

NGA Policy Academy on Work-Based Learning

Application State: Washington

Team Leader

Eleni Papadakis

Executive Director

Workforce Training and Education Coordinating Board

128 10th Avenue SW

Olympia, WA 98504

epapadakis@wtb.wa.gov

360 709-4608

Staff Contact:

Nova Gattman

Legislative Director

Workforce Training and Education Coordinating Board

128 10th Avenue SW

Olympia, WA 98504

nova.gattman@wtb.wa.gov

360 709-4612

Fiscal Agent:

Glena Red Elk

Chief Financial Officer

Workforce Training and Education Coordinating Board

128 10th Avenue SW

Olympia, WA 98504

glena.redelk@wtb.wa.gov

360 709-4620

JAY INSLEE
Governor



STATE OF WASHINGTON
Office of the Governor

November 13, 2015

Meghan Wills
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512

Dear Ms. Wills:

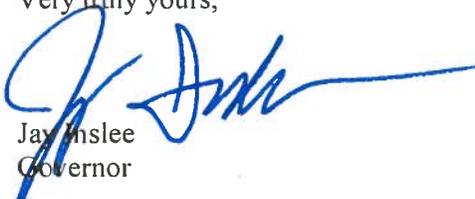
I am pleased to present this application for Washington to participate in the NGA Policy Academy on Work-Based Learning. This opportunity could not come at a better time for our state.

State and local partners, including my executive cabinet agencies, the business and labor communities, and a wide range of local government and non-government organizations, have been working together for a number of years to expand high quality work-based learning opportunities for our young people. This coordinated investment has resulted in many superb programs with consistently high performance and strong partnerships with industry. Throughout my first term, I have made access to work experience and experiential learning a top priority. In fact, in 2014, I directed the full amount of my WIA discretionary funds to go directly into a program called YouthWorks, which funded partnerships between our state's 12 workforce development councils, school districts, and local youth service organizations. YouthWorks is designed to help marginalized young people develop informed career plans and access work experience opportunities.

YouthWorks has exceeded its planned performance goals. We have consistently seen tremendous results in our local and pilot programs that use work-integrated learning modalities, especially work-based learning. However, Washington must look for strategies to scale and sustain what we know works. For this reason I asked the Workforce Training and Education Coordinating Board (Workforce Board) to convene our state's stakeholders to develop an application for this policy academy. The Executive Director of the Workforce Board, Eleni Papadakis, will co-chair the core team with a member of my staff, and Workforce Board staff will be the primary staff support to carry out the obligations of policy academy participation. The Workforce Board will also serve as the fiscal agent for the grant. We are aware of the time and effort necessary for success in this work, and I am committed to ensuring that the goals of the academy are realized so that Washington will improve education and economic outcomes for all of its young people.

I appreciate your consideration of Washington's application for this policy academy. If you have any questions, please feel free to contact Eleni Papadakis at epapadakis@wtb.wa.gov or via phone at 360-709-4600.

Very truly yours,



Jay Inslee
Governor





SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

November 13, 2015

Ms. Meghan Wills, Senior Policy Analyst
National Governors Association
444 North Capitol Street
Washington, D.C. 20001-1512

RE: Washington State Grant Application- Policy Academy on Work-Based Learning

Dear Ms. Wills:

As the State Director of Career and Technical Education with the Office of Superintendent of Public Instruction, I am writing to express my support for Washington State's grant application to support a Policy Academy on Work- Based Learning.

Now is the perfect time for a policy academy in the state of Washington. Information Technology, Aerospace, and Life Sciences are examples of robust Science, Technology, Engineering, and Math (STEM) sectors in our state. These sectors would benefit from improved connections to youth seeking middle-skills career learning opportunities. This policy academy would create a new partnership designed to ensure that employers, education and government work together to improve our youth's access to STEM careers, thus benefiting local employers with increased youth employment skills.

The Office of Superintendent of Public Instruction will work to achieve the goals of this innovative new partnership by having Lance Wrzesinski, our Pathway Supervisor for Business and Marketing participate on the core team. Mr. Wrzesinski works with teachers across Washington State who oversee Work-Based Learning programs in our public schools.

I am confident that a policy academy in Washington State would be successful and extremely beneficial to our youth and economy. Thank you for your consideration.

Sincerely,

George Aszklar
Director of Career and Technical Education



STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

128 - 10th Avenue, S.W. • PO Box 43105 • Olympia, WA 98504-3105
Phone: (360) 709-4600 • Fax: (360) 586-5862 • Web: www.wtb.wa.gov • Email: workforce@wtb.wa.gov

November 13, 2015

Meghan Willis
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512

Dear Ms. Willis,

We are honored that Governor Inslee has asked the Workforce Board to lead Washington's participation in the NGA Policy Academy on Work-Based Learning. I am pleased to submit this letter of support for both Washington's application and the commitment of my organization to serve as fiscal agent for the grant. The activities of this policy academy will certainly accelerate Washington's efforts to scale up work-based learning for our young people, especially those disadvantaged economically, through disability or life circumstance.

Washington's Workforce Training and Education Coordinating Board (Board), is a small agency with a great passion for helping Washington's residents obtain and succeed in living-wage jobs. Its Board and staff are devoted to creating connections to the world of work with K-12 and postsecondary education programs, as well as with programs for out-of-school youth. Our Board is comprised of members from government, business, and labor who work together with system stakeholders to assess needs for skilled workers, and a key component of that strategy is ensuring youth can obtain workplace skills to become adults with successful careers.

I will co-chair the core team with a staff member from the Governor's office, and Board staff will be the primary staff support to carry out this policy academy. I have more than 30 years of experience in the workforce development arena ranging from direct service delivery to state and policy work. I began my career at the community level, helping young people connect to education and employment. I know from first-hand experience how work-based learning can make the difference between success and failure for marginalized youth—and yet it is one of the most difficult practices to sustainably resource.

The Workforce Board is also pleased to serve as the fiscal agent for this grant. Fiscal operations are overseen by our Chief Financial Officer, Glenna Red Elk, who has 25 years in this field, including complying with the requirements of external or discretionary grants.

Please let me know if you have any questions or require further information or clarification. Thank you for your time and consideration.

Sincerely,

Eleni Papadakis
Executive Director



November 10, 2015

Ms. Meghan Wills
National Governors Association
Center for Best Practices
444 North Capitol St., Suite 267
Washington, D.C. 20001-1512

Dear Ms. Wills:

The State Board for Community and Technical Colleges is pleased to support the grant proposal for the Policy Academy on Work-Based Learning. Washington's community and technical college system is well-positioned to contribute to a positive outcome for youth in STEM middle-skills opportunities. Our colleges are engaged in apprenticeships, pre-apprenticeships, internships, structured work experience programs, on-the-job training, and co-operative education. They offer in-demand career and technical education and a range of dual-credit and competency-based opportunities.

Our agency's goal for the Policy Academy is to work with our state workforce development partners to increase the number and quality of work-based learning opportunities for our students, especially students who are under-represented in STEM programs and careers. Our role will be to represent the community and technical college system and to examine policy and funding levers that could support this work.

Nancy Dick, Director of Workforce Education, will be representing our agency and Washington's thirty-four community and technical colleges as a member of the Core Team. Workforce education represents forty-five percent of the enrollments in our college system. Prior to her appointment at the State Board, Nancy was Dean of Design, Information Technology, and eLearning programs at Lake Washington Institute of Technology in Kirkland, Washington where she led programs ranging from certificates to 4-year degrees. She has also worked as a private consultant.

