



SOUTHWEST
WASHINGTON



**WORKFORCE
DEVELOPMENT
COUNCIL**

Five Year Strategic Plan



2008 - 2013

Dear Community Members:

We are pleased to present to you the Southwest Washington Workforce Development Council 2008-2013 Strategic Plan. This plan represents the work, insights, and expertise of more than 150 business, education and community leaders and incorporates regional and national perspectives and best practices.

The need for workers at all skill levels will continue to increase and the workforce system must be agile and responsive to these needs. The goals and strategies in this plan represent a course of action that will be undertaken over the next five years. The SWWDC will continue to work with its partners and employers to prioritize activities and develop yearly work plans that successfully implement these strategies.

As a key connector of Southwest Washington's workforce development resources, the SWWDC looks forward to continuing to facilitate and enhance strong working relationships among workforce, education, community, business, and economic development partners to build a skilled workforce that supports business and industry in Southwest Washington.

Sincerely,

Keith McPhun
Chair



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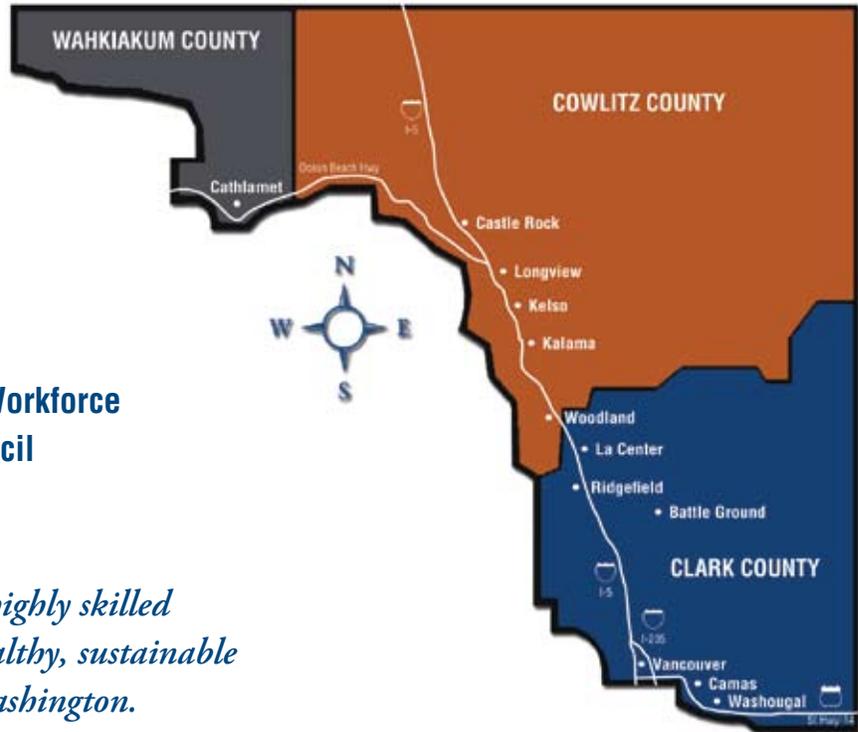
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Southwest Washington Workforce Development Council

Mission

*To prepare and promote a highly skilled
and adaptive workforce for a healthy, sustainable
economy in Southwest Washington.*



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Executive Summary

The Southwest Washington Workforce Development Council (SWWDC) provides leadership and resources to increase economic development with a trained and productive workforce in Clark, Cowlitz, and Wahkiakum Counties.

Since its establishment in 2002, the SWWDC has worked with its partners to deliver results-oriented services for employers and residents, and to build a set of strong working relationships to leverage the resources and expertise of the community's workforce development partners. With this foundation in place, the next five years will focus on developing an agile and future-focused workforce system that delivers flexible services, is responsive to emerging growth areas, and addresses the growing gap between those engaged and disengaged in the labor force.



WHERE WE'VE BEEN

The last five years of workforce development have been remarkably successful in Southwest Washington. In 2003, a newly invigorated workforce development council shifted emphasis from social services to economic development, focusing on objective outcome measurements. Collaboration among workforce, education, community, business, and economic development partners has increased significantly. As a result, over the last five years the number of individuals WorkSource placed in jobs increased 127 percent and the number of people who completed formal skills training increased by more than 73 percent. The average cost per job placement declined by 76 percent for adults and 64 percent for dislocated workers.

Perhaps most remarkably, the workforce development programs made these gains at the same time that significant numbers of people with disabilities, ex-offenders, and other hard-to-serve individuals enrolled in the programs. The programs also worked closely with local economic development agencies to assure that WorkSource would be ready and able to fill the jobs generated through regional job creation strategies.

Youth programs succeeded in improving academic and occupational skills among young people ages 16-21, many of whom were not on track to complete

high school. Positive results for Workforce Investment Act (WIA) funded youth programs have remained high during this five year period even though the focus of services has shifted to more challenging populations such as youth in foster care, court involved youth, drop-outs, parenting youth, and those who are deficient in basic skills.

The SWWDC also took on several target industry projects with its partners. Notable accomplishments include the Health Care Skills Panel. An example of the results of this project was the creation of a web-based clinical (practicum) scheduling tool for nursing programs throughout the region. The project is now used by all nursing programs in the metropolitan area and is funded by local hospitals, allowing optimal utilization of scarce practicum slots.

Similarly, the SWWDC and Clark College facilitated an industry-wide effort in freight transportation, resulting in an understanding of the workforce issues in the transportation and logistics industry. Much work remains to be done in this cluster. In addition, the SWWDC partnered with Lower Columbia College to leverage their National Science Foundation grant and undertake a workforce needs analysis for the pulp and paper industry. The pulp and paper curriculum established at Lower Columbia College, along with other courses at Clark College, will form the nucleus of flexible manufacturing technology training strategies for this important regional sector.

Finally, partnerships among the educational institutions, community organizations, government, and the private sector have grown, improving linkages between what is taught in the classroom and what is needed in the workplace.

WORKFORCE TRENDS AND CHALLENGES

Over the next ten years the labor shortage will become even more critical as baby boomers retire and the number of younger workers decreases. The labor shortage, especially in the growing number of occupations requiring higher skills, will be exacerbated by flattening education trends, an increasingly disengaged young adult population, and an increase of workers with English as a second language (or no English at all). The mobility of today's workforce who will, on average, hold more than 10 jobs between the ages of 18 and 40, means that employers require workers with more applied and work-ready skills, and workers must continually retool and upgrade their competencies.

In the past decade, the number of students receiving college degrees has flattened, and the number of 18-24 year olds with no high school diploma or GED remains at over 20%. As a result of low skills, intergenerational poverty remains high, notwithstanding a strong economy, and a growing number of young adults age 16-29 are not fully participating in the labor force.

In addition to entry level jobs, the number of technical and professional jobs will continue to grow at rates faster than many other jobs. Manufacturing and

logistics will continue to be important in Southwest Washington and those jobs will require higher skills. Emerging industries such as alternative energy, biotechnology, and green products and services, along with the already growing health and medical field means a continued emphasis and expansion of K-12 mathematics and science, as well as life science, engineering, and material sciences degrees.

These trends and others will require the workforce system to serve more people (increased scale) and in faster and more flexible ways (increased pace). The need for increased scale and pace means that the traditional "silo-ed" approach to funding or delivering programs will no longer be effective—the workforce system will need to be optimized based on customer needs, with services more integrated and resources better leveraged.

WHAT WILL BE DIFFERENT?

Building on the success of the past, this five year strategic plan calls for further focus, broader partnerships and shifting priorities based on the widening skills gap and worker shortage. The SWWDC will take this opportunity to target investments more narrowly and will seek to influence and align the investments of partner organizations.

The following strategies do not imply that the SWWDC will shift its successful emphasis on filling the jobs created through economic development or drop out prevention, strategic integration of WorkSource programs, or other key accomplishment

to date. The plan will continue to focus on a demand-side system. However, the expanded focus over the next five years will:

- **Bring employers together with the education community.** With increasing demands on the education system, the SWWDC can play a key role in strengthening the connections between education and industry, and providing supplemental programs that help to increase the success of our schools. By acting as a bridge between these two worlds, the SWWDC facilitates development of more and better opportunities for applied learning. Applied learning is also a way to "hook" participants on a wide variety of occupations. Employers can also play important roles in mentoring teachers and students, in promoting workplace tours, and providing classroom speakers and related strategies.
- **Shift focus from placement volume to higher quality placements.** Simply placing a poor person in a low-wage job is no longer adequate. The "value add" of WorkSource should be moving people along an individualized path to economic self-sufficiency. This will likely mean that WorkSource will enroll fewer clients in WIA and that success will be measured by the extent to which clients move toward self-sufficiency. WorkSource will use tools like the Self-Sufficiency

Calculator¹ to plan strategies with clients and to measure success. This also implies more strategic use of training resources (WIA and other), including apprenticeship.

- **Target two generations at once.** It has been said that the best job training program for youth is helping parents get jobs. One focus group participant pointed out, however, that by the time young people are old enough to be enrolled in the youth program, it is often very difficult to reverse the long term unemployment patterns of the parents. A more fruitful approach was suggested – focus efforts on working with young people ages 16-29, especially young parents, who are not bound for four year degrees. Helping young parents become economically self-sufficient creates stability for the whole household and provides positive role models for the next generation of children.
- **Focus on the working poor.** Many people go to work every day but continue to rely on public supports because they lack the skills to become economically self-sufficient. At the same time, employers are searching for people who have an established work history and specific skills. This plan calls for WorkSource to focus proactive efforts on recruiting and training the working poor. That will require creative outreach efforts and community partnerships for WorkSource. It will also require flexible and creative training solutions from the region's training providers.
- **Support the region's educational partners in their efforts to prepare students for post-secondary success.** There are a myriad of efforts to provide academic support, career education, and training to high school students. The SWWDC will work with educational partners to promote, support, and enhance career education, preparation, and training efforts to increase post-secondary success and self-sufficiency. Focus will be on information sharing, service linkages, and applied learning opportunities as a means for students to achieve academic success and career preparation.
- **Optimize the region's training resources.** Federal, state and local governments contribute millions of dollars for education and job training. The SWWDC will convene education and job training partners to promote efficient and effective articulation between programs, to jointly assess and fill gaps in the system, and to align the resources of all partners to assure that the maximum numbers of people successfully enter and complete training in high demand occupations.
- **Implement regional industry cluster strategies.** The SWWDC will work with regional economic development partners and workforce and education organizations to design strategies to meet the needs of various sectors of the regional economy. This work will occur within Southwest Washington as well as with partners in the broader Portland, Oregon and Vancouver, Washington metropolitan area.
- **Better utilize the Council as a forum for collaboration, communication, and measurement of progress.** A Workforce Development Council could be – and should be – a forum that convenes and represents the spectrum of workforce interests in the community. The SWWDC will seek to use the Council itself more actively as an agent of change. The SWWDC will work with industry and economic development groups to identify employer's workforce needs, work with WorkSource and education and training partners to ensure that SW Washington's workforce can meet the employers' needs, and facilitate interagency partnerships. The Council will work with partners to develop collaborative workforce goals as a region and measure the progress toward these goals as a single community.

