

2013-2017



LOCAL INTEGRATED WORKFORCE PLAN

**NORTH CENTRAL
WORKFORCE
DEVELOPMENT COUNCIL**

SERVING REGION 8: CHELAN, DOUGLAS,
GRANT, ADAMS & OKANOGAN COUNTIES

MAY 2013

NORTH CENTRAL WORKFORCE DEVELOPMENT COUNCIL

LOCAL INTEGRATED WORKFORCE PLAN 2013-2017

Workforce Development Area Region 8 Serving: Chelan, Douglas, Grant, Adams & Okanogan Counties



SUBMITTED TO:
WASHINGTON STATE WORKFORCE TRAINING & EDUCATION COORDINATING BOARD
AND
EMPLOYMENT SECURITY DEPARTMENT

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Executive Summary

STRATEGIC PLAN

This blueprint is intended for use by business, organized labor and workforce development agencies in their efforts to increase productivity and economic prosperity in the North Central region. The goals, objectives, and strategies were written in response to Washington State's High Skills, High Wages 10 year plan for workforce development.

A. Workforce Development Area Strategic Plan

The goals, objectives, and strategies call on young people to follow clearly laid-out and accessible paths leading to career success, experienced workers to continue learning and on employers, unions and agencies to offer practical on-going learning opportunities for incumbents, members and students.

B. Area Economy

The North Central economy, comprised of three distinct labor market areas, is dominated by agriculture. While one in four local workers is employed in the industry, it accounts for only 16.7 percent of wages earned in the area.

All industries in the region, both agricultural and non-farm, were affected by the economic collapse of 2008. A number of local companies have been forced to tighten operations and lay off workers, resulting in high unemployment across the region. However, certain sectors are still experiencing moderate growth and the emerging green economy could bring new opportunities to the North Central region.

According to *Washington State Green Economy Jobs*, North Central has the second highest total number of green jobs of any area in the state at 5,394. Green jobs are those rooted in the development and use of products and services that promote environmental protection and energy security. Many agricultural jobs are considered green, as are certain occupations in construction, manufacturing, and waste management and remediation. Renewable and inexpensive hydroelectric power and a focus by local economic development organizations on developing regional clusters around clean technology, position the region well for the emergence of a green economy.

C. Changing Workforce in the Workforce Development Area

The local workforce is aging, the number of immigrants in the region is increasing, and the high school dropout rate hovers around 21.5 percent for area residents aged 25 and older. According to research conducted by the State Board of Community and Technical Colleges, obtaining at least one year of postsecondary education or training tips the scale in favor of economic success. As baby boomers retire, opportunities in high-skill, high-wage industries like healthcare and hydroelectric power generation and distribution will open up for younger workers. Effective postsecondary learning will enable new workforce entrants to compete for such jobs in a tight economy.

D. Workforce Development System Today

The North Central Workforce Development Council is comprised of business leaders, educators, economic development specialists, and government representatives throughout Chelan, Douglas, Grant, Adams, and Okanogan counties.

Public and non-profit agencies collaborate with secondary schools, community colleges and unions, employers and community-based organizations to access training and education opportunities.

Over the past years, there has been a concerted effort to develop One Stop Centers throughout the region, housing all workforce agencies and development organizations under one roof. The goal is to better serve customers through collaboration producing enhanced access to services and long-term employment. One Stop Centers are now open in Okanogan and Grant counties.

E. Performance Accountability

Workforce programs offer positive return on investment for public dollars. The state estimates an average benefit to cost ratio of about 6 to 1 for such programs. Service providers continuously collect, monitor, and review program performance data in relation to customer outcomes, and data is collected through the Services Knowledge and Information Exchange System (SKIES).

WORKFORCE INVESTMENT AND WAGNER-PEYSER OPERATIONS PLAN

The Workforce Investment Act of 1998 requires that each local workforce investment board develop an operations plan designed to detail local policies, procedures and activities in the local area and is aligned with the WIA Title I-B/ Wagner-Peyser State Integrated Plan.

This section outlines services, goals and objectives to delivering workforce investment services to Youth, Adults, Dislocated Workers, Employers, Veterans and other sub-populations in partnership with Wagner-Peyser, business and other workforce agencies throughout the local workforce system.

SECTION I: STRATEGIC PLAN

A. Workforce Development Area Strategic Plan

The following goals, objectives and strategies provide a blueprint for workforce development partners. They emerged from presentations and reports from stakeholders across the region.

GOAL ONE: All older teens and young adults understand the variety and depth of knowledge, skills and abilities necessary to succeed in the workplace and earn a middle class standard of living in their chosen occupation.

Objective 1: High School graduates and college students understand the range of career possibilities and pathways together with the qualifications and performance requirements necessary to achieve success.

Strategy 1: Provide career education and guidance beginning in intermediate grades and continue thru high school and college. Begin career education at an early age and involve parents. Value all career paths. Utilize comprehensive, cloud-based guidance programs like Navigation 101. Inform students and parents about all pathways including university, college, apprenticeship and entrepreneurship.

Strategy 2: Partner with employers to help students explore careers and workplaces. Engage businesses, unions and non-profit and public sector organizations to inform students about career opportunities, both in the classroom and in workplaces.

Objective 2: Develop and certify skills for middle class careers.

Strategy 1: Enable students and workers to obtain industry-recognized credentials. Emphasize credentials that stack towards career progress from high school to post-secondary, work and beyond. Emphasize transferrable skills that are useful across many occupations.

Strategy 2: Increase use of industry-based skill standards, assessments & credentials. Identify general workplace standards generic to the vast majority of jobs and certify that teenagers and young adults know these skills and abilities and issue recognized credentials. Educate local employers to understand what the certification means.

Objective 3: Bring together or connect sequences of career-focused courses that start in high school and align beyond to all post-secondary pathways such as college, the military, apprenticeship and others.

Strategy 1: Expand Programs of Study which provide extensive, continuous study of a career cluster for one to two secondary years.

Strategy 2: Articulate or Integrate secondary programs of study with post-secondary pathways.

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Objective 4: Increase work-integrated learning.

Strategy 1: In addition to academic and job specific skills, make sure students know workplace and life skills. Workplace skills (also called soft skills, work readiness skills, positive work habits, or employability skills) include abilities like problem solving, team work, active listening, effective communications and more. Life skills include abilities such as budget and finance, property ownership, consumer protection, nutrition and health, etc.

Strategy 2: Create opportunities for students and young adults to experience the real work world such as paid and unpaid internships, volunteer service workplace mentorships, pre-apprenticeships, cooperative education, summer employment and work study.

Strategy 3: Create work experiences in the classroom. Bring supervisors and experienced workers in to help teach. Utilize project-based learning, contextualized objectives and applied lessons to familiarize students with workplace expectations.

Strategy 4: Teach students how to locate and land jobs. Show students how to identify their knowledge, skills and abilities and package themselves to meet the needs of the job. Teach students job search skills that include finding job openings, writing a resume, filling out an application and interviewing and how to networking.

Objective 5: Enhance student access and retention.

Strategy 1: Prevent students from dropping out of secondary school and retrieve those who have thru dropout re-engagement programs.

Strategy 2: Make sure all post-secondary pathways are clear and offer credentials for competency or completion. Offer credit for prior learning. Articulate with higher education colleges to enable “upside-down” degree programs whereby it’s the rule, rather than the exception, that all professional-technical Associate degrees qualify for transfer to higher education colleges for more than a single major.

Strategy 3: Increase counseling and support for populations with multiple barriers to increase secondary and post-secondary performance and completion.

Strategy 4: Advocate for: K-13 early learning; extended class for limited English students; accommodating different learning styles; reducing homelessness and neglect, preventing substance abuse, reducing delinquent behavior; increasing parental skills and performance.

GOAL TWO: Continuously improve the skills of workers at all stages of their career.

Objective 1: Adult workers understand labor market dynamics.

Strategy 1: Career navigators inform adult workers about industries, careers and paths, and facilitate independent career research and decision-making.

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Strategy 2: Career navigators advise adults to identify and access education and training programs, pay for school, and connect with necessary support.

Objective 2: Adults access and complete training programs.

Strategy 1: Increase the use of credit for prior learning. Implement competency-based, stackable and portable credentials.

Strategy 2: Make available direct connect training such as OJT and incumbent worker training.

Strategy 3: Make family-friendly learning opportunities available at times and locations that reach underemployed, low-skilled workers. Integrate basic and vocational-technical education.

Strategy 4: Support disadvantaged adults to overcome barriers. Collaborate with agencies that serve veterans, single parents, individuals with disabilities and other special populations.

GOAL THREE: Employers embrace the role of human resource developers.

Objective 1: Enhance companies' engagement with the workforce development system.

Strategy 1: Improve outreach using materials designed and written in business acumen. Understand and recognize the relationship between selection and learning. Understand private sector employee learning methods. Communicate with firms in person, and in their language. Identify system services that offer value to a firm's selection and training approach or practice. Coordinate outreach and cross-train staff to be familiar with the full range of services that business value.

Strategy 2: Identify skill standards and certification methods that meet employer expectations. Collaborate with firms to enhance employer-based and school-based programs.

Strategy 3: Increase organizational investment in employee training and development. Ask business to donate time or material to school-based programs, or increase spending on in-house programs. Urge business to establish tuition reimbursement accounts and send employees to outside training or onsite basic skills learning on payroll.

Objective 2: Link workforce and economic development.

Strategy 1: Promote business services to employers considering expansion into the region. Business services include technical assistance, customized selection processes such as recruitment and testing, customized training options, and customized employment assistance services to enhance learning and retention.

Strategy 2: Offer entrepreneurial training and mentorship programs.

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GOAL FOUR: Workforce development partners effectively collaborate to enhance access to multiple programs' services and increase long-term employment outcomes.

Objective 1: Strengthen performance accountability across local workforce development system programs to enhance access and improve long-term employment outcomes.

Strategy 1: Identify and measure outcome(s) that indicate enhanced access to multiple programs' services. Access is a means of approaching or entering a place; and communicating with or making use of, such as to obtain, examine or retrieve.

Strategy 2: Job retention is North Central's measure that indicates long-term employment outcomes. The measure applies to customers enrolled in two or more partner programs placed into permanent positions who remain with that employer for at least six months.

B. Area Economy

The Great Recession began in December of 2007 and lasted through June of 2009. While the official start of the recession was in 2007, Washington State did not see the effects until 2009. While Gross Domestic Product for the nation was falling in this time period, Washington State's labor market was still doing fairly well. Even though the state remained insulated from the effects initially, the recovery turned out to be just as slow.

The North Central Workforce Development Area (WDA) reacted much the same as the state. Job losses started showing in 2009 and went into 2012. While 2012 shows a yearly average of job growth from 2011, the start of the year posted losses and marginal growth. Sustained growth did not come until the summer of 2012. Sustained losses in the labor market led to increased competition for job seekers and lower pay for individuals that kept or found work.

Growth in the labor market is going to be towards sectors that initially lost a lot of jobs during the start of the recession: engineering, architects, administrative assistants, general managers, and construction.

The Importance of Agriculture

Agriculture has been and will continue to be the foundation of the North Central Washington economy. Apples, cherries, pears, wine grapes, wheat, hay, potatoes, corn, and mint, are just a few of the crops produced in the region. The agricultural industry employs the greatest number of workers of any industry in North Central Washington and the Columbia Basin. For Washington State, the total value of products peaked in 2007, fell in 2008 and 2009, but jumped up in 2010.

Employment figures for agriculture peaked in 2009 and have fallen in 2010 and 2011. Even with the drop in employment, mechanical harvesting has aided further production of agricultural goods.

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Though irrigation issues and increasingly stringent health and safety, environmental, and labor laws make conditions for farmers and orchardists more proscriptive than before, the number of individuals employed in agriculture has experienced a net increase from 2005 to 2009. As mechanical thinning becomes more normal, these employment declines will continue to show. That being said, even with lower employment figures the agriculture industry has still been showing positive output. This could be a trend for the future where employment edges back yet production continues to rise.

County	Agricultural Employment 2011	Agricultural Employment Change Since 2005	Percent of Total Employment in Each County 2011
Adams	1,656	-28	23%
Chelan/Douglas	12,452	914	25%
Grant	8,909	1,139	25%
Okanogan	5,527	492	32%
Total	28,544	2,517	26%

Source: LMEA/ESD US Department of Labor Statistics, Bureau of Labor Statistics, Quarterly Census of Employment and Wages (2011 annual average)

The agricultural industry accounts for 26.1 percent of the workforce in North Central Washington. Wages only account for 16.7 percent of the area. This large difference is largely contributed to both low wages paid per hour and also the seasonality of the work.

County	Number of Farms/Orchards	Cultivated Land in Acres	Change in Cultivation since 1997	Average Farm/Orchard Acreage	Market Value of Production	Production per Farm
Chelan	1,193	112,023	-15%	94	\$169,406,000	\$142,000
Douglas	947	878,867	-8%	928	\$124,348,000	\$131,308
Grant	1,801	1,074,074	-5%	596	\$881,756,000	\$489,592
Adams	717	1,067,079	-7%	1,488	\$202,854,000	\$282,920
Okanogan	1,486	1,241,316	5%	835	\$137,418,000	\$92,475
TOTALS	6,144	4,373,359	--	788	\$ 1.5 billion	\$227,659

Summarized from data developed by the National Agricultural Statistics Service Agricultural Survey 2002, and Agricultural Workforce in Washington State, LMEA 2005

Overview of Labor Market Areas

The five counties comprising Workforce Development Area 8 are frequently divided into three labor market areas. These areas are Chelan-Douglas, Grant-Adams, and Okanogan. Breaking the counties into three labor market areas makes it easier to provide oversight for systems development in such an expansive region.

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Major Employment Sectors	Adams	Chelan	Douglas	Grant	Okanogan	Regional Total by Sectors
Agriculture	1,656	9,419	3,033	8,909	5,527	28,544
Construction	66	1,347	377	1,068	455	3,313
Manufacturing	1,090	1,923	369	4,376	352	8,110
Wholesale Trade	409	1,834	364	1,281	191	4,079
Retail Trade	541	4,249	1,378	3,039	1,738	10,945
Transportation & Warehousing	336	732	271	901	89	2,329
Information	33	411	161	198	136	939
Finance & Insurance	73	662	136	485	214	1,570
Real Estate	25	424	114	330	122	1,015
Professional & Technical	59	772	244	353	207	1,635
Administrative Services	25	583	201	827	177	1,813
Healthcare	520	4,788	661	1,849	1,176	8,994
Accommodation & Food Service	381	3,545	694	2,015	1,101	7,736
Other services	308	1,193	317	1,465	643	3,926
Government	1,539	6,413	2,127	7,675	4,638	22,392
Average Total Employment in Major sectors and all other	7,097	38,940	10,834	35,209	17,188	109,268
Total # all firms	811	3,227	1,154	3,223	1,937	10,352

Source: LMEA/ESD Bureau of Labor Statistics, Quarterly census of Employment and Wages (2011 yearly averages)

Chelan and Douglas Counties

The Chelan-Douglas area reaches from the remote glaciers of the high Cascades to the Columbia River, encompassing expansive plateaus and rolling wheat fields. Tree fruit production is the primary industry that supports economic activity in this area. The soil and weather, coupled with the irrigation system supported by the region's hydroelectric dams, makes the area ideal for growing apples, cherries, and pears. A highly advanced grower-to-consumer agricultural industry is in place to deliver top produce or value-added products, such as frozen foods and juices, to markets worldwide.

Wenatchee and East Wenatchee are the economic centers for the two-county area. These cities are home to the region's retail complexes and major healthcare facilities. Tourism, another large economic sector, is largely concentrated in Chelan and Leavenworth in Chelan County.

Unemployment Trends – The Wenatchee MSA had an average unemployment rate of 7.7 percent for 2012. This is down from 8.3 percent in 2011. The Great Recession affected the area in 2009 when the unemployment rate went from 5.5 percent in 2008 to 8.0 percent in 2009. Discouraged workers (job seekers that drop out of the labor force by no longer actively looking for work) were seen throughout 2010 and 2011.

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Douglas County has historically had a marginally lower unemployment rate than Chelan County. In 2012 Douglas County's unemployment rate was 7.5 percent, which is compared to Chelan county's 7.7 percent.

Industry Trends – From 1990 to 2012 the Wenatchee MSA has had an annual average growth rate of 1.5 percent in total nonfarm figures, while the private industry grew at an annual average rate of 1.4 percent. Government is a very important sector in smaller counties, which grew at an annual average rate of 1.8 percent. The driver of this comes from local government. Another strong driver has been health services with a 3.1 percent annual average growth rate.

The Wenatchee MSA peaked in yearly average employment figures in 2008. Since that point each sector has gone through a period of either marginal or significant loss. Construction, manufacturing, and retail trade were initially hit the hardest. During the brunt of the recession, health care and government employment was jumping up. Both of these sectors are showing struggles going in to 2013.

Employment gains started showing improvement from 2010 to 2011 as an annual average growth of 600 jobs was posted in total nonfarm employment. From 2011 to 2012 there was only 200 jobs posted in total nonfarm employment. The slower growth came from various economic conditions that span the globe.

Grant and Adams Counties

Grant and Adams counties are part of the Columbia Basin. Rich and fertile valleys characterize the topography with gentle rolling hills and grassy plains. Both counties enjoy a generally warm, semi-arid climate with long periods of clear and sunny weather. The area has evolved into one of the state's premier agricultural centers. Farms and orchards come to life each spring, fed by irrigation water provided through the Columbia Basin Irrigation Project, which taps the Columbia River at Grand Coulee Dam. Key crops in the area are potatoes, corn, onions, beans, mint, hay, and various tree fruits.

Moses Lake is the largest city in the area, serving as the retail center of the two-county region, and Quincy has earned notoriety for the number of high-tech companies that have recently built data centers in the area.

The two county area has developed a very diverse economy. While most areas can expect to have approximately 15 percent of their labor to be in the goods producing sector, Grant and Adams counties have approximately 40 percent of their labor in goods producing. This diversity has really helped the two counties fare well during the recession.

Unemployment Trends – Since 2000, Adams County's lowest unemployment rate, 5.9 percent, was reached in 2007. In 2012 there were 8,570 individuals in the civilian labor force, with 7,820 of them being employed. The peak unemployment rate was reached in 2010 at 9.9 percent. Grant County's lowest unemployment rate was also in 2007, at a rate of 5.8 percent. In 2012 there were 42,010 individuals in the civilian labor force with 38,010 of them being employed. The unemployment rate peaked in 2010 at a rate of 10.8 percent. Unfortunately the labor force

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has remained relatively flat during the recovery, showing some reluctance of individuals to re-enter the labor force.

Industry Trends – Adams County was flat in total nonfarm figures from 2010 to 2011, but edged up by 40 jobs from 2011 to 2012. Employment peaked in 2008 for the county. Over the last year government employment has contracted, which shows private employment contributed to the growth. Durable goods manufacturing fell while nondurable goods manufacturing edged up. Grant County posted strong growth also due to the private sector. The goods-producing sector, which contains manufacturing, edged up. The service-providing sector showed the majority of the growth in ancillary services with growth in trade and transportation, along with information and financial activities.