Our colleges are national leaders in developing and supporting innovative educational initiatives that lead to student success. We look forward to working with our partners to connect youth to in-demand career pathways that expose them to work and lead to credentials needed to secure STEM-related jobs.

Sincerely,

A handwritten signature in black ink that reads 'Marty Brown'.

Marty Brown
Executive Director



STATE OF WASHINGTON
DEPARTMENT OF COMMERCE

1011 Plum Street SE • PO Box 42525 • Olympia, Washington 98504-2525 • (360) 725-4000
www.commerce.wa.gov

November 10, 2015

Ms. Meghan Wills, Senior Policy Analyst
National Governors Association
444 North Capitol Street
Washington, D.C. 20001-1512

Re: Washington State Grant Application - Policy Academy on Work-Based Learning

Dear Ms. Wills:

As the Deputy Director of the Washington State Department of Commerce, the state's lead economic development agency, I am writing to express my support for Washington State's grant application to support a Policy Academy on Work-Based Learning.

Now is the perfect time for a policy academy in the state of Washington. Information technology, aerospace, and life sciences are examples of robust science, technology, engineering, and math (STEM) sectors in our state. These sectors would benefit from improved connections to youth seeking middle-skills career learning opportunities. This policy academy would create a new partnership designed to ensure that employers, education, and government work together to improve our youth's access to STEM careers, thus benefiting local employers with increased youth employment skills.

The Department of Commerce will work to achieve the goals of this innovative new partnership in a number of ways. Cary Retlin, our Policy Advisor, will participate on the core team. Mr. Retlin has an array of knowledge of relevant programs, including nationally recognized Temporary Aid for Needy Families programs and our state's new Office of Homeless Youth. He will also ensure that policy experts in STEM fields are available to support the policy academy.

I am confident that a policy academy in Washington State would be successful and extremely beneficial to our youth and economy. Thank you for your consideration.

Sincerely,

Connie Robins
Deputy Director



Washington State's Chamber of Commerce

November 16, 2015

Ms. Meghan Wills
National Governors Association
Center for Best Practices
444 North Capitol St., Suite 267
Washington, D.C. 20001-1512

Ms. Wills,

The Association of Washington Business (AWB), Washington state's Chamber of Commerce and Manufacturing Association, is a committed partner with the Washington state Workforce Training and Education Coordinating Board in its application to participate in the NGA work-based learning policy academy. AWB has a long history of collaboration with the state's workforce training partners and looks forward to continuing this partnership as we look at work place based learning opportunities.

Formed in 1904, the Association of Washington Business is Washington's oldest and largest statewide business association, and includes more than 7,900 members representing 700,000 employees. While its membership includes major employers like Boeing, Microsoft and Weyerhaeuser, 90 percent of AWB members employ fewer than 100 people. More than half of AWB's members employ fewer than 10.

As a member of the state workforce board, partner in planning and administrating the Workforce Investment and Opportunity Act, and a participant in the development of this application, AWB looks forward to fully supporting the work as outlined in this grant application.

Sincerely,

A handwritten signature in black ink that reads "Amy K. Anderson". The signature is fluid and cursive, written in a professional style.

Amy K. Anderson, MHPA, JD
*Government Affairs Director,
Education, Workforce, Federal Issues
and AWB Institute*

ASSOCIATION OF WASHINGTON BUSINESS
Membership Government Affairs Member Services AWB Institute

T 360.943.1600 ✉ PO Box 658, Olympia, WA 98507-0658
T 800.521.9325 🏠 1414 Cherry St. SE, Olympia
F 360.943.5811 www.awb.org

JAY R. INSLEE
Governor



DALE R. PEINECKE
Commissioner

STATE OF WASHINGTON
EMPLOYMENT SECURITY DEPARTMENT

PO Box 9046 • Olympia WA 98507-9046

November 16, 2015

Meghan Willis
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512

Dear Ms. Willis,

As Commissioner of the Washington State Employment Security Department, I would like to extend my enthusiastic support for Washington's NGA Work-Based Learning Policy Academy grant application. The activities of this policy academy will accelerate Washington's current efforts to scale up work-based learning for our young people.

The Washington State Employment Security Department (ESD) is an executive cabinet agency that helps the state's employers and workforce succeed in the global economy by delivering superior employment and career services, timely unemployment benefits, and a fair and stable unemployment-tax system. As a key part of these responsibilities, ESD serves on Washington's Workforce Training and Education Coordinating Board creating connections to the world of work with K-12 and postsecondary education programs, as well as with programs for out-of-school youth. We also partner in YouthWorks to help students identify a specific career goal, be matched with a mentor, perform on-site internships, engage in other work-based learning activities, and have teachers participate in on-site business externships.

The Employment Security Department will work to achieve the goals of this innovative new partnership and I will personally participate on the core team. I spent 37 years working in the aerospace and materials industries before coming to lead the Employment Security Department. I served on the Snohomish County Workforce Development Board from 2006 through 2012, including three consecutive terms as board chair. Between my private industry experience and public service, I know first-hand how work-based learning can make the difference.

I am confident that a policy academy in Washington State would be successful and extremely beneficial to our youth and economy. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Dale Peinecke".

Dale Peinecke, Commissioner
Washington State Employment Security Department



WASHINGTON STATE BUILDING & CONSTRUCTION TRADES COUNCIL, AFL-CIO

AFFILIATED WITH THE BUILDING & CONSTRUCTION TRADES DEPARTMENT, AFL-CIO

MARK MARTINEZ
President

LEE NEWGENT
Executive Secretary

November 16, 2015

Meghan Wills
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512

Ms. Wills:

I have served on the Workforce Board for a number of years. I volunteer my time and resources from the WA BCTC (Washington State Building Trades Council) to the Workforce Board core team for our work with the National Governors Association. The WA BCTC represents 70,000 Union Craft Workers in Washington State. We represent 85% of registered Apprenticeship in Washington State. Our affiliates spend over 45 million dollars annually on apprentice and journey level worker training. We are funded through a cooperative effort with our employers. Our funding is independent of state or federal funding. We receive minimal funding from the legislature for training partnerships with the colleges.

This may be the first time we have an opportunity to express the need for legitimate apprenticeship support. WA BCTC is nationally recognized for our community inclusion efforts. Our PLA/CWA language sets the standard for the rest of the nation. Our commitment to this important project include financial contributions, our time, our access to relevant apprenticeship training and utilization data, our actual industry hours for apprentice and journey level workers, our extensive experience and best practices for our industry and other apprenticeships.

Apprenticeship is still the most successful training option for industries. Our training programs have the highest completion rates in education and our outcomes are very high. We want to express the need for additional apprenticeship and pre-apprenticeship training. We also want to maintain that any investment in training should produce graduates who earn a living wage.

I have worked in the construction industry as an apprentice, journey level worker, foreman, general foreman, superintendent and apprenticeship coordinator. I currently serve as the Chairman of the WSATC and am recognized nationally as a leader in the apprenticeship arena.

Sincerely,

Lee Newgent, Executive Secretary
Washington State Building & Construction Trades Council, AFL-CIO

opeiu8/afl-cio



November 13, 2015

Meghan Wills
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512

Re: Support for Washington's NGA Work-Based Learning Policy Academy grant application

Dear Ms. Wills:

As Executive Director of the Washington Student Achievement Council, I would like to extend my enthusiastic support for Washington's NGA Work-Based Learning Policy Academy grant application. Our state has a solid foundation in the area of work-based learning, connecting youth and young adults with work experience to degree and career pathways. With technical assistance from the NGA Center for Best Practices, Washington is well-positioned to build upon this foundation to further develop these connections and create a more coordinated experiential learning system as a key part of the state's workforce talent pipeline.

