OVERVIEW OF THE CURRENT STRUCTURE

This tab contains material regarding the current structure of Washington’s Workforce Development System. The purpose of the papers is to provide the Board with background information for the review of the system.

The materials are:

1. **Chart of Workforce Development System: State Administrative Agencies, Programs, and Participants**
2. **Table of Workforce Development System Program Funding**
3. **Table of Related Programs to the Workforce Development System**
4. **Paper summarizing Past Reviews of the Workforce Development System**

Also at the meeting, John Klacik, Director of Student Financial Assistance at the Higher Education Coordinating Board, will present information on current student financial aid programs. A major part of the review, as requested by the legislature, is an analysis of the gap between current financial assistance and the needs of workforce education students.

**Board Action Requested:** None. For discussion only.
(organizational chart goes here)
## State Workforce Development System Program Funding (DRAFT)

<table>
<thead>
<tr>
<th>State Operating Agency</th>
<th>Program</th>
<th>1997</th>
<th>1999</th>
<th>2001</th>
<th>2003</th>
<th>2005</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postsecondary Technical Education</td>
<td>$185,775,000</td>
<td>$198,695,193</td>
<td>$286,448,014</td>
<td>$309,518,000</td>
<td>$338,470,729</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>Adult Education and Basic Skills</td>
<td>$75,109,000</td>
<td>$97,971,141</td>
<td>$116,146,45</td>
<td>$85,951,300</td>
<td>$76,253,521</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Carl D. Perkins Postsecondary Technical Education</td>
<td>$9,866,000</td>
<td>$12,364,106</td>
<td>$13,240,995</td>
<td>$13,700,500</td>
<td>$12,891,674</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Worker Retraining Program</td>
<td>$26,810,000</td>
<td>$28,835,000</td>
<td>$28,486,000</td>
<td>$34,225,100</td>
<td>$35,259,100</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Volunteer Literacy Program</td>
<td>$247,000</td>
<td>$246,550</td>
<td>$362,365</td>
<td>$366,000</td>
<td>$436,617</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Job Skills Program</td>
<td>$662,000</td>
<td>$567,000</td>
<td>$567,000</td>
<td>$1,475,000</td>
<td>$1,475,000</td>
<td>na</td>
</tr>
<tr>
<td>State Board for Community and Technical Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>State Board for Community and Technical Colleges</td>
<td>$254,985,000</td>
<td>$219,651,495</td>
<td>$230,338,000</td>
<td>$242,835,200</td>
<td>$264,844,583</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Carl D. Perkins Secondary Career and Technical Education</td>
<td>$8,515,000</td>
<td>$9,652,601</td>
<td>$9,238,590</td>
<td>$9,655,500</td>
<td>$8,543,656</td>
<td>.34%</td>
</tr>
<tr>
<td></td>
<td>Even Start Family Literacy Program</td>
<td>$1,358,000</td>
<td>$1,725,458</td>
<td>$3,024,795</td>
<td>$2,908,500</td>
<td>$2,764,443</td>
<td>104%</td>
</tr>
<tr>
<td>Office of Superintendent of Public Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Career and Technical Education</td>
<td>$254,985,000</td>
<td>$219,651,495</td>
<td>$230,338,000</td>
<td>$242,835,200</td>
<td>$264,844,583</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Carl D. Perkins Secondary Career and Technical Education</td>
<td>$8,515,000</td>
<td>$9,652,601</td>
<td>$9,238,590</td>
<td>$9,655,500</td>
<td>$8,543,656</td>
<td>.34%</td>
</tr>
<tr>
<td></td>
<td>Even Start Family Literacy Program</td>
<td>$1,358,000</td>
<td>$1,725,458</td>
<td>$3,024,795</td>
<td>$2,908,500</td>
<td>$2,764,443</td>
<td>104%</td>
</tr>
<tr>
<td>Employment Security Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workforce Investment Act (WIA) Title I-B Dislocated Workers Program</td>
<td>$20,532,000</td>
<td>$13,905,356</td>
<td>$27,119,437</td>
<td>$39,395,500</td>
<td>$35,787,000</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>WIA Title I-B Adult Training Programs</td>
<td>$16,896,000</td>
<td>$18,909,263</td>
<td>$21,031,292</td>
<td>$25,857,700</td>
<td>$23,000,000</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>WIA Title I-B Youth Activities Program</td>
<td>$18,384,000</td>
<td>$19,326,832</td>
<td>$23,156,595</td>
<td>$27,578,700</td>
<td>$25,342,000</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Training Benefits Program</td>
<td>na</td>
<td>na</td>
<td>$20,000,000</td>
<td>$20,000,000</td>
<td>$20,000,000</td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>Wagner-Peyser</td>
<td>na</td>
<td>$15,341,326</td>
<td>$16,179,605</td>
<td>$15,903,400</td>
<td>$15,617,015</td>
<td>2%</td>
</tr>
<tr>
<td>Department of Social and Health Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division of Vocational Rehabilitation</td>
<td>na</td>
<td>$35,144,633</td>
<td>$46,275,494</td>
<td>$45,898,700</td>
<td>$49,101,381</td>
<td>40%</td>
</tr>
<tr>
<td>Department of Services for the Blind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocational Rehabilitation for the Blind</td>
<td>$5,903,299</td>
<td>$7,010,229</td>
<td>$6,855,760</td>
<td>$7,672,900</td>
<td>$7,980,184</td>
<td>35%</td>
</tr>
<tr>
<td>Opportunities Industrialization Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment and Training for Migrant Seasonal Farm Workers</td>
<td>na</td>
<td>$1,805,106</td>
<td>$1,954,611</td>
<td>$2,187,800</td>
<td>$2,995,532</td>
<td>66%</td>
</tr>
<tr>
<td>Workforce Training and Education Coordinating Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carl D. Perkins Technical Education</td>
<td>$631,886</td>
<td>$631,884</td>
<td>$631,886</td>
<td>$631,884</td>
<td>$631,886</td>
<td>0%</td>
</tr>
<tr>
<td>Department of Labor and Industries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apprenticeship</td>
<td>$771,000</td>
<td>$1,037,199</td>
<td>$990,272</td>
<td>$1,050,000</td>
<td>$1,200,000</td>
<td>56%</td>
</tr>
<tr>
<td>Total Public Funds</td>
<td>$627,021,000</td>
<td>$686,488,488</td>
<td>$831,413,670</td>
<td>$866,209,800</td>
<td>$920,312,034</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
Related Programs: Programs that provide employment or training services but are not part of the statutory or executive order definition of the workforce development system

