the Job Training
Managerial and administrative occupations	49%	28%
Professional occupations	32%	16%
Technical and paraprofessional occupations	30%	21%
Clerical and administrative support occupations	26%	34%
Production, construction, operation, maintenance, and material-handling occupations	26%	28%
Service occupations	24%	20%
Marketing and sales-related occupations	19%	18%
Agricultural, forestry, fishing, and related occupations	9%	9%

Classroom Training was provided to more workers in many occupations, but decreased for Marketing, Clerical, and Production occupations compared with 2005. OJT decreased in most occupations.



# Program Evaluations Inform Plan

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- Workforce Board works with stakeholders to set performance measures and targets for workforce development programs related to:
    - Employment
    - Earnings
    - Skill Gains
    - Employer Satisfaction
    - Participant Satisfaction
- (See Workforce Training Results)*



# THE DRAFT PLAN....

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- Objectives
- Strategies
- Accomplishments by 2018



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

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**Objective 1** A K-12 Guidance and Counseling System provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school.

- **No later than 2018** all middle and high schools in the state have in place all five elements of the K-12 Guidance and Counseling System that includes community, business and labor collaboration.

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

- **No later than 2018** all high school students across Washington have the option to complete a career and technical education sequence that matches their career interests, articulates with postsecondary education and results in industry certification where applicable.



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

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**Objective 3** All students graduate from high school.

- **No later than 2018** every local community in the state will have an effective school/community partnership that provides a comprehensive dropout prevention, intervention and re-engagement system for ALL youth, including those who have dropped out or who are at risk of dropping out.

**Objective 4** Reduce unemployment rates among older youth, and improve their career prospects.

- **No later than 2018** there is a comprehensive state strategy to help unemployed older youth reconnect with work and/or further education opportunities.



## Youth Obj. 1: Guidance and Counseling

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- ❑ Expand implementation of the best practice guidance system, “Navigation 101” across the K-12 system including establishing goals for expansion each year.
- ❑ Integrate the Individual Education Plan with the 13th year plan required for graduation.
- ❑ Work with the State Board of Education to create policy links to comprehensive career guidance.
- ❑ Support the College Bound Scholarship Program that provides an incentive for low-income students to complete high school.

# Youth Obj. 2: Success in future education and/or work.

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- Increase the number of students who complete a CTE sequence and/or course requirements for admission to a four-year college or university or enrollment in college-level classes at a community or technical college by:
  - Identifying targets for increases.
  - Conducting an ongoing campaign to increase awareness of teachers, counselors, students, parents, and the general public of the opportunities of rigorous CTE programs, using multiple strategies.
  - Establishing criteria for setting academic course equivalencies.
  - Increasing the number of CTE courses that provide credit for math or science.
  - Providing new opportunities for students in rural areas to complete a CTE sequence.
  - Expanding CTE offerings offered via distance learning options.
  - Identifying high employer demand programs and expand these offerings in secondary CTE sequences.
  - Expanding Grades 7-12 CTE sequences for students.
  - Developing model statewide CTE articulation agreements that provide a program of sequenced courses and ensure all students have access to dual enrollment options.
  - Working with the State Board of Education to ensure high school graduation requirements contain a viable option for students to pursue a CTE sequence.

## Youth Obj. 2: Success in future education and/or work (continued...)

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- Expand pre-apprenticeship and apprenticeship opportunities for youth.
- Provide opportunities for all youth to connect to the workplace, including mentorships, job shadows, internships and a variety of other strategies including:
  - Building upon the mentorship component of the In-Demand Scholars program.
- Develop and implement best practice models to help basic skills deficient immigrant youth succeed in high school including.
  - Developing I-BEST programs for use in middle schools and high schools (basic skills and English language programs that are integrated with occupational skills training.)
- Assist all students to achieve the rigorous, high standards required for further education and/or work.



## Youth Obj. 3: All students graduate from H.S.

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- ❑ Expand the Building Bridges Grant Program to serve more youth at-risk of dropping out and to re-engage youth who have dropped out of school.
- ❑ Collaborate with education partners to develop state-level performance measures and targets for reducing the dropout rate, increasing the on-time graduation rate and increasing successful re-entry and achievement for students who have dropped out.
- ❑ Establish a process for identification, development and replication of best practices statewide.
- ❑ Explore changes in school funding that will give schools an incentive to serve at-risk youth.
- ❑ Identify and make recommendations to reduce the 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.
- ❑ Create stronger program links between Job Corps, and Skills Centers to ensure more Job Corps students receive a high school diploma.
- ❑ Identify support services for at-risk youth and their parents, and implement action steps.