The Washington Student Achievement Council is a cabinet-level state agency that provides strategic planning, oversight, advocacy, and programs to support increased student success and higher levels of educational attainment. As a key part of these responsibilities, the Council is an integral partner in the education and training community and currently coordinates the activities of the Governor's STEM Education Innovation Alliance, which is focused on aligning the state's education system with the workforce needs of its STEM-driven economy.

In this capacity, the Council strongly endorses the work proposed in this grant application and commits to providing staff support to serve on the grant team, along with the Workforce Training and Education Coordinating Board and collaborators, in this important effort to create an integrated system that links work-based learning with middle-skills career opportunities in STEM fields.

Respectfully,

Gene Sharratt
Executive Director
Washington Student Achievement Council



Washington State Labor Council, AFL-CIO
321 16th Avenue South • Seattle, Washington 98144
Phone: 206.281.8901 and 1.800.542.0904 • Fax: 206.285.5805

www.wslc.org and www.thestand.org • wslc@wslc.org

Jeff Johnson, President • Lynne Dodson, Secretary Treasurer

November 12, 2015

Meghan Wills
National Governor's Association
444 North Capitol St NW #267
Washington, DC 20001

Dear Ms. Wills:

The Washington State Labor Council, AFL-CIO is committed to partner with the Washington State Workforce Education and Training Coordinating Board on Washington State's Work-Based Learning Academy. Washington State has a history of collaborative partnerships in workforce initiatives, and we look forward to this opportunity to partner on work based learning.

Our over 400,000 statewide affiliates are organized in family wage jobs and our organization is committed to preserving opportunities which sustain the middle class. This academy provides the framework for exploring models that lead the future workforce into sustainable career pathways. Among the many tools to be explored in this project, Washington's labor unions contain a robust network of apprenticeship training programs which demonstrate an ideal earn and learn model.

Washington State's implementation of the Workforce Innovation and Opportunity act presented a unique platform for close collaboration between business and labor. Connecting workers and employers for meaningful work-based learning opportunities is a significant shared goal upon which we may continue this partnership.

The Washington State Labor Council representatives have participated in the development of this application and look forward to continuing support, should Washington receive this grant award.

In Solidarity,

JG|jw
opieu8/afl-cio

NGA Policy Academy on Work-Based Learning Washington Proposal Narrative

1. Overview of Existing Youth Work-Based Learning Efforts (10 points)

In 2007, the Workforce Training and Education Coordinating Board (Workforce Board or Board) began to investigate issues affecting Washington's youth and their growing disconnection from the labor market. The following year, in 2008, the Workforce Board's research and reports highlighted these issues for the state Legislature. Previously, the state had not tracked youth labor force participation. Convinced of the need to focus on youth unemployment, the Legislature passed a bill in 2009 requiring the Board to prepare a "Status of Youth Employment Report" every two years. Through this work, the Board began to prioritize youth issues and dedicate resources to exploring root causes and identify promising solutions.

The Board, in coordination with the Governor, the Legislature, and partner organizations, adopted a "Multiple Pathways" approach to improving youth economic outcomes (described in the Board's 2012 state strategic workforce plan (<http://wtb.wa.gov/Documents/HSHW2012StrategicPlan.pdf>). The foundation of this approach is a belief that all people are capable of learning and participating in the economy in meaningful ways. The public workforce development system's role is to help young people discover their interests, passions, and learning styles, and identify their assets—and then help them develop a pathway that leads to long-term economic success. In addition to developing this personal career pathway plan, critical elements of this approach include:

- Comprehensive career exploration and guidance
- Work-integrated or work-contextualized instruction
- Workplace-based experience
- Employers as system "shareholders" (beyond partners, toward co-investors)
- Navigation support for both youth and employers

The successful results of this effort to date include:

- The Building Bridges Initiative and the Open Doors Program: Both programs are aimed at dropout prevention and retrieval, education, and employment goals. The aim of Building Bridges is high school graduation. The goal of Open Doors is to transition youth to postsecondary credentials. Both programs use a community network approach to bring wrap-around as well as education and workforce services together in support of educationally marginalized youth.
- Carl Perkins emphasis of work-integrated learning and work-based learning: The Workforce Board (Washington's Carl Perkins Administrator), Office of Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC) have been promoting, and have successfully increased, work-integrated and work-based opportunities for secondary and postsecondary students. Planning guidance, professional development, and the creation of resources to support faculty and administrators, coupled with state-level partnership with Washington's largest employers (such as Boeing and Microsoft) has fueled increased business involvement and more opportunities for students.
- Career Pathways and rigorous Programs of Study: The Workforce Board, OSPI, and SBCTC, the state's 12 Workforce Investment Boards (WIB), Washington's Labor and Industries Apprenticeship Division, Washington's 10 Centers of Excellence at community and technical colleges, the Washington State Labor Council, and Association of Washington Business have supported the development of numerous resources to help individuals identify a desired career pathway, and efficiently navigate the route from secondary to postsecondary to career. Levers such as work-

integrated learning, credit for work experience and other prior learning, co- and dual-crediting, stackable credentials, distance learning, and competency-based education are integrated into programs.

- YouthWorks: YouthWorks demonstrates Governor Inslee’s commitment to this issue. In 2014, he deployed his entire Workforce Investment Act (WIA) Discretionary Fund budget to continue the expansion of youth work-based learning programs. The programs brought together local WIBs with schools and youth service organizations to implement the Multiple Pathway approach. Each program emphasized work-based experience and career exploration.
- Jobs for Washington’s Graduates (JWG): JWG, part of Jobs for America’s Graduates (JAG), is an intensive dropout prevention and re-engagement program focused on youth with barriers. Program completers leave the program with a quality entry-level job on their career path or the entrance into further postsecondary training. JWG is particularly effective because it combines classroom and work-based learning experiences. In 2014, JWG students achieved a 95 percent graduation rate – substantially better than the statewide four-year graduation rate of 77.2 percent and five-year rate of 79.9 percent.

A few other programs to highlight (but certainly not all programs underway in the state):

- 21st Century Academy for Youth (Spokane Area Workforce Development Council)
- Alcoa Foundation’s Global Internship Program for Unemployed Youth (Bellingham Technical College)
- Business Education Partnership (Yakima County Development Association and Educational Service District 105)
- Construction Career Days (statewide, K-12 system)
- Disabilities, Opportunities, Internetworking, and Technology (DO-IT, University of Washington)
- Experience Work Project (Northwest Washington Workforce Council)
- I-BEST at Work (State Board for Community and Technical Colleges)
- School to Work (King County)
- Wenatchee Learns (City of Wenatchee, school district, local WIB, and business, labor, and parent organizations)

While the above illustrates a great deal of positive momentum, and evidence that the concept of work-based and work-integrated learning is deemed valuable by many stakeholders, Washington still has far to go. King County’s School to Work program and Wenatchee Learns are examples of consistent and systemic local support. Too often though, programs tend to be grant-funded, discretely localized (school building, program, targeted population), pilots, or with very small service numbers. Many are boutique programs that are too expensive to replicate on a large scale.

On the other hand, we know many more students in our secondary and postsecondary systems are engaged in work-based learning than we are reliably able to report. There is no current mechanism for tracking this data. We know how many students are enrolled in programs that offer work-based learning options, but not how many students take advantage of the opportunity. Washington does biannual participant and employer satisfaction surveys, where we generally find a high degree of customer satisfaction and thematic “needs improvement” areas (such as specific technical skills, communication, and other work readiness skills). We cannot tell though, whether students who participated in work-based learning and the employers who hire them are more satisfied than others.