Grant County has shown various economic developments within the last two years. Various manufacturing facilities have moved to the area making Moses Lake and Quincy veritable hot spots for development. As more interest is shown in the area, employment is showing promising growth looking forward as not only new companies move to the area, but also expansions occur.

Metal fabrication, carbon fiber production, lift equipment, and electronics are just a few of the durable goods produced in Grant and Adams counties. Being in an agricultural area there is also various nondurable goods manufacturing facilities that house and ship agricultural goods.

Okanogan County

Okanogan County is the largest county in the state by land area, covering 5,268 square miles. However, because it is trisected by two north-south mountain ranges and is far from major roadways, the county is rural and has only 41,411 residents. There are five distinct micro labor market areas in the county, identified as the Central Valley, North Valley, Methow Valley, South County, and East County. The Colville Reservation, the largest of Washington State’s reservations, is located in Okanogan County.

Figure B-1: Okanogan Micro Labor Markets and Economic Drivers	
Okanogan Micro Labor Market Area	Economic Drivers*
Central Valley—Omak, Okanogan	apples, plywood mills, ranching, retail, Forest Service, Mid-Valley Hospital and Omak Clinic, Okanogan Casino, The Omak Stampede
North Valley—Tonasket, Okanogan	apples, pears, vineyards, Forest Service, timber, North Valley Hospital
Methow Valley—Twisp, Winthrop	apples, tourism via the North Cascades Highway, ranching, limited timber, Forest Service
South County—Bridgeport, Brewster, Pateros	Chief Joseph and Wells dams, apples
East County—Nespelem, Coulee Dam	Grand Coulee Dam, timber, ranching
Source: Okanogan County, 2006	

*School districts, municipal and social services are an economic driver throughout Okanogan County.

Unemployment Trends – The unemployment rate in Okanogan County was 9.3 percent in 2012. This was down from 10.2 percent in 2011 and down from the peak rate of 10.7 in 2010. The

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civilian labor force has contracted each year since 2009. This shows individuals leaving the area and discouraged workers no longer looking for work. Total employment, fortunately, was up from 2011 to 2012. Okanogan County tends to have a higher unemployment rate due to a seasonal workforce in agriculture and tourism.

Industry Trends – Total nonfarm employment has posted an annual average growth rate of -0.5 percent from 2000 to 2012. This overall negative growth is met with short-term growth. From 2011 to 2012 total nonfarm employment grew by 70 jobs with the growth coming entirely from the private sector. Employment peaked in 2008 and shed jobs in 2009, 2010, and 2011. Manufacturing edged up while construction dropped. The service-providing sector posted the majority of growth within retail trade. Government employment contracted as fiscal tightening continues to take hold.

The public (government) sector employs approximately 40 percent of the Okanogan County workforce. The single largest employer in the county, with more than 2,000 employees, is the Confederated Tribes of the Colville Reservation and Colville Tribal Enterprise Corporation (CTEC) headquartered in Nespelem and Grand Coulee. For the purpose of compiling labor market statistics, Colville employees are considered governmental or public sector workers. The CTEC currently owns Mill Bay Casino, Okanogan Bingo Casino, and Coulee Dam Casino. Outside of the gaming commission, the tribe also has fish and wildlife operations, law enforcement, parks and recreation, along with various other entities.

Post-Recessionary Growth

Industry Analysis

The Great Recession's initial impacts were very obvious within the housing industry, but the trickle-down effect of the job losses painted an interesting picture. When housing contracted, construction took a very large hit. Initially the industry faced layoffs of approximately 30 percent. As the recession took hold, further layoffs occurred mainly within administrative assistants, various management occupations, architecture, engineering, then finally lower wage positions.

As the recovery takes hold, emerging industries are merely re-allocating positions lost during the recession. As of 2012 none of the five counties are back to peak employment levels. Occupations such as engineering and management are starting to post positive growth and much of the initial jobs lost during the recession are also the first to come back in the recovery.

Growth in the area is led by manufacturing in Grant County. As the U.S. dollar lost significant value starting in 2002 and going through 2012, manufacturing in the U.S. was starting to do well. Since Grant and Adams counties have such strong manufacturing they were initially the areas to show positive growth during the recovery. This industry has helped all of the counties recover, but Grant County was positioned to do the best.

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In Okanogan, Chelan, and Douglas counties, retail trade and general tourism activities have really shaped growth outside of agriculture. Tourism has played a large role in these three counties and it continues to aid recovery into 2013.

Area Wages

Overall, earnings are up across the region, but the gap between average earnings in North Central Washington and state averages is widening. Grant County has the highest average annual wage at \$33,604; Adams County is second at \$33,217; Chelan County is third at \$33,156; Douglas County is fourth at \$29,582; and Okanogan is fifth at \$26,132. These wages are significantly below the statewide average of \$50,264.

County	Number of Workers	Average Annual Wage	Average Monthly Gross Income	Statewide Average
Adams	7,097	\$33,217	\$2,768	\$50,264/yr., \$4,188/mo.
Chelan	38,940	\$33,156	\$2,763	
Douglas	10,834	\$29,582	\$2,465	
Grant	35,209	\$33,604	\$2,800	
Okanogan	17,188	\$26,132	\$2,177	

Source: Quarterly Census of Employment and Wages (2011), Bureau of Labor Statistics, Labor Market and Economic Analysis

Table B-5 shows economic sectors broken down by the number of people employed within that field, along with covered wages. Agriculture leads the industries with the number of people employed, but due to its seasonality it only accounts for 16.7 percent of wages. Government, the next largest industry with 20.5 percent of the workforce contains 27.8 percent of the wages paid. There is a significant drop in both employment and wages down to the next sector, retail trade, with 10 percent of the workforce and just 8.5 percent of wages paid. Health care and social assistance is a relatively large industry in north central Washington with 8.2 percent of the workforce, but the important factor here is that wages account for 14.2 percent of total wages paid. Due to seasonality lower average yearly pay industries are as follows: accommodation and food services; arts, entertainment, and recreation; and agriculture. These industries, while still maintaining employment through the winter months, contain the majority of their employment within the summer months.

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Sector	Jobs	Covered Wages, 2011	Jobs %	Covered Wages %	Average Yearly Wages Per Worker
Agriculture	28,544	\$382,526,393	26.1%	16.7%	\$13,401
Government	22,392	\$639,352,866	20.5%	27.8%	\$28,553
Retail Trade	10,945	\$194,205,929	10.0%	8.5%	\$17,744
Healthcare & Social Assistance	8,994	\$327,242,890	8.2%	14.2%	\$36,385
Manufacturing	8,110	\$160,481,683	7.4%	7.0%	\$19,788
Accommodation & Food Services	7,736	\$86,753,557	7.1%	3.8%	\$11,214
Wholesale Trade	4,079	\$119,406,043	3.7%	5.2%	\$29,273
Other Services	3,926	\$39,270,823	3.6%	1.7%	\$10,003
Construction	3,313	\$90,587,068	3.0%	3.9%	\$27,343
Transportation and Warehousing	2,329	\$47,072,191	2.1%	2.0%	\$20,211
Administrative and Waste Services	1,813	\$24,540,007	1.7%	1.1%	\$13,536
Professional and Technical Services	1,635	\$53,427,716	1.5%	2.3%	\$32,678
Finance and Insurance	1,570	\$45,680,562	1.4%	2.0%	\$29,096
Arts, Entertainment, and Recreation	1,191	\$15,378,135	1.1%	0.7%	\$12,912
Information	939	\$29,500,012	0.9%	1.3%	\$31,416
Total	109,268	\$2,255,425,875	98.3%	98.2%	\$21,017

Occupational Titles	Estimated Employment 2010	Average Annual Growth Rate 2010-2015	Average Annual Total Openings 2010-2015
General and Operations Managers	713	1.2%	21
Accountants and Auditors	515	1.9%	21
Computer Support Specialists	214	2.4%	11
Civil Engineers	289	0.7%	8
Industrial Engineers	92	3.6%	6
Elementary School Teachers, Except Special Education	1,117	1.2%	37
Registered Nurses	1,635	1.7%	54
Health Technologists and Technicians	1,736	1.6%	60
Medical and Health Services Managers	194	1.6%	7
Computer Specialists	748	2.3%	30

Source: Quarterly Census of Employment and Wages (2011), Bureau of Labor Statistics, Labor Market and Economic Analysis

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Table B-6 shows the top ten high skilled occupations in North Central Washington by job title, number employed in 2010, annual average growth rate from 2010 – 2015, annual job openings, and finally average yearly pay. The jobs listed here will require some sort of post-secondary education and are listed due to the number of people employed, the annual average growth rate, and the overall stability of the industries. The average annual openings column takes into account not only growth, but also job turnover and retirements.

Occupational Titles	Estimated Employment 2006	Average Annual Growth Rate	Average Annual Total Openings
Nursing Aides, Orderlies, and Attendants	786	1.3%	20
Medical Assistants	522	1.1%	13
Home Health Aides	307	2.4%	12
Office Clerks	1,284	1.5%	42
Cooks, Restaurant	773	1.6%	31
Child Care Workers	1,735	1.6%	86
Hairdressers, Hairstylists, and Cosmetologists	244	2.4%	11
Retail Sales Workers	6,512	1.1%	358
Bookkeeping, Accounting, and Auditing Clerks	1,709	1.5%	46
Secretaries and Administrative Assistants	2,136	1.3%	57

Table B-7 shows the top ten low to medium skilled occupations in North Central Washington. These occupations are chosen due to the industry size, annual average growth rate, and the overall stability and growth possibilities within the local area. These occupations vary in education and experience level. For instance, retail sales workers will require minimal on the job training, while bookkeeping, accounting, and auditing clerks require significant on the job training or an associate's degree.

Job Vacancies

The Labor Market Economic Analysis (LMEA) branch of the Employment Security Department conducts point-in-time surveys to determine job vacancies in the state. The following tables reveal job vacancies for which employers indicated they were hiring in 2008. The LMEA determines the industries and occupations with the most vacancies at a given time and provides information regarding the level of education needed to secure employment in a certain occupation, average wages associated with such positions, and the size of companies hiring. Throughout the state, the number of job vacancies has decreased steadily since 2006, and the bulk of current openings are for low-paying jobs. Over 40 percent of the positions highlighted in this report offered wages of less than ten dollars per hour. In the fall of 2008, Washington companies attempted to fill approximately 50,593 jobs, a third fewer openings than projected. Only 4 percent of these vacancies were for jobs in the North Central WDA.

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As seen in Table B-7, North Central Washington employers in the healthcare and social services industry had the largest number of job vacancies during October 2008. Agricultural vacancies were estimated at 296, substantially lower than 2006 vacancy estimates in that industry at more than 2,307. Agriculture is the industry with the largest percentage of seasonal or temporary vacancies in the region.

Industry	Estimated Job Vacancies	Full-time Positions	Permanent Positions	Newly Created Positions	Reporting Education Beyond HS/GED	Requiring License or Certificate	Requiring Previous Experience
Agriculture, forestry, fishing and hunting	296	81%	6%	1%	0%	0%	71%
Utilities	<25	100%	100%	0%	0%	100%	100%
Construction	95	50%	50%	19%	6%	40%	88%
Manufacturing	105	98%	86%	9%	34%	18%	64%
Wholesale trade	27	100%	100%	17%	33%	50%	100%
Retail trade	192	18%	31%	6%	3%	4%	14%
Transportation and warehousing	51	72%	72%	17%	39%	53%	76%
Information	<25	100%	100%	0%	0%	40%	40%
Finance and insurance	26	43%	100%	0%	0%	0%	100%
Real estate and rental and leasing	<25	100%	100%	0%	60%	40%	100%
Professional and technical services	<25	83%	100%	0%	83%	83%	67%
Management of companies and enterprises	<25	71%	71%	29%	0%	29%	57%
Administrative and waste services	31	57%	93%	14%	43%	71%	86%
Educational services	117	10%	85%	0%	41%	90%	80%
Health care services	589	90%	100%	1%	51%	89%	81%
Arts, entertainment, and recreation	36	39%	39%	0%	0%	33%	39%
Accommodation and food services	146	19%	80%	5%	0%	43%	14%
Other services, except public administration	121	71%	88%	12%	29%	35%	65%
Total	1,891	66%	70%	5%	27%	50%	66%

Source: LMEA, 2008

Not surprisingly, the occupational group with the largest number of vacancies to fill during the fall of 2008 was healthcare and healthcare support, totaling 589 openings in North Central Washington. Agricultural jobs, including farming, fishing, and forestry, showed 275 vacancies during the final months of 2008. Construction and extraction job openings numbered 103 in October 2008, down 40 vacancies from 2006.

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Major Occupation Group	October 2008 Vacancies	Full-time Openings	Permanent Openings	Newly Created Positions	Requiring Education Beyond HS/GED	Requiring License or Certificate	Requiring Previous Experience
Management	35	92%	100%	18%	71%	53%	60%
Business and Financial Operations	29	100%	100%	15%	36%	21%	78%
Computer and Mathematical	<25	49%	100%	22%	62%	30%	100%
Architecture and Engineering	<25	100%	100%	15%	70%	82%	100%
Life, Physical, and Social Science	<25	100%	100%	0%	100%	100%	100%
Community and Social Services	<25	77%	100%	0%	100%	100%	100%
Legal	<25	100%	100%	0%	100%	100%	58%
Education, Training, and Library	65	15%	73%	4%	45%	76%	100%
Arts, Design, Entertainment, Sports, and Media	<25	0%	100%	0%	0%	100%	84%
Healthcare Practitioners and Technical	269	87%	100%	2%	97%	94%	87%
Healthcare Support	320	91%	100%	0%	20%	99%	100%
Protective Service	<25	0%	100%	0%	65%	87%	35%
Food Preparation and Serving Related	117	29%	94%	6%	0%	70%	15%
Building and Grounds Cleaning and Maintenance	63	33%	64%	4%	0%	7%	17%
Personal Care and Service	55	67%	63%	0%	0%	11%	14%
Sales and Related	159	16%	32%	5%	1%	3%	61%
Office and Administrative Support	131	45%	71%	6%	18%	14%	71%
Farming, Fishing, and Forestry	275	79%	3%	0%	0%	0%	72%
Construction and Extraction	103	53%	39%	20%	0%	37%	68%
Installation, Maintenance, and Repair	74	84%	91%	3%	34%	40%	59%
Production	44	100%	100%	15%	13%	30%	88%
Transportation and Material Moving	74	88%	76%	12%	33%	54%	66%
Total	1,891	66%	70%	5%	27%	50%	0%

Source: LMEA, 2008

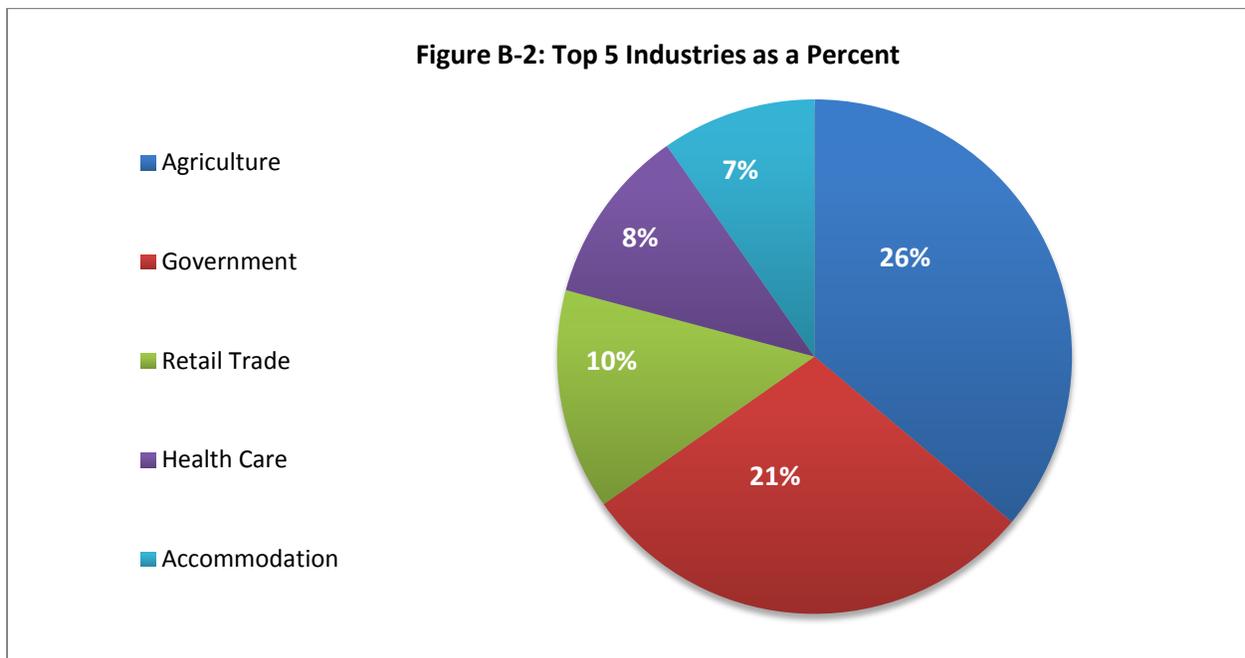
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The next table indicates the educational level that employers in North Central Washington expect prospective employees to have attained. In October 2008, nearly 51 percent of the vacant positions in the region had no educational requirements. Approximately 18.3 percent required at least a high school degree or equivalent, and 13.2 percent required a four-year college degree or more.

Required Education Level	Estimated Job Vacancies	Full-time Positions	Permanent Positions	Newly Created Positions	Requiring License or Certificate	Requiring Previous Experience
No Requirement	954	65%	54%	6%	41%	59%
High School/GED	346	46%	69%	3%	32%	49%
Some College	45	91%	100%	19%	80%	97%
AA/Voc. Degree	75	75%	100%	6%	77%	36%
Bachelor Degree	215	79%	95%	2%	86%	93%
Graduate Degree	35	92%	100%	12%	100%	88%
Other	101	93%	100%	0%	96%	87%
No Response	120	64%	91%	0%	22%	95%
Totals	1,891	66%	70%	5%	50%	66%

[Source: Employment Security, LMEA, Oct. 2008 survey http://www.workforceexplorer.com](http://www.workforceexplorer.com)

Figure B-2 shows regional employment by the top five industry sectors. Approximately 26 percent of the total workforce is employed in the agricultural sector. The public, or governmental sector, employs 21 percent of workers, and retail trade accounts for 10 percent of employment. The fourth largest sector is healthcare, accounting for 8 percent of area employment. Rounding out the top five is accommodations and food service at 7 percent.



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Industry Clusters

This list includes State Strategic Clusters for the area and the WDC Regional Clusters from the document *Coordinating Workforce and Economic Development Around Strategic Industry Clusters: A Progress Report on Substitute House Bill 1323*.

WDC List of Industry Sectors Important to the Region

- Health Care
- Agriculture
- Food Processing
- Chemical and Metal Manufacturing
- Electric Utilities
- Trade

Economic Development Strategies

The region's economic development strategies are quite diverse with the various economic development groups in the area. Each area's economic development groups will be discussed below to give a brief overview of their purpose and goals.