¹ The Self-Sufficiency Calculator allows WorkSource staff to work with clients to calculate the financial impact of various work and training scenarios, ultimately selecting training and employment plans that set forth a clear path to economic self-sufficiency. The database element of the calculator will allow the SWWDC and its partners to track results individually and collectively. For example, the board might ask to see data about how many participants achieved self-sufficiency over a certain period, where people were when they started, etc. The tool, developed by the Seattle-King County WDC, will be available this October and officially in use in July 2008. It is available for use (free of charge) to all human service and education organizations in the region.

SWWDC Five-Year Goals and Objectives



This five-year plan is based on a set of four goals that work together to provide a range of services for residents and employers. The goals reflect the need to provide a quality workforce for the various skill levels and occupations that support the regional economy and the objective of increasing personal incomes and self-sufficiency.

Accomplishing these goals and objectives require SWWDC and its partners to work closely together and be focused on outcomes and results. SWWDC will continue to act as a convener and facilitator, helping align the resources of the region toward common goals.

GOAL A: Fully engage Southwest Washington youth and adults in the regional economy.

A-1 Reach and engage target populations:

Significantly extend outreach and services to those who have become disengaged in the labor force and education system, especially those 16-29 years of age, the working poor, those with intergenerational poverty, drop-outs, and youth without post-secondary plans.

A-2 Provide tools and resources to help youth and adults plan for career success:

Promote life long learning through career pathways, enhance career assessment processes, provide teachers, counselors and service providers with opportunities to ensure they have the most accurate and current information regarding careers and occupations, and provide activities where individuals can explore career opportunities.

GOAL B: PROVIDE AVENUES FOR RESIDENTS TO PREPARE FOR CAREERS THAT LEAD TO SELF-SUFFICIENCY.

B-1 Encourage individuals to pursue careers and training in industries and occupations that provide paths to self-sufficiency:

Promote high demand occupations and provide mentors to students in high demand training programs.

B-2 Enhance opportunities for applied and experiential learning, particularly in math and science:

Facilitate the development of student internships, increase opportunities to bring business professionals into math and science classrooms to demonstrate real world applications of math and science, support efforts to explicitly integrate mathematics into secondary career and technical education curricula.

B-3 Provide adult basic skills training within the context of vocational and technical education:

Facilitate the expansion of programs that combine adult basic education and English language learning within the context of vocational training, provide work experiences and mentoring support for adults in basic education and English language learning programs, and provide mentors to participants in adult basic training.

GOAL C: PROVIDE SOUTHWEST WASHINGTON INDUSTRIES WITH A SKILLED WORKFORCE.

C-1 Develop strategies for meeting targeted industries' workforce needs:

Develop partnerships between industry clusters and workforce partners to identify training needs, implement training and education strategies and opportunities to support target industries, and support education and training organizations to ensure capacity, varied delivery formats, and enrollment.

C-2 Work with economic development organizations and employers to support regional efforts for business recruitment, retention, and innovation:

Develop a regional workforce marketing strategy, develop strategies to foster business innovation and attract employers and workers, provide assistance to employer groups to understand long-term workforce needs and to develop specific strategies to address them.

C-3 Upgrade skills of incumbent workers:

Develop strategies, policies, and funding for incumbent worker training and work with employers to fill incumbent worker training needs.

C-4 Expand utilization of apprenticeships:

Support Washington State Labor and Industries and businesses in the development of apprenticeships and promote successful pre-apprenticeship programs.

GOAL D: FOSTER A RESPONSIVE WORKFORCE SYSTEM THAT OFFERS SERVICES IN THE TIME, PLACE AND STRUCTURE REQUIRED BY BUSINESS AND WORKERS.

D-1 Operate as a responsive, accountable, and flexible workforce system:

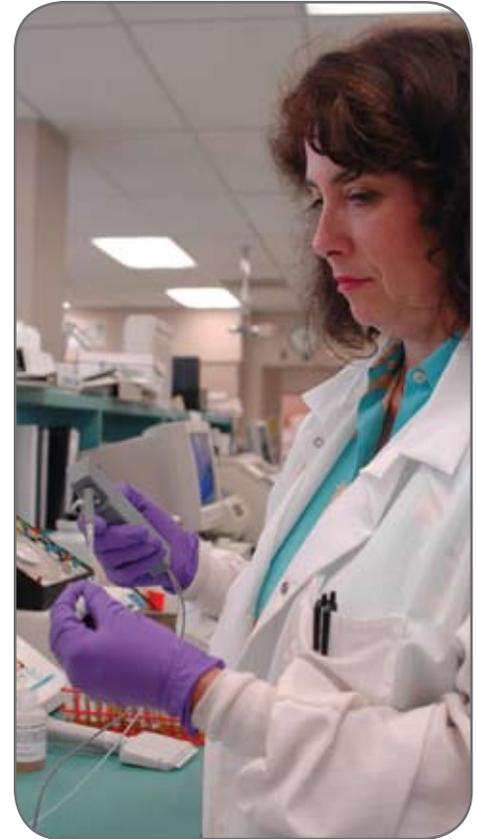
Ensure all workforce system partners are aware of available resources to support job seekers, adopt a set of shared performance metrics throughout WorkSource, develop a shared in-take and assessment protocol among workforce partners, and align client services to provide packages of integrated funding and services rather than referrals to multiple programs.

D-2 Fully leverage and optimize resources:

Continue efforts to improve collaboration among workforce system partners to fully leverage resources, expand efforts to market WorkSource services to employers and residents, and explore joint program delivery strategies with Oregon partners.

D-3 Increase WorkSource and workforce system performance:

Increase the effectiveness of WorkSource for employers and job seekers and increase performance outcomes throughout the entire workforce system.



SECTION I: Mission, Vision, and Context

PURPOSE OF THIS PLAN

This strategic plan is a five-year roadmap for the region's workforce system. It was developed from the perspective of the workforce system's customers—employers and job seekers. Therefore, the plan outlines strategies that Southwest Washington Workforce Development Council (SWWDC) would lead, and suggested strategies led by other partners with SWWDC participation.

This plan has been developed through extensive public input, partner contributions, and best practice research. Over 150 businesses and education and service providers participated in more than two dozen focus sessions on workforce development issues. A steering committee of board members helped to frame the plan and guide the work of staff. Best practices research was conducted to explore potential model programs for Southwest Washington. Finally, regional and national experts provided perspectives on key issues and trends in workforce development and the economy.

MISSION AND VISION

In its first five years, SWWDC has developed a strong foundation for workforce and economic success by transitioning from a social service workforce delivery paradigm to an economic development driven workforce delivery system. The results have been a working collaborative of partners who have increased the level and quality of publicly funded services to employers and residents of the region.

SWWDC MISSION

To prepare and promote a highly skilled and adaptive workforce for a healthy, sustainable economy in Southwest Washington.

Over the next five years, the Southwest Washington Workforce Development Council will build on this foundation of working partnerships to accomplish three major objectives:

- Facilitate the growth of well integrated services that work as a system toward common workforce development outcomes.
- Identify gaps in the current continuum of services, identify ways to leverage and optimize funding, and help partners be more successful in their contributions to the workforce system.
- Think more proactively and anticipate changing workforce needs, shortening the time between developing and implementing programs and the point at which employers or job seekers need these services.

In short, SWWDC and its partners will continue towards the vision of being one of the most responsive and demand-driven workforce development systems in the country. Business, education, labor, and community organizations will work cooperatively around a set of common goals to promote responsive and aligned workforce strategies that yield strong economic outcomes and an adaptable and skilled workforce.

GUIDING PRINCIPLES

The success and accountability of the Southwest Washington workforce system depends, in large part, on the values that SWWDC and its partners use to guide their operations. SWWDC and its partners will:

- Think and act as an integrated system of programs that share common goals, yet are delivered by various partners with the best capabilities.
- Create a delivery system that is responsive to employers and prioritize services to respond to high demand occupations and critical job needs of targeted industry clusters.
- Focus workforce efforts on outcomes and make investments in programs and services accordingly.
- Align goals and initiatives with economic development, labor and education partners.
- Work with Oregon counterparts to address broader regional workforce needs of the regional economy and leverage resources to provide a higher quality and level of services.
- Regularly review program and service performance for quality improvement, and adapt them to meet changing needs.



DESIRED OUTCOMES

This plan provides the framework to achieve a set of desired workforce outcomes for Southwest Washington that include:

- Increased competitiveness of businesses located in Southwest Washington and their ability to expand and fill jobs locally.
- Increased wages and long-term employability Southwest Washington residents.
- An increased number of low-income individuals who transition to economic self sufficiency.
- A more diversified and collaborative funding stream for workforce development that provides flexibility in the design and delivery of workforce services.
- Enhanced effectiveness and productivity of the workforce system that allows more employers and job seekers to receive high quality and efficient services.

The strategies set forth in Section II of this document are specific means by which the region will achieve these overall outcomes.

THE CHANGING NATIONAL AND REGIONAL LANDSCAPE

The overall workforce is aging as people are staying in the workforce longer. While the workforce ages, however, the number of workers entering the labor force over the next ten years will not keep up with the number of baby boomers projected to exit the labor force creating a labor shortage. Adding to the labor shortage is a more diverse population and more workers with English as a second language.

The education level of workers will continue to lag industry need. While there was rapid growth in US educational attainment in the 1970s and 1980s, the number of people obtaining a college degree has

been relatively flat since 1990. With the number of jobs requiring a college degree increasing, this leaves a significant shortage of skilled workers. This will be exacerbated by increased global competition for professional occupations as developing economies accelerate their investments in education and research.

The national trend points to high job growth in the service sector. Yet all jobs will require higher skills as new technologies are continually introduced to maintain global competitiveness. Strong basic skills, along with good communication, team work and critical thinking skills will be the baseline for any job.

Adding to this higher baseline of skills is the increased mobility of workers who now change jobs on a regular basis (an average of more than 10 jobs between the ages of 18 and 40). A mobile worker requires transferable skills, flexible training options, and quick access to career and job information. Since jobs are more mobile, employers can no longer count on long payback periods for their investments in employees for basic training. They need workers who can be productive in a short period of time. This dynamic of job mobility and higher skill expectations from employers places new demands on the workforce and training systems, especially in serving those populations that struggle with basic skills.