In an effort to identify scalable options, the Workforce Board has, since 2007, been highlighting promising practices from across the state. These programs have significantly better education and employment outcomes for young people, especially disadvantaged youth. Washington’s next challenge

is to take the best options and proven best practices, and, with multiple stakeholders, build a sustainable policy framework. Statewide scale is our goal. The NGA Policy Academy is a golden opportunity to bring these ideas to scale!

2. Goals and Preliminary Outcomes (10 points)

Nine years ago, Washington identified the need to expand work-based learning opportunities for young people, and has made significant progress toward socializing the concept among practitioners and policymakers. The next step is to bring these opportunities to scale. Washington's three primary goals are:

- Create the administrative and statutory policy framework to ensure work-based learning opportunities are available for all young people aged 16-29, with an emphasis on disadvantaged, marginalized, and place-bound youth.
- Design a fundable and sustainable infrastructure that supports businesses to create work-based learning opportunities, students to access and benefit from such opportunities, and frontline staff to help students and businesses make meaningful connections.
- Learn from and support other states to expand work-based learning concepts and programs.

The Policy Academy will help Washington achieve its goals through:

- **Mapping of current practices:** While Washington has done substantial work, information is not captured in one place, there are information gaps, and analysis has been inconsistent. We aim to create a comprehensive resource useful to policy-makers and administrators. Developing metrics to reliably evaluate work-based learning programs will lend credibility to this work.
- **Assessing labor market information; focus on STEM middle skill careers:** With the Policy Academy we can dig deeper into traditional LMI data and career pathway work, and develop a realistic demand outlook for several career pathways. The Workforce Board provides a supply analysis each year. However, it's limited to in-state degree and credential production. With this academy we will also evaluate existing workforce and in-migration patterns.
- **Setting goals and develop implementation plan:** Stakeholders want work-based learning to be a regular feature of Washington's education system. Governor Inslee, government, business, and labor partners will work together to set realistic 18-month goals, and optimal five-year goals to bring best practices to scale. It's clear that there is no one agency or sector that can affect lasting change in this arena. The implementation plan developed through the Policy Academy will depict a new infrastructure for the state, building on and integrating existing resources, and identifying new resources, as well as gaps. The plan will articulate partner roles, resource commitment, and policy and practice changes required to scale and sustain the new infrastructure. We will work closely with Governor Inslee and key legislators to move as much of the policy framework into statute as possible, and involve legislators from both parties, so elections and leadership changes won't interrupt our goals. Additionally, the Workforce Board is chartered in state statute to continue its work without interruption or modification through legislative or gubernatorial transitions. The Workforce Board is committed to meeting the goals of this academy!
- **Create a performance accountability system for work-based learning:** The Workforce Board has a long history of designing relevant performance accountability frameworks. Washington will use this expertise to create a system to evaluate the impact of investments in work-based learning. Through this Policy Academy, we will also create a rubric to help practitioners assess the quality of their program designs. The rubric will also establish the foundation for professional development for all partners involved in work-based learning programs.
- **Governor's Summit on Youth Employment and Work-Based Learning:** In Washington, we expect our Policy Academy work to culminate in the Governor's Summit. We expect to have completed a

substantial portion of the work necessary to support transformation toward a statewide work-based learning infrastructure. The hard work of implementation will require many more partners from state and local government and non-governmental organizations, employers, labor and from young people themselves. Governor Inslee's Summit will serve three purposes: to build a network of committed champions; get their initial input and encourage their ongoing participation in development of the new system; and to provide a professional development program to establish a common knowledge base among stakeholders.

3. Proposed Strategies and Activities (35 points)

a. Describe how the Policy Academy's proposed strategies build on and align with broader state talent pipeline efforts or national initiatives in which the state is participating to achieve greater impact throughout the state.

Washington aims to establish a policy framework that supports a sustainable work-based learning infrastructure. Our goal is not just to expand current programs, but ensure effective practices are replicated and sustained for many years.

Improving access to high quality work-based learning is a priority of Governor Inslee, as well as many of Washington's state and local agencies, our business and labor stakeholders, and members of the state Legislature. As described in Section 1, these stakeholders have worked together to create and implement successful models. Even so, we have not yet been able to achieve a statewide policy infrastructure that supports work-based learning at scale – available statewide for all young people who could benefit. The K-12 policy arena in Washington, like so many other states, has been focused on improving college-going rates and academic rigor in an effort to help young people achieve career success. While we have made significant gains in college-going rates, youth employment rates have not followed suit. We have made virtually no headway for our economically disadvantaged young people, those with disabilities, or from racial minority groups. Professional Technical Programs at our 34 community and technical colleges have kept a sustained focus on work-based or work-integrated learning for many years. However, at both the secondary and the post-secondary levels budget limitations have hampered funding staff resources to build and nurture employer relationships on behalf of their students.

The Workforce Innovation and Opportunity Act (WIOA) planning process has reinvigorated Washington's discussions about the importance of work-based learning. The state's strategic plan for workforce development, which includes the WIOA plan, emphasizes the need to accelerate career pathway programming designed to better meet the needs of our businesses and to help more individuals find and keep jobs, and progress within career fields. Helping our job-seekers experience employment in the chosen field early in their program is a central component of our career pathway strategy. Washington's state plan also calls out the need to broaden and enhance relationships with the business community. Understanding that we need to have businesses at the table as we move to transform our state workforce system and improve outcomes for both employers and jobseekers, the plan presents strategies to move current business relationships to true partnerships and when possible, to co-investor relationships. From experience, we know that when businesses invest in the design and delivery of a workforce program, they are more satisfied with their new hires from the program, and more program graduates find lasting employment. We aim to make work-based learning one of the mechanisms by which businesses partner with our state's talent development system.

Equally as important, and quite relevant to why Washington is applying to participate in this Policy Academy, the many partners and stakeholders that helped shape the state plan have committed to an integrated service delivery system. We can achieve efficiencies by collaborating and braiding existing resources differently across programs and funding streams in order to serve more customers and to achieve better outcomes for both jobseekers and businesses. Because effective work-based learning programs have proven difficult to fund and sustain over time, the concerted effort and focus afforded by this academy will help system partners better understand the potential for expanding opportunities. A full analysis of what resources are available to support work-based learning and how those resources might be braided will be completed through this Policy Academy. This analysis will inform the development of a new policy framework, including potential new legislative policy and budget proposals.

Washington, under Governor Inslee's leadership, has been transforming its infrastructure to work with and support our STEM industry sectors. Washington pioneered the concept of Industry Skill Panels—regional business-driven sector partnerships—15 years ago to better align talent development resources with the needs of local employers in critical industries. Industry Skill Panels still operate across the state to serve local sector partnerships. Under Governor Inslee's direction, Washington's Department of Commerce (Commerce) is taking a similar approach at the state level. Commerce has established eight Sector Leads, each of whom works with a council of business representatives and other sector-relevant organizations to identify strategies and policy recommendations to support the broad needs of our state's critical sectors. Talent pipeline development has emerged as one of the top priorities in each of the eight sectors. Commerce will serve on the Core Team, and representatives of the Sector Lead unit will serve on the Home Team.