The Economic Alliance of Okanogan County's purpose is to create an effective partnership in Okanogan County between private enterprise, county, tribal, and local governments to implement strategies for growth. The mission statement presented here has an overall goal of growth among all industries. Manufacturing has been a top priority over the last five years particularly with the Colville Tribe. Tourism has been the next priority throughout the entire county. Finally, small business growth has been a strong concentration for the area. The organization really tries to foster entrepreneurship and provide help to individuals that are interested in starting a new business. They do this by providing contacts to other groups and specialists along with providing economic information for the county.

The Economic Development District (EDD), which covers Okanogan, Chelan and Douglas counties, also provides a lot of support for developing and smaller businesses. The group really helps foster contacts within the area for entrepreneurship growth and small business growth. While there are larger businesses interested in coming in to the area, the EDD has concentrated on the small business side of the area.

The Port of Chelan County and the Port of Douglas County have mainly concentrated on larger projects. The Pangborn Memorial Airport is an ongoing project for both of the counties along with Ag tourism, wineries, and information technology. These two groups have focused on various sectors, but manufacturing has been the latest projects for both of the groups.

The Grant County Economic Development Council located in Moses Lake has historically and currently concentrated on the manufacturing sector. They seek to bring together various development groups to bring in larger manufacturing facilities. A new ACF/SGL plant produces carbon fiber for BMW cars and Amway is constructing a facility in Quincy where they will produce dietary supplements.

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With the various groups in this area all interested in economic development, there is a wide range of growth strategies for the area. Fortunately, this means some groups are focusing on smaller businesses and to aid entrepreneurship while others are concentrating on large companies mainly in manufacturing.

C. Changing Workforce in the Workforce Development Area

Population Growth

The total population for the five county area is 259,852 (2010), with projected growth of 12.14 percent over the next eight years. This is higher than the state's projected population growth of 9.27 percent over the same period.

The Chelan-Douglas area's population is estimated at 110,804 (2010), and is expected to increase 10.29 percent by 2020, slightly faster than the state average. An arid climate, good healthcare, and recreational opportunities, without the bustle of the I-5 corridor are said to be contributing to net in-migration. Both Chelan and Douglas Counties are currently growing at an annual rate of 1.01 percent, though Douglas County is expected to show greater population increase, 13.24 percent, than Chelan County, at 8.65 percent, over the next eight years.

Okanogan County's population of 41,120 grew at an annual rate of less than one percent between 2010 and 2011. The County's population growth is expected to remain sluggish, increasing by only 5.81 percent by 2020.

Grant and Adams County's combined population of 107,848 grew at a rate of 1.68 percent between 2010 and 2011, slightly higher than the state average of 1.31 percent over the same period. Through 2020, Grant County's population is expected to grow by 16.24 percent and Adams County's by 15.49 percent.

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Table C-1: North Central Washington Population						
County	Population 2010	Intermediate Estimate 2015	Intermediate Estimate 2020	Projected Increase 2010-2020	Population of five largest cities and towns (2011)	
Chelan	72,453	75,180	78,586	8.65%	Wenatchee	31,572
					Chelan	3,877
					Cashmere	3,057
					Leavenworth	2,675
					Entiat	1,204
Douglas	38,431	40,603	43,619	13.24%	East Wenatchee	13,027
					Bridgeport	2,476
					Waterville	1,250
					Rock Island	772
					Mansfield	306
Grant	88,120	95,822	104,078	16.24%	Moses Lake	19,727
					Ephrata	7,542
					Quincy	6,533
					Mattawa	4,217
					Warden	2,663
Adams	18,728	20,257	21,640	15.49%	Othello	7,123
					Ritzville	1,839
					Lind	451
					Washucna	107
					Hatton	127
Okanogan	41,120	42,230	43,163	5.81%	Omak	4,797
					Okanogan	2,525
					Brewster	2,259
					Oroville	1,720
					Tonasket	1,400

Source: 2010 Census and 2011 American Community Survey 5-Year Estimates and Growth Management Act Projections by OFM

Racial and Ethnic Composition

As shown in According to 2010 data, individuals who identify as White, non-Hispanic represent 63.78% percent of the population in the North Central Washington region. Those identifying as Hispanic or Latino comprise 30.72 percent of the population, making this the area's largest minority group. Other minority populations are significantly smaller in the North Central WDA. American Indians/Alaska Natives, the second largest minority population in the area, comprise only 2.41 percent of the populace.

The unemployment rate for the Hispanic/Latino population is significantly higher, at 12.26 percent, than the total area wide average of 7.74 percent. With the continual growth of the Hispanic/Latino population in North Central Washington, this has implications for employment, education, healthcare, and civic life in the region.

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Race or Ethnicity	Number	Percent	Average Unemployment Rate
White, Non-Hispanic	163,692	63.78%	7.48%
Hispanic or Latino	82,215	30.72%	12.26%
Black or African American	1,150	0.56%	27.54%
American Indian/Alaska Native	6,053	2.41%	28.52%
Asian	1,944	0.81%	6.12%
Native Hawaiian/Pacific Islander	224	0.07%	4.44%
Other Race	283	0.11%	12.78%
Two or More Races	4,291	1.64%	13.44%
Total	259,852	100%	7.74% (age 25-64)

Source: 2011 American Community Survey 5-year estimates

Workforce Composition

According to American Community Survey 5-year estimates (2011), the North Central Development Area workforce consists of 121,612 people, 11,509 of whom are unemployed. The overall unemployment rate (age 16-24) for the area is 7.74 percent. The workforce of Chelan and Douglas Counties is estimated at 53,801 (2011), 4,101 who are unemployed. In Okanogan County, 18,265 are active in the workforce with some 1,500 unemployed. The combined Grant/Adams workforce is 49,546 people, with 5,730 unemployed.

The North Central Development Area's workforce is 55.2 percent male and 44.8 percent female. The male unemployment rate, 8.12 percent, is significantly higher than the female rate of 5.07 percent.

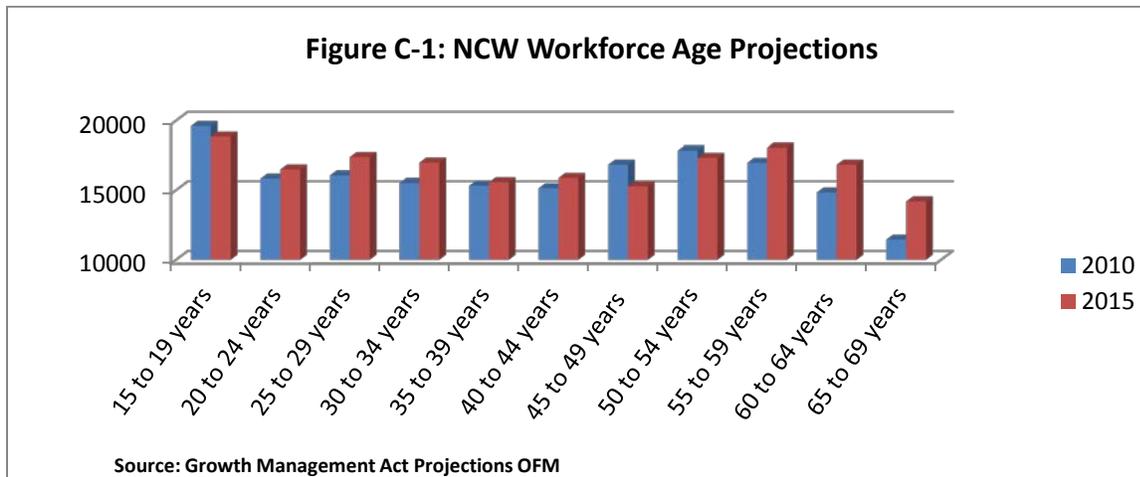
Washington State's older population is better educated than its younger population, a trend that is moving the state in the wrong direction.¹ In the coming years, as baby boomers continue to exit the labor market in large numbers, there will be a shortage of skilled workers able to fill these vacated positions.

The children of the baby boomers are now moving through the education system and entering the workforce, currently representing 25.8% of North Central Washington's potential job holders. The sheer number of individuals in this age group (18 to 34) will cause demand for skills training and postsecondary education to increase. Figure B-1 shows projections by age group for the workforce through 2015. According to the chart, individuals aged 15 to 24 make up the largest proportion of the labor market and will continue to do so, though workers 55 and over will increasingly represent a larger percentage of the workforce. Overall, individuals aged 55 and over represented 24.66 percent of the population statewide in 2010. The Chelan-Douglas and Grant-Adams areas surround the State's percentage, at 27.88 percent and 21.7 percent respectively. The percentage in Okanogan County, however, is substantially higher, at 33.12 percent.

¹ *Washington Learns*, Nov. 2006, p. 11

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Chelan County's largest jobholder age group in 2010 was 45 to 54 year-olds, accounting for 23.4 percent of the workforce. This group was closely followed by 25 to 34 year-olds, accounting for 19.4 percent of the workforce. Douglas County mimics Chelan, with 45 to 54 year-olds representing 22.2 percent of the workforce and 35 to 44 year olds filling 19.9 percent of jobs. In Adams County, the 55 and older age group held the most jobs, at 22.2 percent, followed by 45 to 54 year-olds with 21.5 percent of jobs. Grant County's largest job holder groups were 45 to 54 year-olds, with 22.3 percent and persons aged 55 and over with 21.2 percent. Finally, in Okanogan County, workers 55 and older accounted for 24.8 percent of the workforce, followed by those aged 45 to 55, with 23.1 percent.



Education and Employment

The attainment of a high school diploma is seen as an indicator of the acquisition of basic educational skills. According to the U.S. Census American Community Survey, which reports educational attainment levels by county, 17.3 percent of Chelan County residents older than 24 have not earned a high school diploma or equivalent. In Douglas County, that number is 20 percent. Grant and Adams Counties have the highest proportion of individuals over age 24 without a high school diploma in the North Central WDA at 24.8 percent and 32.5 percent, respectively. Finally, 17.6 percent of Okanogan County residents over 24 have obtained high school diploma/equivalent. All counties in the North Central Workforce Development Area trend significantly higher than the state average of 10.3 percent.

County	Less than high school diploma	H.S. diploma/ GED or Higher	Some college	AA degree	Bachelor's degree	Graduate/ Professional degree	Bachelor's Degree or higher
Chelan	17.3%	82.7%	22.0%	9.1%	14.7%	8.3%	23.0%
Douglas	20%	80.1%	24.9%	10.5%	11.8%	5.7%	17.6%
Grant	24.8%	75.2%	22.4%	8.3%	10.5%	4.8%	15.2%
Okanogan	17.6%	82.5%	24.0%	8.1%	11.4%	6.9%	18.3%
Adams	32.5%	67.5%	18.3%	8.2%	7.7%	4.9%	12.5%
State Totals	10.3%	89.9%	25.2%	9.4%	20.1%	11.3%	31.4%

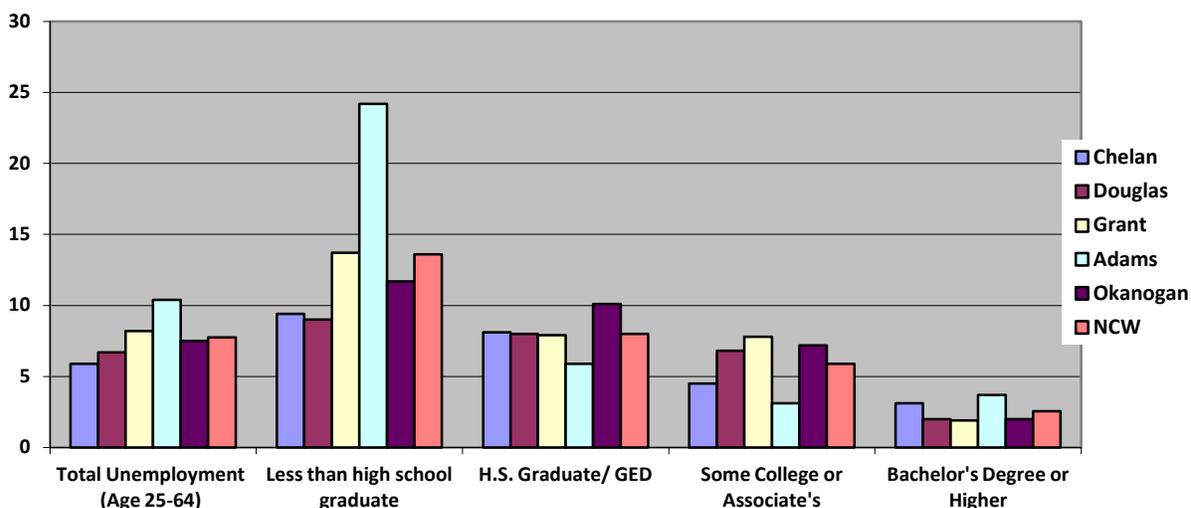
U.S. Census, 2011 American Community Survey 5-year estimates

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High school dropouts, on average, earn \$9,200 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates.² Young people who do not have a high school education are more likely to be involved in criminal activities, receive public assistance, experience unemployment, and earn lower wages than those who earn a high school diploma.³ Studies show that the lifetime cost to society for each youth who drops out of school and ends up in the criminal justice system is \$1.7 to \$2.3 million.⁴

As noted above, educational attainment rates are significantly lower in North Central Washington than the state average. Figure C-2 shows the strong correlation between low educational attainment and unemployment. The overall unemployment rate for the five county area (Age 25-64) is 7.74 percent, only slightly higher than the state average, 6.8 percent. When divided based on education, however, the area's rate for those with less than a high school diploma is over 13 percent. The number of unemployed drops off precipitously with the attainment of a high school diploma, and continues to decrease at each level of postsecondary education. In order to stay competitive in the current economy, marked by high unemployment and low levels of hiring, it will be more important than ever for young people to stay in school and learn the skills necessary for success in the job market.

Figure C-2: Unemployment Rate by Educational Attainment (age 25-64)



Occupation by Education Level

Occupations by proximate level of education required meet standard job qualifications show that education and training are integrally linked to the amount a person can expect to earn. Table C-5 shows local industries and the mean annual wages an employee can anticipate making in that industry. With the exception of nursing, a high-demand, high-paid occupation that requires a two-year postsecondary degree, the highest wage occupations require a four-

² Civic Enterprises & Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, *The Silent Epidemic: Perspective of High School Dropouts*, March 2006, p. 2

³ Russell Rumberger, *Why Students Drop Out of School and What Can Be Done*, (revised 2001).

⁴ Howard Snyder and Melissa Sickmun, *Juvenile Offenders and Victims: 1999 National Report*, Pittsburgh, PA Office of Juvenile Justice and Delinquency, U.S. Dept. of Justice www.ncjrs.org/html/ojdp/nationalreport99/toc.html

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year college education. Individuals with less than a high school diploma or GED earn the lowest wages. Many of the occupations that do not require a high school diploma offer pay barely above minimum wage.

Table C-5: North Central WDA Wage Rates by Industry and Proximate Minimum Education Levels		
Industry or Occupation	Mean Annual Wage	Hourly Wage
Less than HS diploma to HS/GED and short training/apprenticeship		
Agriculture (all)	\$23,427	\$11.27
Construction	\$37,015	\$17.80
Retail Trade	\$26,365	\$12.68
Warehousing	\$36,620	\$17.60
Food Prep	\$19,338	\$9.30
Maintenance	\$23,325	\$11.22
Accommodation & Food Services	\$20,279	\$9.75
Farming	\$22,074	\$10.61
Transportation. and Material Moving	\$26,151	\$12.57
HS diploma/GED plus up to 2 year college/apprenticeship		
Office Occupations	\$28,252	\$13.58
Financial Services	\$30,828	\$14.82
Healthcare Support	\$22,073	\$10.91
Manufacturing	\$32,873	\$15.80
Production (Assemblers, CNC operators, Food Batch makers, Butchers, Steel Fabricators)	\$30,288	\$14.56
2 year degree minimum /apprenticeship		
RN	\$51,522	\$24.77
Information Tech	\$35,920	\$17.27
Wholesale Trade	\$32,494	\$15.62
Sales	\$28,014	\$13.47
Installation & Maintenance	\$38,584	\$18.55
Media	\$32,575	\$15.66
4 year degree or higher		
Community & Social Services	\$36,668	\$17.63
Training & Development Specialists	\$41,881	\$20.13
Human Resources	\$58,775	\$28.26
Management	\$80,402	\$38.66
Computer Programmers	\$48,499	\$23.32
Network Systems and Data Communication Analysts	\$61,863	\$29.74
Source: LMEA, 2008		

Literacy

Adult literacy rates for the North Central Workforce Development Area are some of the lowest in the state. According to a 2003 evaluation of literacy levels conducted by the National Assessment of Adult Literacy, 15 percent of adults in Chelan County lack basic prose literacy skills. Both Douglas and Okanogan counties had estimated rates of 16 percent, and 22 percent

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of the adult population in Grant County lack basic reading and writing skills. Adams County adult literacy rates were the second lowest of all 39 counties in Washington, with approximately 32 percent of the population lacking basic abilities. The Washington state average is much lower at only 10 percent.

In the 2007 Workforce Board survey of *Washington State Employers' Training Needs and Practices*⁵ analysts found an increase in the percentage of employers in the area that said they found it difficult to fill positions due to an insufficient number of applicants with the required educational proficiencies. Table C-6 shows the percentage of hiring employers who found certain skills lacking in the pool of applicants for various positions.

Table C-6: Percentage of Employers in the North Central WDA saying Job Applicants Lack Certain Skills, 2007		
Skill	Percentage of Employers Noting Skills Lacking	Number of Employers
Reading	28%	2,400
Writing	38%	3,200
Math	47%	4,000
Occupation specific	50%	4,300
Computer	39%	3,300
Team work	40%	3,400
Problem solving or critical thinking	45%	3,800
Communication	49%	4,100
Positive work habits and attitudes	54%	4,600
Ability to accept supervision	43%	3,600
Ability to adapt to changes in duties and responsibilities	49%	3,600
English as a Second Language	24%	2,100

Source: Workforce Board, WA State Employers' Training Needs and Practices 2008

Occupation specific skills were seen as lacking in half of all applicants, and 54 percent were perceived to lack positive work habits. Also of note, 39 percent lack necessary computer skills. However, it is important to note that only 21 percent of the employers that received this survey actually responded. This could mean that the sample is not representative of the entire population of hiring employers during 2007 and percentages might actually be substantially lower or higher than represented in this report.

However, it significant that nearly one-fourth of businesses surveyed in North Central Washington perceive many job seekers to lack the basic skills necessary to obtain employment. Programs that help young people bridge the skills gap are integral to the training of an effective workforce.