Not only is the workforce system experiencing a pressure to continually increase the skill level of workers, the combination of an aging workforce and shortage of new workers entering the labor force

has created a quantity issue in terms of the absolute number of qualified workers needed to fill positions. Finally, the shortage of qualified workers means the pace of services and training will need to be quickened in order to meet demand. Increasing quality, quantity and pace drives the need for seamless coordination of services among workforce partners and finding creative ways to leverage funding, facilities and other resources.

REGIONAL ECONOMIC AND WORKFORCE HIGHLIGHTS

Manufacturing, retail, construction and health care employ the largest number of workers in the region. While manufacturing will continue to be an important industry sector in the region, the overall growth rate is projected to be relatively flat. Jobs in construction and logistics (wholesale, transportation, distribution) are projected to grow, although at rates slightly lower than recent performance. High-end service jobs (finance, insurance, and professional and technical services) continued to grow over the past five years, and are projected to grow in the next five years.

Wages and per capita income lag behind both state and national averages. Residents in Southwest Washington also have lower than average educational attainment compared to state and national averages.



The region's populace is becoming slightly more diverse, but is much less diverse than the state or nation. The number of foreign-born residents continues to increase slightly, but remains below state and US averages. The number of households where English is not spoken well increased from 2000 to 2005.

In Southwest Washington, over 106,000 residents (one in five) are ages 15-29. Within this age group, more than 20 percent of those ages 18-24 do not have a high school diploma or GED. While almost 60 percent of 18 and 19 year olds are enrolled in college, the number drops significantly for ages 20-24, where just over 20 percent are enrolled in some type of post-secondary education.² Males are much more likely to drop out of high school and less likely to enroll in college than females. These statistics are essential to workforce strategies since almost 25 percent of people without a high school diploma live in poverty while less than 5 percent of those with a four year college degree live in poverty.

See Appendix C for detailed economic data.

² US Census Bureau 2005 estimates.

INDUSTRY CLUSTERS IN SOUTHWEST WASHINGTON WITH ABOVE AVERAGE WAGES

Manufacturing: The region will continue to have a solid base of manufacturing companies in both traditional industries and high tech sectors. The base will likely change in terms of an increase in smaller and diverse manufacturing firms. Automation and advancements in technologies will continue to drive the need for workers with higher skills. The average age of workers in manufacturing segments like metals, wood products, and paper is much higher than other industries. Attracting new workers into these jobs to fill openings caused by retirements is a growing problem facing the industry.

Construction Trades: Jobs in construction trades are closely tied to the housing markets. Construction jobs are anticipated to grow in the future, although at slower rates than recent years. Local apprenticeship coordinators note that they find it difficult to attract young people into construction occupations, even though those high demand jobs like electrician and welder pay wages well above average.

Health Care: Jobs will continue to grow in almost all aspects of health care. The growth will be fueled by both population increases and the aging of the baby boom generation. Ambulatory health, nursing homes, and home health care industries are anticipated to add jobs at rates faster than hospitals. Workforce shortages are expected to continue in nursing, medical technician occupations, dental occupations, and assistant level jobs.



High Technology: There will continue to be new technologies and applications for the region's high tech industry. Although most large-scale production for cost-sensitive commodities is still likely to move overseas, there remains a competitive advantage in the US for technologies related to areas like biosciences, medical devices, communications technologies, and sensors. While global pressures are increasing in research and development and other knowledge-based functions, these are likely to remain for the immediate future if the workforce is available to support these processes.

Transportation and Logistics: The region's ports and interstate system, and proximity to large metropolitan regions will continue to drive growth in transportation and related logistics industries. These sectors include truck transportation, support activities for transportation, warehousing, distribution, and wholesale. Jobs range in all skill levels and have well-paying opportunities for those not seeking four-year college degrees.

Alternative Energy and Green Products and Services: Many business and education leaders view alternative energy as an emerging industry in the Northwest. Researchers, venture capitalists, and entrepreneurs note growing research and markets in renewable energy (solar and wind), some biofuels, energy conservation, and grid management. In addition to energy, green (environmentally friendly) products and services are expected to grow. Green building materials and design services, low-impact distributed infrastructure systems, non-toxic coatings and adhesives, products made from recycled materials, and by-products are a few examples of this market. All of these markets are based on blending engineering, information technology, physical sciences, and life science skills at levels ranging from scientists to technicians.

SECTION II: Goals, Objectives, and Strategies

GOAL A: Expand opportunities to fully engage Southwest Washington youth and adults in the regional economy.

KEY OBJECTIVES

A-1 Reach and engage target populations:

Significantly extend outreach and services to those who have become disengaged in the labor force and education system, especially those 16-29 years of age, the working poor, those with intergenerational poverty, drop-outs, and youth without post-secondary plans.

A-2 Provide tools and resources to help youth and adults plan for career success:

Promote life-long learning through career pathways, enhance career assessment processes, provide teachers, counselors and service providers with opportunities to ensure they have the most accurate and current information regarding careers and occupations, and provide activities where individuals can explore career opportunities.

KEY CHALLENGES

- There is a growing segment of persons 16-29 years of age who are disengaged in school or aimless in their early working years. If these people are not re-engaged, there is a high probability that they will

become chronically unemployed or underemployed throughout their adult life. This is reflected in the fact that one out of every four persons age 18-24 has no high school diploma.³

- Intergenerational poverty has not declined significantly, despite a healthy economy. Since the home environment has a significant influence on youth, those with chronically unemployed and underemployed adults in the household are at high risk for following in the same foot-steps.
- Youth and adults are not aware of, or have misconceptions about many careers, especially opportunities in more traditional manufacturing and trade industries.
- Due to traditional organizational structures, teachers, counselors, and many service providers have limited first-hand knowledge of changing careers and occupations which makes it more difficult to accurately advise and serve students and job seekers.
- According to the Bureau of Labor Statistics, more than 75 million working age adults in addition to the “officially” unemployed, are not participating in the workforce. A significant portion of the workforce (estimated 24.2 million nationally⁴) are working part-time and are interested in increasing their hours and earning potential.

DESIRED OUTCOMES

Increasing the number of youth and adults who are actively engaged in the economy by providing comprehensive services among community and workforce partners.

- Those teaching and advising youth and adults are fully aware of the career options, skills, and work competencies needed for a job seeker to succeed in the economy today and in the future.
- The “young and aimless” population (16-29 year olds who are disconnected from education and have not obtained core skills) are exposed to and re-engaged in careers that will allow them to actively and successfully participate in the workforce.
- Unemployed and working poor are better able to identify appropriate career options and steps to build on their competencies and enhance their earning potential and chance of self-sufficiency.
- Workforce partners align their information, tools, and delivery structures to provide youth and adults with comprehensive services that support efficient identification and access to career information, training, funding and support services.
- Mentoring and support services are available for youth and adults with little work experience.

³ Source: Washington State Board for Community and Technical Colleges

⁴ Source: Bureau of Labor Statistics

FIVE YEAR STRATEGIC INITIATIVES

STRATEGIES	SWWDC'S IMPLEMENTATION PARTNERS
A-1 Reach and engage target populations.	
<p>A-1.1 Identify and outreach to community and cultural gathering places to assist target populations.</p> <p>A-1.1.1 Develop working relationships with community organizations to increase services outside of WorkSource (e.g., recreation centers, libraries, etc.)</p> <p>A-1.1.2 Work with community partners to expand outreach to workers with limited English language skills.</p>	<p>WorkSource, ESD 112, Community Colleges, Community Organizations</p> <p>WorkSource, ESD 112, Community Colleges, Community Organizations</p>
<p>A-1.2 Identify and engage youth and young adults without post-secondary plans.</p> <p>A-1.2.1 Enhance mechanisms that assist in identifying students nearing high school graduation without clear post-secondary plans and engage them in activities to facilitate post-secondary success.</p> <p>A-1.2.2 Use peer outreach, support, and mentoring to connect young people to a career path and to keep them connected.</p> <p>A-1.2.3 Support and enhance efforts to promote professional technical/vocational and apprenticeship programs.</p>	<p>Schools, ESD 112, Community Colleges</p> <p>WorkSource, Community Colleges, ESD 112</p> <p>K-12, Community Colleges, Apprenticeship Coordinators, WorkSource</p>
<p>A-1.3 Reach out and engage low income residents and their families to support their transition to self-sufficiency.</p> <p>A-1.3.1 Engage entire families as a means of promoting positive work models and creating intergenerational self-sufficiency.</p> <p>A-1.3.2 Use the Self-Sufficiency Calculator as a tool to help low income adults and youth identify careers that lead to self-sufficiency.</p> <p>A-1.3.3 Expand information to parents about career options and regional workforce and education resources.</p>	<p>WorkSource, ESD 112, WorkFirst</p> <p>WorkSource, ESD 112, Colleges, K-12, Community Organizations</p> <p>WorkSource, ESD 112, K-12</p>
A-2 Provide tools and resources to help youth and adults plan for career success.	
<p>A-2.1 Promote the concept of career pathways that show people the life long training and education options associated with a general career area.</p> <p>A-2.1.1 Support school districts and colleges in career pathway initiatives.</p> <p>A-2.1.2 Develop career pathway marketing materials that help people understand the life long opportunities in various careers.</p>	<p>K-12, Community Colleges, Higher Education</p> <p>K-12, Community Colleges, Higher Education</p>
<p>A-2.2 Enhance career assessment processes and tools to integrate personal interests, learning styles, life factors and educational progress into a comprehensive career plan.</p> <p>A-2.2.1 Utilize self-sufficiency calculator as a tool to develop career plans with realistic financial information for youth and adults.</p>	<p>WorkSource, ESD 112, K-12, Community Colleges</p>
<p>A-2.3 Provide exposure and hands-on opportunities for teachers, counselors and service providers to ensure they have the most accurate and current information regarding careers and occupations.</p> <p>A-2.3.1 Facilitate tours to Apprenticeship Training Centers to educate service providers, counselors, and educators about the trades and apprenticeship programs.</p> <p>A-2.3.2 Create a pilot internship program for teachers in target industry occupations.</p> <p>A-2.3.3 Facilitate employer and workplace tours for educators and service providers to develop first hand understanding of workplace skills.</p>	<p>Apprenticeship Coordinators</p> <p>Businesses, K-12</p> <p>Businesses, K-12</p>
<p>A-2.4 Provide activities where individuals can explore career opportunities.</p> <p>A-2.4.1 Continue and expand career academies for youth.</p> <p>A-2.4.2 Create a pilot program of adult career academies.</p> <p>A-2.4.3 Develop a mechanism for coordinating job shadows for youth and adults.</p> <p>A-2.4.4 Identify other hands on means for individuals to explore career opportunities.</p>	<p>ESD 112, K-12</p> <p>Community Colleges</p> <p>K-12, Community Colleges, WorkSource, ESD 112</p> <p>ESD 112, K 12, Community Colleges, WorkSource</p>

GOAL B: Provide avenues for residents to prepare for careers that lead to self-sufficiency.