## Youth Obj. 4: Reduce unemployment among older youth / improve career prospects

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- ❑ Create summer youth employment programs.
- ❑ Connect unemployed youth to expert “navigators” who can guide them to postsecondary resources and work experience opportunities.
- ❑ Seek a WIA I-B Youth waiver or WIA Adult 18-24 waiver for the maximum age eligibility and supplement these resources with state funds.
- ❑ Develop I-BEST opportunities specifically for older youth.
- ❑ Ensure the Building Bridges Grant programs includes a strong component for re-engaging youth 21 years of age and under to reconnect with education to obtain a high school diploma.
- ❑ Connect disadvantaged youth to AmeriCorps and Service Corps opportunities.

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

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**Objective 1:** Increase the number of adults who have at least one year of postsecondary training.

- **No later than 2018:** (Target to be determined) More adults attain at least one year of postsecondary training and a credential, and
- Washington state covers the tuition costs for the 13th year for workforce education students, and
- (Target to be determined) More individuals receive the support services they need to enter and complete postsecondary training, and
- (Insert Student Achievement target if appropriate.) More students achieve critical milestones at community and technical college programs as evidenced by the Student Achievement Initiative.

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

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**Objective 2:** Postsecondary education and training provides effective opportunities for going in and out of training over the course of life-long learning.

- **No later than 2018:** The majority of working adults are engaged in training each year, including workplace-based learning.

**Objective 3** Adults with barriers to employment and training enter education and career pathways that lead to self-sufficiency.

- **No later than 2018:** (Target to be determined) More adults with barriers to employment and training become employed in middle and higher wage jobs, and
- The majority of Adult Basic Education programs at community and technical colleges are integrated with occupational skills training.



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

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**Objective 4:** The WorkSource system provides integrated and effective customer service without barriers associated with separate, individual programs.

- **No later than 2018:** WorkSource is a functionally integrated service delivery system that measurably improves the employability of customers.

## Adult Obj. 1: Increase number of adults with at least one year postsecondary

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- Provide more financial aid and support services to enable students to enroll in and complete at least one year of postsecondary training and receive a credential, including:
  - Expand the Opportunity Grant program and include support services.
  - Provide the first five credits of postsecondary training free for workforce students who earn less than the median family income.
- Establish more industry-based credentials in occupational and general workplace skills demanded by employers for students that complete one-year of training and develop more one year certificated programs.
- Provide more workforce education students with access to work-based learning and career and labor market information.
- Create easy to navigate postsecondary education and training and career websites, including financial aid and support services.
- Conduct an ongoing marketing campaign to inform the general public about the employment and earnings benefits of postsecondary training, especially in high employer demand programs of study.



## Adult Obj. 2: Opportunities for lifelong learning

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- Identify and implement best practice models for working adults to gain further education and training at the workplace, including through digital learning.
- Develop public/private financial aid support to assist working adults to gain further education and training credentials including:
  - Lifelong Learning Accounts (LiLas).
  - Increasing the number of part-time, working students who can receive the state-need grant.
- Develop more Applied Baccalaureate degrees to create four-year degree options for students that complete technical associate degrees.
- Develop more statewide direct transfer agreements and articulation agreements between two-year and four-year schools, and between private schools and public schools.

## Adult Obj. 3: Adults with barriers to employment and training enter education and career pathways that lead to self-sufficiency.

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- ❑ Expand the use of the self-sufficiency calculator to all workforce development councils, and provide training for frontline staff.
- ❑ Expand the number of Adult Basic Education programs that integrate occupational skills training through the I-BEST model.
- ❑ Expand use of the Food Stamps Education and Training program for customers with the greatest barriers to employment.
- ❑ Enhance professional development and provide credentials for career coaching, mentoring, and instruction in life skills and employability skills for WorkSource staff, training institutions, community-based organizations, employers, and others.
- ❑ Enhance employment and training options for targeted populations (people of color, people with disabilities and women), ex-offenders, and veterans.
- ❑ Ensure that workforce development services are fully accessible for all adults with disabilities.
- ❑ Develop a system to provide post-employment services to adults to improve work retention and career advancement.