⁵ Workforce Training and Education Coordinating Board, *Washington State Employers' Training Needs and Practices*, 2006. http://www.wtb.wa.gov/Pubs_Publications.asp

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Table C-7: Percent of NC WDA Employers who report an anticipated change, over the next five years, for employees with these education levels. (Among employers who need each level of employee)			
Education Level	Increase	Stay about the same	Decrease
Neither a high school diploma or GED	0%	99%	0%
A high school diploma or GED	0%	100%	0%
Some college course work beyond high school	3%	97%	0%
A vocational diploma or certificate	20%	80%	0%
A vocational associate degree	31%	69%	0%
An academic Associate (AA or AS) degree	24%	76%	0%
Baccalaureate (BA or BS) degree	15%	85%	0%
A master's (MA or MS) degree	17%	82%	0%
A doctoral (PhD) or professional degree	17%	83%	0%
Source: WTECB Employer Survey, 2012			

Table C-7 shows how employers think their demand for workers with various credentials will change over the next five years. No one expects the demand for high school or less will increase. But approximately one in five firms project the demand for workers with post-secondary credentials will increase over the next five years. One-third of employers think the demand for employees with a vocational associate degree will increase, the highest in the survey.

Dislocated Workers

A dislocated worker are persons who have been terminated by an employer, is eligible for unemployment insurance benefits, and is unlikely to return to work in his/her field due to diminished demand for that particular skill set. They're also persons laid-off by plant closings or mass layoffs. In the current economic downturn, the number of dislocated workers nation- and state-wide has increased.

In Adams County, 71.1 percent of unemployment insurance claimants were dislocated workers in 2006. Chelan and Douglas counties combined had a dislocation rate of just over 66 percent. Of nearly 3,000 unemployment insurance claimants in Grant County in 2006, 69.5 percent were dislocated. Finally, Okanogan County had the lowest percentage of dislocated workers at 64.1 percent.

Table C-8: Actual Number of Dislocated Workers in the North Central WDA, 2012				
County	UI Claimants	Dislocated Workers	Non-Dislocated Workers	Dislocation Rate (%)
Adams	1816			
Chelan	9,539			
Douglas	4,520			
Grant	8,259			
Okanogan	4,933			
Total	29,067			
Source: ESD Number and Trends				

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It is often beneficial for dislocated workers in North Central Washington, a number of who are non-native English speakers, to spend time improving their skills in order to reenter the workforce more quickly. Adult Basic Education (ABE) and English as a Second Language classes provided through Wenatchee Valley and Big Bend Community Colleges, have helped a number of dislocated workers gain the knowledge they needed to improve their options within the workforce. Computer literacy is becoming increasingly important to employers, and dislocated workers seeking reemployment, as well as individuals looking to transition to higher-wage jobs, should access short workshops and modules that teach those skills.

Incumbent Workers

Based on American Community Survey (2011 5-year estimates) estimates, there are 109,880 incumbent workers in North Central Washington. About 55 percent of these are male and 45 percent are female. Almost sixty-seven (66.8) percent of the incumbent population is White, non-Hispanic, 28.8 percent is Hispanic or Latino, and 4.5 percent is comprised of other minority groups.

Education wise, the majority of incumbent workers, 84 percent, have completed a high school diploma (or equivalent) or higher. Forty-five (45) percent have completed some college or an associate's degree and 18 percent have earned a bachelor's degree or higher.

Individuals with Disabilities

According to the U.S. Census Bureau's *American Community Survey*, there are 34,534 individuals with a disability in North Central Washington. Of that number, Grant County has the highest population with 10,400. Many of these individuals are working age adults and represent a segment of the population largely untapped as a labor market resource. Although individuals with disabilities often require specialized training, businesses have been increasingly willing to hire them and provide the instruction necessary to help them be successful. Adaptive technologies are also making it easier for people with physical disabilities to enter the mainstream labor market.

Table C-9: Number of People with Disabilities, age 5 and over in the North Central WDA					
Chelan	Douglas	Grant	Adams	Okanogan	Total
8,993	5,839	10,400	3,009	6,293	34,534

Source: 2011 American Community Survey- 3-year estimates (Adams data from 2007 ACS)

Disadvantaged Adults

North Central Washington continues to experience high levels of poverty. According to U.S. Census data for 2011, 19.3 percent of Okanogan County residents live below the poverty line, almost twice the state average of 11.4 percent. Additionally, 63.5% of Okanogan households received food stamps, 15 percent higher than the state average. In Adams County, 19.7 percent of the population lives in poverty, and rates for Grant County are only slightly lower at

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16.7percent. Poverty rates for Chelan and Douglas counties are substantially lower and much closer to the state average at 11.8 and 12.8 percent respectively.

Chelan	Douglas	Grant	Adams	Okanogan
11.8%	12.8%	16.7%	19.7%	19.3%

Source: 2011 American Community Survey 5-year Estimates

These numbers indicate that North Central Washington residents experience higher levels of poverty and rely more heavily on public assistance than Washingtonians on average. The “working poor” have difficulty supporting a family and being self-sufficient. Without skill building, most will remain impoverished.

Implications for North Central Washington

Growth in the workforce population under age 35, combined with the more educated baby boom generation aging into retirement, will increase demand for education and training opportunities to fill skill gaps. These changing needs have implications for educational institutions, training organizations, and workforce development program operators in North Central Washington. Increasingly, jobs that pay more than subsistence wages and offer opportunities for career advancement require at least some training beyond high school, even at the entry level. The continued transition to a knowledge-based economy necessitates that workers not only master basic skills, but adapt to new technologies, and possess positive work habits. Current economic conditions will make education and skills training in the region more important than ever.

D: Workforce Development System Today

North Central Workforce Development Council (WDC)

Twenty-five business and community leaders comprise the North Central WDC. These volunteers represent private companies, labor organizations, state agencies, community colleges, secondary schools, and economic development and community-based organizations. Members are appointed by county commissioners and certified by the Governor. The WDC Board meets quarterly in February, May, August, and November and also holds a planning retreat in odd numbered years. Committees meet in each of the three labor market areas at least four times each year before quarterly WDC board meetings.

In accordance with Federal, State and local policy, the WDC shall:

- Govern SkillSource, fiscal agent for the North Central Workforce Development Area
- Develop a Local Integrated Workforce Plan, consisting of a Strategic Plan and Workforce Investment and Wagner-Peyser Operations Plan.
- Conduct oversight of the WorkSource one-stop system. Select and enter into agreements with one-stop operators.

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- Coordinate responsive outreach to employers.
- Identify eligible service providers.
- Approve Workforce Investment budget in concert with the Local Elected Officials (LEOs).
- Guide and oversee Workforce Investment service delivery.
- Meet State and Federal performance targets issued by Workforce Coordinating Board.
- Assist the State develop employment statistics.
- Develop employer linkages and coordinate with economic development strategies.
- Promote private sector participation in the statewide workforce system.
- Ensure connecting, brokering and coaching activities help employers meeting hiring needs.
- Establish youth councils to develop portions of the local plan relating to eligible youth.
- Implement Memorandums of Understanding (MOUs) among partner agencies.
- Provide Core and Intensive Services via SkillSource, fiscal agent, as allowed under 20 CFR 661.310(a)

The North Central Workforce Development Council is located at 234 N. Mission Street, Wenatchee, WA 98807. The organization can be reached at (509) 663-3091, or by fax at (509) 667-1562. The Executive Director is Dave Petersen, who can be reached via email at dave@skillsource.org.

WorkSource

WorkSource is Washington's brand for the one-stop delivery system, a partnership of entities which administer separate workforce, education and human resource programs that collaborate to increase access to the programs' services and improve long-term employment outcomes. Entities participate via the MOU. Essential one-stop services include:

For Employers:

- Computer job-matching
- Screening and testing
- Electronic job postings and resume banks
- Help with recruitment and layoffs
- Assistance arranging customized training
- Information on business, industry, and economic trends
- Workplace consultations

For Job Seekers:

- computers, copiers, phones, and faxes for labor market, institutional and job search
- Internet access
- Job referral and placement
- Informational workshops about the labor market, occupations, and institutions
- Information on the fastest growing jobs and wages
- Information workshops about job search
- Referral to training and other community services
- Access to Unemployment Insurance
- Translation services

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One Stop Comprehensive Centers: WorkSource Okanogan & WorkSource Central Basin

One Stop Centers:

- provide all core services (i.e., universal services not requiring eligibility);
- provide all required services;
- provide referrals for services outside the WorkSource one stop system;
- coordinate services for customers; and
- provide electronic linkages including the internet.

Core Services provided on site or via electronic linkages include:

- Initial assessment to evaluate job readiness based on indications of work readiness, job skills, experience, aptitudes, interests, and abilities;
- Information to help customers determine what services are available;
- Posting resumes, job referral, and placement including access to available jobs for which the job seeker meets the minimum qualifications;
- Labor market information including occupations *in demand* and those *in decline*, as well as wage information;
- Employer services including labor market information, job posting, recruitment, testing, limited screening, and referral of applicants;
- Information and referral to community services such as housing, food, and medical assistance;
- Information about intensive and training services including counseling, services for persons with disabilities, basic skills, literacy, occupational skills training, apprenticeships, and program performance;
- Rapid Response services for business closures or mass layoffs;
- Access to TTY or language translation services for job search purposes (and subject to local policies), access to a copy machine, fax machine, telephone (for unemployment insurance needs), personal computers, printers, and the internet.

The core services provided by these organizations and agreed to in MOUs are:

- Eligibility determination, WIA Title 1-B
- Outreach, intake, and orientation to the one stop system
- Initial assessment
- Job search/job placement
- Labor market information
- Training provider performance information
- One Stop performance information
- Information on support services and referrals
- Information on filing for unemployment insurance
- WorkFirst eligibility and financial aid information
- Follow up services and referral

Programs accessible through One Stop Centers requiring eligibility are:

- Workforce Investment Adult, Dislocated Worker, Youth
- Vocational Rehabilitation
- Senior Community Service
- Veterans Placement Assistance

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- Claimant Placement Service
- Worker Retraining Tuition & Support
- Training Benefits Extended UI
- Adult Basic Education
- English Language Education
- Farm Worker Investment Services
- Trade Adjustment Assistance
- WorkFirst

One Stop Affiliate Centers:

- Provide all required core services either through staff, via referral, or through electronic linkage;
- Provide at least one required program;
- Provide all self-service and some group activities at the One Stop;
- Provide information and access to WorkSource services offered elsewhere in the system;
- Provide referrals for services not provided through the WorkSource system.

The following agencies are parties to one or more of North Central's Memorandum of Understanding:

Chelan-Douglas

- SkillSource
- Employment Security Department
- Wenatchee Valley College
- Department of Social and Health Services Wenatchee CSO
- OIC of Washington
- Chelan Douglas Community Action Council
- Division of Vocational Rehabilitation

Grant-Adams

- Employment Security Department
- SkillSource
- Big Bend Community College
- Department of Social and Health Services Moses Lake CSO
- Opportunities Industrialization Center (OIC) of Washington
- Columbia Basin Job Corps Center
- North Columbia Community Action Council
- Grant Mental Healthcare
- Division of Vocational Rehabilitation

Okanogan

- Employment Security Department
- SkillSource
- Wenatchee Valley College
- Division of Vocational Rehabilitation

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- Department of Social and Health Services Okanogan CSO
- Okanogan County Community Action Council

Program Coordination

Partners to the Memorandum of Understanding (MOU) agree to:

1. Promote further integration of programs through joint planning;
2. Coordinate resources and programs and to promote a more streamlined and efficient workforce development system;
3. Promote information sharing and the coordination of activities to improve the performance of local partners;
4. Common release of information processes subject to confidentiality provisions and to preserve records for the period required by law;
5. Identify and address barriers to coordination;
6. Promote the development and implementation of a system of measuring and reporting partner workforce activity performance;
7. Promote the consistent use of SKIES and other common data systems to track progress and measure performance.
8. Comply with the federal Jobs for Veterans Act (P.L. 107-228) if services must be rationed.

Programs for Adults in Transition

Adults striving to improve their standard of living are considered adults in transition. These workers may be employed, underemployed or unemployed. They may also be temporarily out of the labor market undergoing a major skill overhaul. Adults in transition generally improve their standard of living by (1) acquiring and applying new knowledge within their existing workplace to increase value to their company; (2) leveraging existing skills in a workplace that holds higher value (3) completely retool their skill set by learning new and different occupational skills.

Workplaces are powerhouse training providers. However, the skills are specific to the teaching firm. On the other hand, foundational skills (the 4 Cs) are almost always learned in school. In between these “hard skills” are the “soft skills” that are most effectively learned at home. However, more and more schools and workplaces must twist the rubric cube searching for an effective method to teach elusive behaviors like communicating effectively, completing assignments, presenting appropriate appearance, solving problems and working in teams.

Workforce Investment Dislocated Worker

This program funds career guidance, labor market decision-making, job search training, basic education, computer literacy and occupational training. It is restricted to workers who have lost jobs because of plant closings, and cutbacks and receive unemployment. Occasionally Dislocated Worker funds relocate laid-off workers, but most often it funds education and training.

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Trade Adjustment Assistance (TAA)

This program provides Workers dislocated because of foreign competition career decision-making, and occupational training. Secondary firms impacted by downstream effects may also be eligible. Workers, their union or company, the One Stop operator, or the State Dislocated Worker Unit may apply to the Department of Labor for TAA certification.

TAA funds education, training, income support (if training is away from home and the displaced worker must maintain their home), job placement assistance, and relocation assistance when necessary. Strict time limits apply for using TAA benefits, so certified workers are advised to seek TAA counselor assistance as soon as possible after being laid off. Once certified, displaced workers are eligible for services and benefits to help them prepare for and re-enter the job market.

Once unemployment benefits run out, dislocated workers who are participating in remedial education courses, training, or are searching for a job can apply for Trade Readjustment Allowances (TRAs) to extend support payments.

Worker Retraining

Worker Retraining funds Community College vocational education books, fees & tuition. It also funds support services for laid-off or unemployed workers training for in-demand occupations. The program benefits between 2 and 3 percent of new students at the college. Started in 1993, a study of Worker Retraining concluded that participants have generally recovered between 86 and 114 percent of their prior wages.

Wagner-Peyser Labor Exchange

This ESD administered program provides job placement assistance. Employers list job openings and staff refer qualified candidates. Employers may also post openings to which job seekers may apply directly. This program also provides job search workshops and online training for basic and computer skills.

Veterans Placement and Referral

Veterans' Employment Program and Disabled Veterans Outreach Program staff at Employment Security advise and refer veterans and family members to services such as the Army Navy Relief Fund and Veteran Health Services. They facilitate access to Department of Veterans Affairs programs. Newly discharged veterans receive help in making the transition from military to the civilian workforce. They also match Veteran job seekers and refer to available openings. Veterans receive priority of service in accordance with applicable laws and policies.

Workforce Investment Adult

This program provides career information and job search training, basic education and computer literacy, and funds occupational training. Occupational training services are prioritized for Adults who receive public assistance or whose recent earnings are below the lowing living level.

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Apprenticeship

Apprenticeship provides an excellent combination of structured classroom and on-the-job training for a variety of occupations, yet programs often have too few local applicants.

Apprentices are paid for their labor while receiving training and work experience in a supervised setting. Most trades-related apprenticeships require between 4,000 and 8,000 hours of paid on-the-job training, and many apprentices start out earning approximately 40 percent of journeymen wages. A certain amount of unpaid classroom vocational preparation is also required through most apprenticeship programs. The more time an apprentice spends training and improving skill competencies, the more that individual can expect to earn on the road to becoming a journeyman.

AmeriCorps

AmeriCorps combines federal and local funds to employ college students for a year of community service. Participants receive a monthly stipend and scholarship after finishing. Workforce agencies have hosted several participants over the years to serve as assistant teachers, youth leaders, activity coordinators and other assignments.

Programs for Individuals with Disabilities

Public schools throughout the five counties accommodate students with cognitive and physical disabilities. Special education classes are offered, as are mainstreaming opportunities in regular classrooms. Additionally, the North Central Washington Technical Skills Center has programs for disabled individuals that focus on vocational training and community experience. Workforce development programs for young people with disabilities are almost entirely focused around public schools.

Vocational Rehabilitation for Adults with Disabilities

Social and Health Services' Division of Vocational Rehabilitation (DVR) and Division of Developmental Disabilities, along with the Department of Services for the Blind (DSB), the Disabled Veterans Outreach Program (DVOP), and other WorkSource partners bring expertise and resources to serve adults with a wide variety of disabilities. These programs, when located at WorkSource Centers, provide equipped with accessible computer workstations that enable individuals with disabilities access to the internet and software programs.

Farmworker Investment

Farm worker Investment is administered by OIC of Washington. The program educates and trains agricultural workers. It offers English as a Second Language courses, basic education, and vocational training for seasonal farm workers.

Adult Education and Literacy, including English Language Programs

This program educates Adults who have not finished high school or mastered English. Often they've had little formal education, even in their native language and other persons who haven't finished high school or who lack high school skills. Many require years of instruction before they are able to learn enough English to pass GED tests. Wenatchee Valley and Big Bend Community Colleges provide a variety of ESL classes at times and locations convenient for both employed and unemployed workers needing ESL and vocational skills training.

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Postsecondary Career and Technical Education

Professional and vocational-technical education programs (aka Workforce Education) are offered at three community college campuses. Programs also include short-term, on-demand classes, and certificate of accomplishment programs.

Wenatchee Valley and Big Bend Community Colleges structure programs to culminate in the attainment of industry-recognized certificates, Associate of Technical Science degrees, or for some programs, a transfer degree. Programs complement technical instruction with workplace skills education such as applied communication and human relations. Together, these institutions offer over 40 different professional-technical programs.

Tech Prep consortiums of high schools and colleges connect secondary and post-secondary workforce education pathways. They also sponsor career education activities, including annual school conferences highlighting high-demand careers, non-traditional career days for girls and women, and *Destination Healthcare*.

Senior Community Service Employment

SCSEP serves workers aged 55 and over in the North Central region. Low income individuals in this age bracket may receive part-time subsidized employment. Currently, AARP and SkillSource are under contract to recruit eligible seniors for the program. AARP, the SCSEP national program administrator, is co-located at Wenatchee and Moses Lake WorkSource locations. SkillSource, under contract to DSHS, the state's SCSEP program administrator, manages openings for eight program participants.

WorkFirst

WorkFirst provides parents receiving Temporary Assistance to Needy Families (cash welfare) job search training, work experience, basic education, English language instruction and short occupational classes. Workfirst Services are provided by the State Departments of Social and Health Services, Employment Security, Commerce, and Wenatchee Valley and Big Bend Community Colleges. The Confederated Tribes of the Colville Reservation administer TANF for Native Americans. Local Plans guide this partnership.

Employers

Formal company training generally outlines a set of specific competencies that employees are expected to learn, and instruction is designed to help individuals master those skills. At the end of the training period, there is generally an evaluation to assess whether or not trainees have attained the desired abilities.

Walk through any workplace and you will likely encounter informal learning in one of its many forms. Two coworkers standing around the water cooler, discussing a new technology, or a senior staff member mentoring a new hire, are examples of "incidental" skill building. Mentoring, discussions, debates, verbal and written communication, peer-to-peer conversations, can all be considered types of informal training. These methods lack the explicit training goals and evaluation criteria of formal training, but are just as important.

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According to an ASTD national study, US organizations spent \$156 billion on formal employee learning in 2011. Of this amount, 56% was spent internally while 30% was spent purchasing outside services and resources and 14% was spent reimbursing tuition. Employees clocked an average of 31 hours, six fewer hours compared to 2007.