KEY OBJECTIVES

B-1 Encourage individuals to pursue careers and training in industries and occupations that provide paths to self-sufficiency:

Promote high demand occupations and provide mentors to students in high demand training programs.

B-2 Enhance opportunities for applied and experiential learning, particularly in math and science:

Facilitate the development of student and teacher internships, increase opportunities to bring business professionals into math and science classrooms to demonstrate real world applications of math and science, support efforts to explicitly integrate mathematics into secondary career and technical education curricula.

B-3 Provide adult basic skills training within the context of vocational and technical education:

Facilitate the expansion of programs that combine adult basic education and English language learning within the context of vocational training, provide work experiences and mentoring support for adults in basic education and English language learning programs, and provide mentors to participants in adult basic training.

KEY CHALLENGES

- Employers report that many students graduating from high school do not have adequate applied math, communication, and problem-solving skills needed for most entry-level jobs. Employers also report that an increasing number of credential training programs graduate workers with basic skills but lack critical thinking skills.
- “Soft skills,” also known as “workplace behaviors,” are very high priorities for employers. These skills are very difficult to teach in a traditional classroom setting; more frequently they are learned on the job, supported by family experiences and values.
- Employers would like to see more high school students with some form of work and applied learning experiences, thus providing more “soft skills.”
- Math is traditionally delivered as a subject rather than a tool. In the workplace, math is a tool that is used to solve problems. Teaching math as a tool within the context of real-world problems helps students grasp the relevance of math.
- Many youth who have not succeeded in math and science are hands-on learners and do not do well in math and science coursework delivered in a traditional cognitive, auditory manner. Studies show that when these students are taught math in a hands-on way within a context of how it is used, they can grasp both concepts and applications.
- Our post-secondary education system could

improve services for low-skill or low-income workers. Almost one-third of all two-year college students are 25-49 year olds with a high school diploma or less, or are non-English speaking. Eight out of 10 adult basic education (ABE)/english as a second Language (ESL) students earn a GED at best but go no further; seven out of 10 who enter with a GED, and two out of three who enter with a HS diploma, leave with less than one year of college and no credential.⁵

- Given the high school drop out rate and non-English speaking workers, it is projected that through 2030, one out of every five labor force participants will have less than a high school education.⁶
- Non-English speakers age 25 or older doubled in the last census. Nearly half of all Latino/Hispanics 25 or older have less than a high school education.⁷
- The working poor have few opportunities to access the next level of education or training necessary to increase their economic self-sufficiency.
- Although businesses want candidates with internship or work experience, the ability of companies, especially small businesses, to participate in providing these opportunities is limited at times.

⁵ Source: Washington State Board for Community and Technical Colleges

⁶ IBID

⁷ IBID



DESIRED OUTCOMES

- The Southwest Washington labor force is well prepared for jobs or post-secondary training.
- Applied learning opportunities are prevalent throughout the education and training systems. Regardless of post-secondary plans, all high school graduates have the basic skills necessary to succeed in the workplace.
- Tools and techniques are in place to facilitate externship/internship/workplace learning experiences.
- More business and industry professionals, including retirees, are engaged in supporting teachers and students in education and training activities.
- More students are succeeding in math and science coursework.
- More residents complete their high school education or GED and receive an educational or occupational credential.
- Adult Basic Education (ABE) and English as a Second Language (ESL) training are conducted in a flexible manner (time, place and format) and integrated with credentialed occupational training.
- Immigrants are better able to overcome language barriers while receiving education and training that builds on their skill base and competencies.
- The working poor have access to, and assistance with, completing the training needed to achieve self-sufficiency.

FIVE YEAR STRATEGIC INITIATIVES

Strategies	SWWDC's Implementation Partners
B-1 Work with partners to encourage individuals to pursue careers and training in industries and occupations that provide paths to self-sufficiency.	
B-1.1 Promote high demand occupations to encourage individuals to explore, pursue, and succeed in careers in these areas.	
B-1.1.1 Work with industry and trade organizations to develop marketing activities that focus on high demand occupations and apprenticeship programs.	Employment Security LMEA, Industry Groups
B-1.1.2 Expand mentoring opportunities to support career awareness, education, and training success in high demand occupations.	WorkSource, Community Colleges
B-2 Enhance opportunities for applied and experiential learning.	
B-2.1 Assist education partners to increase applied learning opportunities for youth and adults.	
B-2.1.1 Supplement opportunities for current or retired industry workers to help with applied learning experiences (K-12 and community college).	K-12, Community Colleges, Businesses
B-2.1.2 Pursue opportunities to place youth and adults in businesses and community organizations with high demand occupations.	K-12, Community Colleges, WorkSource, Businesses
B-2.2 Assist educators in increasing math and science proficiency of learners who have not succeeded in traditionally-taught math and science coursework.	
B-2.2.1 Increase opportunities to bring business and industry content experts into math and science classrooms to support teachers in demonstrating real world applications of math and science concepts.	K-12, Businesses
B-2.2.2 Support and expand existing efforts to train teachers to teach math as a "tool" within the context of real world, business and industry problems.	Community Colleges, Higher Education
B-2.2.3 Support efforts to explicitly integrate mathematics into secondary career and technical education curricula.	K-12
B-3 Provide adult basic skills training within the context of vocational and technical education	
B-3.1 Facilitate the expansion of programs that combine adult basic education and English language learning within the context of vocational training. Target trades, manufacturing, transportation, and health care.	
B-3.1.1 Explore ways to connect community organizations providing skills training with training provided by community colleges and industry to maximize capacity and cost-effectiveness.	Community Colleges, Community Organizations
B-3.2 Provide work experiences and mentoring support for adults in basic education and English language learning programs who are exploring new careers.	
B-3.2.1 Connect existing or recently retired workers with participants in adult basic training to provide encouragement and support for completing training.	Community Colleges, Businesses

GOAL C: Provide Southwest Washington industries with a skilled workforce.

KEY OBJECTIVES

C-1 Develop strategies for meeting targeted industries' workforce needs:

Develop partnerships between industry clusters and workforce partners to identify training needs, implement training and education strategies and opportunities to support target industries, and support education and training organizations to ensure capacity, varied delivery formats, and enrollment.

C-2 Work with economic development organizations and employers to support regional efforts for business recruitment, retention, and innovation:

Develop a regional workforce marketing strategy, develop strategies to foster business innovation and attract employers and workers, provide assistance to employer groups to understand long-term workforce needs and to develop specific strategies to address them.

C-3 Upgrade skills of incumbent workers:

Develop strategies, policies, and funding for incumbent worker training and work with employers to fill incumbent worker training needs.

C-4 Expand utilization of apprenticeships:

Support Washington State Labor and Industries and businesses in the development of apprenticeships and promote successful pre-apprenticeship programs.

KEY CHALLENGES

- Industries such as manufacturing are not likely to increase overall employment levels, but will continually need replacement workers due to retirements and attrition (re-trained existing workers and new employees), often requiring higher skills due to automation and new technologies.
- Some industries with steady or modest growth, such as construction trades and government services, have a much higher percent of workers over age 50, and do not have an adequate pipeline of replacement workers.
- Adult workers have a constant need to retool skills. The current delivery of education and training services does not fit well with many employees'



work or life schedules. There needs to be more innovation in how training is packaged and delivered -- condensed training, evening, on-line and other flexible methods.

- Businesses report difficulty in finding local workers for mid-level jobs; they can find high skilled workers through external recruitment, but have a more difficult time finding local workers for mid-range technical jobs.

DESIRED OUTCOMES

- The workforce continually adapts and develops the skills needed to support new and existing industries.
- Training offerings reflect the needs of industry and training providers have quality programs with the capacity to train SW Washington residents to meet industry needs.
- There are well integrated technical training and apprenticeship programs that connect industry, existing workers, job seekers of all ages, and training providers to provide a consistent pipeline of qualified workers.
- SW Washington attracts business innovation and skilled workers.
- Existing workers and those re-entering the workforce successfully complete training that accommodates their schedule and is delivered in the timeframe/manner/form needed.

FIVE YEAR STRATEGIC INITIATIVES

STRATEGIES	SWWDC'S IMPLEMENTATION PARTNERS
C-1 Develop strategies for meeting targeted industries' workforce needs.	
<p>C-1.1 Continue to develop partnerships between industry clusters and workforce partners to identify needs and to increase training for critical and high demand jobs.</p> <p>C-1.1.1 Convene industry focus groups to gather and validate data.</p> <p>C-1.1.2 Participate in regional skills panels as part of the WIRED project to gather and validate data.</p> <p>C-1.2 Identify training and education strategies and opportunities to support target industries.</p> <p>C-1.2.1 Identify transferable skills sets, high demand jobs, and wage progression strategies.</p> <p>C-1.2.2 Facilitate ongoing dialogue between business and education to align educational offerings with industry needs.</p> <p>C-1.3 Promote and support education and training organizations to ensure capacity, varied delivery formats, and enrollment.</p> <p>C-1.3.1 Encourage education and training capacity in high demand occupations in traditional and flexible formats (e.g., online, distance learning, evening schedules).</p> <p>C-1.3.2 Support colleges in securing funds for expansion high demand occupational training programs and resources.</p> <p>C-1.3.3 Work with K-12, community colleges, and other training providers to fill courses supporting targeted industries and occupations.</p> <p>C-1.4 Develop and implement a manufacturing skills strategy that can provide training for an array of manufacturers.</p> <p>C-1.4.1 Work with colleges to develop core manufacturing curriculum with specialty endorsements.</p> <p>C-1.4.2 Participate in regional WIRED initiative and Manufacturing Skills Panel to determine industry needs and strategies.</p>	<p>Community Colleges, K-12, Businesses</p> <p>Community Colleges, WorkSystems Inc.</p> <p>K-12, Community Colleges</p> <p>Businesses, Community Colleges, K-12</p> <p>Community Colleges, and Other Training Providers</p> <p>Community Colleges, Higher Education</p> <p>Community Colleges, WorkSource, and Other Training Providers</p> <p>Community Colleges</p> <p>Community Colleges, WorkSystems Inc.</p>
C-2 Work with economic development organizations to support regional efforts for business recruitment, retention, and innovation.	
<p>C-2.1 Develop a regional workforce marketing strategy that supports economic development objectives.</p> <p>C-2.1.1 Pursue a "live here, work here" campaign connecting local residents with local jobs.</p> <p>C-2.1.2 Continue to share workforce staff with economic development organizations to help promote our regional workforce.</p> <p>C-2.2 Develop strategies to foster business innovation and attract employers and workers.</p> <p>C-2.2.1 Explore feasibility of entrepreneurial boot camps or business competitions that partner young adults with business mentors to develop ideas for new businesses.</p> <p>C-2.2.2 Support efforts to expand MAPS mentoring and recruit mentors.</p> <p>C-2.3 Provide assistance to employer groups to understand long-term workforce needs and to develop specific strategies to address them.</p> <p>C-2.3.1. Work with the Port and its tenants to develop a strategy that supports the long-term workforce needs of Port businesses.</p>	<p>Economic Development Councils</p> <p>Economic Development Councils</p> <p>Economic Development Councils, Higher Education</p> <p>Mentoring Advanced Programs for Students (MAPS)</p> <p>Businesses, Employer Groups</p>