Related Workforce Development Programs

- Washington’s Temporary Assistance to Needy Families (TANF) Work Programs
  - WorkFirst Employment Services (ESD)
  - Workforce Training (SBCTC)
  - Community Jobs (CTED)
- Refugee Assistance Program (DSHS)
- North American Free Trade Act and Trade Adjustment Assistance Program (ESD)
- Washington Service Corps/AmeriCorps (ESD)
- Offender Employment Services (ESD)
- Job Corps (U.S. Dept. of Labor)
- Offender Education Program (DOC)
- Washington State Business Enterprise for the Blind (DSB)
- Washington Conservation Corps (DOE, DNR, DFW, DP&R)
- Displaced Homemaker Program (SBCTC)
- Community Service Block Grant Program (CTED)
- On-the-Job Training Program (DOT)
- Claimant Placement Program (ESD)
- Disabled Veterans Outreach Program (ESD)
- Local Veterans Employment Representatives (ESD)
- Special Employment Services for Offenders (DNR)
- Workers Compensation Vocational Rehabilitation Benefits Program (DLI)
- Reemployment Support Centers (CTED)
- Customized Training Program (SBCTC)
**Major Topics and Outcomes of Past Reviews of the Workforce Development System**

Between 1990 and 1999 there were four major reviews, under three different governors, of the state workforce development system. This paper summarizes the nature of these reviews and the major topics and outcomes.

**1990-1991**

In 1990, Governor Gardner requested legislation establishing the Advisory Council on Investment in Human Capital for the purpose of reviewing workforce development programs. The Advisory Council consisted of 21 members and operated on a consensus basis, although only the 3 business and 3 labor members had voting rights. The Council’s review included formal research (the Investment in Human Capital Study) and a study tour of three European nations. The Governor subsequently requested legislation based upon the Council’s recommendations, and the legislation was enacted.

**Topics**

- Coordination among workforce development programs
- Streamlining the number of agencies administering programs serving similar populations for similar purposes
- Consistent performance measures of program outcomes
- Supplying enough job applicants with the vocational and general skills to meet employer needs
- Funding for workforce training

**Outcomes**

The Governor requested and the legislature passed legislation that:

- Created the Workforce Training and Education Coordinating Board (Workforce Board), based upon a European tri-partite model, with the responsibility to create a state comprehensive plan for the workforce development system—including secondary and postsecondary vocational education, adult education, the Job Training Partnership Act (JTPA), and apprenticeships—and to advise the Governor and legislature on workforce development.
- Replaced the State Board for Vocational Education with the new Workforce Board, and then tasked the Workforce Board with recommending to the Governor and legislature the termination of the Council on Vocational Education (COVE) and the State Job Training Coordinating Council (SJTCC) once those bodies were no longer required by federal law (as later occurred).
• Created the Adult Education Advisory Council to coordinate and oversee adult basic skills education programs.

• Consolidated community colleges, vocational technical institutes, the Washington Institute of Applied Technology, and adult literacy and basic skills programs under one state agency, the State Board for Community and Technical Colleges.

• Granted the Workforce Board the authority to set standards for data collection and program evaluation, and to periodically evaluate program outcomes and net impacts.

• Required all secondary and community and technical college vocational programs to have business and labor advisory committees.

• Provided no new funding.

1995

In 1992, Congress passed amendments to JTPA authorizing states to create Human Resource Investment Councils (HRICs) to serve as coordinating bodies for workforce development. Washington’s Workforce Board was one of the three states’ boards that were used as models for the functions of an HRIC and the Workforce Board was grandfathered-in under the amendments. Over the next several years more states established coordinating boards, most commonly as advisory bodies within their state’s employment security agency, and Washington policy-makers began considering whether any changes should be made to the Workforce Board. This reconsideration led to enactment of House Bill 5992, in 1995.

Topics

• Whether the Workforce Board should continue as a separate agency or be reconstituted as an HRIC within the Employment Security Department.

• Whether the policy role of the Workforce Board should be changed.

• Whether the coordination role of the Workforce Board should be changed.

Outcomes

House Bill 5992 was enacted (with only one vote against) with the following major provisions:

• Retained the Workforce Board as an independent agency and made no change in the Board’s tripartite membership. The bill affirmed, “the preeminent role intended for the work force training and education coordinating board in coordination and policy development of the state’s work force development efforts.”

• Specified that the Workforce Board is to perform the functions of a HRIC.
• Established that, “The board shall provide policy advice for any federal act pertaining to work force development that is not required by state or federal law to be provided by another state body.”

• Required the “Operating agencies represented on the board shall have operating plans for their work force development efforts that are consistent with the comprehensive plan and that provide detail on implementation steps they will take to carry out their responsibilities under the plan. Each operating agency represented on the board shall provide and annual progress report to the board.”

• Also required that, “The board shall report to the appropriate legislative policy committees by December 1 of each year on its progress in implementing the comprehensive plan and on the progress of the operating agencies in meeting their obligations under the plan.”

1997

During the 1997 legislative session, the House of Representatives passed ESHCR 4403, a resolution that instructed the Workforce Board to complete several tasks including recommendations about the consolidation, modification, and elimination of programs in the state’s workforce development system. The resolution also requested information about program resources, particularly administrative expenses, and outcomes. Although the resolution did not pass the Senate, members of both houses assured the Board that they were interested in the assignment being completed.

In order to conduct the review, the Board relied upon Board staff, staff from the operating agencies, and consultants. Members of the Board reviewed the information, deliberated extensively, and issued recommendations.

Topics

• Program Consolidation, modification, and elimination.

• Program outcomes.

• Administrative efficiencies.

Outcomes

The Board made a long series of recommendations, many of which have come, at least in part, to fruition.

• Modify Adult Basic Skills Education and the JTPA program for adults by integrating literacy instruction with vocational training and workplace experience.

• Adult Basic Skills Education and the JTPA program for adults should do more to consider performance in program management.

• There should be a new plan for Adult Basic Skills Education.
• The Executive Policy Council for One-Stop should establish policies for the implementation of a shared information system, and for common intake, assessment, and other services.

• The One-Stop system should put in place a consumer report system of training program results.

• The state should pilot Regional Workforce Alliances that would coordinate local workforce development programs.

• The state’s community and technical colleges should compress the number of days students spend in vocational training programs.

• The operating agencies in the workforce development system should ensure that all programs end in a competency-based credential fully accepted by the next level of learning.

• The state should invest funds in job-linked training—training that is linked to specific job openings and employer requirements.

• Secondary education should increase the academic content of vocational programs.

• Secondary education should increase the organization of schools around career clusters.

• K-12 should improve the student data system.