Average training expenditures at \$1,182 per employee (which include training budgets and payroll) were slightly less than the \$1,202 spent per learner in 2007. The rise of online training has slowed, as organizations switch to on-the-job training and less costly methods.

According to a study, the opportunity for growth and advancement within an organization is one of the top three drivers of employee engagement and productivity. Sixty-five percent of respondents to a survey said that “the quality of company training and learning opportunities” positively influenced employee engagement to a high or very high extent.⁶ This question elicited the strongest response of the entire survey. Suggestions for providing growth and advancement opportunities for employees include:

- Offering mentoring opportunities for all employees.
- Pushing employees out of their comfort zones, allowing them to explore new roles and duties to keep them interested and challenged.
- Offering short-term job assignments or limited-run project assignments where employees have an opportunity to explore new responsibilities for a period of time.
- Providing training for engagement building skills, and including these skills as part of managers’ development plans.
- Involving employees in designing their own career plans.⁷

Programs for Youth in Transition

All youth need support as they move through adolescence to adulthood. Vulnerable youth face transitions made particularly challenging by poverty, disability, illness, homelessness, discrimination, emancipation, foster care, delinquency and other difficult circumstances. A growing body of knowledge indicates that these youth need community-wide webs of support to transition successfully to adulthood. There are a number of programs in Washington State that help young people make these transitions.⁸

Secondary Education

An effective strategy for developing a well-trained workforce must focus heavily on youth.

According to the *Washington Learns* report, the state must educate more people to achieve higher levels if Washington is to remain competitive in the global economy. Thus, Washington State created the Department of Early Learning and the Thrive by Five public-private partnership to prepare the state’s youngest learners before they reach kindergarten.

⁶ *Learning’s Role in Employee Engagement*, American Society for Training & Development, 2012, p. 13

⁷ *ibid*

⁸ National Conference of State Legislatures: <http://www.ncsl.org/>

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At the secondary level, School Districts offer a variety of options for teens to obtain a high school diploma or equivalent, and in many cases, get a jump on college. These choices range from traditional, comprehensive high schools to small one room Alternative schools. Secondary education also collaborates with Workforce Investment to create community-based Learning Centers or GED schools. High Schools also offer a variety of Career and Technical Education ranging from 9th grade keyboarding to 12th grade computer programming.

Public schools also accommodate students with cognitive and physical disabilities. Special education classes are offered, as are mainstreaming opportunities in regular classrooms. Additionally, the Wenatchee Valley Technical Skills Center (WVT) has programs for disabled individuals that focus on vocational training and work experience.

Job Corps

Job Corps is a residential education and training program that helps young people learn a trade, earn a high school diploma or GED, and secure employment. The Columbia Basin Job Corps Center is located across the street from Big Bend Community College. Many young people who participate in the Job Corps program are from outside the area and are hoping to learn skills that are in-demand within their own communities.

Apprenticeship

Apprenticeship combines classroom and on-the-job training. There are numerous occupational programs but construction trades are most recognized programs.

On-Job-Training is paid. Most trades-related apprenticeships require between 4,000 and 8,000 hours of paid on-the job training. Apprentices typically start out earning between 40 and 60 percent of journeymen wages rates. Traditionally 144 hours of classroom vocational instruction is required each year, about the equivalent of attending college full-time for a quarter.

75 percent of students will never attend a university or four-year college. Apprenticeship is a sensible path for young people to build a career.

Workforce Investment Youth

This Youth development program primarily serves impoverished youth who have dropped out of high school. Students are counseling and supported while attending basic education class, career planning workshops and gain work experience, both voluntary and paid. Graduates are assisted to enter the military, enroll in college, attend Job Corps or find jobs.

Learning Centers retrieve about 500 teen dropouts annually to achieve literacy and numeracy gains, earn Workplace Skills Certificates or General Equivalency Diplomas (GED), and teach employment and workplace skills. Staff assist Learning Center graduates enter employment, college or the military.

Washington State University (WSU) Extension 4-H Youth Development Program

The 4-H Youth Development Program offers a number of experiential learning opportunities for young people in North Central Washington. The 4-H Challenge Program provides youth with adventure-based learning experiences to develop social and emotional skills, including effective

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communication, leadership, cooperation, respect, trust, self-confidence, conflict resolution, decision-making, and problem-solving. Programs can range from recreational to therapy-driven activities.

WSU Extension also coordinates the 4-H Mobile Technology Program and 4-H Science, Engineering, and Technology Program. The van houses 15 laptops and a satellite dish that provides internet connectivity to the computers, which can be rolled into classrooms. The lab consists of a set of 15 computers stored in portable cases that can be set up in minutes.

Workforce Initiatives

Entrepreneurship

Wenatchee Valley College's Center for Entrepreneurship provides a one-stop access point for regional resources in training, counseling, networking and doing business. Continuing Education offers non-credit classes and workshops. Classes are delivered in a variety of ways, offering flexibility for busy entrepreneurs and business owners. Classes may be one-day events, live streaming classes from our partners at Whatcom Community College in Bellingham, or online classes. Longer, more intensive entrepreneurship classes are currently in development. Classes offered include:

- Twenty Ways Twitter and Facebook Will Grow Your Business
- Creating Facebook Ads: A Step-by-Step Webinar
- Master Your Marketing Skills
- Become an Expert in Target Marketing
- Increasing Sales in a Tough Economy
- How to Develop a Business Financing Proposal
- The Entrepreneur's Life: Do You Have the Right Stuff?
- Write Blogs That Get Noticed
- Media Plan and Budget
- Best of Social Media: Top Ten Strategies to Build Your Business
- Branding Your Business
- Cutting Edge Marketing: Expanding Your Web Presence

Aerospace

Wenatchee Valley and Big Bend Community Colleges are members of the Air Washington Consortium to expand and improve aerospace instruction throughout the State. Maintaining the State as the Nation's leader in aircraft manufacturing and maintenance requires increasing the number educated for some 5,000 job openings per year, more if boomers retire early. At Big Bend, the Aviation Maintenance Technology program's capacity was doubled while at WVC a one-year Aerospace Electronics program was added in Wenatchee and Omak.

Bachelor of Science Nursing: WVC

Wenatchee Valley College received a statewide collaboration grant in the Fall of 2012 to pursue a BSN program. WVC plans to offer the BSN program in the Fall of 2014 pending approval from the State Board for Community and Technical Colleges and their accrediting body. The program will target incumbent workers and Associate Degree Nursing (RN) graduates for the accelerated BSN which expects to offer online and face to face instruction for a cohort of 25 students.

Dropout Reengagement

This new State law strengthens School Districts ability to serve students who have dropped out of school and so disengaged from learning that they need an alternative pathway to an end goal

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of a middle class paying job. SkillSource intends to propose to its four school district partners to convert the existing Learning Center contracts from OSPI's standard contracting rules to the new dropout reengagement contracting rules. Reengagement best practices build on a history of open-entry/open-exit, flexible scheduling and year round learning, teachers as coaches, facilitators and crew leaders, real-world, career-oriented curricula, employment opportunities, comprehensive student support and portfolio of learning options.

Employer Sponsored Training

Columbia Colstor operates food refrigeration warehouses at six locations in the northwest. It has a training center at its Othello plant staffed by two instructors. All new hires take a 2 day orientation and a 2 day fork lift truck class. The company also teaches employees some 15 different food industry and industrial plant compliance skills such as confined space entry, respiratory protection and lockout-tag out. Colstor also provides its Leadership University series to Supervisors aspiring to become Managers covering topics like Conflict Resolution, Motivation Theory, and Performance Management. Colstor also reimburses employees up to \$2,000/yr for books, tuition and fees to attend accredited institutions.

E. Performance Accountability

This section provides a summary of the North Central Workforce Development Area's performance accountability system. We will refer to the state and federal measures for WIA Title 1-B Adult, Dislocated Worker, and Youth programs for which the WDC has the most direct responsibility. In addition, performance information for other workforce development programs is summarized from state sources. Required WorkSource and WIA Title 1-B programs data will continue to be collected and maintained for performance accountability that will inform service integration and continuous quality improvement.

Performance Information and Strategic Planning

System performance data will be used to provide the Workforce Development Council and other stakeholders with information necessary to gain perspective on the system's operations and resulting outcomes for the benefit of business, job seeker, and youth customers. The data will help develop system-wide objectives and strategies that respond more effectively to gaps in services. Although the Workforce Development Council has limited authority over any program outside Workforce Investment Title 1-B, it shapes local strategies to address broad workforce development issues. Program performance data will provide important information for those strategies.

Data Collection

SKIES (Services Knowledge and Information Exchange System) will serve as the backbone for data collection of Wagner-Peyser and Workforce Investment Title 1-B performance accountability information following state and Department of Labor proposals.

Program Performance and Continuous Quality Improvement

Service providers continuously collect, monitor, and review program performance data in relation to customer outcomes. Performance data is made readily available to WorkSource

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partners and WIA program operators through SKIES and through special reports generated no less than quarterly from the WDC administrative office. Workforce Investment Title 1-B program operators meet monthly to review performance data and budgets and to problem solve. One Stop Partner meetings and WDC Committee Meetings are other venues for performance evaluation. In addition, WorkSource sub-area meetings are held to coordinate services across programs for job seekers and business customers.

Performance-based Intervention

The Workforce Development Council will be accountable for the results of WIA Title 1-B programs through a system of performance-based interventions. It will also share in accountability for vocational education and adult education results through WIA section 503 performance incentives.

WIA authorizes incentive funding for states that exceed the “adjusted levels of performance” in WIA Title I, adult education and family literacy, and Carl D. Perkins vocational education. A state that achieves 100 percent on the average of all the federal core indicators will be considered to have exceeded the adjusted levels of performance.

If Washington receives the 503 incentive award in this planning cycle, the Workforce Board is expected to allocate the funds to local areas that achieved the expected level of performance in these programs. Washington will likely use the same 100 percent formula for determining whether or not areas have exceeded their expected levels of performance, except that Washington will include performance on the state core measures as well as the federal common measures. While the local councils may use the funds for any purpose authorized under any of the program authorizing legislation, the funds must be used for system-building initiatives as opposed to simply adding resources to individual programs, i.e., Workforce Investment Title 1-B Adult, Title II Education and Family Literacy or Carl D. Perkins Vocational and Applied Technology Education.

For Workforce Investment Title 1-B, the state will earmark a portion of the state set-aside funds to reward local areas that exceed 100 percent of the average of the expected levels of performance for the state and federal common measures. The Employment Security Department will allocate these funds to local areas.

If the state fails to meet the adjusted levels of performance on the federal common measures for Workforce Investment Title 1-B for two consecutive years, the Department of Labor (DOL) may withhold up to 5 percent of the state’s Workforce Investment Title 1-B funds. DOL will consider states to have failed to meet the level if the average level of performance across the indicators falls below 80 percent.

If a local area fails to achieve 80 percent average performance across the state and federal measures for Workforce Investment Title I, the Employment Security Department will require the local Council to submit either a performance improvement plan or a modified local plan to the state. If such failure continues for a second consecutive year, the Governor may require a reorganization plan. If the state is sanctioned by DOL for poor performance, ESD will withhold a

SECTION I: STRATEGIC PLAN

proportional amount of funds from local areas based on their average performance across the state and federal core indicators.

Workforce Investment Title 1-B Common Measures Performance

Necessary program data are collected and maintained for performance accountability for WorkSource and Workforce Investment Title 1-B following state and Department of Labor protocols. Data sharing agreements are included in the protocols. North Central's most recent annual performance sheet is provided in **Appendix A** showing long-term results.

The published Workforce Investment Title 1-B program performance chart measures the long-term results of enrolled participants who exited between April 2010 and September 2011. Federal Common Measures include Entered Employment, Employment Retention Rate and Average Earnings for Adults and Dislocated Workers; Placement in Employment or Education, Attainment of Diploma or Certificate and Literacy/Numeracy Gains for Youth. Other state indicators of performance include customer satisfaction; Employment in the third quarter after exit; Median Annualized Earnings; and Credential Rate.

All necessary documentation will be recorded in SKIES on the specific operational parameters for each of the six common measures for reporting.

State Core Measures

The Workforce Training and Education Coordinating Board (WTECB) has established targets for the Workforce Core Measures for the following programs: Workforce Investment (Adult, Dislocated Workers and Youth), Secondary Career and Technical Education, Postsecondary Career and Technical Education; Adult Basic Education; Vocational Rehabilitation; and Services for the Blind.

The State Workforce Board sets targets for the 12 WDAs and establishes policies by which Office of Superintendent of Public Instruction and State Board for Community and Technical Colleges set targets for schools and colleges. The Workforce Core Measures include: Employment or Further Education, Median Annualized Earnings, Skill Gain/Credentials, Customer Satisfaction and Return on Investment. **Appendix B** shows the most recent Core Measures Results for North Central WDA.

As per State WorkSource System Policy #1017, North Central WDC will review the results of the Workforce Core Measures annually to review how programs in the workforce development system are working and consider the results in its local strategic planning activities.

Local Area Profile

This section of the Local Integrated Workforce Plan is comprised of a form that must be completed and submitted as part of the Plan.

Workforce Development Area: North Central WDC

County or Counties Served: Chelan, Douglas, Grant, Adams and Okanogan

Fiscal Agent/Entity Responsible for the disbursement of grant funds: SkillSource

- Local One-stop System
 - I. List One-stop(s) and affiliate site(s):

WorkSource Okanogan County
WorkSource Central Basin
WorkSource Wenatchee Affiliate

 - II. List Operator(s) for each One-stop. (If Operator is a partnership, list all entities in the partnership)

Employment Security for WS Okanogan Consortium (Employment Security, SkillSource, DVR) for WS Central Basin
Employment Security for WS Wenatchee Affiliate

SECTION II: LOCAL AREA PROFILE & SERVICE PROVIDERS

WDA: #8

Workforce Investment Service Providers:

Dislocated Worker Program	Indicate service(s) provided by each		
Service Provider	Core	Intensive	Training
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adult Program	Indicate service(s) provided by each		
Service Provider	Core	Intensive	Training
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Youth Program	Indicate service(s) provided by each		
Service Provider	Core	Intensive	Training
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note:
 WSID may issue separate requests for a current list of WIA Title I-B service providers in the future.

SECTION III: WIA and Wagner-Peyser Operations Plan

The following questions must precede each response. When responses incorporate attachments, reference them within the narrative.

A. Youth

Describe your local area's **design framework** (including the **10 program elements** outlined in 20 CFR 664.410 and WIA Sec.129(c)(2)) for WIA Youth activities. Please also describe local initiatives to better serve WIA Youth participants and to **align with local multiple pathway strategies** around first careers through outreach and integrated service delivery. Please further describe how you will **engage employers** to create work-integrated learning opportunities.

1. Design Framework

a. Objective Assessment

Each eligible youth will receive an objective assessment examining skills, interests, aptitudes, and personal situation to guide the development of an education and training strategy and employment goal. Diagnostic basic skills assessment is done using CASAS as per State policy. Additional assessment takes into account the family situation, work history, education, occupational skills, interest, aptitudes, attitude towards work, motivation, behavior patterns affecting employment potential, financial resources and needs, supportive service needs, and personal employment information as it relates to the local labor market.

b. Individual Service Strategy

An Individual Service Strategy (ISS) is customized for each eligible youth. The ISS is an action plan mutually agreed to by the counselor and participant and is updated or revised as needed during the course of training. The ISS specifies the participant's career goal(s) and is completed during assessment. When the participant has no preference, training counselors and instructors assist the individual through education and career guidance. Then staff arranges education and training activities consistent with the participant's educational needs and employment interests. Staff assigns competencies and summarizes pre and post assessment results to document training objectives mastered.

Additionally, training counselors assess supportive service needs. Supportive services enable participants to complete training, enter employment and retain employment. Support is provided on an individual needs basis.

c. Preparation for and Links to Post Secondary Education and Employment

All youth attending Area Learning Centers receive basic education instruction aimed at preparing them for advanced training and/or education. Opportunities to learn about the value of post secondary education are infused into classroom activities and outings. Youth are presented labor market information, education and career opportunities, and linkages to a myriad of community resources. Connections between academic and occupational learning are available through project based learning, job shadowing, volunteer projects, work experience and internships. Youth also learn about employment services available through the One Stop system so as they graduate and move into the labor force, they are well equipped with the employment resources they may need in the future.

SECTION III: WIA and Wagner-Peyser Operations Plan

2. Program Elements

All ten required program elements are delivered within the five county area to meet youth needs. The Area plans to deliver comprehensive year-round youth program services that provide training related to the following required program elements, as prioritized and budgeted by the local Board:

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies,
2. Alternative secondary school services,
3. Summer employment opportunities that are directly linked to academic and occupation learning,
4. Paid and unpaid work experiences, including internships and job shadowing,
5. Occupational skill training,
6. Leadership development,
7. Supportive services,
8. Adult mentoring,
9. Follow up services,
10. Comprehensive guidance and counseling

Youth activities and services will be coordinated with other organizations, programs and entities serving youth throughout the five county area. The Area will facilitate the delivery of the ten required elements through the following activities or services:

- Basic Skills Education
- Employment and Life Skills
- Computer Literacy Training
- Career Planning
- Career Exploration
- Work Experience
- Internship
- Vocational Skills Training
- On-the-Job Training
- Comprehensive Guidance and Counseling

Basic Skills Education

Our technology driven economy has placed a high premium on skills and literacy. Youth lacking basic education skills face tough obstacles entering the labor market. The Area offers basic education skills training primarily to youth who drop out of school and youth at-risk of dropping out of school.

Area Learning Centers receive State Basic Education funds to deliver: basic skills instruction (including tutoring, study skills training and instruction leading to secondary school completion including dropout prevention strategies; Alternative secondary school offerings; Leadership development opportunities, adult mentoring.

SECTION III: WIA and Wagner-Peyser Operations Plan

Basic education is provided to retrieve school dropouts and to retain at-risk youth in Learning Centers. Academic and vocational instruction is individualized, self-paced and competency based using the computer assisted learning systems in these facilities. To the maximum extent practicable, instruction is applied learning in reading, writing and math lessons relevant to the workplace.

Additionally, instructors and training counselors foster fun and excitement in and out of the classroom by providing diversity in the delivery of lessons, academic challenges and teamwork projects. Youth are involved in planning and executing community projects and other activities. Additionally, youth are introduced to career opportunities and post secondary education through workshops, occupational software, guest speakers and field trips.

Staff coordinates with other youth agencies to identify youth who have dropped out of school and guide them to return and complete their education. Goals include the attainment of a High School Diploma, General Education Diploma (GED) or skill level advancement.

The Area has established financial agreements with the following school districts in consideration of teaching basic and vocational skills to school district students at Learning Centers:

- Wenatchee
- Moses Lake
- Othello
- Okanogan

Employment/Life Skills

The Area's basic skills education training includes pre-employment and work readiness instruction and life skills training. Pre-employment skills are taught in the *Career Development* class. This class teaches participants how to understand the labor market, make career decisions, write resumes, complete a job application, prepare a cover letter and complete an interview. Participants also learn what employers want concerning appearance, problem-solving skills, interpersonal communications, positive attitudes, completing tasks, cooperating and punctuality. Youth also learn problem solving, team work, in addition to financial literacy and safe and healthy living

Youth may participate in project based learning / community projects in conjunction with local nonprofit or public entities. Crews of youth plan, design, budget, procure, identify specific material needs, develop task descriptions, utilize the media, build or complete the project and evaluate the project.