Chart continued on page 17

FIVE YEAR STRATEGIC INITIATIVES

STRATEGIES	SWWDC'S IMPLEMENTATION PARTNERS
C-3 Upgrade skills of incumbent workers.	
C-3.1 Develop strategy, policy, and resource development plan for incumbent work training.	
C-3.1.1 Work with employers to identify training needs and gaps for incumbent workers.	Employers, Community Colleges
C-3.2 Work with education and training providers to fill employers' training needs for incumbent workers.	
C-3.2.1 Support training providers' efforts to increase options for intensive/condensed training (e.g., boot camps) and on-line programs.	Training Providers
C-3.2.2 Create strategies to identify low income incumbent workers and upgrade their skills.	WorkSource, Community Colleges, Training Providers, Employers
C-3.3 Seek funding for identified incumbent worker training.	
C-3.3.1 Identify gaps in incumbent worker training funds and communicate with state agencies and elected officials.	Community Colleges
C-3.3.2 Work with partners to align grant seeking efforts for incumbent worker training.	WorkSource, Community Colleges
C-4 Expand utilization of apprenticeships.	
C-4.1 Engage Washington State Labor and Industries and businesses to establish new regional apprenticeship programs, especially in manufacturing and public sectors.	
C-4.1.1 Promote apprenticeship to employers as a training tool.	WorkSource, WA Labor and Industries, Community Colleges
C-4.1.2 Support efforts to develop governmental apprenticeship programs.	WorkSource, WA Labor and Industries, Community Colleges
C-4.2 Support efforts of apprenticeships, training providers and industry to identify and translate the unique skills and experience situations of people who have served in the Armed Forces.	
C-4.2.1 Identify best practices and share with employers.	WorkSource
C-4.3 Identify and promote pre-apprenticeship programs that enable successful candidates to succeed in apprenticeships.	
C-4.3.1 Promote Oregon Tradeswomen programs to SW Washington women.	WorkSource

GOAL D: Foster a responsive workforce system that offers services in the time, place and structure required by business and workers.

KEY OBJECTIVES

D-1 Operate as a responsive, accountable, and flexible workforce system: Ensure all workforce system partners are aware of available resources to support job seekers, adopt a set of shared performance metrics throughout WorkSource, develop a shared in-take and assessment protocol among workforce partners, and align client services to provide packages of integrated funding and services rather than referrals to multiple programs.

D-2 Fully leverage and optimize resources: Continue efforts to improve collaboration among workforce system partners to fully leverage resources, expand efforts to market WorkSource services to employers and residents, and explore joint program delivery strategies with Oregon partners.

D-3 Increase WorkSource and workforce system performance: Increase the effectiveness of WorkSource for employers and job seekers and increase performance outcomes throughout the entire workforce system.



KEY CHALLENGES

- Various programs and funding streams were established at different time to serve different populations or needs. The silos of funding streams make coordination of services more challenging.
- Key goals and performance measures of many workforce and education programs are not aligned and therefore do not naturally encourage cooperation on a systemic level.
- The information systems used by various partners to collect, track and evaluate services or data were developed independently and make it difficult to share information.
- Many employers view WorkSource as a place for limited job placement services (e.g., lower skilled jobs) and are not fully aware of the spectrum of services offered.

DESIRED OUTCOME

- More and better workforce services through enhanced coordination among partners and resources.
- Goals, funding and performance measures among partners are aligned in a manner that increases the success of the each organization and optimizes the outcomes of workforce system for the community.
- Community resources and facilities are cross-functional and fully utilized to deliver services in an array of location and times.
- Employers and job seekers are more effectively and rapidly served through increased communication and collaboration among workforce partners.
- More employers use WorkSource for employment services and access to worker training programs.
- Outcomes for public investments in the workforce system are continuously improved.

FIVE YEAR STRATEGIC INITIATIVES

STRATEGIES	SWWDC's Implementation Partners
D-1 Operate as a responsive, accountable, and flexible workforce system.	
<p>D-1.1 Ensure all workforce system partners are aware of available resources within their community to support job seekers.</p> <p>D.1.1.1 Develop a training module "Workforce System 101" that describes all components of the workforce system. Train all service providers and staff who interact with job seekers.</p> <p>D-1.2 Adopt a set of shared performance metrics throughout WorkSource to encourage center-wide ownership of outcomes for all.</p> <p>D-1.3 Develop a shared in-take and assessment protocol among workforce partners.</p> <p>D-1.3.1 Share diagnostics and assessment tools among partners and cross train staff on various tools.</p> <p>D.1.3.2 Implement a set of standards for assessments across all programs at WorkSource.</p> <p>D-1.3.3 Expand the ability for job seekers to use web-based tools to access and use job search and assessment services.</p> <p>D-1.4 Align client services to provide packages of integrated funding and services rather than referrals to multiple programs.</p> <p>D.1.4.1 Complete implementation of the "Strategic Integration" within WorkSource.</p> <p>D-1.4.2 Develop procedures and processes to standardize the packaging of training resources.</p>	<p>Community Colleges, WorkSource, ESD 112, Community Partners</p> <p>WorkSource, Colleges, ESD 112</p> <p>WorkSource, ESD 112</p> <p>WorkSource</p> <p>WorkSource</p> <p>WorkSource, Community Colleges</p>
D-2 Fully leverage and optimize resources.	
<p>D-2.1 Continue efforts to improve collaboration among workforce system partners to fully leverage resources.</p> <p>D-2.1.1 Develop and enhance referral processes among providers and programs to ensure job seekers avail themselves of appropriate resources.</p> <p>D-2.2 Continue to expand efforts to market WorkSource services to employers and residents.</p> <p>D-2.2.1 Extend WorkSource web links, site accessibility, and partner web links to the WorkSource sites.</p> <p>D-2.2.2 Continue joint marketing of WorkSource with economic development organizations and Oregon partners.</p> <p>D-2.3 Explore joint program delivery strategies with Oregon partners.</p> <p>D-2.3.1 Share best practices across workforce organizations.</p> <p>D-2.3.2 Identify areas of commonality across the two systems on which we can collaborate.</p>	<p>Community Colleges, WorkSource, ESD 112, Community Partners</p> <p>All partner organizations</p> <p>WorkSource, Economic Development Organizations, WorkSystems Inc.</p> <p>WorkSource, WorkSystems Inc.</p> <p>WorkSource, WorkSystems Inc.</p>
D-3 Increase WorkSource and workforce system performance.	
<p>D-3.1 Increase the effectiveness of WorkSource for employers.</p> <p>D-3.1.1 Increase the percentage of job orders placed and filled by WorkSource</p> <p>D-3.1.2 Develop system and protocols for systematically responding to employer needs.</p> <p>D-3.1.3 Increase employer satisfaction with WorkSource and the workforce system.</p> <p>D-3.2 Increase the effectiveness of WorkSource for job seekers.</p> <p>D-3.2.1 Establish performance metrics (and data collection) to measure progress toward achievement of self-sufficiency.</p> <p>D-3.2.2 Increase number of job seekers placed in quality jobs.</p> <p>D-3.2.3 Increase job retention and wage at job placement.</p> <p>D-3.2.4 Increase job seeker satisfaction with WorkSource services.</p> <p>D-3.3 Increase the effectiveness of the services for youth.</p> <p>D-3.3.1 Increase education and training outcomes for youth.</p> <p>D-3.3.2 Continue to expose youth to careers in high demand occupations.</p> <p>D-3.3.3 Enhance linkages to WorkSource to leverage resources and positive outcomes for 18-21 year olds.</p>	<p>WorkSource</p> <p>Community Colleges, WorkSource, Community Partners</p> <p>Community Colleges, WorkSource, Community Partners</p> <p>SWWDC</p> <p>WorkSource</p> <p>WorkSource</p> <p>WorkSource</p> <p>ESD 112, K-12</p> <p>ESD 112, K-12</p> <p>ESD 112, WorkSource</p>

Appendices

Appendix A: Focus Group Participants

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 View High School
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 Twyla Barnes, Educational Service District 112
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 Bill Barron, Clark County
 Gerald Baugh, City of Vancouver
 Ralph Benefiel, Lower Columbia College
 Jeanne Bennett, Educational Service District 112
 Ryan Blodgett, Educational Service District 112
 Sid Boles, Moss Adams
 Jeannie Brault, WorkSource/Arbor E&T
 Del Brown, Central Labor Council
 Dan Buell, Port of Longview/Kelso
 Ann Bunnenburg, Electrical Geodesics, Inc. (EGI)
 Howard Butler Yank, Vancouver Public Schools
 Bill Byrd, Pacific Die Casting
 Carl Cecka, Innovative Services NW
 Erin Chambers, WorkSource Kelso/Employment
 Security
 Kim Cheatley, The Daily News
 David Chen, OVP Venture Partners
 Justin Clary, City Manager, Ridgefield
 Larry Cole, Washington School for the Deaf

Jane Cote, Washington State University Vancouver
 Leann Couch, Toutle High School
 Matt Cox, Educational Service District 112
 Kay Dalke, Retired Cowlitz Bank
 Rassoul Dastmozd, Clark College
 Rick Davis, Kelso High School
 Phil Dines, Longview/Kelso Building Trades
 Susan Dixon, Evergreen School District
 Bill Dudley, Landerholm Law Firm
 Wayne Embree, Cascadia Partners, LLC
 Susan Enfield, Evergreen School District
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 Denice Harvey, Battle Ground School District
 Glenys Hill, Kelso School District 458
 Darcy Hoffman, WorkSource Vancouver/Arbor E&T
 Gordon Hoffman, NW Tech Ventures
 Dena Horton, Normandeau Associates, Inc.
 Dick Howell, Toutle Lake
 Amy Hunt, Cowlitz County Prosecutors

Addison Jacobs, Clark College Board of Directors/Port
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 Jen Jacoby, WorkSource Vancouver
 Kathy Jensen, Educational Service District 112
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 Mike Karnofski, Weyerhaeuser Company
 Ilona Kerby, Lower Columbia Community Action
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 Beverly Kimble, Washington Employment Security
 Kathy Kniep, YWCA
 John Krause, Lower Columbia College
 Keith Larson, Clark County
 Dale Lemmons, Interstate Wood Products
 Victor Liang, Linear Technology Corp
 Joanna Lohkamp, Isonics