Program Consolidation

The Board considered other options, including program consolidation. In particular, the Board considered the consolidation of employment-related services in the Employment Security Department, the Department of Labor and Industries, and the Department of Social and Health Services, into a single agency. The Board concluded that, “While consolidation might streamline administration in the long-run, the Board believes that much of the purpose of such consolidation may be served by the implementation of a One-Stop Career Center system. The Board believes that One-Stop should first be given a chance to demonstrate its ability to improve the efficiency of employment-related services now administered by different agencies before resorting to the consolidation of employment-related services into a single agency.” (Washington’s Workforce Training System: Recommendations for Efficiency and Effectiveness, December 30, 1997, Workforce Training and Education Coordinating Board.)

1998-1999

In 1998, Congress passed the Workforce Investment Act (WIA). Title I-B of WIA replaced JTPA. The enactment of WIA led the state to again review Washington’s workforce development system. For this purpose the Governor’s Office established four workgroups that developed recommendations for the Governor’s consideration. The four workgroups covered: state unified planning, program simplification and improvement, local decision-making and planning, and integrating workforce and economic development.
Based on the workgroups’ recommendations, Governor Locke requested legislation. The legislation did not pass (the bill got tangled up at the last minute with a dispute regarding a different issue—unemployment insurance). In the summer of 1999, Governor Locke issued an executive order establishing the provisions of the bill that did not require statutory changes.

**Topics**

- State agency roles and responsibilities under WIA Title I and for the system as a whole.
- Local roles and responsibilities under WIA Title I and for the system as a whole.
- Integration of workforce and economic development.

**Outcomes**

**State level**

- The Workforce Board was designated at the State Workforce Investment Board for purposes of WIA Title I. The voting membership of the Board was not changed but the director of the Department of Social and Health Services and a representative of local elected officials were added as participating officials. The Executive Order also requested that, “The board shall work on a consensus basis to give these individuals a voice in decision-making and can bring additional parties to the table as needed to ensure broad-based participation.”

- Required the Workforce Board to develop and maintain a state unified plan, encompassing the state comprehensive plan and the operating plans of the other administrative agencies. Also required the Workforce Board to review the operating plans to ensure consistency with the state comprehensive plan.

- Requested the Board to continue and build upon its performance accountability system for workforce development by establishing the consumer report system including the eligible training provider list; recommending performance targets for statewide programs; and establishing incentive funds to reward programs and local workforce development councils for “exemplary results.”

- Tasked the Board with reviewing, “The plans of local workforce development councils for consistency with the state unified plan and recommend to the Governor whether or not local plans should be approved.”

- Added the following programs to the state’s unified plan and performance management system: Wagner-Peyser, the Job Skills Program, the Training Benefits Program, work-related components of Vocational Rehabilitation, and the one-stop system for employment-related services—WorkSource.

- Directed the Employment Security Department, “in collaboration with the Executive Policy Council,” to assume the administrative lead for WIA title I-B, and “complete implementation of the WorkSource service delivery system.”
Local level

- Retained the same 12 local geographic areas for WIA Title I as existed under JTPA.

- Authorized the creation of a Workforce Development Council (WDC) in each of the 12 workforce development areas to serve as the local Workforce Investment Board required by WIA, among other functions.

- Required the WDCs, in partnership with local elected officials, to “develop and maintain a local unified plan for the workforce development system.” WDCs must “submit their operating plans to the Employment Security Department for review and shall submit unified plans to the Workforce Board for review and to the Governor for approval.”

- Tasked the WDCs with oversight of the local one-stop system as required by WIA, including certification, and decertification of one-stop providers.

- Required the WDCs to establish youth councils as required under WIA.

- Requested that the WDCs “provide for a coordinated and responsive system of outreach to employers,” and “promote the coordination of workforce development activities at the local levels and ensure a link with local economic development strategies.”

Differences between the Executive Order and the Major Provisions of Governor Locke’s Request Legislation

**Membership of the Workforce Board:** Governor Locke’s bill would have established 18 voting members: 5 business, 5 labor, 5 state agencies (adding the Department of Social and Health Services and the Department of Community, Trade and Economic Development), and one representative each of private career schools, community-based organizations, and local elected officials.

**Appointment of the Workforce Board Executive Director:** Governor Locke’s bill would have had the governor appoint the director, deleting the business and labor nomination process. The director would have served at the pleasure of the governor.

**WorkFirst and Other Programs:** The bill would have directed the Workforce Board to “work in partnership with the training related components of the temporary assistance for needy families program [WorkFirst], the work related components of the state vocational rehabilitation program, community service employment under Title V of the older Americans act; training activities carried out through contracts with the United States Department of Housing and Urban Development; and community services block grants authorized under the national community service act, to integrate these programs into unified planning. The governor may approve inclusion of these programs into the work force development system.”
Coordination Tools Available to the Workforce Board

This paper lists the major tools that the Workforce Board has at its disposal to help coordinate the programs of the workforce development system.

Plan Review

RCW 28C.18.050 (5) “The board shall monitor for consistency with the state comprehensive plan for workforce force training and education the policies and plans established by …the advisory council on adult education, and the Washington state plan for adult basic education, and provide guidance for making such polices and plans consistent with the state comprehensive plan for workforce training and education.”

RCW 28C.18.080(3) “Operating agencies represented on the board shall have operating plans for their work force development efforts that are consistent with the comprehensive plan and that provide detail on responsibilities under the plan. Each operating agency represented on the board shall provide an annual progress report to the board.” (6) “The board shall report to the appropriate legislative policy committees by December 1 of each year on its progress in implementing the comprehensive plan and on the progress of the operating agencies in meeting their obligations under the plan.”

E.O.99-02 3G. “Review the plans of local workforce development councils for consistency with the state unified plan and recommend to the Governor whether or not local plans should be approved.”

Reviews of Legislative and Budget Requests

RCW 28C.18.060 (5) “Review and make recommendations to the office of financial management and the legislature on operating and capital facilities budget requests for operating agencies of the state training system for purposes of consistency with the state comprehensive plan for workforce training and education.”

Establishment of Performance Measurement and Reporting Standards

RCW 28C.18.060(8) “Establish standards for data collection and maintenance for the operating agencies of the state training system in a format that is accessible to use by the board. The board shall require a minimum of common core data to be collected by each operating agency for the state training system.

RCW 28C.18.060(9) “Establish minimum standards for program evaluation for the operating agencies of the state training system…”

RCW 28C.18.060(12) “Provide for the development of common course description formats, common reporting requirements, and common definitions for operating agencies of the training system.”
**Funding**

The Board is the recipient of federal vocational and technical education funds under the Carl Perkins Act and has the authority to set certain policies, within limits established in the Act, on the use of those funds.