Furthermore, youth may attend the weekly leadership class, community service events or other similar activities to develop leadership skills. Youth attending the leadership training activities enhance their self-esteem, develop problem solving skills, and learn teamwork when instructors present curriculum including the Why Try, Capturing Kids Hearts (Flip

SECTION III: WIA and Wagner-Peyser Operations Plan

Flippen) and Washington State Leadership and other leadership resources. Many portable low ropes activities such as the Blind Maze, Trust Walk, and Mind Field are a few of the activities where youth will face their fears and challenge their comfort levels. The leadership curriculum provides a variety of topics: building positive character traits, public speaking, teamwork, developing healthy relationships, enhancement of citizenship skills, life skills training, family management skills and community involvement.

Basic and Life skills education is also typically combined with other class and/or work based learning (paid and unpaid) to develop positive work habits and/or job specific skills.

Computer Literacy Training

The 21st century will demand new skills and knowledge of all workers. To navigate in our information-driven economy, youth need computer literacy skills. Computer literacy training teaches youth how to become fluent with information technology. Information technology fluency explores three kinds of knowledge — intellectual capabilities, foundational concepts, and contemporary skills — that are essential.

Career Planning

Many youth do not have career goals. They aren't sure what jobs are available and what skills they'll need to be employed in a specific field or occupation. Counseling services for at-risk youth is a key element of the Area's youth program. Area training counselors guide and counsel youth on making career and educational decisions. Through guidance and counseling, youth are provided information and tools that help them to prepare for post-secondary education opportunities. As well, linkages between academic and occupational learning and preparation for employment are facilitated through one-on-one and group guidance and counseling. Counselors serve as the point of coordination and consistency for youth by providing guidance in mapping out the activities needed to achieve their goals.

Ongoing counseling provides an opportunity to identify issues which were not previously apparent, or which have recently arisen, and which may deter a youth. Training counselors assist youth in solving issues that create training barriers. Staff may refer youth to community agencies and programs to help them overcome barriers including referrals to drug and alcohol abuse counseling as appropriate.

Career Exploration & Job Shadowing

Career exploration and Job Shadowing exposes youth to a variety of job situations. Employees in an actual operating business provide hands-on experiences in various occupations that stimulate youth to consider their options for future employment. The exploration is much like a new employee's first day on the job, with a lot of listening, yet some doing.

Work Experience

Some youth don't know how to show up on time, ready for work, eager to learn. Others start out with a defensive attitude or don't know how to behave in the work world. Work experience gives participants who lack work maturity skills the opportunity to develop

SECTION III: WIA and Wagner-Peyser Operations Plan

and/or demonstrate positive work habits in temporary positions with public and non-profit agencies. Work experience is usually accompanied with other training designed to increase the participant's basic education and/or occupational skills. Youth are paid minimum wage with grant funds. Performance evaluations are completed by worksite supervisors.

Internship

Many youth have not developed the basic work habits required to find or keep a job. Youth also lack occupational skills necessary to secure employment in today's labor market. The Area's internship activity enhances the long-term employability of youth participants and provides hands-on private sector exposure to work and the requirements for successful job retention. Internship may be combined with classroom training relating to a particular position, occupation, industry or the basic skills and abilities to successfully compete in the local labor market.

Occupational Skills Training

Jobs of the 21st century will require advanced skills. Youth who have career goals requiring post secondary education, may receive occupational skills training. These are Pell certified vocational education programs provided by post-secondary educational agencies designed to teach individuals the knowledge, skills and abilities necessary to perform a specific job or group of jobs in occupations for which there is a demand. Training is encouraged in higher skill occupations and for nontraditional employment appropriate to the participant's needs and which contributes to their economic self-sufficiency.

Occupation Skills Training is provided by eligible training providers and are procured using off the shelf, published pricing. Community colleges are primary suppliers for this type of vocational education.

On-the-Job Training

Youth may lack the occupational skills required by employers. OJT participants learn occupational skills informally through demonstration and practice and other forms of Job Instruction Training. Training is usually conducted at the employer's business. OJT may be sequenced with or accompanied by other types of training such as classroom training or literacy training.

Comprehensive Guidance and Counseling dealing with issues such as mental health, chemical dependency, domestic violence, etc. are provided by qualified professional agencies when needed. When other resources are not available, WIA may fund this comprehensive counseling as a support service.

Note: Elements delivered by WIA funded fiscal agency staff in Chelan/Douglas and Grant/Adams Counties: (Implementing DOL's waiver of the requirement to competitively select providers).

- Work Experience, including internships and job shadowing
- Support Services

SECTION III: WIA and Wagner-Peyser Operations Plan

- Follow up services after the completion of participation, as appropriate. This may include individual or group sessions to review any work or home issues that could adversely affect job retention or success completing educational goals.

3. Local Youth Initiatives / Multiple Pathway Strategies

Many local efforts align with the State's Multiple Pathway goals, objectives and strategies for WIA Youth. These efforts are seldom made without multiple partner involvement. Below are examples of coordinated efforts between WIA I-B and other system partners to improve services to youth (consistent with HSHW Goal I, objectives and strategies):

Objective 1: Improve the availability and quality of career and education guidance for students in middle school, high school and postsecondary institutions.

Local Strategies:

a) Enhance career guidance for students and b) Partner with employers to help students explore careers and workplaces.

Using the Career Clusters, endorsed by the National Association of State Directors of Career Technical Education Consortium, Moses Lake Learning Center students have the opportunity to explore 16 Career Clusters. Each Career Cluster identifies the knowledge and skills learners need as they follow a pathway towards their career goal. Students are provided with information regarding education and training opportunities i.e. high school, college, technical training, apprenticeship programs and the workplace.

Each month students explore and study a specific Career. Students are presented with Pathways, within each career cluster, that are relevant to the local industry and business community.

Monthly Career Clusters include, five hours of classroom study, a tour to a related industry and/or employer, visit to the local community college to observe a specific occupational program and/or visit to the local Job Corps Center to observe a specific trade related to the career cluster/pathway. Upon completion students may elect to do a two hour/two day job shadow at a related industry and/or employer. Each month guest speakers, local employers and/or community partners are invited to visit the classroom and share with students about their place of work.

Example Months

September:

- Career Cluster: Agriculture, Food & Natural Resources
- Pathway: Food Products and Processing Systems
- Classroom study: pathway research, education, training, employment outlook
- Industry Tour: National Frozen Foods
- Speaker: J. R. Simplot, Quality Assurance Manager

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October:

- Career Cluster: Architecture & Construction
- Pathway: Construction
- Classroom study: pathway research, education, training, employment outlook
- Industry Tour: Fowler Construction, MLSD Transportation Dept. construction site
- Job Corps Tour: visited 4 different construction trades
- Job Shadow: Polhamus Heating & AC Inc.

November:

- Career Cluster: Hospitality & Tourism
- Pathway: Lodging and Recreation, Amusements & Attractions
- Classroom study: pathway research, education, training, employment outlook
- Industry Tour: Holiday Inn Express
- Speaker: Lake Bowl & AmeriStay Inn & Suites, Recreation Manager

Learning Centers in Wenatchee and Okanogan implement similar Career Exploration and Guidance activities bringing employers and other community partners into the classroom and taking students out to employers to explore career options.

Objective 2: Identify, assess, and certify skills for successful careers.

Local Strategies:

a. Increase workplace and life skills development for students.

Students develop work readiness, employability, leadership and soft skills through a comprehensive array of activities offered in Area Learning Centers. Students learn these skills via classroom instruction, pullout workshops, community outreach/volunteering, project based learning, etc.

Students learn skills critical to the workplace such as communication, team work, planning, time management, problem solving and leadership through activities such as:

- Volunteering for a wide variety of projects with United Way, the Downtown Association, local homeless shelters and housing projects, humane society and senior centers.
- Reading programs with elementary school students
- Make a Difference Day.
- Planning and implementing an awareness campaign about driving while distracted. Earned \$500 for completing project and purchased toys for Foster children (Children's Home Society).
- Planning and coordinating various fundraising activities and use proceeds to give back to organizations and individuals in need.
- Leadership Development activities focusing each month on one of the eight essential characters: Patience, Kindness, Humility, Respect, Selflessness, Honesty, Commitment, Forgiveness

SECTION III: WIA and Wagner-Peyser Operations Plan

- 5 Day Youth Camp: including activities that explore learning styles, discovering strengths, examining work values and motivation, knowing interests and aptitudes, understanding communication styles, goals setting.
 - Project Based Learning where students research community need, explore solutions, develop a plan, prepare a budget, secure materials, work together to implement the plan with a community organization, debrief daily about progress and plan for the next day, complete the project and make an oral and visual presentation at completion.
- b. Increase the use of industry-based skill standards, assessments, and credentials.**
- Utilize WorkKeys assessments to measure foundational workplace skills and award skill certificates to market demonstrated skills to employers.
 - All Learning Center youth have access to instruction leading to certifications such as IC3, MOS, Prove it! and GED.

Objective 3: Expand Programs of Study that bring together a sequence of career- focused courses that start in high school and extend through college.

Local Strategies:

a. Expand the use of Programs of Study

- Connect youth to secondary vocational education at Skill Centers and Job Corps to expand their pathway options.

b. Improve the transfer of credits earned in a student's Program of Study

- Award high school credit for selected courses completed in the Learning Centers
- Award college credit for selected courses completed in the Learning Centers

Objective 4: Increase work-integrated learning

Local Strategies:

a. Increase the number and types of workplace experiences available to students and out-of-school youth

- Implement project based learning activities for more youth in Learning Centers
- Continue work experience, internship, volunteer work and job shadowing as a component of work readiness preparation linked to the classroom.

b. Bring more work experiences into the classroom by engaging employers and workers.

- Continue to implement Career pathways curriculum and activities described in Objective 1a which bring a variety of employers into the classroom on a monthly basis.

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Objective 5: Improve student access and retention

Local Strategies:

a. Expand high school dropout prevention and retrieval programs

- Continue contractual relationship with four school districts (Wenatchee, Moses Lake, Othello and Okanogan) to fund learning center basic skills instruction for those who have left the mainstream education system. Combining State Basic Education funds with the delivery of Workforce Investment Youth services provides comprehensive dropout prevention, retrieval and career readiness.

b. Provide wrap-around and new models of support and employment services including special services for diverse populations with multiple barriers to education and training.

Continue to build a network of enhanced support for low income, at-risk youth receive through a variety of local partnerships such as:

- SkillSource Clothing Closet – clothing donated by staff, students, and partners
- SkillSource Lunch Program – daily lunch served to students at no cost. Partners include Community Foundation and YWCA.
- Americorp Volunteer – provides daily academic and emotional support to students in the Learning Center
- Self Defense Personal Safety Class for women
- Family Planning – month-long, weekly program
- Presentations by Sage (DSV) – healthy relationships
- Community Action – Financial class

Objective 6: Job search and placement for people into first careers.

Local Strategies:

a. Help students locate and land jobs

- Provide comprehensive work readiness and job search tools as part of the classroom curriculum.
- Connect youth with WorkSource services including Job Hunter and other employment services

B. Adult

Describe your local area's **WIA ADULT ACTIVITIES** (20 CFR 661.350(a)(5) and WIA Sec.118(b)(4)), including efforts to align with **local multiple pathway strategies** around first careers and transitioning workers through outreach and integrated service delivery (i.e., coordination with **Wagner-Peyser, and other partner programs**). Please also address the following sub-populations in your response: Unemployment Insurance claimants, older workers, individuals with disabilities and, as applicable, migrant seasonal farm workers (WDA 3, 8, 9, 10, and 11 only).

1. Activities are delivered through the Area's one stop delivery system where they may receive a continuum of services in three levels: core, intensive and training.

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Core Services:

The Area's delivery of core services reflect the principles of the Workforce Investment Act including universal access, customer choice, continuous improvement, performance outcomes and integrated service.

Services will address the employment and training needs of individuals through an integrated, seamless service delivery system that provides universal access to all services by job seekers and employers. Services are available to all job seekers including dislocated workers, displaced homemakers: adults, including public assistance recipients; individuals in non-traditional training; and persons with multiple barriers.

Outreach to potential eligible adults is accomplished primarily through word of mouth of previous customers and through staff membership on various community groups. Additional outreach is accomplished through joint partner orientation meetings as well as coordinated outreach materials presented to customers entering the Centers. A local one-stop video produced specifically to inform customers about one stop services, including WIA adult services, is shown in group orientations, in the resource libraries, in kiosks and on the SkillSource website. This information helps customers to self refer to additional services. Partners in the Center and larger system meet regularly to share information and update processes for referral of customers to each partner programs/services.

Upon entering a Center or WorkSource Affiliate or I-B service provider, customers will encounter a friendly and informative reception staff equipped to handle a diverse population. Applicants receive an orientation to the full array of services available in the Center. The orientation may be provided in a group setting or through other means such as computer video presentation. Individuals may then self-access available resources, including labor market information, Internet access to career and training information, use of phones and fax machines, newspapers, and employment information. Staff will generally be available for those customers requiring assistance in utilizing resources.

Emphasis will also be placed on the ongoing utilization of WIA and other resources as a method of promoting skill enhancement needed to ensure career development, and job retention beyond the initial employment. The core and intensive service delivery process will promote the opportunities available to help customers move into jobs that facilitate career growth and self-sufficiency.

Intensive Services:

Some persons require intensive services as the next step toward learning the skills employers want. To ensure the greatest degree of flexibility in providing the most appropriate services, an applicant may access intensive services at any point following initial assessment and determination of eligibility.

Intensive services are designed to closely assess and analyze a worker's aptitude, attitude and abilities. Intensive services also provide foundational skills generic to most occupations

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like Math, English or Computer basics. A variety of intensive services are available including but not limited to: comprehensive assessment, Career Planning/ Case Management, development of an Individual Employment/ Training Plan. Intensive services also include basic education skills, computer literacy and other short term pre-vocational services.

Comprehensive Assessment

Each customer referred for intensive services will receive a comprehensive assessment to identify their skills, interests, abilities and needs in order to develop the most appropriate plan for achieving success. The assessment may involve formal and informal methods, including but not limited to, interviews, portfolios, and data collection and standardized tests. Information gathered during an initial assessment and input from providers of core services will be included in the assessment process and the development of an Individual Employment Plan.

Formal assessments such as Career Scope, CASAS, WorkKeys, Prove it are available to measure the applicant's basic and foundational skills and as well as occupational skill knowledge. This information together with other assessments aimed at determining attitudes toward work, interests and values help to set goals as well as determine the fit between a candidate and a job.

When a training plan calls for on-the-job training, an analysis of current skills and comparison to the required skills is done using personal interview with the applicant and supervisor. When a training plan calls for vocational education, additional assessments such as Compass are used to determine readiness.

Individual Employment Plan

An integral part of the career planning process is the development and implementation of an employment plan that outlines short and long-term goals and the specific strategies for achieving goals. The plan identifies the specific services needed to assist the customer in attaining employment including any supportive services needed to overcome issues impacting a customer's ability to secure and maintain employment. Plan development has benefited from the articulation of ESD and SkillSource planning workshops. For example, goals set in one workshop are carried over and recognized in a subsequent workshop.

Career Planning / Case Management

The case manager will serve as the point of coordination and consistency for a customer by providing guidance in mapping out the activities needed to achieve their goals. The case manager will ensure that each customer is aware of available options, not only those at the SkillSource or WorkSource Center, but services offered throughout the community, and will have extensive knowledge of the local labor market.

Ongoing case management provides an opportunity to identify issues which were not previously apparent, or which have recently arisen, and which may deter a customer from achieving their goals. In some instances, two or more agency's counsel and support (i.e. case manage) a mutual customer. In these instances SkillSource, Colleges, DVR and

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Employment Security program staff meet regularly to case conference jointly enrolled customers. Also, progress or status notes are shared via a database that all appropriate partner staff may access.

Basic Education and Computer Skills

Math and English Certification (GED, WorkKeys); Internet Computer Core Competencies Certification (IC3) are offered. This skill development is most frequently coordinated with community colleges at one-stop Learning Centers. SkillSource provides ABE class space at no cost. This enables colleges to extend ABE instruction to additional off-campus locations.

Training Services:

The service flow design has been intentionally crafted in such a way that when a person completes initial and comprehensive assessment and career planning, all the necessary information has been collected to determine if training is necessary and equally important, what type of training would be most beneficial for the individual. This planning is done jointly between the WIA training consultant and the participant using a plethora of information gathered, researched and analyzed to that point.

Training services are available to those meeting the following requirements:

1. meet eligibility requirements for intensive services and are unable to obtain or advance to middle class employment without further skill development,
2. have the ability to successfully participate in the selected program of training services,
3. select programs or training services that are directly linked to the employment opportunities in the local workforce investment area or in another area in which they are willing to relocate, and
4. are unable to obtain grant assistance from other sources to pay the costs of training as described in 20 CFR 663.310 (a)(4).

Training activities will include, but are not necessarily limited to, occupational skill training, training for non-traditional employment, on-the-job training, entrepreneurial training, job readiness training, customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

The primary emphasis of all activities is to match the employment needs of the customer with the needs of the local labor market. Services such as counseling, individual service strategy development and assessment of aptitude and interest combined with specific skill development through activities such as classroom training and on-the-job training contribute to occupational skill development. A wide range of services is to be available to each customer. As a result, customers may experience multiple components concurrently or consecutively.

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Workplace Training - On-the-Job Training / Customized Training

Individuals may lack the occupational skills required by employers. OJT participants learn occupational skills informally through demonstration and practice and other forms of Job Instruction Training. Training is usually conducted at the employer's business. OJT may be sequenced with or accompanied by other types of training such as classroom training or literacy training.

OJT employers may also be reimbursed for the actual costs incurred providing classroom or outside training and training-related and supportive services to participants. Any additional payments shall be only for training and support over and above that provided to regular employees, and the employer must document costs.

All worksite supervisors and/or employers receive a formal orientation by a job trainer prior to placing a client at a worksite. The orientation will include an explanation of the WIA program, a review of labor laws, time and attendance procedures, a review of good supervisory skills, techniques for dealing with poor performance, reinforcing good work habits, and evaluating competency. The supervisor is encouraged to contact the case manager/trainer whenever problems arise.

Individual Training Account (ITA)

Jobs of the 21st century require advanced skills. Individuals who have career goals requiring post secondary education may receive institutional skills training through an Individual Training Account (ITA). ITAs are issued for vocational education programs provided by post-secondary educational agencies designed to teach individuals the knowledge, skills and abilities necessary to perform a specific job or group of jobs in occupations for which there is a demand. Training is encouraged in higher skill occupations and for nontraditional employment appropriate to the participant's needs and which contributes to their economic self-sufficiency. The training may be sequenced with or accompanied by other types of training such as OJT. It ranges from six months to two years, depending on the occupation and training available.