Focus Group Participants continued

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Community Action Council
Nancy Martinez, JobCorps
Kristin Matthews, Krieger IP
Mary McCarthy, JH Kelly
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Coalition & Youth Leaders
Sharon McElroy, R A Long High School, Career Center
Coordinator
Andrew McGough, Worksystems Inc.
James McLaughlin, Lower Columbia College
Keith McPhun, nLight Photonics Corp.
John Melink, American Paper Converting
Marcia Mongrain, Cowlitz County Youth Services
Stefani Moore, Independent Living (Foster System)
Katie Siewart, Vancouver School District
Dick O'Connor, Oregon Building Congress
Todd Oldham, Clark College
Natalie Pacholl, Mentoring Advanced Programs for
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Holly Parkin, Employment Security/WorkSource Kelso
Melodie Pazolt, Columbia River Mental Health
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Bart Phillips, Columbia River Economic Development
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Kay Potter, Battle Ground School District
Ron Poulsen, Kalama Mayor
Harvey Pust, La Center High School



Beth Quartarolo, Greater Vancouver Chamber of
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Brad Ramey, Kalama Schools
Carol Ramsey, Skyview High School
Barbara Reed, WorkSource Vancouver/ Employment
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George Reese, Clark College
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Angie Shipp, Swanson Bark and Wood Products
Angela Simmons, IQ Credit Union

Michael Smith, Vancouver Housing Authority
Darcy Smith, Lower Columbia College
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Erik Stenehjem, Battelle Loaned Executive, Science
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Carrie Straub, Employment Security/WorkSource
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Robin Terjeson, Clark College
Debbie Troyer, Peace Health
Lynn Valenter, Washington State University Vancouver
Jack Vanoosterhout, Sharp Labs
Steve Vincent, Columbia Analytical Services
Stacey Waddell, New Edge Networks
Dennis Weber, Mayor of Longview
Scott Westland, Kelso High School
Rick Winsman, Kelso/Longview Chamber of
Commerce
Bruce Ziegman, Ft. Vancouver Regional Library

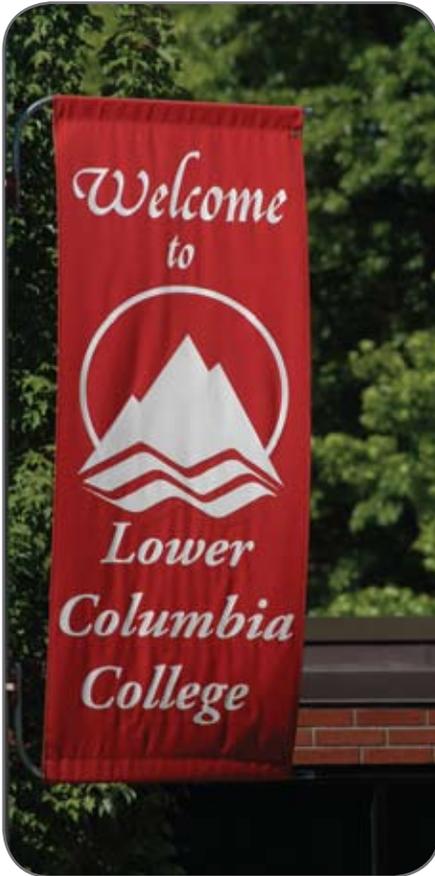
Appendix B: Southwest Washington Economic and Workforce Profile

SOUTHWEST WASHINGTON ECONOMIC AND WORKFORCE PROFILE **A Background Report for the Southwest Washington Workforce Development Council 2007 Strategic Plan**

This report serves as background information for the development of the Southwest Washington 2007 Strategic Plan for Workforce Development. It contains highlights of data that provide insights into workforce issues including industry growth patterns, labor force and occupational trends, and demographic shifts.

Prepared April 2007 by:
Scott Bailey, Regional Economist, Washington Employment Security Department
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Executive Summary



JOBS

From 2001-2006, job growth was concentrated in five sectors.

Four of these paid at or above the average wage:

- Logistics: wholesale, transportation and transportation support industries
- Health care
- Finance and insurance
- Construction, both residential and heavy construction.

The fifth sector was accommodations and food services, which pays well below the average.

While manufacturing jobs increased in areas such as electronics, the overall number of factory jobs is still far below pre-recession employment.

The region continues to exceed the US and state average in the percent of employment from traded-sector industries including forestry and logging, wood and paper manufacturing, machinery manufacturing, computer and electronics manufacturing, truck transportation and telecommunications.

Replacement jobs due to retirement are most likely to occur in traditional manufacturing sectors, transportation and wholesale industries, K-12 education, government programs, and accounting and insurance related jobs.

LABOR FORCE

Southwest Washington residents are more likely to have an occupation in community or social services,

production or transportation, natural resources, or education. People are less likely to be employed in management, business, engineering, or sales occupations.

Southwest Washington continues to lag the state and national in educational attainment.

WAGES AND INCOME

Wages and per capita personal income also continue to lag state and national averages, especially in Cowlitz and Wahkiakum counties. In these two counties, a greater percent of income comes from transfer payments (e.g. Social Security, Medicare) than in Clark County or the nation in general.

DEMOGRAPHICS

Population growth in Clark County continues to outpace state and national averages [note: Clark grew by 3.1 percent in 2006, vs. 1.9 for the state]. Cowlitz and Wahkiakum counties continue to grow below the US average.

The region's populace is becoming more diverse, but is still much less diverse than the state or nation. The number of foreign-born residents continues to increase slightly, but remains below state and US averages. The number of households where English is not spoken well increased by 17 percent from 2000 to 2005 in Clark County (data is not available for Cowlitz or Wahkiakum).

Part I: Employment Summary

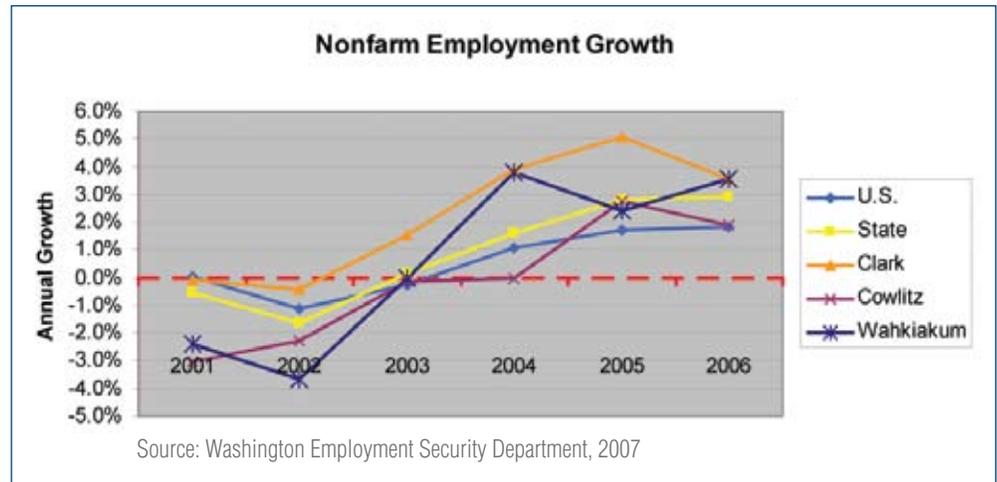
This section highlights major employment in Southwest Washington and the industries that drive the regional economy. It includes data on industries with the greatest employment, the fastest growth rate and highest concentration of employment. This section also provides an overview of wages paid by businesses.

OVERALL EMPLOYMENT

- Clark County was home to 133,500 jobs in 2006, 3.6 percent more than in 2005.
- Cowlitz County reached 38,000 jobs in 2006, still 400 below its pre-recession peak. Job growth was 3 percent in 2005 and 2 percent in 2006.
- Wahkiakum County matched its all-time high of 870 jobs in 2006. Government employed 300, and logging 150.

TOP THREE INDUSTRIES BY EMPLOYMENT

In the private sector, manufacturing employed the most jobs at over 20,000, the retail sector employed over 18,740 workers, and health care and social services had 18,620 jobs.



NON-FARM EMPLOYMENT GROWTH

	2001	2006	Annual Growth
U.S.	131,826,000	136,171,000	0.6%
State	2,696,900	2,858,500	1.2%
Clark	116,800	133,500	2.7%
Cowlitz	37,190	38,000	0.4%
Wahkiakum	820	870	1.2%

Source: Bureau of Labor Statistics,

RECENT JOB GROWTH

- All sectors added jobs in 2006 with the exception of professional and business services (no change) and government (small decline). Almost half of the net new 700 jobs were in construction.
- All major sectors added jobs.
 - » Construction grew by 13 percent in 2005 and only 5 percent in 2006.
 - » Electronics added 300 jobs to reach 3,400, but was still well below its pre-recession peak of 5,400.
 - » As the housing market cooled, finance rose by 2 percent, down from 8 percent in 2005.
 - » Health care had the biggest jump of any industry at 7 percent.
 - » Accommodations and food services also grew at 7 percent.

OVERALL EMPLOYMENT DISTRIBUTION BY INDUSTRY, 2005

NAICS Code	Industry	Clark Co.	Cowlitz Co	Wahkiakum	SW WA
	TOTAL	121,255	36,559	814	158,628
11	Agriculture, forestry, fishing and hunting	605	1,090	197	1,892
21	Mining	*	129	0	*
22	Utilities	*	38	0	*
23	Construction	10,171	1,795	37	12,003
31-33	Manufacturing	13,208	7,007	46	20,261
42	Wholesale trade	4,870	1,141	*	6,011
44-45	Retail trade	14,374	4,327	39	18,740
48-49	Transportation and warehousing	2,843	1,527	6	4,376
51	Information	2,788	437	*	3,225
52	Finance and insurance	3,749	921	18	4,688
53	Real estate and rental and leasing	2,506	415	*	*
54	Professional and technical services	6,103	645	7	6,755
55	Management of companies and enterprises	996	49	0	1,045
56	Administrative and waste services	5,767	921	16	6,704
61	Educational services	648	114	*	*
62	Health care and social assistance	14,132	4,405	83	18,620
71	Arts, entertainment, and recreation	2,053	551	*	*
72	Accommodation and food services	9,252	2,631	62	11,945
81	Other services, except public administration	4,637	1,495	29	6,161
	Government	22,159	5,656	244	28,059

Source: Washington Employment Security Department, 2007

SHIFTS IN EMPLOYMENT

Manufacturing has dropped from 22 percent of all jobs in the region in 1990 down to 17 percent in 2000 and 13 percent in 2006. Declines have come in paper, wood products, primary metals, and electronics. Over the past five years, employment has shifted towards health care, K-12 education, finance, wholesale trade, and business services.