Under WIA, the Board provides advice to the Governor regarding the use of funds under the Act.
High Skills, High Wages: 2006

Chapter 3: What is the Workforce Development System?

The workforce development system consists of programs and services that prepare people for employment. There are 18 programs as defined in state statute and by Governor Gary Locke’s Executive Order 99-02. These programs focus on preparing individuals for jobs that do not require a baccalaureate degree, about 75 percent of all jobs in Washington.

The Workforce Training and Education Coordinating Board: System Planning and Evaluation

Created in 1991, the primary roles of the Workforce Training and Education Coordinating Board (Workforce Board) are to provide a system-wide approach to strategic planning and accountability and to foster partnerships among business, labor, and education and training programs. The Workforce Board consists of nine voting members with an equal, tripartite partnership of business, labor, and government/education. The Workforce Board also serves as the state’s Workforce Investment Board as required by the Workforce Investment Act (WIA) and as the State Board for Vocational Education for the Carl D. Perkins Vocational and Applied Technology Act (Carl Perkins Act). Additionally, the Workforce Board licenses and regulates private career schools in Washington.

In order to carry out its strategic planning mission, the Workforce Board, in partnership with the agencies that administer workforce development programs, creates a strategic plan, High Skills, High Wages. The Workforce Board reviews the agencies’ operating plans for consistency with High Skills, High Wages. In order to support policy development, the Workforce Board assesses the workforce development needs of employers and workers, including needs resulting from changes in the state economy and the demographics of the workforce. The Workforce Board also evaluates the results of workforce development programs and manages system-wide performance accountability.

In order to promote partnerships throughout the state, the Workforce Board assists in the creation and support of industry skill panels. There are over 40 industry skill panels throughout the state in key economic clusters, such as health care and information technology. The skill panels consist of employers, labor, and education and training providers; they assess skill gaps in the clusters and develop strategies for addressing the gaps.

Figure 1

State Workforce Development System (RCW 28C.18, RCW 50.12, and EO 99-02)*

<table>
<thead>
<tr>
<th>OPERATING AGENCY</th>
<th>ANNUAL PUBLIC FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board for Community and Technical Colleges</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Technical Education</td>
<td>$351,362,402</td>
</tr>
<tr>
<td>Adult Education and Basic Skills</td>
<td>76,253,521</td>
</tr>
<tr>
<td>Worker Retraining Program</td>
<td>35,259,100</td>
</tr>
<tr>
<td>Volunteer Literacy Program</td>
<td>436,617</td>
</tr>
<tr>
<td>Job Skills Program</td>
<td>1,975,000</td>
</tr>
</tbody>
</table>
### Office of Superintendent of Public Instruction
- Secondary Career and Technical Education ........................................ $273,388,239
- Even Start Family Literacy Program ............................................... 2,764,443

### Employment Security Department
- Workforce Investment Act, Title I-B Dislocated Workers Program........ $35,787,000
- Workforce Investment Act, Title I-B Adult Training Programs............. 23,000,000
- Workforce Investment Act, Title I-B Youth Activities Program .......... 25,342,000
- Training Benefits Program ............................................................ 20,000,000
- Wagner-Peyser ............................................................................... 15,617,015

### Department of Social and Health Services
- Division of Vocational Rehabilitation ............................................... $49,101,381

### Department of Services to the Blind
- Vocational Rehabilitation for the Blind ........................................... $7,672,900

### Workforce Board
- Carl D. Perkins Technical Education ............................................... $1,167,968
- Private Vocational School Act ...................................................... $177,164

### Department of Labor and Industries
- Apprenticeship ............................................................................... $1,200,000

**Total Public Funds ....................... $920,812,034**

*Other programs are not included in the state statute and executive order but are related to the workforce development system since they also prepare individuals for employment.*

---

**Figure 2**

### Related Workforce Development Programs

- Washington’s Temporary Assistance to Needy Families (TANF) Work Programs
  - WorkFirst Employment Services (ESD)
  - Workforce Training (SBCTC)
  - Community Jobs (CTED)

- Refugee Assistance Program (DSHS)
- North American Free Trade Act and Trade Adjustment Assistance Program (ESD)
- Employment and Training for Migrant Seasonal Farm Workers (OIC)
- Washington Service Corps/AmeriCorps (ESD)
- Offender Employment Services (ESD)
- Job Corps (U.S. Dept. of Labor)
- Offender Education Program (DOC)
- Washington State Business Enterprise for the Blind (DSB)
- Washington Conservation Corps (DOE, DNR, DFW, DP&R)
Local Workforce Development Councils: meeting local workforce priorities

Under Executive Order 99-02, the Governor called for the establishment of local Workforce Development Councils (WDCs) in 12 areas of the state to serve as Local Workforce Investment Boards required under the WIA. The Governor directs these local councils to:

- Develop a local unified plan for workforce development, including a strategic plan, an operating plan for WIA Title I-B, and other program operating plans consistent with the strategic plan.
- Ensure linkages of workforce development with economic development.
- Conduct oversight of the WorkSource (One-Stop) system and promote the coordination of workforce development activities at the local level.
- Establish youth councils to coordinate services to disadvantaged youth.
- Provide for a coordinated and responsive system of outreach to employers.
- Collaborate in the development of WorkFirst service area plans.

WDCs are comprised of a majority of business representatives and include labor, education, community, and public agency representatives. WDCs have the flexibility to set priorities for their local areas while addressing the challenges in the Governor’s Executive Order. Accountability for results is a responsibility shared by the local councils, the Workforce Board, and the Employment Security Department.

Workforce Development for Youth

Secondary career and technical education
Career and Technical Education (CTE), formerly known as vocational education, enables students to explore career options, learn academic and life skills, and prepare for work and postsecondary education. Model CTE programs integrate occupational skills learning with academic content. CTE programs are offered in grades 9-12 through approximately 235 local school districts and 10 vocational skills centers.

Currently, the State Board of Education (SBE) requires that all students complete at least one CTE course or its equivalent to fulfill graduation requirements. Some students complete an entire CTE sequence involving several related courses. The extent of CTE offerings varies significantly with district size, location, administrative support, and philosophy, resulting in varied opportunities for the state’s high school students.
The Office of Superintendent of Public Instruction (OSPI) has adopted CTE program standards which are used to approve and evaluate all CTE programs to ensure they incorporate workplace skills and industry-based skill standards. The program standards differentiate programs as “exploratory” or “preparatory.” Students taking exploratory programs explore a CTE program area or cluster to help them determine if they are interested in pursuing the program area/cluster leading to employment or related post-high school training. Preparatory career and technical education programs provide opportunities for students to master occupational skills based on industry-defined standards, which will prepare them for employment after graduation and/or advanced placement into a postsecondary CTE program.