Programs include but are not limited to, nursing, accounting, machinists, mechanics, industrial electronics, automated office technology and computer programming. Time span in certain vocational training averages one to two years depending on the program. Community colleges are primary suppliers for this type of vocational education

2. Multiple Pathway Strategies for First Careers and Transitioning Workers

a. Coordination:

In 2012, the Workforce Area developed and implemented a variety of One-Stop procedures at each Center and Affiliate to increase coordination and integration of services. These procedures are expected to improve the consistency and quality of serviced delivered to common customers within the system. These procedures include: Integrated Front End Services, Menu of Job Seeker Services, One Stop Assessments, Veteran's Priority of Service, Initial Complaints and Coordinated Business Services.

SECTION III: WIA and Wagner-Peyser Operations Plan

Each procedure lists services that are delivered and outlines how information will be distributed in a consistent manner. These procedures apply to Workforce Investment and Wagner Peyser staff in addition to other Center partners applicable to each procedure. The procedures will be reviewed annually to make adjustments as necessary. Area procedures can be found at: [Tour WorkSource North Central \(www.tourworksource.com/ncw1stop\)](http://www.tourworksource.com/ncw1stop)

A One Stop Memorandum of Understanding and Operator Agreement between the WDC and applicable partners further detail services provided throughout the system and the Operators' responsibilities to manage the Centers.

b. Multiple Pathway Strategies:

Over the last decade, North Central Workforce Area has made marked strides in developing "interconnected pathways, with multiple options" for workers. More partners are delivering services out of One Stop locations while expanding and improving the offerings to workers and students. Even with the shrinking budgets of almost all education and training providers in the local system, resourcefulness has increased. Partners work closer than ever to maximize the options for a worker's pathway to advancement.

Many local efforts align with the State's Multiple Pathway goals, objectives and strategies for **WIA Adults, Dislocated Workers and Employers**. These efforts are seldom made without multiple partner involvement. Below are examples of coordinated efforts between WIA I-B and other system partners to improve services to **all three groups** (consistent with HSHW Goal II, objectives and strategies):

Objective 1: Increase employer engagement with the workforce development system.

Local Strategies:

a. Improve outreach to employers through a coordinated Business Services Plan with Employment Security (ES) and other partners on the One Stop Business Services Team. The plan outlines process standards for jointly reaching out to employers and providing services in an efficient coordinated manner.

b. Engage employers in identifying skills needed to perform the job, assist them to design training plans and evaluation systems to meet their standards through On-the-Job Training (OJT). Partners (SkillSource, OIC, DVR) coordinate the delivery of OJT depending on the need of the employer and trainee.

c. Continue industry involvement in work-integrated learning by participating in Industry groups such as CDM (Career Development in Manufacturing): an employer consortium made up of Columbia Basin food processing and manufacturing companies. This employer consortium partners to recruit and prepare candidates for a variety of occupations in the manufacturing industry. Once candidates have passed a 10 week customized, industry specific course, they receive preferential hiring consideration. One Stop partners work with the consortium to facilitate orientation to the course, screening for minimum requirements and assessment.

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d. Increase employer investment in workforce training by promoting OJT and customized and incumbent worker training.

Objective 2: Promote economic development by connecting workforce development with job creation and growth.

Local Strategies:

a. Provide and market business services through a Coordinated Business Services plan customized to each WorkSource Center and/or Affiliate. (described in Employer Services).

b. Invest in strategic economic opportunities such as assisting the Dept. of Commerce deliver incumbent worker training to expanding businesses in the manufacturing industry. Training for new and existing employees in safety and Lean Manufacturing increases productivity and employee retention. Communicate with Economic Development Organizations (ie: Grant County EDC, Chelan County Port District, Economic Alliance) to communicate and market businesses and employment services to new and expanding businesses.

c. Encourage and support entrepreneurship by partnering with local community colleges to add self-employment/entrepreneurship courses to their program offerings and the Eligible Training Provider List and fund entrepreneurial training as appropriate.

Objective 3: Expand and support learning opportunities for workers at all stages of their education or career paths.

Local Strategies:

a. Offer greater career and education guidance for adults through career and education planning workshops. Workshops are designed to help customers explore local and state labor markets, emerging and demand occupations and result in a training plan.

- Maintain delivery of basic skills instruction at One Stop Centers and SkillSource locations. WVC and BBCC offer Adult Basic Education at the Central Basin WorkSource, Othello Learning Center and Wenatchee SkillSource.
- Coordinate preparation for post sec education, informing customers about financial aid and assisting w/ applications. SkillSource coordinates closely with both WVC and BBCC to provide up to date information on program offerings and financial aid options.

b. Increase the accessibility of training programs for adult workers by participating with Professional/Technical Education in initiatives such as Air Washington to help students navigate through and complete occupational training specific to the Aerospace industry.

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c. Improve training for adult workers with barriers to advancement by coordinating with DVR to assist them to increase the number of internships and community based employment and OJT for individuals with disabilities. And, by contracting with SCSEP to educate and train older workers to secure employment suitable to their needs and abilities.

Objective 4: Improve job search and placement services for unemployed and underemployed workers.

Local Strategies:

a. Improve the quality and speed of job matching and referrals between job seekers and employers by improving data collection from employers such as skill requirements and job descriptions.

b. Make job search and placement assistance more widely known and available through the coordinated efforts of Business Services Teams and the Coordinated Business Services Plan implementation.

3. Services to Sub Populations

Unemployment Insurance Claimants

Claimants receive an Orientation to One Stop services within the first 3-4 weeks of filing an initial claim. In most cases, the Orientation is jointly delivered by Employment Security, SkillSource, and additional partner staff. The Orientation includes a UIRO power point presentation that provides labor market information, claimant responsibilities for job search, and job search readiness assessment. The WorkSource One-Stop Career System video is shown along with a video that explains how to properly complete a job search log.

Initial assessment is an option during the session as well as a staff assisted job match. Claimants who are job-ready will be encouraged to access core services that will assist them in obtaining employment, including an array of workshops that help prepare the claimant for re-employment. Claimants who are not job-ready are offered the full menu of services including the possible options of training and re-training with the ultimate goal of permanent, year-round employment.

New programs, within Unemployment Insurance, change based on federal laws and regulations. The role of the Workforce system is to adapt to those changes quickly by implementing the new regulations. An example is our current Extended Unemployment Claims program (EUC) that is slated to end December 2013. This temporary program extends unemployment insurance to individuals and also provides an opportunity for customers to attend a workshop that focuses on techniques and tools to assist in their ability to return to the workforce. The system is adaptable to quickly implement new regulations as they become law.

Several Governor's 10% discretionary grants have targeted Workforce Investment funds to train long term unemployed workers on-the-job. Concentrated efforts to locate, recruit,

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orient and train have resulted in many workers returning to the workforce. These efforts will continue as funding is available.

Older Workers

In addition to all services described previously, low income, older workers have access to training through the Senior Community Service Employment Program. SkillSource operates the SCSEP grant for the Area. Center and affiliate partners including Wagner-Peyser refer potential candidates for services. This program helps older workers brush up their basic, computer and workplace skills and connects them with local agencies and employers to further develop those skills. Workshops such as Career Planning, Job Search Toolbox, My Job Network and computer basics to help them identify their transferable skills improve job search and networking skills as well as increase update and improve their computer skills. Part time work experience is designed with a training plan and performance evaluation system that helps older workers practice new skills and increase their ability to secure unsubsidized employment.

Individuals with Disabilities

The Workforce Development System is designed for all persons interested in work to access services. DVR is an integral partner located in both comprehensive Centers in Moses Lake and Omak and in the Chelan/Douglas partnership. DVR is also member of the Central Basin Operator Consortium, local business services teams and is represented on the WDC Board of Directors.

Local strategies to enhance services to Individual with disabilities include a closer collaboration with DVR staff in the Centers to co-enroll customers where appropriate and maximize the level of services provided. WorkSource and DVR staff collaborates on a consistent basis, sharing information about common customers and joint service strategies. Accommodations for individuals with disabilities are provided for core and intensive services at SkillSource and WorkSource locations through assistive technology and other resources.

WorkSource staff receives training in assisting persons with disabilities. The training has come from Employment Security, the Workforce Development Council staff and Department of Vocational Rehabilitation. In addition to the education of staff, which is critical in the delivery of services, the One-Stop center actively sought out and received assistive technology and training using a large variety of equipment. The One-Stop center and affiliates have Spanish Bilingual and Russian Bilingual staff that is ready to assist in interpreting, as needed. The system also uses the Relay system for the hearing impaired and has a contract with an interpreting service. This list of options for persons with disabilities is not all inclusive, and staff will use any means available to assist persons with disabilities with respect and dignity.

The Division of Vocational Rehabilitation has contracted with Employment Security Department to provide on-the-job training for individuals with disabilities. Since ES has extensive experience providing OJT as the sub-contractor for WIA Adult and Dislocated Workers, the partnership maximizes experience and efficiency.

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Migrant Seasonal Farm Workers (MSFWs)

WorkSource Okanogan County, WorkSource Central Basin and WorkSource Wenatchee Affiliate each have designated Wagner Peyser funded staff to provide focused core services for migrant and seasonal farm workers, and agriculture employers. All MSFW staff is fluent in both English and Spanish and over 50% of the ESD staff are bilingual in English and Spanish.

The MSFW staff is required to seek out migrant and seasonal farm workers in their local settings to introduce them to all services available to all job seekers. Each center and MSFW staff develop effective outreach programs bringing together community organizations, public agencies, employers and farm workers to provide and facilitate core services to the job seeker. Job referrals are also provided as appropriate. Outreach plans are developed to give centers and outreach workers definite goals and guidelines on various outreach activities during the year.

As part of the services provided by the outreach staff, MSFW's are given a list of services available to them in their own language, including the availability of referrals to agricultural and non-agricultural employment, training, supportive services, as well as the availability of testing, counseling and other job development services. Information is provided about H2-A jobs and current employment opportunities; ES complaint system, rights with respect to the terms and conditions of employment, and information on other organization and services for MSFW's.

ESD outreach workers, WIA training staff and OIC staff meet on a regular basis to promote employment screening and OJT opportunities for agriculture employees. Additionally, representatives from OIC of Washington, the WIA MSFW grantee, provide information on eligibility and training opportunities on a regular basis in centers.

C. Dislocated Workers

Describe your local area's **Dislocated Worker activities** (20 CFR 661.350(a)(5)), including efforts to align with **multiple pathways** strategies around transitioning workers through outreach and integrated service delivery (i.e., coordination with **Wagner-Peyser**, Trade Adjustment Assistance, and other partner programs).

1. Activities and Multiple Pathways for Dislocated Workers

Dislocated Workers have access to the same services described under the Adult activities section. Core, Intensive and Training services are delivered in the same manner. Dislocated Workers are also included in each of the multiple pathways objectives and local Strategies described for Adults.

2. Coordination

Dislocated Workers are connected with Workforce Investment services immediately when they apply for unemployment benefits and receive an orientation to the full array of WorkSource services available to them. However, in some cases, laid off workers choose not to utilize the full array of services until benefits are close to exhaustion or worse.

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In addition to outreach activities described for Adults, outreach to potentially eligible Dislocated Workers is done through partner rapid response meetings, Center orientation meetings, postings on Center kiosks, mailing of outreach materials to long term unemployed workers and via radio programs and public service announcements.

Additional efforts to reengage long term unemployed individuals include targeted recruitment through special contracts such as the Workforce Investment National Emergency OJT Grant. These efforts focus on contacting individuals who have been receiving unemployment benefits for over 22 weeks to reconnect them to the labor force through on-the-job training. Recruitment efforts are made by multiple partners including Wagner-Peyser and I-B. Staff works with these individuals to address outstanding barriers to re-employment, help them assess their current skills, brush up on job search techniques and basic skills that may be rusty and explore careers in the local and neighboring labor markets with employers wanting to train on the job.

Workforce Investment staff coordinate closely with other partner programs such as Worker Retraining at the Community Colleges and Trade Adjustment Assistance staffed by Employment Security to maximize the training and funding options for dislocated workers. WIA and ES staff assists dislocated workers who choose vocational education as their re-training option to apply for Training Benefits and Commissioner Approved Training.

Trade Adjustment Assistance (TAA)

Trade Adjustment Assistance (TAA) is available to TAA-certified workers who have lost their jobs or experienced work hour reductions as a result of international trade. Workforce system partners can file petitions for trade certification, or assist companies or groups of workers (3 or more) to file TAA petitions. When there is a trade-certified general layoff or plant closure, WorkSource offices start with Rapid Response services (see below). Rapid Response is a fully integrated activity, which includes the Unemployment Insurance Division; Workforce retraining representatives from the community colleges; WorkSource staff, including TAA; and WIA staff. Union officials (where applicable) and company officials meet with the Rapid Response leads to coordinate orientations for all affected employees. These initial orientations introduce all workers to the general (dislocated worker) options available, including TAA benefits and services.

TAA certification may occur weeks or months after the business closure. If this is the case, TAA certified workers, who were introduced to training opportunities through Rapid Response sessions and WIA dislocated worker opportunities, are now introduced to TAA benefits and services. WorkSource staff also initiates outreach efforts to workers who did not initially engage in dislocated worker opportunities. The WIA and TAA job training staff work together to ensure that all workers transition appropriately.

Trade-affected employees who express interest in TAA services can attend additional orientations and group activities to learn more about TAA benefits and options. Workers are encouraged to test the local job market while exploring options for retraining. The Trade Readjustment Allowance (TRA), or weekly training subsidy, is time-limited for eligible workers; therefore, WorkSource staff, primarily TAA counselors, must inform TRA-eligible

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workers of the TRA timeframe if participants are interest in training. All partnership staff assists in the exploration of local jobs, new careers, and/or jobs out of the area that may require relocation.

Assistance can take place in groups or one-on-one and may require comprehensive assessments to identify skills, interests, aptitudes, and needs. Along with the SKIES Comprehensive Assessment, career exploration assessments, basic skills assessments, computer literacy development, work search skills, and both formal and informal methods may be used. TAA requires trade-affected workers to enroll in the program if they want TAA services. Once enrolled as active TAA participants, TAA customers work with WorkSource staff to determine their options and make decisions about employment and training opportunities. When appropriate, TAA participants may be co-enrolled with another program to ensure success in their chosen paths. Staffs work closely together to provide accuracy, consistent information, and timely service delivery, with the TAA counselor as the primary point of contact.

D. Rapid Response

Describe your local area's **Rapid Response strategy** (20 CFR 661.350(a)(6)) and WIA Sec.118(a)(5)), including the coordination of state and local resources and activities.

Local partnerships participate in numerous rapid response activities each year. Because of enhanced communication and participation with one another, the local rapid response team responds to any business requesting the service, not just those that have filed a WARN notice. This has proven to be a valuable community service throughout the five counties. Wagner-Peyser, Title I-B, Worker retraining staff are members of the local rapid response team and provide information regarding labor exchange services to impacted workers.

Rapid Response, core and intensive services are delivered to all TAA petitioners as required. Each sub area rapid response team is comprised of representatives from Workforce Investment, Wagner-Peyser, Worker Retraining and other programs. Partners in the One-stop system provide timely orientations; initial assessment of skill levels, aptitudes and abilities; provision of labor market information; and job search assistance. Co-enrollment of workers certified under TAA leverages the resources of WIA for counseling, career guidance and support services.

Rapid Response Additional Assistance (RRAA) has afforded the area to help train affected workers through vocational education, on-the-job training and other basic and computer skills brush up. As area closures occur, additional requests are submitted to fully utilize formula and discretionary funds to help get workers re-trained and back to work.

E. Employer Services

Describe how your local area meets the **needs of employers** (20 CFR 661.350(a)(i)), including approaches and tactics to connect employers to WorkSource resources and to help employers strengthen and grow their businesses, and how those efforts align with local multiple pathway strategies designed to benefit employers.

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Local area employers receive business services through a coordinated approach. Title I-B and Wagner Peyser program staff take the primary lead in outreach and delivery of these services. Other system partners provide services as appropriate.

Each WorkSource Center and Affiliate has developed and implemented a coordinated Business Services plan which outlines the roles and responsibilities of each partner and the corresponding efforts that each partner will provide. Each plan outlines how referrals will be made between partners for training and to businesses for hire or for training. Coordinated Business Services Plans can be viewed at [Tour WorkSource North Central \(www.tourworksource.com/ncw1stop\)](http://www.tourworksource.com/ncw1stop)

Plans outline:

- Basic business services: Labor market information, Job listings, Applicant Referral, Business Assessment, Access to Training & Re-training, Business Assistance Information & Referral, Business Restructuring/Closure Information, Access to Facilities.
- the protocol for job posting including SKIES entry,
- coordinated outreach to new and existing employers in each sub area
- how demand occupations and industries important to the region will be targeted

Business Service Teams work together to meet the diverse needs of local business. Team members visit business locations to encourage the use of the Center's wide variety of services ranging from candidate referrals to job openings, hiring OJT candidates, developing job descriptions and training plans, utilizing tax incentive programs for hiring to coordinating hiring events.

Information ranging from hiring practices to retention and training opportunities, layoff aversion to Rapid Response is provided to employers as part of the coordinated plans. Teams provide a single point of contact to place job orders so they are properly recorded in SKIES and that all legal requirements are followed.

Job Development is a facilitated introduction of a job seeker to an employer for the purpose of securing a job interview or creating the opportunity for the applicant to be considered for current or future job opportunities. This service is provided when there are few (if any) available job listings consistent with the unique skills, experiences or interests of a job applicant.

Multiple Pathways Goals, Objectives and Strategies for Employers are described in the previous section with Adult and Dislocated Workers.

F. Veterans' Services

Describe your local area's efforts to provide targeted outreach to **veterans and eligible spouses**, including a description of any special initiatives to serve the veteran population.

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Targeted outreach to veterans and eligible spouses is achieved through the implementation of written One Stop System procedures at each WorkSource Center, Affiliate and WIA Title I-B provider. Written procedures outline Priority of Service for Veterans and eligible spouses. One Stop partners have been trained on these procedures and are located online for easy access. Veterans are first identified at the first point of contact which can be at the Center front desk or Center Orientation. Veterans are asked to identify themselves in order to receive priority of Service.

Services to veterans are coordinated between Title I-B and Wagner-Peyser Vet Representative, and Community Colleges through the Veteran's Retraining Assistance Program (VRAP). Partners communicate with each other regarding available resources and often combine services when appropriate.

In addition, a Governor's 10% grant has helped to increase efforts to train veterans on the job. Outreach to this group is coordinated with Center and other One Stop partners to maximize communication and recruitment. One Stop partners refer interested veterans to Title I-B orientations to learn if OJT is the right training for their individual needs.

Consistent with the Jobs for Veterans Act (Public Law 107-288) the North Central WorkSource Partnership is committed to providing services to veterans on a priority basis.