In 2013 Governor Inslee established the Washington STEM Education Innovation Alliance that will be a partner in this academy. The Alliance is a multisector STEM-focused advisory group that examines the alignment of education and career training systems in STEM fields, advises the Governor on the development and implementation of policies to advance STEM education, and collaborates with subject-matter experts in the education, business, labor, and nonprofit sectors. Many of the STEM Education Innovation Alliance members also serve on our state Workforce Board, and many are designated Core or Home Team members for the Policy Academy. Following an NGA Policy Academy grant awarded in 2013, the STEM Education Innovation Alliance took the lead in creating regional STEM networks in Washington's five largest metro areas designed to help education and training professionals formulate and implement STEM-related programs aligned with the needs of the local economy, and played a critical role in establishing two leading promoters of STEM education opportunities: the Washington Mathematics Engineering Science Achievement (MESA) program, an initiative to engage thousands of educationally disadvantaged students in STEM, and the Leadership and Assistance for Science Education Reform (LASER) program, a state science-education program led by Seattle's Pacific Science Center and Battelle, in partnership with the state's K-12 education agency and school districts.

Work-based learning has been a top priority in professional technical programs at community and technical colleges, but there are insufficient slots for all the students who could benefit. Inadequate funding for staff resources is a significant barrier. The State Board for Community and Technical Colleges (SBCTC) has been working with Washington's 34 colleges on new program models to improve student credential attainment and employment outcomes, including early connections of students with local employers. In 2004, the community and technical college system began implementing Centers of Excellence to build better, lasting relationships with the businesses within critical economic sectors in order to keep programs up-to-date and to develop linkages like work-based learning programs between

the colleges and business partners. While the colleges have made tremendous headway within their system, they hope to achieve a greater level of scale by partnering with other providers within the broader talent development system. As an example, through WIOA planning, we are exploring establishing single points of contact for businesses that will make linkages to all system partners. In the case of the community and technical colleges, if a local WIB can take the responsibility of developing and nurturing business contacts, the colleges can invest their limited resources used for managing business relationships into upgrading curriculum to respond to local business needs, for instance.

b. Describe the state's proposed approach to scale work-based learning for STEM intensive industries including advanced manufacturing, health care, energy, and information technology.

Through this Policy Academy, Washington's team will aim to develop a policy framework that supports work-based learning for all young people. We will focus initially on policies that support those young people least likely to graduate from high school, obtain postsecondary credentials and attach successfully to the labor market. This includes youth that are economically disadvantaged, underrepresented minorities, homeless, in foster care, court-involved, or have disabilities. Our Home Team will include representatives from a number of agencies and advocacy organizations to help us identify current barriers and to develop new policy recommendations to improve access to work-based learning for these targeted populations. Washington's Department of Social and Health Services (DSHS), which will have representation on both the Core and Home Teams, has established a cross-divisional team within DSHS that represents all of the programs and services of the agency that works with these targeted youth populations.

Similarly, our policy framework will be developed to support all critical industry sectors in Washington. However, during this Policy Academy, we will maintain a focus on STEM sectors and will work closely with STEM industry sector representatives. We will have a subcommittee of the Home Team comprised of representatives from industry associations, such as Washington Technology Industry Association, Washington Aerospace Alliance, Washington Biotechnology and Biomedical Association, Washington's Health Workforce Council, Association of Chamber of Commerce Executives, and the Washington Economic Development Association. This subcommittee will also include labor and professional organizations and representatives from our Department of Commerce's sector division. Washington's largest employer association and the state's Chamber of Commerce, the Association of Washington Business, will participate on the Core Team and will also support this subcommittee of the Home Team. This subcommittee will be our channel of communication to industry constituents to gather their input and support as we develop new policies and practices.

In addition to developing a policy framework, the Washington team will also develop strategies to recruit businesses across the state to offer work-based learning opportunities. A broad marketing and outreach campaign will inform businesses about the value of work-based learning, how to ensure compliance with state and federal laws around employing youth under age 18, and guidance on how to partner with schools, colleges, and service providers in their communities to create and implement programs.

A similar strategy will be used to encourage young people to engage in work-based learning. Our plan is to outreach through parents, teachers, and counselors, as well as general media outlets that might reach young people directly.

Before implementing an outreach campaign, we must ensure that our educational institutions and service providers are ready to respond to increased interest from both participants and businesses. To that end, the Washington team will develop a professional development plan aimed at both frontline staff/faculty and program/school administrators. We also intend to develop training and guidance materials for businesses and their workers creating work-based learning opportunities. We've learned from our industry partners that employers feel unprepared to bring young people into their workplace. They have asked for training of staff and supervisors so that both the business and the young person can benefit from the work-based learning experience. The Governor's Summit on Youth Work-Based Learning will be the launch of our professional development program.

The value proposition we will market, and professional development about proven best practices, will emerge from a data-supported analysis of Washington's existing programs and a review of practices from other states and countries. We aim to create a rubric of the key elements of an effective work-based learning program. The rubric will leave room for local flexibility to customize programs based on industry participation, program demographics and resources available.

One of the really exciting aspects about the Policy Academy is to be able to create a plan and strategy for measuring the outcomes of these programs. We know, anecdotally and at times at the pilot level, the value of these programs, but we believe that once we are really able to measure the results of work-based learning programs, we will have the outcome and success metrics necessary to merit the state funding support for broad expansion in the future. Part of our work will also be to create a plan on how to ensure that funding is not a barrier to expansion of these opportunities.

Lastly, the team will look for mechanisms that will help us take work-based learning to scale more efficiently. We have identified the lack of funding for staff intermediaries as a tremendous barrier. The Workforce Board, in coordination with the Association of Washington Business (AWB) and the Washington State Labor Council (WSLC), with the support of other state partners, has for several years been working on a concept that would create a web-based clearinghouse to match businesses who are interested in offering a work-based learning opportunity with those students seeking the opportunities. The model would also link schools and youth service providers to local workforce boards, who would serve as "caretakers" of the web portal in their area. AWB and WSLC are committed to populating the site with industry matches, working with their members to keep entries up-to-date. This concept became request legislation from Governor Inslee in 2013. The concept received broad, bipartisan support in the Legislature, but due to budget constraints, was not passed into law. In the last two years, we have continued to gather research and information about the importance of having a centralized place for businesses and youth to list and access work-based learning opportunities. The proposed system and materials within this program builds on proven best practices in local communities within Washington and across the country. The Policy Academy provides a unique opportunity to leverage statewide interest in work-based learning to create this website. This would allow the full spectrum of workforce stakeholders to have a consistent portal for access to work-based learning opportunities that will result in more job shadows, site visits, paid and unpaid internships, and other creative opportunities for our state's youth to explore and make connections to the world of work, especially in STEM fields. We would strongly pursue the idea of a web-based matching system for work-based learning opportunities as a policy lever to increase the use of this resource for young people. We have already approached industry about the opportunities to sponsor a "hack-a-thon" – an intensive 48 hour competition to create models and help develop the technical specifications for an effective and secure online program.

c. Describe how the state plans to engage various state talent development systems (for example, K-12 education, community colleges, higher education, workforce, or human services) to scale work-based learning for youth and to provide supportive services to participants as appropriate.

The talent development systems in Washington are already engaged together on this topic—more formally over the past 10 months as we developed the state strategic plan for workforce development (which includes the state’s WIOA plan). But work-based learning is only one priority in a broad plan to transform the state’s talent development system. This Policy Academy will allow team members to have a supported, laser focus on the scaling up of work-based learning opportunities for youth. Put another way, we will all be able to work on this issue at the same time, regardless of the other priorities of our respective organizations. We have collective agreement that only a collaborative effort will move the needle on increased access to work-based learning for our young people.

Washington’s Workforce Board is configured differently from most state workforce development boards, with voting members split evenly among the business community, labor, and government agencies connected to talent development. The Workforce Board’s role is to engage and coordinate the disparate talent development systems in Washington to achieve the state’s workforce policy objectives. Members of the state Workforce Board form the backbone of our Core Team; to the extent other system partners are not included among the Core Team roster, our Home Team encompasses all the major stakeholders involved in talent development at the state level. To ensure broad engagement among all system partners, the Board will coordinate at least monthly meetings with stakeholders to identify Policy Academy projects and coordinate ongoing efforts to implement the grant award.