In addition, OSPI provides curricular frameworks that organize all CTE programs within broad career pathways: agriculture and science; business and marketing; health and human services; and technology and industry. These frameworks are based on national career cluster standards, incorporate appropriate and related essential academic learning requirements, include employability and leadership skills, and identify occupational skills to be learned in exploratory and preparatory coursework. The Carl Perkins Act, as amended in 1998, emphasizes the importance of integrating academic standards into CTE. Known as Perkins III, the Act provides additional funds for secondary and postsecondary career and technical education, and emphasizing vocational programs’ use of technology, teacher training, and distance learning. Perkins III increases state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including Tech-Prep education, and builds on state and local efforts to develop challenging academic standards. Nearly all community and technical colleges are applying the Tech-Prep model that offers students the opportunity to gain college credit when they take career and technical education courses in high school.

### The K-12 System and CTE Advisory Councils

The State Board of Education (SBE) sets policies for the K-12 school system. SBE oversees K-12 accountability, including setting CTE performance standards consistent with federal law and establishing targets for high school graduation rates.

Locally elected school boards set K-12 policies at the district level. Districts with approved high school CTE programs are required to have general advisory councils and a program advisory committee for each CTE program. Composed of representatives of business and labor, these councils and committees help schools ensure their programs meet the skill needs of local industries.
What Are Skills Centers?

A skills center is a regional educational and training institution that serves multiple school districts, is operated by a host local school district, and has an identifiable core facility. Skills centers provide career and technical education programs that are cost or enrollment prohibitive for individual schools and/or districts in the service area to offer. Students age 16 to 21 in grades 11 or 12 learn job preparation skills and can take advantage of the close relationships that skills centers forge with industries. For example, the New Market Skills Center, Tumwater, offers computer game program design taught by the Digipen Institute in conjunction with Nintendo. It is an advanced placement program that includes math, computer science, computer programming, and 3D animation. Skills centers offer education and training in a variety of occupations, including health care occupations that are currently experiencing shortages.

Students learn basic skills, workplace readiness skills, and entry-level occupational competencies. They learn about career and postsecondary opportunities, participate in internships and work-based learning, develop a personal career portfolio, and participate in a wide range of leadership activities/programs. They may also receive advanced placement or college credit through Tech-Prep programs.

An administrative council, comprised of the superintendents of the participating school districts, governs each skills center. Local districts contribute to the facility and equipment acquisition, and each district has an equal vote.

The K-12 foundation

Primary and secondary school education provides a critical foundation for learning throughout a student’s life. It is expected to provide the academic skills students will need as adults, citizens, and employers and employees.

Washington Performance-Based Education Act of 1992 and the Education Reform Act of 1993 set four student learning goals. The fourth goal states students must, “Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.” For virtually all students, whatever option they choose upon leaving high school will eventually lead to the workplace. Whether they enter the state’s workforce as student employees, summer workers, or full-time entry-level employees, Washington’s youth must be prepared to be successful. As an increasing number of college students work part- and even full-time, the importance of basic workplace competencies also increases for all students. And, general work readiness skills are increasingly being demanded by businesses moving to a high-performance style that demands higher teamwork and problem-solving skills from even their frontline workers. The Workforce Board is piloting assessments for credentialing of general workplace skills (see information on the work readiness credential on page __)

Career Guidance and transitions to life after high school

New requirements for students graduating in 2008 and beyond call for completion of a culminating project and an individual plan for the student’s high school experience and one year beyond. Secondary schools are being asked to adopt a comprehensive guidance curriculum that includes a consistent relation with an assigned advisor for the entire time in school, student-led
advisor-parent conference and the integration of student planning and preparation into course curricula and schedules. (See Navigation 101 on page ___.) These strategies aim to ensure students connect what they learn in high school with future education and career options.

In order to improve transitions to life after high school, schools are partnering with community and technical colleges and baccalaureate institutions to improve the coordination of secondary and postsecondary education. Running Start, Tech-Prep, College in the High School, Advanced Placement courses—all of these are examples of options increasingly available to students so they can prepare for their education after high school and often earn postsecondary credits at the same time. High schools also partner directly with employers to enable students to explore or prepare for specific kinds of employment at the high school level. A new program initiated by Governor Gregoire will provide direct entry into apprenticeship programs for students completing appropriate coursework in high school.

**The Five P’s**

OSPI encourages high schools to organize their courses and structure to facilitate effective student transition to life beyond high school. The Five P’s—Pathways, Portfolio, Project, Plan, and Parents—can form the basis of such a structure.

1. **Pathways**—Career pathways are an organized sequence of classes and activities that contribute to preparation for occupations of a similar kind (health or business, for example).

2. **Portfolio**—A portfolio is a collection of student work and achievements used by the student to document progress along the pathway.

3. **Project**—A culminating senior project completed by the student illustrates his or her pathway work, and is usually presented to a panel of community reviewers for evaluation.

4. **Plan**—A student develops an individual plan for the year after graduation, including the steps needed to accomplish the goal (e.g., completing the first classes of an articulated program; preparing to meet baccalaureate admission standards; or earning industry skills certification).

5. **Parents**—Involving parents and guardians in their child’s planning and preparation for life after high school is important. Parents also need to know the options available to their children; creating a formal structure within the school schedule to encourage parents’ assistance in supporting and guiding their children in choosing courses that fulfill future study and career goals is helpful.

**Preparing low-income youth for the workforce**

**Youth councils**

WIA Title I-B provides for programs that prepare low-income youth ages 14 to 21 for academic and employment success. The program is administered by the Employment Security Department (ESD), which partners with the Workforce Board to develop a five-year operation plan. The Governor and the Department of Labor (DOL) must approve the plan. Local WDCs develop similar operations plans and receive funding based on federal and state allocation formulas.
Local WDCs appoint their members and other youth representatives to a Youth Council that reviews assets and gaps of youth-related services in their communities and makes recommendations to WDCs on services for at-risk or out-of-school youth (WIA Title I-B eligible youth).

Local providers assess youth to determine their academic skill level and support service needs. These assessments enable the customizing of services to suit the needs of individual youths. Services include counseling, tutoring, job training, mentoring, or work experience. These youth may also participate in summer employment, skills training, or instruction in obtaining a GED or equivalent.