For DOL funded programs, the Partnership will comply with P.L. 107-288 and TEGL 22-04 (Training and Employment Guidance Letter Number 22-04), in the following manner for all applicable services and training opportunities:

- 1) Each Partner will ensure their assessment, intake and/or other forms of registration allow for the timely identification of veterans.
- 2) Each Partner will establish at their local office level a method and/or procedure that describes how the specifically impacted program will provide priority of service to veterans.
- 3) Partners at each separate physical location will complete the annual Department of Labor "Site Assessment" for their office location. This assessment will include, among other things, a specific description of the above referenced method and/or procedure of how veterans are provided priority in service for the applicable programs at that specific location.
- 4) Partners at each separate physical location will cooperate with representatives from the Department of Labor if and/or when their office has been selected for a compliance review of P.L. 107-288.

Wagner-Peyser services are delivered in the following order of priority:

1. Special Disabled Veterans
2. Recently Discharged Veterans
3. Veterans of the Vietnam Era

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4. All other veterans
5. Eligible Persons
6. Non-veterans

This priority is to be provided to veterans in all employment services including:

1. Registration
2. Interviewing
3. Testing
4. Vocational Guidance
5. Referral to Support Services
6. Job Opportunity Group/Job Finding Club
7. Referral to Training/Placed in Training
8. Referral to Jobs
9. Job Development

WIA Title I-B services are delivered to veterans according to the following:

Eligible low-income and public assistance veterans, impoverished veterans, laid-off veterans and employed veterans who have completed core and intensive services and want to increase their skills receive priority for training services over all other persons (prioritized veterans). In addition, other eligible veterans receive priority over all persons above poverty.

Since there is no rationing of core and intensive services (pools, wait lists, etc.), this action only effects the delivery of training services as applicable.

- (1) Prioritized veterans are advanced to the top of any pool or wait list for the issuance of ITAs. In this instance, prioritized veterans shall be issued ITAs in accordance with standard ITA procedures before any other eligible person is issued an ITA.
- (2) Prioritized veterans are advanced to the top of any pool or wait list for OJT or Customized Training. Prioritized veteran OJT contracts shall be executed first following employment.
- (3) Veterans are notified of their right to these priorities. This is accomplished verbally and in writing at the front desk and during orientation.

G. American Job Center Network

Describe your local area's plans for **American Job Center Network (AJC)** branding as informed by WIN 0025.

The Area plans to list all WorkSource Centers, Affiliates and WIA I-B service providers on the AJC website to be more accessible to customers. SkillSource will add "partner of the AJC network" to any new outreach materials that it creates. ESD will coordinate the branding of WorkSource Center and Affiliate outreach materials.

SECTION IV: ASSURANCES

WIA TITLE I-B AND WORKSOURCE SYSTEM ASSURANCES INSTRUCTIONS

This section of the Local Integrated Workforce Plan provides a "check-the-box" table of assurance statements. The table contains the assurance statements and legal reference(s) corresponding to each assurance. Note: Boxes can be electronically populated by double-clicking the check box and selecting "checked" as the default value.

By checking each assurance and signing and dating the certification page at the end of the Local Integrated Workforce Plan, the local board and chief local elected official(s) are certifying that (1) the information provided to the State in the following table is accurate, complete, and meets all legal and guidance requirements and (2) the local area meets all of the legal planning requirements outlined in WIA law and regulations and in corresponding State guidance. By checking each box and signing the certification page, the local board and chief local elected official(s) are also assuring the State that supporting documentation is available for review upon request (e.g., state or federal compliance monitoring visits).

If a local board is unable to provide assurance for a specific requirement, it must promptly notify Randy Bachman in Employment Security's WorkSource Standards and Integration Division at rbachman@esd.wa.gov or 360-725-9255 to provide the reason for non-compliance and describe specific actions and timetables for achieving compliance. Identified deficiencies within the assurances may result in additional technical assistance and/or a written corrective action request as part of the State's conditional approval of the Local Integrated Workforce Plan.

SECTION IV: ASSURANCES

2013-2017 WIA Title I-B and WorkSource System Assurances

Planning Process and Public Comment		References
<input checked="" type="checkbox"/>	1. The local board has processes and timelines, consistent with WIA Section 118(c)(2) to obtain input into the development of the Local Plan and to give opportunity for comment by representatives of local elected officials, local workforce investment boards, businesses, labor organizations, other primary stakeholders, and the general public for a 30-day period.	WIA Sections 118(b)(7), 118(c)(1), 118(c)(2); 20 CFR 661.345(b)
<input checked="" type="checkbox"/>	2. The local board afforded entities responsible for planning or administering programs and activities covered in the Local Plan opportunities to review and comment on the draft plan.	WIA Sections 118(b)(7), 118(c)(1), 118(c)(2); 20 CFR 661.345(b)
<input checked="" type="checkbox"/>	3. The final local plan is available and accessible to the general public.	20 CFR 661.345(b)(1)
<input checked="" type="checkbox"/>	4. The local board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.	WIA Section 117(e); 20 CFR 661.307
Required Policies and Procedures		References
<input checked="" type="checkbox"/>	5. The local board makes publicly-available any local requirements for the public workforce system, such as policies, including policies for the use of WIA Title I funds.	WIA Section 118(b)(10); 20 CFR 665.350(a)(13)
<input checked="" type="checkbox"/>	6. The local board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local workforce investment board or entity that they represent, and provides for the resolution of conflicts.	WIA Sections 112(b)(13), 111(f), 117(g); WIA Policy 3420 Revision 1
<input checked="" type="checkbox"/>	7. The local board has copies of memoranda of understanding between the local board and each one-stop partner concerning the operation of the one-stop delivery system in the local area, and has provided the State with the latest versions of its memoranda of understanding.	WIA Section 121(c), 134(d)(2); 20 CFR 661.120(b), 661.350, 662.310(b)(c), WorkSource System Policy 1013
<input checked="" type="checkbox"/>	8. The local board has written policy or procedures that ensure one-stop operator agreements are reviewed and updated at least every two years.	WIA Section 118(b)(10); WorkSource System Policy 1008 Revision 1
<input checked="" type="checkbox"/>	9. The local board has negotiated and reached agreement on local performance measures with the chief elected official and the governor.	WIA Sections 117(d)(5), 118(b)(3); 20 CFR 665.301(5)
<input checked="" type="checkbox"/>	10. The local board has procurement policies and procedures for selecting one-stop operators, awarding contracts under WIA Title I-B Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision under Title I-B in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIA.	WIA Sections 121(d)(2) (A), 123; 20 CFR 662.410; 20 CFR 663.430; 20.CFR 661.310; WIA Policy 3405
<input checked="" type="checkbox"/>	11. The local board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIA Title I-B individual training accounts and to train dislocated workers receiving additional unemployment insurance benefits via the state's Training Benefits Program.	WIA Sections 117(d)(2)(c), 118(b)(2)(A), 122; 20 CFR 663.350(a)(3)(i), 663.500-590; WIA Policy 3635
<input checked="" type="checkbox"/>	12. The local board has written procedures for resolving grievances and complaints alleging violations of WIA Title I regulations, grants, or other agreements under WIA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts.	WIA Section 188; 20 CFR 667.600; WIA Policy 3440, Revision 1; WIA Policy 3445; WIA Policy 3450 Revision 1; WorkSource System Policy 1012

SECTION IV: ASSURANCES

<input checked="" type="checkbox"/>	13. The local board has assurances from its one-stop operator that all one-stop centers and, as applicable, affiliate sites have front-end services consistent with the state's integrated front-end service policy and their local plan.	WorkSource System Policy 1010 Revision 1
<input checked="" type="checkbox"/>	14. The local board has established at least one comprehensive, full-service one-stop center and has a written process for the Chief Local Elected Official and local board to determine that the center conforms to the definition therein.	WIA Section 134(a)(2); 20 CFR 662.100
<input checked="" type="checkbox"/>	15. The local board provides to employers the basic business services outlined in WorkSource System Policy 1014.	WorkSource System Policy 1014
<input checked="" type="checkbox"/>	16. The local board has written processes or procedures and has identified standard assessment objectives and resources to be used to support service delivery strategies at one-stop centers and, as applicable, affiliate sites.	WorkSource System Policies 1016 and 1011; WIA Policy 3685; WIA Title II, SBCTC State Assessment Policy
<input checked="" type="checkbox"/>	17. The local board ensures that outreach is provided to populations and sub-populations who can benefit from one-stop services.	WIA Section 188; 29 CFR 37.42
<input checked="" type="checkbox"/>	18. The local board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partnership development, and numeric goals.	WIA Section 188; 29 CFR 37.42
<input checked="" type="checkbox"/>	19. The local board complies with the nondiscrimination provisions of Section 188, and assures that Methods of Administration were developed and implemented.	WIA Section 188; 29 CFR 37.54(a)(1); WIA Policy 3445 and 3450 Revision 1
<input checked="" type="checkbox"/>	20. The local board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188.	WIA Section 185; 29 CFR 37.37; WIA Policy 3445 and 3450 Revision 1
<input checked="" type="checkbox"/>	21. The local board complies with restrictions governing the use of federal funds for political activities, the use of the one-stop environment for political activities, and the local board complies with the applicable certification and disclosure requirements.	WorkSource System Policy 1018; 2 CFR Part 225 Appendix B; 2 CFR Part 230 Appendix B; 48 CFR 31.205-22; RCW 42.52.180; TEGL 2-12; 29 CFR Part 93.100
<input checked="" type="checkbox"/>	22. The local boards in WDAs 3, 8, 9, & 11 negotiate an MOU with the WIA 167 grantee which sets forth their respective responsibilities for making the full range of services available through the One-Stop system available to farm workers.	WIA Section 167 20 CFR 669.220(a)
<input checked="" type="checkbox"/>	23. The local board follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIA, and applicable Departmental regulations.	WIA Sections 136(f)(2), (f)(3), 122, 85(a)(4)(B); 20 USC 1232g; 20 CFR 666.150; 20 CFR part 603
Administration of Funds		References
<input checked="" type="checkbox"/>	24. The local board has a written policy and procedures to competitively award grants and contracts for WIA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process.	WIA Section 118(b)(9); 20 CFR 661.350(a)(10); WIA Policy 3405; WIA Section 134(d)(4)(G); 20 CFR 663.430(a)
<input checked="" type="checkbox"/>	25. The local board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to ensure proper disbursement and accounting of fund allotments made for WIA adult, dislocated worker, and youth programs.	WIA Section 118(b)(8) WIA Policy 3230 Revision 1; WIA Policy 3250
<input checked="" type="checkbox"/>	26. The local board ensures compliance with the uniform administrative requirements in WIA through annual, on-site monitoring of each local sub-recipient.	WIA Section 184(a)(3); 20 CFR 667.200; 20 CFR 667.400; 20 CFR 667.410; WIA Policy 3230 Revision 1

SECTION IV: ASSURANCES

☒	27. The local board has a local allowable cost and prior approval policy that includes a process for the approval of expenditures of \$5,000 or more for equipment requested by subcontractors.	WIA Policy 3260, Revision 2
☒	28. The local board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities.	WIA Section 184; 20 CFR Part 652; 20 CFR 667.410(a), 667.500(a)(2), 667.740; WIA Policy 3265 Revision 1
☒	29. The local board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIA funds, including property purchased with JTPA funds and transferred to WIA, and that comply with WIA, Washington State Office of Financial Management (OFM) and, in the cases of local government, Local Government Property Acquisition policies.	WIA Section 184(a)(2)(A); 20 CFR Part 652; 29 CFR Part 95; 29 CFR Part 97; OMB Circular A-21; OMB Circular A-87; OMB Circular A-110; OMB Circular A-122; OMB Circular A-133; OMB Circular A-133; Federal Register Vol. 65, No. 124; Generally Accepted Accounting Procedures (GAAP); WIA Policy 3452
☒	30. The local board will not use funds received under WIA to assist, promote, or deter union organizing.	WIA Section 181(b)(7); 20 CFR 663.730
Eligibility		References
☒	31. The local board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIA-funded core and intensive services and qualifications for enrollment of adults, dislocated workers, and youth in WIA-funded intensive and training services, consistent with state policy on eligibility and priority for service.	WIA Section 134(d)(4)(E); 20 CFR Part 663 Subpart A, B, and C; WIA Policies 3636 Revision 1, 3638, 3920 Revision 1, and 3640 Revision 2
☒	32. The local board has a written policy and procedures for awarding Individual Training Accounts to eligible adults, dislocated workers, and youth receiving WIA Title I-B training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized.	WIA Section 134(d)(4)(G); 20 CFR 663.400, 663.410, 663.420, 663.430, 663.440; WIA Policy 3655
☒	33. The local board has a written policy and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services and, as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIA Title I-B programs.	WIA Sections 129(c)(2)(G), 134(e)(2); 20 CFR Subpart H, 663.800-840; 20 CFR 664.440; WIA Policy 3695 Revision 1
☒	34. The local board has a written policy for priority of service in its WorkSource centers and, as applicable, affiliate sites and for local workforce providers that ensures veterans and eligible spouses are identified at the point of entry so they can take advantage of priority of service, are made aware of their entitlement to priority of service, and provided information on the array of employment, training and placement services and eligibility requirements for those programs or services.	Jobs for Veterans Act; Veterans' Benefits, Health Care, and Information Technology Act; 20 CFR 1010; TEGL 10-09; Veterans Program Letter 07-09; WorkSource System Policy 1009 Revision 1
Performance		References
☒	35. The local board has a process to annually review the results of the State Core Measures for programs in the workforce development system and a process for considering the State Core Measures results in local planning efforts.	WorkSource System Policy 1017

This section of the Local Integrated Workforce Plan is comprised of a form that must be signed by appropriate officials. This form serves as the WDC’s certification that it complies with all required components of the Workforce Investment Act Title I-B.

Local Certification

This 2013-2017 Local Integrated Workforce Plan is submitted in accordance with the provisions of the Workforce Investment Act Title I-B and plan development guidelines adopted by the state Workforce Board on November 15, 2012.

The North Central Workforce Development Council certifies that it complies with all required components of the Workforce Investment Act Title I-B its regulations, written U.S. Department of Labor guidance implementing the laws, and all other applicable federal and state laws, regulations, policies and guidance. The Council also assures that it will exercise oversight over Wagner-Peyser Act activities delivered as part of the one-stop system.

Please customize this signature page to accommodate your CLEO structure; e.g. local areas requiring more than one CLEO signature.

Keith W. Goehner

Keith Goehner, Forum of County Commissioners
Chief Local Elected Official

5/28/13

Date

Mike Bolander

Mike Bolander, Workforce Development Council Chair

5/28/13

Date

APPENDIX A
FEDERAL COMMON MEASURES AND STATE CORE MEASURES
PERFORMANCE RESULTS
TITLE 1-B

FEDERAL COMMON MEASURES:
Annual Report to DOL September 2012

Common Measure Indicators	2011 Target	Actual	% of Goal	2012 Pending Target	2013 Proposed Target
Entered Employment Rate					
Adults	78.6%	77.3%	98.3%	80.1%	74.9%
Dislocated Workers	76.9%	76.3%	99.2%	84.4%	84.4%
Retention	85.8%	83.2%	97.0%	86.2%	84.1%
Adults	83.5%	83.9%	100.5%	85.2%	88.2%
Dislocated Workers					
Average Earnings (6 mo average)					
Adults	\$9,976	\$11,812	118.4%	\$12,732	\$12,042
Dislocated Workers	\$12,502	\$16,402	131.2%	\$14,500	\$15,157
Youth					
Certificate Rate	73.6%	82.9%	112.5%	75.5%	73%
Literacy/Numeracy	46.1%	60.4%	131.0%	57.5%	54%
Placement Rate	53.2%	65.4%	122.9%	61.0%	53%

STATE CORE MEASURES:

STATE CORE Indicators	2011 Target	Actual	% of Goal	2012 Target	2013 Target
Employment in Q3					
Adults	76.6%	74.5%	97.3%		
Dislocated Workers	83.7%	76.9%	91.8%		
Youth	50.9%	61.3%	120.4%		
Annualized Median Earnings					
Adults	\$17,441	\$18,092	103.7%		
Dislocated Workers	\$20,210	\$27,786	137.4%		
Youth	\$12,400	\$9,884	79.7%		
Credential Rate	Measure Under Revision				
Adults					
Dislocated Workers					
Youth					

APPENDIX B
NORTH CENTRAL WDA CORE MEASURE RESULTS
2010-2011

(as reported by the Workforce Training & Education Coordinating Board)

Program	North Central Workforce Development Area	
ADULTS		
Apprenticeship	Employment Rate	76.2%
	Credential Rate	55.2%
	Annualized Earnings	\$46,592
CTC Professional Technical	Employment Rate	69.8%
	Credential Rate	55.3%
	Annualized Earnings	\$23,179
Private Career Schools	Employment Rate	70.2%
	Credential Rate	85.2%
	Annualized Earnings	\$19,029
WIA Dislocated Worker	Employment Rate	63%
	Annualized Earnings	\$28,800
Worker Retraining	Employment Rate	74.3%
	Credential Rate	60%
	Annualized Earnings	\$28,059
ADULTS WITH BARRIERS		
Adult Basic Education	Annualized Earnings	53.3%
		\$17,349
Services for the Blind	Employment Rate	44.4%
	Rehabilitation Rate	77.8%
	Annualized Earnings	\$13,099
Vocational Rehabilitation	Employment Rate	45.7%
	Rehabilitation Rate	53.4%
	Annualized Earnings	\$14,584
WIA Adult	Employment Rate	67.8%
	Annualized Earnings	\$19,430
Work First	Employment Rate	41.1%
	Annualized Earnings	\$10,395
YOUTH		
Secondary CTE	Employment / Postsecondary Enrollment Rate	78.4%
	Annualized Earnings (not in school)	\$10,243
WIA Youth	Placement Rate	55.0%
	Annualized Earnings	\$9,652

Note: Credential rates for WIA programs are being revised and are therefore not shown.

APPENDIX C

PUBLIC REVIEW AND COMMENT PROCESS

Workforce Investment, Wagner Peyser, One Stop partners and WDC Board Members in the NC WDA met together to provide input and drafted the plan jointly. WDC Committees and Board members including County Commissioners met November 5-7 & 20, 2012 to review system performance on State Core Measures and hear presentations from various One Stop Partners including: Wagner Peyser, Post Secondary Education, Department of Vocational Rehabilitation, Adult Education, Workforce Investment and Employer Sponsored Training. This information was used to formulate system priorities, goals, objectives and strategies. WDC Board members provided additional input at their Board Retreat on March 15, 2013.

North Central WDC staff also reviewed the 10-11 program outcome numbers and considered them while finalizing the 2013-2017 Local Integrated Workforce Plan.

In addition to the concentrated effort of this document, the North Central One Stop Operators meet regularly to plan and coordinate services at their specific locations. Frontline partner staff work together on a daily basis. Much of the information included in this plan is directly related to the work on multiple levels of the partnership.

This plan will be made available to the public via posting on the WDC fiscal agent website (www.skillsource.org) Friday March 1, 2013 and a notice will be published in the daily newspaper (The Wenatchee World) February 28th directing interested persons to the website location, to call for a mailed copy or come to a WorkSource Center/Affiliate for a printed version. One-Stop partners will be notified by email that the draft plan is available for review and comment through March 31st, 2013

The WDC will review the draft Integrated Plan on March 15, 2013 and take final action on May 28, 2013.