LARGEST 20 PRIVATE SECTOR INDUSTRIES

	Clark County
Base Industry: Total, private industries	103,590
NAICS 722 Food services and drinking places	9,209
NAICS 238 Specialty trade contractors	7,172
NAICS 561 Administrative and support services	6,295
NAICS 621 Ambulatory health care services	6,197
NAICS 541 Professional and technical services	6,089
NAICS 452 General merchandise stores	3,808
NAICS 423 Merchant wholesalers, durable goods	3,154
NAICS 334 Computer and electronic product manufacturing	3,049
NAICS 623 Nursing and residential care facilities	2,771
NAICS 522 Credit intermediation and related activities	2,691
NAICS 445 Food and beverage stores	2,582
NAICS 713 Amusements, gambling, and recreation	2,125
NAICS 236 Construction of buildings	2,014
NAICS 531 Real estate	1,984
NAICS 517 Telecommunications	1,910
NAICS 322 Paper manufacturing	1,866
NAICS 441 Motor vehicle and parts dealers	1,807
NAICS 237 Heavy and civil engineering construction	1,765
NAICS 811 Repair and maintenance	1,486
NAICS 484 Truck transportation	1,373

Source: Bureau of Labor Statistics, QCEW Data

	Cowlitz County
Base Industry: Total, private industries	30,926
NAICS 322 Paper manufacturing	2,951
NAICS 722 Food services and drinking places	2,622
NAICS 621 Ambulatory health care services	1,564
NAICS 238 Specialty trade contractors	1,406
NAICS 321 Wood product manufacturing	1,258
NAICS 452 General merchandise stores	1,151
NAICS 623 Nursing and residential care facilities	1,041
NAICS 561 Administrative and support services	1,006
NAICS 445 Food and beverage stores	1,000
NAICS 441 Motor vehicle and parts dealers	750
NAICS 113 Forestry and logging	702
NAICS 522 Credit intermediation and related activities	690
NAICS 541 Professional and technical services	689
NAICS 423 Merchant wholesalers, durable goods	579
NAICS 488 Support activities for transportation	576
NAICS 484 Truck transportation	547
NAICS 713 Amusements, gambling, and recreation	527
NAICS 236 Construction of buildings	482
NAICS 424 Merchant wholesalers, nondurable goods	478
NAICS 813 Membership associations and organizations	449

Source: Bureau of Labor Statistics, QCEW Data

GROWTH BY INDUSTRY SEGMENT

In the past five years, specific industry segments experienced growth rates much higher than the average growth rate for their county. Note: this level of detail was not available for Wahkiakum County.

- Logistics industries including wholesale and transportation ranked among the top 10 growth industries for Clark County. Support activities for transportation and well as transportation equipment manufacturing ranked in the top 5 industries for Cowlitz County.
- Finance, insurance, health care services and related data processing grew at rates more than three times the Clark County average, with similar growth patterns in Cowlitz County.
- Heavy construction and chemical manufacturing were the fastest growing goods producing industries in Clark County.
- Cowlitz County continued to have growth in natural resources industries including forestry and logging and related support activities.

TOP 10 CLARK COUNTY INDUSTRIES BY FIVE-YEAR GROWTH RATE

ANNUAL GROWTH RATES

NAICS Code	Industry	2000 jobs	2004 jobs	2005 jobs	10 year	5 year	12 month
	TOTAL	110,372	114,767	121,255	2.7%	1.9%	5.7%
425	Electronic markets and agents and broker	307	564	615	14.1%	13.9%	9.0%
522	Credit intermediation and related activities	1,688	2,426	2,475	4.7%	7.7%	2.0%
237	Heavy and civil engineering construction	1,052	1,213	1,537	5.6%	7.6%	26.7%
621	Ambulatory health care services	4,406	5,806	6,128	5.3%	6.6%	5.5%
424	Merchant wholesalers, nondurable goods	897	1,275	1,178	3.7%	6.4%	-3.3%
325	Chemical manufacturing	358	452	471	3.0%	5.5%	4.2%
488	Support activities for transportation	586	619	755	2.0%	5.1%	22.0%
518	ISPs, search portals, and data processing	198	209	254	8.0%	5.0%	21.5%
524	Insurance carriers and related activities	840	992	1,055	-0.2%	4.6%	6.4%
813	Membership associations and organization	495	667	621	3.5%	4.5%	-6.9%

Source: Washington Employment Security Department, 2007

TOP 10 COWLITZ COUNTY INDUSTRIES BY FIVE-YEAR GROWTH RATE

ANNUAL GROWTH RATES

NAICS Code	Industry	2000 jobs	2004 jobs	2005 jobs	10 year	5 year	12 month
	TOTAL	38,371	35,950	36,559	0.4%	-1.0%	1.7%
488	Support activities for transportation	424	611	692	5.8%	9.8%	13.3%
611	Educational services	90	117	114	n/a	4.7%	-2.6%
562	Waste management and remediation service	81	97	100	4.3%	4.2%	3.1%
336	Transportation equipment manufacturing	169	167	194	n/a	2.8%	16.2%
524	Insurance carriers and related activities	185	190	210	-0.7%	2.5%	10.5%
621	Ambulatory health care services	1,318	1,444	1,477	1.3%	2.3%	2.3%
115	Agriculture and forestry support activities	160	157	177	1.3%	2.0%	12.7%
522	Credit intermediation and related activities	617	674	676	2.9%	1.8%	0.3%
561	Administrative and support services	798	743	821	4.8%	0.6%	10.5%
113	Forestry and logging	707	694	725	-0.4%	0.5%	4.5%

SW WASHINGTON INDUSTRIES WITH CONCENTRATED EMPLOYMENT

Industries with above average concentrations of employment are identified by a location quotient. The location quotient is defined as the regional concentration of employment for a specific industry compared to the average concentration of employment for that industry in the US. Industries with a concentration the same as the US have a LQ of 1.0; those with higher concentrations than the US have LQs greater than 1.0; and those with lower than average concentrations have LQ's less than 1.0.

RETIREMENT JOBS

Workforce training is often required for replacement jobs due to retirement and turnover. According to the Washington Employment Security Department, industries with above average percent of workers 55 and older include:

- Truck transportation and wholesale,
- Traditional manufacturing sectors including wood products, paper, machinery and fabricated metal,
- K-12 education, government administration and social services, and
- Accounting, insurance, and technical consulting services.

Industry Concentrations

Industry	Clark Co LQ 2005	Cowlitz Co LQ 2005	Wahkiakum Co LQ 2005
Base Industry: Total, all industries	1	1	1
NAICS 111 Crop production	0.62	1.58	NC
NAICS 113 Forestry and logging	2.43	35.25	381.29
NAICS 115 Agriculture and forestry support activities	ND	1.99	ND
NAICS 212 Mining, except oil and gas	1.55	ND	NC
NAICS 236 Construction of buildings	1.26	1.01	1.62
NAICS 237 Heavy and civil engineering construction	2.02	0.93	NC
NAICS 238 Specialty trade contractors	1.65	1.09	0.81
NAICS 321 Wood product manufacturing	1.54	8.05	ND
NAICS 322 Paper manufacturing	4.13	21.86	NC
NAICS 333 Machinery manufacturing	1.26	1.25	ND
NAICS 334 Computer and electronic product manufacturing	2.49	ND	NC
NAICS 339 Miscellaneous manufacturing	1.07	1.03	NC
NAICS 423 Merchant wholesalers, durable goods	1.12	0.69	NC
NAICS 484 Truck transportation	1.06	1.41	ND
NAICS 488 Support activities for transportation	1.47	3.74	NC
NAICS 517 Telecommunications	2.06	0.43	ND
NAICS 531 Real estate	1.46	0.72	ND
NAICS 562 Waste management and remediation services	1.12	0.99	ND
NAICS 621 Ambulatory health care services	1.3	1.1	ND
NAICS 623 Nursing and residential care facilities	1.04	1.31	5.03
NAICS 713 Amusements, gambling, and recreation	1.66	1.38	NC
NAICS 811 Repair and maintenance	1.28	0.89	ND

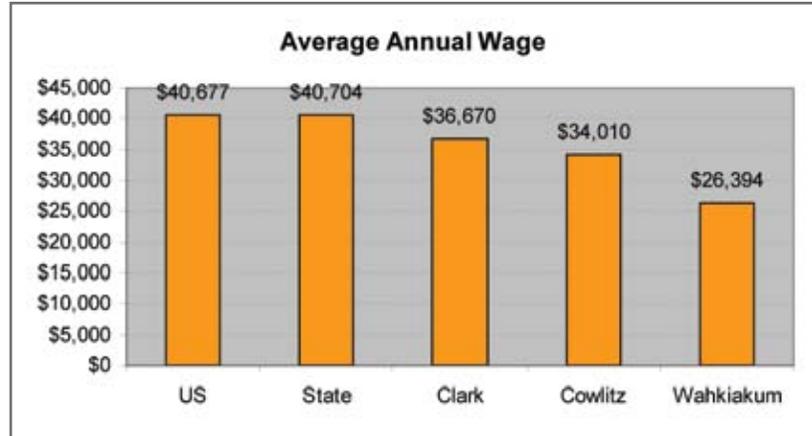
Source: Bureau of Labor Statistics, LQ Calculator

ND is data that is not disclosed due to reporting restrictions; NC is data that can not be calculated due to an absence of required information.

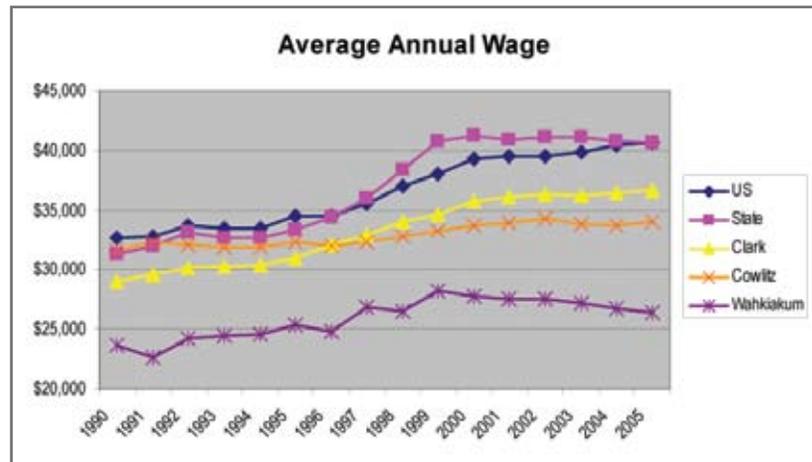
Shading indicates higher concentration than in the U.S.

WAGES

Average annual wages increased in all three counties in the latter half of the 1990s. Wahkiakum's average peaked in 1999 and has declined since then, falling to \$26,390 in 2005. Cowlitz peaked in 2002, declined for two years, and then increased slightly to \$34,010 in 2005. Average wages in Clark have continued to increase, but at a much slower pace, reaching \$36,670 in 2005. Averages in all three counties are well below the state average of \$40,700 and the national average of \$40,677.