All 12 youth councils have also been working the last few years to develop dropout prevention, intervention and retrieval programs in partnership with school districts that have high dropout rates. (See the Dropout Prevention Initiative on page __.)

**Workforce Development and Employment Services for Adults**

*Postsecondary technical education*

Workforce training and education for the 21st century is one of the major goals of community and technical colleges. According to the State Board for Community and Technical Colleges (SBCTC), the mission of workforce training is to provide “workforce education, training, and retraining programs at community and technical colleges that will help students learn the full range of basic, pre-college, technical, and academic skills they need to get high-wage jobs and adapt to future career requirements in Washington’s changing economy.”

Nearly half of all state-supported students (45 percent) [update] enrolled in community and technical colleges in 2005-2006 were upgrading skills, retraining, or preparing for an initial career. All community and technical college programs are open to high school graduates or persons aged 18 years or older. Full-time students are assessed at admission and placed into appropriate courses. Some programs have prerequisites or selection criteria dictated by licensing or accreditation requirements.

SBCTC’s has developed the following goal statement for workforce training:

- Colleges will work with employers, labor groups, economic development organizations, and public sector employment specialists to ensure that workforce education and training programs are relevant to local needs and enable students to get jobs close to home.
- The colleges will work closely with employers and labor groups to make sure their workforce education and training programs lead to job opportunities for highly trained graduates in emerging, high-wage career fields.
- Workforce education and training programs will be designed to train workers in fields whose services are highly valued by society, such as health care and child care.
- Colleges and the college system will collaborate with public and private organizations to cover the cost of starting or revamping programs and to ensure that instructional equipment remains up-to-date.
- Instruction and training will be delivered in ways that meet the needs of students and employers, including short-term training at business sites.
In order to fulfill the workforce training mission, Washington’s community and technical colleges offer a variety of postsecondary technical programs that include:

- Preparatory technical education that provides skills training for entry-level employment in a variety of technical occupations.
- Upgrading of skills and retraining to improve or supplement workers’ skills in order to remain competively employed or to advance their careers.
- Supplemental instruction in the classroom for indentured apprentices. This is a required component of apprenticeship programs that complements training and experience on the job.

In addition to state funds, Perkins III provides important supplemental funding for postsecondary workforce training targeted to improving the quality and outcomes of the programs.

**The Community and Technical College System**

Most students who graduate from Washington’s high schools today will enroll in some form of postsecondary education or training. The largest number of graduates will attend the state’s community and technical colleges. Washington has 34 community and technical colleges covering every county in the state. Training is offered at more than 600 sites including multiple extension sites, technology centers, business centers, and state prisons. SBCTC, a nine-member board appointed by the Governor, oversees the community and technical college system.

Each college district has a board of trustees and a general advisory council and/or program advisory committees of business and labor representatives that approves, designs, and modifies workforce education and training programs, also known as occupational programs. Program advisory committees use their industry expertise to update curricula, identify new technologies to be obtained, and participate in the hiring of key instructors.

**Developing industry-based skill standards**

Community and technical colleges and industry skill panels engage businesses and labor to define the skills they require. These voluntary “skill standards” provide the framework for:

- Assessing training needs.
- Communicating performance expectations to employees.
- Clarifying expectations among employers, students, and educators.
- Designing curriculum that matches workplace requirements and improves the employability and productivity of students.
- Articulating with secondary programs.

Industry-defined skill standards specify what employees must know and be able to do within a particular industry and occupation, thus enabling instructors to prepare students for success. Skill standards enable vertical and horizontal articulation between programs.

For program sectors where skill standards are well developed, programs can recognize the skills of incoming participants, no matter where those skills are learned—on a job, in high school, at a two-year college, or through some other public or private program. Instructors do not have to repeat what participants already know. When individuals are certified as meeting industry standards, employers know they have the skills to do their jobs.
Apprenticeship
Studies indicate that the integration of classroom and on-the-job training is an effective way to teach career and technical skills. An example of this type of learning has been in place for centuries—apprenticeship.

Apprenticeship programs are supervised by joint labor-management committees that approve curricula, monitor quality, screen and select applicants, and ensure that skills are portable. Industry and labor representatives constantly review programs to ensure their standards are up-to-date with changing workplace needs.

To be eligible for an apprenticeship program, individuals must be at least 16 years old and meet other minimum qualifications established by the industry. These entrance requirements can be rigorous, and apprentices may enroll in preapprenticeship programs to prepare them for entry into apprenticeship programs.

Standards for apprenticeship agreements include a progressive increase in wages over time as new skills are mastered. Programs are designed to provide individuals with the ability to progress from entry-level to fully qualified journey-level workers. Completion standards include a minimum total hours worked and annual minimums for related and supplemental instruction.

The Washington State Apprenticeship and Training Council oversees apprenticeship training programs statewide. The Apprenticeship section at the Department of Labor and Industries is the administrative arm of the Council. Financial contributions from employers and workers support apprenticeship programs.

Private career schools
To obtain or upgrade the skills needed in the labor market, many Washington residents enroll with private sector providers of workforce training. Private career schools are independent businesses that provide occupational training. Most of them are small. They provide training at both the sub-baccalaureate and baccalaureate levels. As of the fall of 2005, 241 private career schools were licensed to offer sub-baccalaureate diplomas or certificates in Washington State.

No public funds are appropriated for private schools, although eligible students may obtain federal grants and loans to pay for educational expenses if the school they choose has been authorized to participate in U.S. Department of Education student aid programs. In addition, under WIA Title I-B training services, some adults and dislocated workers are eligible for Individual Training Accounts (ITA) that will support tuition at postsecondary public and private schools that are on the Eligible Training Provider List (ETPL). School programs must pass minimum employment and wage standards for their program completers to be on the ETPL.

Approximately 109 schools (private career schools, community and technical colleges, four-year universities, and high schools) are currently approved by the Workforce Board to train eligible veterans and dependents in certificate programs, thus providing access to Veterans Administration educational benefits.

Private career schools are partners in the workforce training and education system, voluntarily contributing to many aspects of the system’s growth and development. They gather and report annual demographic data of value to the Workforce Board’s system evaluation “Workforce
"Training Results, " and are active contributors to the accountability and consumer reports system known as Job Training Results.

**Customized employee training**

**Employer-supported training**

Many Washington employers offer their employees some sort of formal training. According to a 2005 Workforce Board survey of Washington employers, 44 percent provided or paid for at least four hours of classroom training that includes training in workplace practices, basic skills training (reading, writing, math, and English language skills), and training in job-specific skills. Among the firms that provided classroom training, 88 percent provided such training in job-specific skills, 67 percent provided it for workplace practices, and 19 percent provided it for basic skills.