## Adult Obj. 4: WorkSource system provides integrated and effective customer service

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- ❑ Identify barriers to integrated customer service and implement solutions.
- ❑ Increase integration of WorkSource partner programs through methods such as co-enrollments and co-locations among WorkSource partner programs.
- ❑ Increase the use of consistent performance measures among WorkSource partner programs.
- ❑ Improve the integration of assessments, counseling, employment services, and training in the WorkSource system.
- ❑ Improve linkages with community-based organizations, especially those that serve target populations, ex-offenders, and veterans.
- ❑ Identify opportunities for partnership that will provide resources to serve more customers in the workforce development system.



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

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**Objective 1:** The workforce development system supplies the number of newly prepared workers needed to meet current and emerging employer needs.

- **No later than 2018:** Raise mid-level degrees and certificates to 36,200 annually, an increase of 9,400 degrees and certificates annually.

**Objective 2:** The workforce development system strengthens Washington's economy, focusing on strategic industry clusters as a central organizing principle.

- **No later than 2018:** Washington's workforce and economic development programs have established track records of effective service to the strategic industry clusters in Washington, and
- Washington's workforce development system prepares the number of workers needed to fill job openings in strategic industry clusters.



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

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**Objective 3:** Current and dislocated workers, and job seekers receive education and training that builds competitive skills and businesses.

- **No later than 2018:** A majority of mid- and lower-wage employees receive training from either their employers or the workforce development system, and
- Dislocated worker programs are easy to navigate and enable good wage replacement results.



## Industry Obj. 1: Supply number of newly prepared workers needed

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- Increase annual capacity in mid-level education and training programs (greater than one year but less than four years) by 9,400 degrees and certificates.
- Expand apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.

# Industry Obj. 2: Strengthen WA's economy, focusing on strategic industry clusters

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- ❑ Establish Industry Skill Panels that provide information on skill needs in strategic industry clusters in all workforce development areas.
- ❑ Establish Centers of Excellence that provide best practice support to education providers for all strategic industry clusters in the state.
- ❑ Expand High Employer Demand programs of study at all levels of postsecondary education and target under-represented labor pools to facilitate their entry to high demand occupations.
- ❑ Prepare more individuals to work in industry clusters that provide middle-wage and high-wage job opportunities.
- ❑ Coordinate workforce development and economic development planning efforts at the state level, including an emphasis on industry clusters.
- ❑ Provide the best possible services to support strategic industry clusters by:
  - Identifying and removing barriers to serving industry clusters.
  - Identifying and implementing best practices in industry cluster development
  - Identifying and implementing best practices in unified business services at WorkSource Centers.
  - Providing incentives to regions and local areas to convene and support industry clusters through programs and resources.
- ❑ Establish a state initiative modeled after the WIRED grant program.
- ❑ Convene an annual conference for workforce and economic development.



## Industry Obj. 3: Current / dislocated workers & job seekers receive education and training

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- ❑ Increase the level of public and private support for customized training for current workers, recruit more workers and employers to participate, and improve program design to best suit their needs. (Also see strategies in the Adult section of this plan.)
- ❑ Increase the number of working adults gaining further education and training at the workplace through distance learning and other methods including the integration of Adult Basic English / English language and occupational skills. (Also see strategies in the Adult section of this plan.)
- ❑ Expand the availability of Lifelong Learning Accounts to fund worker training.
- ❑ Align eligibility criteria for dislocated worker programs. (Also see strategies in the Adult section of this plan.)
- ❑ Establish a toolbox of work-ready assessments and promote their use in a variety of settings.
- ❑ Meet the skill and training needs of businesses by developing workplace training options.

# What we ask of you...

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- What would you change in the draft? Emphasize? Add? Delete? Alter?
- What should be the state's priorities for the next two years? To accomplish by 2018?
  - Share your knowledge and expertise
  - Respect the contributions and perspectives of others in the group
  - Recognize your needs are part of a wider system
  - Aim for consensus, falling back to majority agreement (those who disagree will voice their opinion)