Implementation planning efforts following enactment of WIOA have led to a new level of collaboration and cohesiveness among our talent development system partners. The sense of shared mission that has manifested across Washington’s talent development systems has generated a new eagerness to share best practices and align talent development efforts, but also has highlighted the urgency of moving our work beyond system “silos” to think about talent development holistically. As this grant application was developed, our state talent development system partners supported the development of a comprehensive catalogue of work-based learning opportunities statewide. To this end, we plan to convene a workgroup of state talent development system partners soon after the grant award to create a single catalog of the various work-based learning initiatives underway in Washington and their outcomes. With a state-created “field guide” on work-based learning opportunities and outcomes, we can move forward as a system to identify geographic and programmatic gaps in service, more effectively leverage resources systemwide, and coalesce around replicable best practices.

Our state Board and Core and Home Team rosters also reflect a focus on the necessary support services that must be harnessed in conjunction with creating new STEM-related work-based learning opportunities for youth. Our state DSHS is represented on the Board and has been a champion for identifying and addressing the holistic needs of our talent development system participants. Additionally, a recent NGA Policy Academy grant awarded to DSHS on TANF reauthorization allowed the agency to fully examine their role as a workforce development system partner post-WIOA, and to design appropriate professional development on WIOA’s requirements and the configuration of the state workforce system. In Washington, we have already experienced the power of a Policy Academy grant to catalyze innovation: the recent NGA Policy Academy has strengthened the critical partnership between Washington’s talent development pipeline and DSHS, given our social and human service professionals confidence to opt-in as a mandatory partner in the state’s workforce development system, and

equipped those professionals to leverage their existing expertise in support services to help jobseekers find pathways to economic self-sufficiency.

d. Identify policy changes the state might seek to integrate work-based learning into the education and workforce systems to promote scale, sustainability and promote employer investment.

As referenced in previous sections, the state plans to employ a number of policy levers to scale and the raise the profile of work-based learning in Washington. These include the creation of a web-based matching system for employers and young people to access work-based learning opportunities, an outreach and education campaign for students, parents, education providers and businesses, and a review of funding needs and other challenges to expansion.

Additionally, there are barriers to expansion of work-based learning opportunities for businesses. One issue that has been a persistent concern in programs such as the Opportunity Internship and Partnership Programs is the lack of access (perceived and actual) to liability insurance for a student during any workplace learning experience. For K-12 students, this access can be remedied by ensuring that schools are aware that their liability insurance for students in a traditional education setting extends to work-based learning opportunities. But for students in the postsecondary setting, and for adults outside of the education and training system, identifying resources and access to low-cost liability insurance will be critical to ensuring that this isn't a barrier to access. Providing support for transportation and any specialty clothing and equipment for the student will also reduce barriers to students – particularly low-income students.

e. Identify the talent pipeline strategies, such as sector strategies or career pathways, that the state plans to leverage to:

i. Conduct systemic employer engagement and promote employer investment to enhance work-based learning

Strengthening employer engagement is one of the key strategic priorities of Washington's 10-year plan for workforce development, as well as its WIOA Combined Plan. Already, Washington's workforce system is known as a leader in business engagement. The state piloted Industry Skill Panels and was an early adopter and leader in the implementation of sector strategies and career pathways. Industry Skill Panels were instrumental in the establishment of Centers of Excellence, housed within the state's community and technical college system – flagship institutions that build and sustain Washington's competitive advantage through statewide business and education leadership. Washington has also invested in Skills Centers, which provide career-focused education to high school students. These centers routinely partner with local employers to give students the skills to be successful in the local job market and advance in their education and training. In 2013, Governor Inslee directed Commerce to establish industry sector leads to better support the growth of critical industry sectors. Today, Washington has the opportunity to take this work to the next level and lead the country as a recognized innovator in the arena of business engagement.

According to a recent NGA report, "The U.S. workforce system is often criticized as a sum of disconnected parts, with worker training poorly matched to industry demand, a lack of focus on industries that are the most important to local economies, and duplicative business outreach and workforce training services." Outreach alone will not fix these issues. Successful business engagement is about better understanding the value the workforce system, and all of our talent development systems, can offer business, and delivering that value by:

- Aligning and coordinating “disconnected parts” across systems to meet the needs of businesses.
- Enlisting business as a partner in the identification, development, implementation of, and investment in solutions to their skills needs.
- Making services and products more transparent, accessible, and user-friendly.

By finding more effective ways of working together, leveraging limited resources, and addressing long-term issues, our talent development systems have committed to help employers achieve stronger results; forging a more sustainable and mutually beneficial alliance. Businesses often find it difficult to navigate the vast array of programs and services available from government. If we are to better engage business, we must demystify, align, and simplify access to this array of resources and services. Two key approaches address this challenge: developing a common language for business, and ensuring a coordinated approach for business outreach.

Along the talent development pipeline, programs have their own languages built around their authorizing legislation, regulations, and cultures. Translating programs and services into a common language that resonates with business serves the dual purpose of creating a stronger partnership among our talent development system partners while also improving its relationship with businesses. The differences between on-the-job training, clinicals, internships, job shadows, cooperative training, work experiences, apprenticeships, and other workforce activities revolve around who offers the programs, as well as program-specific rules and regulations. All are approaches that allow job-seekers to actively build their knowledge and skills in hopes of meeting business needs and landing a job. But all these different names for similar activities can be confusing. Creating a common brand and a clear, plain-language menu of options could help drive more businesses to the workforce system and ensure they get the help they’re looking for from the system. This requires offering services and solving challenges in a way that makes sense for businesses. By grouping services and resources according to business needs, they are more likely to be used and valued by business, while also creating greater transparency and access.

Creating an aligned and coordinated approach that conveys the full strength of the system increases its efficiency and the likelihood that employers will realize value from the system. To achieve this innovation, our talent development system partners have committed to shift their focus when working with businesses from the promotion and administration of programs, and management of services, to a more strategic role of building regional talent pipelines, addressing skill gaps, and creating meaningful education and career pathways for a range of workers in key regional industries.

ii. Ensure the formal education system is equipped to recognize skills gained through work-based learning and ensure that programs culminate in the attainment or lead to progress towards a credential.

Washington has traditionally emphasized work-based learning at both the K-12 and postsecondary levels. At both the secondary and postsecondary levels, students who participate in work-based learning connected to their programs see the relevance of their education, increase their self-confidence, acquire real workplace experience and employability skills, and connect with role models. At the postsecondary level, Washington is particularly proud of a nationally-recognized program that partners basic education programs with workplace skills training. This, the I-BEST model, has also been successfully replicated in many high schools specifically for limited English-speaking students.

Washington’s Career and Technical Education (CTE) Program Standards define and require work-based learning as a component of all CTE programs. It is an essential element of the total educational system

and provides technical skills, knowledge, and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career. Work-based learning in Washington currently includes: career mentorship programs, extended learning opportunities before or after the school day, job shadows, structured field trips, and worksite learning, including supported employment.

Recognition of skills gained through work or work-based education is evolving in Washington. SBCTC has been exploring and piloting competency-based programs and credit for prior learning, including work-based learning. At the postsecondary and secondary levels, Washington has a long history of cooperative education programs to that provide credit for facilitated work experience. Washington's state apprenticeship program has partnered with the community and technical college system to provide college credit for skills and competencies learned on the job. Additionally, Washington's 2- and 4-year college systems have adopted crosswalk frameworks in a number of occupational areas for individuals transitioning from the military. Often, these efforts are designed to help adults shorten the time to a meaningful credential. Through the Policy Academy, we will learn from all these experiences to help our young people build stronger pathways to gainful employment and careers.