Employers have been increasing training over the last three years due to the expanded use of computers and high-performance work organization practices. Skills required to adequately perform production or support jobs have increased and employers project that their needs for workers with postsecondary training will continue to increase during the next five years, and the greatest needs will be for vocational associate, master’s, doctoral, or professional degrees.

**Publicly supported customized training**

While many businesses contract directly with the community and technical colleges to provide training, they can sometimes qualify for state assistance. The Job Skills Program (JSP), created by the Legislature in 1983, brings together employers and educational institutions to provide customized employee training. State funds are combined with employer matching funds to support: employee training for prospective employees of a new plant or when a company expands; current employee retraining when required to prevent the dislocation of those employees; current employee upgrading to enhance productivity and provide advancement opportunities; and industry initiatives supporting the development of customized training programs for several companies within an industry.

The 2006 Legislature created another incumbent training program, the Customized Training Program (CTP), to provide training assistance to employers looking to expand or locate in the state. Under this program, employers must ensure that the number of employees an employer has on payroll following the completion of the training program increases by seventy-five percent of the number trained. Upon completion of the training, employers make payments into the account that finances the program, thereby replenishing the fund. B&O tax credits are available for these payments.

The Department of Community, Trade and Economic Development (CTED) and local economic development agencies consider JSP and CTP valuable tools for recruiting companies to relocate in Washington and to assist state-based companies to expand. Public secondary or postsecondary institutions, independent institutions, private careers schools, and apprenticeship trusts in partnership with businesses or groups of businesses are eligible to apply for JSP funds. JSP also prioritizes areas with new and growing industries, industries with a shortage of skilled labor, economically disadvantaged areas with high unemployment rates, and areas affected by economic dislocation. Private employers who have entered into a training agreement with a public community or technical college or a private career school are eligible to apply for CTP funding.
**Business retention and expansion**
Existing businesses create 60 to 80 percent of all new jobs. Local companies are valuable assets that communities cannot afford to ignore or lose. The jobs they generate further employment gains and create new businesses and tax revenues to boost local economies.

CTED’s Business Retention and Expansion program works with manufacturing firms to support retention and expansion. CTED, in conjunction with local Economic Development Councils (EDCs), identifies threatened or expanding manufacturing companies and provides problem-solving and technical assistance to these firms. The program also focuses on early warning, coordination of services and resources, assessment of industry issues, capacity building for EDCs, and assistance to rural counties with local business visitation programs.

**Aiding dislocated workers**
When the federal Unemployment Insurance (UI) system was created, the most common cause of unemployment was reduction in demand due to the business cycle. At that time, a laid-off worker had a reasonable expectation of returning to the same job or obtaining the same type of job in another firm within six months after the economy moved out of the bottom of the cycle.

While this is still true for some industries, layoffs in today’s economy are increasingly due to structural changes as technology advances and global labor markets shift. Employers who have closed, moved, or eliminated the need for certain types of skills will not call laid-off employees back. Workers who have lost these jobs often find their skills are obsolete in the rapidly changing market. Before they can become reemployed, they often need retraining to upgrade their skills or acquire new ones.

WIA Title I-B provides dislocated worker services. These include rapid response services for workers and firms facing substantial layoffs, including establishing labor-management committees and pre-feasibility studies of employee ownership. Up to 25 percent of the funds may be used to support rapid response services to employers and worker representatives after a business closure is announced. Under WIA, all dislocated workers are eligible for core services, such as job counseling and job availability information. They are also able to access “intensive” services and training services when necessary to find suitable employment.

**Worker Retraining Program**
The Worker Retraining program supports education and training opportunities for dislocated workers and long-term unemployed workers at community and technical colleges and private career schools.

Workers who qualify for the program may receive financial assistance that can help with their tuition, as well as offset the costs of child care and transportation. After their unemployment insurance runs out, students may receive additional financial assistance to help with living expenses. Worker Retraining programs must prepare students for occupations that have demonstrated employment demand for qualified workers and lead to jobs providing a living wage appropriate to the local labor market. The results of the program are strong. In the class of 2003-2004, 85 percent of program participants were employed seven to nine months after exiting the program.
Training Benefits program
The 2000 Legislature enacted the Training Benefits program that offers dislocated workers
additional unemployment insurance benefits for up to 74 weeks (depending on their industry)
while they are in retraining. To be eligible, a claimant must show a need for training to find
suitable work, establish that the full-time training program will enhance their marketable skills
and earnings, and that the training is for an occupation in high demand in their local labor market
as determined by the local WDC.

WorkSource: Washington’s One-Stop Career Center Service

Employment Security Department
The mission of Employment Security is to help people succeed throughout their working lives.
Employment Security carries this out by supporting workers during times of unemployment,
connecting job seekers with employers who have jobs to fill, and providing business and
individuals with the information and tools they need to adapt to a changing economy.

Employment Security is the state administrative agency for WIA Title I-B, labor market
information and analysis, and implementation of the WorkSource one-stop service delivery
system. Employment Security also administers the unemployment insurance program and
employment services under the Wagner-Peyser Act.

WorkSource
Employment Security collaborates with other state agencies, WDCs, and service delivery entities
to provide employment services to employers and job seekers through WorkSource, which is
Washington’s One-Stop career center system as required by WIA. This system, launched in
2000, has increased efficiency in delivery of employment services and access to training and
support services and is designed to provide more accessible and user-friendly services.

WorkSource is the primary portal to Washington’s workforce development system for employers
and adults, including those with barriers to employment. Basic employment services, such as
labor market information, career counseling, and job search assistance, are widely available on-
site at comprehensive WorkSource Centers and affiliate sites and through self-service over the
Internet.

Beyond these basic services, WorkSource offers information about, and access to, a wide array
of workforce development programs, including courses at community and technical colleges,
private career schools, and other training providers. (See www.go2worksource.com.)

Employers use WorkSource to:

- Post job announcements and review resumés.
- Obtain recruitment, screening, and referral of qualified applicants.
- Receive technical assistance on labor regulations, recruitment, tax credit information, and
  unemployment insurance.

People seeking new or better jobs use WorkSource to:

- Obtain an initial assessment of their employment needs and readiness.
Receive job guidance.
Obtain information on available jobs.
Post resumés.
View the results of training programs.

All individuals legally entitled to work in the United States and all employers are eligible for WorkSource services. Some programs are targeted to particular populations such as UI claimants, dislocated workers, migrant seasonal farm workers, veterans, and persons with disabilities.

WDCs have oversight of the WorkSource system in their local workforce development area, and WorkSource Centers operate in each. There are 27 WorkSource Centers and 43 affiliates spanning the 12 local workforce development areas of the state.