While the above examples highlight how our system is currently high-performing in recognizing and applying credit for work-based learning, there is certainly room for improvement. As work-based learning earns a higher standing in the economy, we will need to ensure that there is adequate resources for recognizing work-based learning and crediting appropriately. This will be of particular value when determining how to code work-based learning opportunities to ensure that they are evaluated within the new performance evaluation system we're creating.

f. Describe how the state plans to promote work-based learning to employers, youth, and their families.

Developing plans for outreach to employers, youth, and their families is a priority for Washington's team. Once we develop a valid and reliable metric system and undertake an analysis of existing programs, we will create materials that describe the value proposition from each perspective. The team will also create materials and resources for school and program staff to promote work-based learning participation to their students and their families. The Governor's Summit will be the kickoff of our marketing, outreach, and professional development campaign.

For youth and their families, making the decision to engage in a work-based learning program is not taken lightly. Parents will often encourage students to take a traditional education route, but over time, with information and counseling support, may change their mind. Therefore, outreach cannot be a one-shot deal. Information must be delivered periodically within the context of the student's program. Washington has implemented programs that help students explore their options, and develop and periodically update career pathway plans over the course of their secondary education. Out-of-school youth programs also incorporate these components. Two such programs/resources worth mentioning are:

- The High School and Beyond Plan (HSBP): Required to be in place before the start of 9th grade, HSBP planning is student-directed, with support from classroom teachers, guidance counselors and parents or guardians. The plan is fluid and must be updated at least annually, with the student's portfolio of accomplishments related to the chosen career path. Currently, there is no requirement for work-based learning, but the HSBP would be a likely place for each student to consider this opportunity, and to maintain their record of work-based learning achievement in their portfolio.

- Career Bridge (www.careerbridge.wa.gov): operated by the Workforce Board to provide performance information on postsecondary education and training programs with a career focus. Career Bridge also serves as the state’s Eligible Training Provider List under WIOA. The site also has a free and user-friendly career exploration self-assessment, and links to labor market information and financial aid resources.

It is clear that ease of access to and participation in programs, both for young people and employers is critical to success. In Section 3.B. we describe an online matching system that will be enticing to young people and their families. Being able to see all the opportunities available, and to track the student’s progress throughout the work-based learning assignment, will reinforce the value proposition message. The Washington team is committed to exploring the development and implementation of this online system.

g. Identify relevant partners the state plans to engage in its work-based learning strategies (such as industry groups, workforce intermediaries, providers, or youth development organizations) and how the state will work with those partners through the Home Team and other strategies.

Washington has assembled a robust list of Home Team members representing business, labor, education, and community-based organizations. The Home Team will provide critical services in advising the Core Team on strategies to increase the profile of work-based learning in the state. We have already outlined a commitment to convening a number of subcommittees of the Home Team focused on various aspects of implementation of the policy goals of the academy. This subcommittee approach is one that the Workforce Board has really honed – and excelled at – through its work on WIOA implementation, and many of the key partners in the work of the Policy Academy are those who have been long-time participants and beneficiaries of the coordination role of the Workforce Board on workforce development issues. We intend on continuing this culture of inclusion and broad stakeholder involvement in our Policy Academy work.

h. Describe initial plans to complete the required activities over the course of the Policy Academy:

i. Hold a Governor’s Summit on Work-Based Learning

Washington is very excited about this opportunity and raising the profile of work-based learning through a Governor’s Summit. Governor Inslee’s office is also very supportive of this aspect of the academy. Our initial plan is to host this summit at the conclusion of the NGA Policy Academy, when interest is high and we can highlight a state plan for increasing the profile of work-based learning. As you can see from our budget, we are not asking for NGA funding to host the summit (outside of staff time for planning the summit). Instead, our intention is to solicit in-kind support and sponsorship from industry and education to host this event. The Board has hosted prior statewide conferences on workforce development using this model – and we received great support from the state as well as industry and education groups.

▪ ***ii, iii, v (combined)***

- ***Map existing support for work-based learning and identify best practice programs;***
- ***Assess labor market supply and demand data, set guidelines, and support the development of high-quality, demand-driven work-based learning programs;***

- ***Develop an assessment plan to measure outcomes of participating youth and employers.***

Washington's team is viewing this Policy Academy as a prime opportunity to review, catalog and measure the performance of our state's existing work-based learning programs. The Board has a long history of creating nationally respected performance accountability systems, and this is an area that has long been of interest to explore further. This work will provide tremendous value to education and industry by providing extensive detail about existing work-based learning programs, which could be used as a template for expansion.

We intend on creating a field guide on work-based learning best-practices and information about how to access, set-up, and benefit from these efforts. This guide will also provide insight into where we may have gaps in services or opportunities for work-based learning efforts, and allow a focused effort in those areas.

Washington will use a consultant-facilitated process to work with Home Team representatives and additional experts and stakeholders identified by Home team members to:

- Identify sources of data on existing programs, and work with agency staff to compile such data on programs, including their focus, size, employer participation, investment, connection with the education and workforce systems, current outcomes, current and potential scalability/replicability, and other information relating to program quality and the extent to which they are demand-driven.
- Utilize labor market data and projections to identify career pathways substantial STEM content that have significant numbers of middle-skill jobs, and assess projected levels employment opportunities.
- Identify pathways in which the current number of work-based learning opportunities is small in proportion to projected job openings.
- Identify exemplary programs and best practices.
- Assess the expectations of employers participating in work-based learning experience programs and their perceptions of program outcomes.
- Identify potential additional baseline indicators.
- Develop an initial assessment of the potential sources of baseline indicator data and other key information, including the possible roles of employers, work-based learning program staff, participants, and educational staff as reporters of such information.
- Develop an assessment approach and plan that incorporates baseline indicators, progress indicators, and NGA guidance on quality and demand-driven aspects of work-based learning programs.
- Develop an assessment data plan, including any areas in which the existing cross-agency data relationships need to be expanded to achieve the required assessment capacities.

iv. Set goals and develop an action plan

The bid team has already begun the process of goal setting for the Policy Academy. As previously stated, the Board has extensive experience in convening disparate organizations and coming to consensus on key policy items. We are planning frequent meetings of the Core and Home Teams to hone the goals expressed in our state application to manageable components. The teams will be setting 18-month and five year goals to scale best practices in work-based learning. Washington also plans on emphasizing involvement of our state legislators to ensure that we have buy-in for policy changes and support for needed funding of the state plan for work-based learning in the 2018 and 2019 legislative sessions. As stated in Section #2, the implementation plan that we will develop with the support of the NGA policy

team will provide the roles and responsibilities of the partners as well as the necessary funding and policy changes necessary to support an increase in work-based learning in the state.