Figure 3

WorkSource Partner Programs

WorkSource partners include, among others, local programs administered by three state agencies: The Department of Social and Health Services, Employment Security Department, and the State Board for Community and Technical Colleges. WIA and state policy require specific WorkSource partners.

WorkSource Partners Required by WIA

- WIA Title I-B Youth, Adult, and Dislocated Worker Programs
- Public Labor Exchange Services funded under the Wagner-Peyser Act Veterans Workforce Programs
- Trade Adjustment Assistance and North American Free Trade Agreement Programs
- Local Veterans Employment Representatives/Disabled Veterans Outreach Program
- State Unemployment Compensation Programs
- WIA Title II Adult Education and Literacy Programs including English as a Second Language (ESL) Programs
- Postsecondary Vocational Education Programs funded under the Carl D. Perkins Vocational and Applied Technology Act
- Senior Community Service Employment Program funded under Title V of the Older Americans Act
- Vocational Rehabilitation Programs authorized under parts A and B of Title I of the Rehabilitation Act

WorkSource Partners Required by the State

- Claimant Placement Program
- Postsecondary Career and Technical Education Programs
- Worker Retraining Program
- WorkFirst
Other Programs Encouraged to be Part of the WorkSource System

- Apprenticeship Programs
- Americorps/Washington State Service Corps
- Tech-Prep Consortia
- Private Career and Technical Schools
- Other Programs identified by the WorkSource Regional Partnerships

Workforce Preparation and Employment Services for Adults with Barriers

*Assisting low-income adults*

The WIA Title I-B Adults program prepares individuals 18 years and older for participation in the labor force by providing “core services,” access to job training, and other services coordinated through WorkSource. Core services, such as skills assessment, labor market information, consumer reports on training programs, and job search and placement assistance, are available for all workers including those who are not disadvantaged. Unemployed individuals who have been unable to find jobs and those who are employed, but need additional services to reach self-sufficiency, are able to access “intensive services.” Priority is given to welfare and low-income clients.

Intensive services include comprehensive assessments, individual counseling, employment planning, and short-term prevocational services. Third-tier “training services” are available to adults who meet intensive service eligibility but are unable to obtain or retain employment through those services. These individuals are eligible for a training voucher, an Individual Training Account (ITA) that pays for training services and is designed to provide customer choice.

*WorkFirst* is the state’s Welfare-to-Work program for recipients of TANF and other low-income individuals. DSHS is the lead agency for WorkFirst in partnership with ESD, SBCTC, and CTED. Participants enter into a “personal responsibility contract” that includes an assessment of skills, prior work experience, employability, and actions that will be taken to achieve the plan’s goals. WorkFirst participants may be eligible for a variety of education and training, employment, and support services. A few of these are outlined as follows:

*Employment Services* provides employment services to eligible TANF parents to help them achieve their employment goals in the best jobs they are qualified for. Parents are provided services in an atmosphere that is focused on making the best possible employment match based on a Work Skill Assessment and individualized services. Activities are monitored with each parent to ensure they are moving toward their employment goals when it becomes apparent that a parent needs other services to help them meet their goals. They are referred quickly to connect them with those services.

*Community Jobs* program provides comprehensive, paid work experience plus training opportunities for TANF recipients who are encountering barriers entering the regular job market. CTED administers the program through contracts with private nonprofit organizations. Participants work for a minimum of 20 hours per week and have access to one-on-one mentoring support to resolve barriers to work. Participants remain in the program up to six months in order
to gain both substantial work experience and an opportunity to deal with life situations beyond crisis management. The ultimate goal is unsubsidized job placement. The program serves about [new number] participants per year.

**Workfirst Training.** Under this program, community and technical colleges and WorkFirst training providers at community-based organizations and private colleges are awarded funds to provide customized job skills/integrated basic skills training, work-based learning/work study, WorkFirst financial aid/work-based learning tuition assistance, other basic skills and/or job skills training, postemployment services, and child care or other services.

**Basic Skills**

**Increasing adult literacy, basic skills, and English language skills**
Adult basic education services are provided primarily in programs administered by SBCTC with advice from the Washington Adult Education Advisory Council. The purpose of these programs and services are to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Assist adults in the completion of a secondary school education. Programs and services are provided by the state’s community and technical colleges and community-based organizations. They include adult literacy, family learning, workplace skills enhancement, English language instruction, citizenship classes, basic skills education, high school equivalency preparation, and alternative high school diploma.

Adult Basic Education (ABE), English as a Second Language (ESL), and GED Preparation programs help adults improve their English language reading, writing, and speaking skills, their math skills, and problem-solving skills so they can be more successful as workers and family and community members.

Under the Volunteer Literacy Program, over twenty-five programs funded through the SBCTC use trained volunteers both to augment the learning of students who are receiving classroom instruction, and to provide individual and small group instruction to adult learners.

The WorkFirst program has also developed a special program for participants who have difficulty communicating in English. The Limited English Proficiency (LEP) Pathway blends ESL instruction, job search assistance, work, or work-like activities. Those who are employed remain eligible for post-employment services. Over 60 percent of the families who need LEP services are former refugees who come to this country with intact families.

**Improving Earnings for People With Disabilities**

**The Division of Vocational Rehabilitation (DVR)**
As discussed in Chapter 2, “Washington’s Changing Workforce,” there is high unemployment and underemployment among individuals with disabilities. DVR offers vocational rehabilitation and training services to help individuals with disabilities become employed. The primary
objective is competitive, full-time employment. Depending on the individual’s disability and functional limitations, other outcomes are sometimes more appropriate, such as part-time employment, self-employment, homemaking, sheltered employment, or supported employment. To meet these objectives, a series of customized services are offered, such as assessment, counseling, vocational and other training services, physical and mental restoration services, and job search and placement assistance.

With the incorporation of the Rehabilitation Act into WIA, a key challenge is to develop partnerships in WorkSource sites. Coordination involves ensuring accessibility of WorkSource core services to persons with disabilities and the inclusion of vocational rehabilitation services as part of the WorkSource system.

The Department of Services for the Blind (DSB)
DSB administers vocational rehabilitation services for individuals with limited vision. DSB services include assessment and referral, vocational counseling, job referral and placement, and rehabilitation training in adaptive skills, jobs skills, and assistive technology. DSB also provides occupational licenses, tools, equipment, technological aids, and other goods and services that can be reasonably expected to help participants achieve successful employment outcomes. DSB currently employs 12 full-time counselors with an average annual caseload close to 100 participants who require intensive vocational rehabilitation services.