4. Core and Home Team Membership (15 points)

Required Core Team Members:

- **Governor's Office:** Xandre Chateaubriand – Governor's advisor for Workforce Development (Xandre.Chateaubriand@gov.wa.gov, (360) 902-4113)
- Over the past five years, Xandre has focused on education and workforce issues in the legislative and public policy arenas in a range of capacities, including at the Washington State Senate, and as a policy analyst for the Washington State School Directors' Association. He currently serves as the Governor's advisor for Workforce Development.
- **State Workforce System:** Eleni Papadakis, Executive Director, Workforce Board (epapadakis@wtb.wa.gov, (360) 709-4608)
 - Eleni is a workforce development professional with more than 30 years' experience in service delivery, policy development, and system leadership.
- **State K-12 System:** Lance Wrzesinski, Pathway Supervisor for Business and Marketing, Office of Superintendent of Public Instruction (lance.wrzesinski@k12.wa.us, (360) 725-6258)
 - Lance has extensive experience in the K-12 system, and works with teachers who oversee work-based learning in schools across the state.
- **Community and Technical Colleges:** Nancy Dick, Director of Workforce Education, State Board for Community and Technical Colleges (ndick@sbctc.edu, (360) 704-4336)
 - Nancy's workforce experience in the community and technical college system ranges from program delivery and leadership at the individual college level to overseeing the full system's workforce development activities, which accounts for 45 percent of enrollments.
- **State Economic Development Agency:** Cary Retlin, Policy Advisor, Vulnerable Families Partnership, Department of Commerce (cary.retlin@commerce.wa.gov, (360) 725-2836)
 - Cary's work at Commerce has focused on programs such as TANF and the state's office of homeless youth. He has access to a wide group of experts at Commerce to advise the Core Team on sector and industry strategies.
- **Key Industry Leader:** Amy Anderson, Director of Government Affairs for Education, Workforce Development and Federal Issues, Association of Washington Business (amya@awb.org, (360) 943-1600)
 - Amy oversees the work of the AWB Institute, AWB's research, workforce, and economic development arm. She has spent her career specializing in policy analysis and advocacy for industry issues.
- **Other Members (2):**
 - Dale Peinecke, Commissioner, Employment Security Department (dpeinecke@esd.wa.gov, (360) 902-9500)
 - Dale has over 37 years of experience in the private sector at STEM-based industries. He has served as chair of a local WIB, and is an expert in Lean implementation.
 - Lee Newgent, Executive Secretary, Washington State Building and Construction Trades (lee@wabuildingtrades.org, (360) 357-6778)
 - Lee has spent his career supporting and advocating for apprenticeship and labor organizations. He serves as a member of the Workforce Board and is also the Chair of the Washington Apprenticeship and Training Council.

Home Team Membership:

Our Home Team is a broad range of stakeholders representing industry, education, labor, and community services. We have confirmed membership of many of these organizations, and are in the process of reaching out to many more. Current and suggested Home Team members include:

- WA Student Achievement Council
- Microsoft Corporation
- Department of Social and Health Services
- Amazon
- Spokane Area Workforce Development Council
- WA State Labor Council
- Legislative membership
- WA Student Association
- Council of Presidents
- WA Chamber of Commerce Executives
- Associate Development Organizations
- WA Association of Career and Technical Education
- Spokane Regional Labor Council
- WA State Apprenticeship Coordinators Association
- Boeing
- Results Washington
- Community Action Agencies
- STEM Education Innovation Alliance
- Opportunity Scholarship
- Goodwill Industries
- Juvenile Rehabilitation Administration
- Division of Vocational Rehabilitation
- WA State School Directors' Association
- WA Association of Vocational Administrators
- Jobs for WA's Graduates
- Faith-based organizations
- Community-based organizations
- K-12 workplace learning coordinators
- Postsecondary workplace learning coordinators
- Labor and Industries, Apprenticeship Division
- Centers of Excellence
- Rotary, Kiwanis
- Job Corps
- Career and Technical Student Organizations (ex: DECA, FFA, etc.)
- WA Technology Industry Association
- WA Aerospace Alliance
- WA Biotechnology and Biomedical Association
- Health Workforce Council
- WA Association of Chamber of Commerce Executives
- WA Economic Development Association

Workforce Board staff will provide primary staff support for the Core and Home Teams. The Board has long advocated for increased work-based learning, and is well-equipped to carry out the work required of the Policy Academy. The Governor has directed Workforce Board Executive Director Eleni Papadakis as the director of the Team's overall activities. Staff contact with NGA will be managed by Nova Gattman, Legislative Director (nova.gattman@wtb.wa.gov, 360 709-4612).

5. Sustainability Strategy (10 points)

The Workforce Board is a made up of business, labor, and education leaders appointed by the Governor. The majority of the Core Team members are Workforce Board members or their designees. The Board has considerable expertise convening groups to focus on workforce outcomes. The Board has sustained numerous projects over the years, managing them to success even as leadership has undergone changes at the executive director, chair, and legislative levels. Board members serve four-year, staggered terms. This allows for continuity and stability as the Board initiates and follows through on projects. The Core Team membership would see little change over the period of the Policy Academy. Additionally, the Board and the state have focused on improving workforce outcomes for young people for almost 10 years. The timing for this grant also aligns with the implementation of WIOA. Washington is focused on strengthening business connection to the workforce system. In particular, Washington is working with businesses to improve workforce outcomes for young people. Our efforts to promote work-based learning will continue after this Policy Academy concludes as this effort is part of a long-standing goal, regardless of the grant award.

Attachment B:

Washington's Budget

Cost Category	Grant Amount	In-Kind Amount
Convening Expenses	\$ 3,000	\$ 8,000
Summit Planning Expenses	\$ 7,100	\$ 45,000
Staffing Expenses	\$ 56,900	\$ 61,400
Facilitation Expenses	\$ -	\$ -
Communication Expenses	\$ -	\$ 2,000
Travel Expenses	\$ 6,000	\$ 21,000
Consulting/Analysis Expenses	\$ 27,000	\$ -
Reporting Expenses	\$ -	\$ -
Other Expenses (Administrative Overhead)	\$ -	\$ 4,700
GRANT TOTAL:	\$ 100,000	\$ 132,700

Budget Narrative:

The Washington Team is requesting \$100,000 for the work of the policy academy. This work also includes over \$132,000 of in-kind donations from the Workforce Board and partner agencies. The Board will act as the fiscal agent for the grant.

Convening Expenses

Funds for this item would support hosting monthly meetings of the Core Team and meetings of the Home Team as necessary. The Board is fortunate to have consistent support for meeting space access from our business, labor and education partners, so we are not estimating a grant cost for facility rental. Funds for this item would cover the cost of conference call and videoconference technology, printing expenses for meeting materials, and food and beverages.

Summit Planning Expenses

Summit planning funds would support 160 hours of staff time for the planning of the event. Other funds to support the summit, including facility space, A/V rental and materials would be generated through donations from business, labor and education partners, and are listed as in-kind. This is a model the Board has used successfully for previous workforce conferences.

Staffing Expenses

The Board will provide the bulk of the staffing necessary for the work of the policy academy. Staffing needs include .2 FTE of the salary and benefits of the legislative director, .2 FTE for one policy analyst, .2 FTE for one administrative assistant and .1 FTE for a research investigator. Staff costs for Workforce Board Executive Director Eleni Papadakis, as well as those of the partner organizations on the Core Team, are listed as in-kind donations.

Communication Expenses

Funds for this item will cover the creation of any necessary communications materials, such as a policy academy project website and draft materials for the outreach campaign. These are listed as in-kind donations from the Board.

Travel Expenses:

The Board will attempt to keep the costs of travel as low as possible by providing access to conference and videoconference technology. However, there will be times when an in-person meeting is necessary. Staff are budgeting for the cost of in-state travel for convening meetings and visiting best practice locations. Core and Home Team members will also be dedicating in-kind funds for their travel.

Consulting/Analysis Expenses

Board research staff have engaged in preliminary discussions about engaging a well-respected researcher and analyst to lead the creation of metrics for performance accountability of work-based learning, determine how to measure best practices, and creating an initial inventory of existing programs. For more details on this work, please see the narrative on Item 3.h.

Other Expenses (Administrative Overhead)

In-kind expenses of administrative overhead for the Board, which is providing the bulk of the staff support.