Source: Bureau of Labor Statistics, QCEW Data



Source: Washington Employment Security Department, 2007

Part II: Labor Force and Personal Income

This section covers basic workforce data about the residents of Southwest Washington including unemployment, labor force participation, educational attainment, occupational distribution and per capita income.

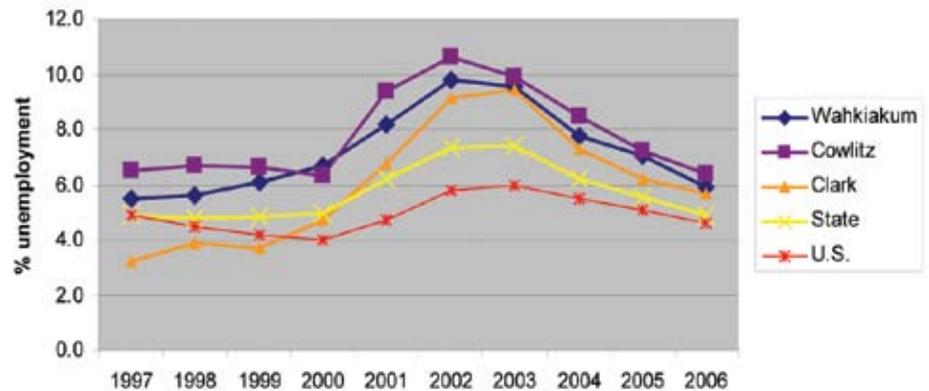
UNEMPLOYMENT RATE OF RESIDENTS:

Unemployment rates, which rose to the double digits during the recession, continued to decline in 2006, falling to 5.8 percent in Clark, 6.6 in Cowlitz, and 6.7 in Wahkiakum. Rates are still above pre-recession lows in Clark and Wahkiakum, but the December 2006, Cowlitz rate was as low as any December in the past 16 years. All three counties are at least a point above the national rate.

LABOR FORCE PARTICIPATION

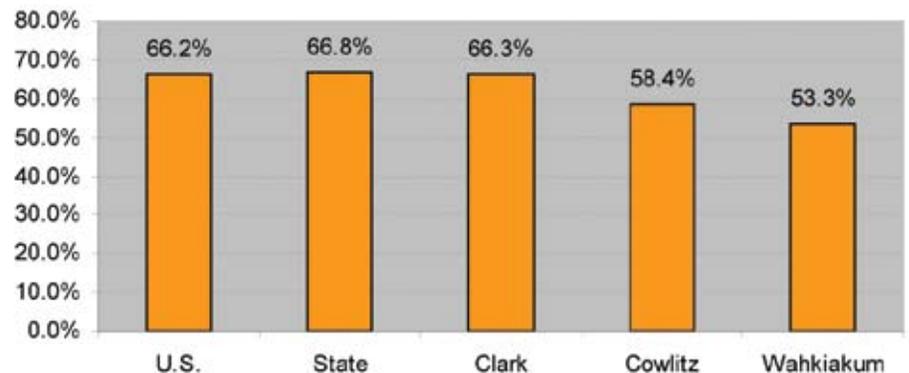
Labor force participation rates vary widely among the three counties in the region. In 2006, 66 percent of Clark County residents aged 16 and over were in the labor force—about the same as the U.S. average. In contrast, only 58 percent of Cowlitz working-age residents were in the labor force, and only 53 percent in Wahkiakum. Participation rates are lower in Cowlitz for both men and women.

Unemployment Rates



Source: Washington Employment Security Department, 2007

2006 Labor Force Participation Rate



Source: Washington Employment Security Department, 2007



COMMUTE PATTERNS

- Roughly a third of Clark County workers work outside of the county, as does about half of Wahkiakum County. Cowlitz County has a smaller number of incoming and outgoing commuters.

EDUCATIONAL ATTAINMENT

- Educational attainment continues to lag the Portland metro area, state and nation.
 - » The percentage of Clark County residents with a bachelor's or higher degree rose from 22.0 percent in 2000 to 24.6 percent in 2005.
 - » The same 2005 percentages for other areas include 27.2% for the US; 30.1% statewide; and 31.9% for the Portland metro region.

Educational Attainment

	2005						Bachelor's or more	
	< HS	HS Only	Some College	AA	Bachelors	BA+	2000	2005
U.S.	15.8%	29.6%	20.1%	7.4%	17.2%	10.0%	24.4%	27.2%
State	11.2%	25.1%	24.4%	9.2%	19.6%	10.5%	27.7%	30.1%
PDX	10.5%	24.0%	26.0%	7.6%	20.7%	11.2%	30.3%	31.9%
Clark County	8.6%	27.6%	29.2%	10.1%	16.4%	8.2%	22.1%	24.6%
Cowlitz County	15.6%	28.8%	30.1%	13.0%	8.5%	3.9%	13.3%	12.4%
Wahkiakum Co	NA	NA	NA	NA	NA	NA	14.8%	NA

Source: Washington Employment Security Department, 2007

OCCUPATIONAL DISTRIBUTION

- Employment by occupation in Southwest Washington differs somewhat from the state and nation. Significant differences included:
 - » Fewer jobs in business and finance occupations, computer and mathematical science occupations, and farming occupations.
 - » More jobs in education, construction, and production occupations.



Employment by Occupation

Occupational Group	US	State	SW WA	US	State	SW WA
Total, All Occupations	145,612,300	3,109,688	131,834	100.0%	100.0%	100.0%
Management	9,114,700	107,706	2,924	6.3%	3.5%	2.2%
Business and Financial Operations	5,872,800	144,104	2,638	4.0%	4.6%	2.0%
Computer and Math	3,152,800	103,754	823	2.2%	3.3%	0.6%
Architecture and Engineering	2,519,900	76,728	940	1.7%	2.5%	0.7%
Life, Physical, and Social Sciences	1,315,700	47,312	1,267	0.9%	1.5%	1.0%
Community and Social Services	2,317,100	50,552	2,807	1.6%	1.6%	2.1%
Legal Occupations	1,220,200	27,534	966	0.8%	0.9%	0.7%
Education, Training, and Library	8,698,000	185,529	9,725	6.0%	6.0%	7.4%
Arts, Design, Entertainment, Sports, & Media	2,515,000	58,710	1,497	1.7%	1.9%	1.1%
Healthcare Practitioners and Technicians	6,805,300	136,505	5,123	4.7%	4.4%	3.9%
Healthcare Support	3,492,300	71,714	3,359	2.4%	2.3%	2.5%
Protective Service	3,137,600	54,343	2,205	2.2%	1.7%	1.7%
Food Preparation and Serving	10,739,200	233,540	8,942	7.4%	7.5%	6.8%
Building and Grounds Cleaning-Maintenance	5,582,200	125,186	8,237	3.8%	4.0%	6.2%
Personal Care and Service	4,721,200	127,008	4,278	3.2%	4.1%	3.2%
Sales and Related	15,330,200	322,751	10,565	10.5%	10.4%	8.0%
Office and Administrative Support	23,907,000	461,588	15,421	16.4%	14.8%	11.7%
Farming, Fishing, and Forestry	1,025,900	76,062	18,500	0.7%	2.4%	14.0%
Construction and Extraction	7,738,500	195,602	6,125	5.3%	6.3%	4.6%
Installation, Maintenance, and Repair	5,747,500	120,822	5,324	3.9%	3.9%	4.0%
Production	10,561,700	166,876	8,285	7.3%	5.4%	6.3%
Transportation and Material Moving	10,097,600	215,762	11,883	6.9%	6.9%	9.0%

Less than state and nation average

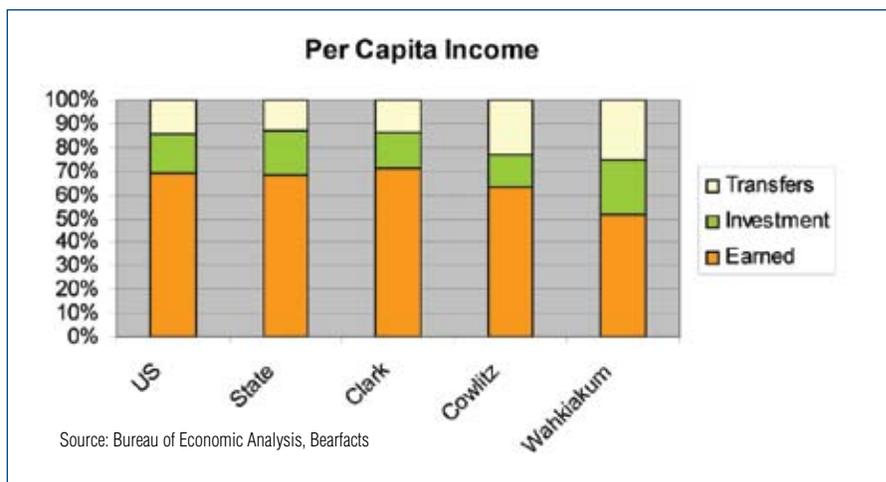
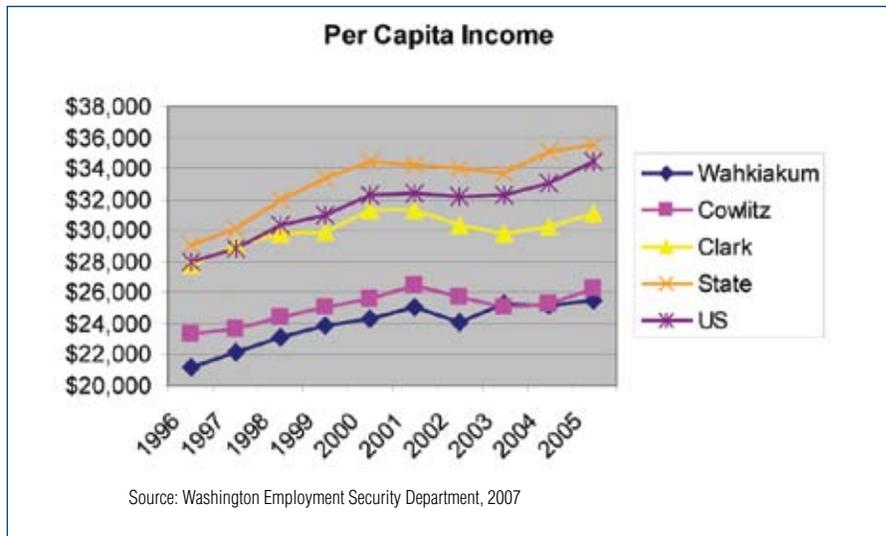
More than state and nation average

PER CAPITA PERSONAL INCOME

- Per capita personal income (PCPI) for all three counties remain lower than state and national averages. In 2005, the national average per capita personal income was \$34,471, while Clark County PCPI was \$31,908, Cowlitz County PCPI was \$26,268, and Wahkiakum County PCPI was \$25,529.

INCOME FROM EARNINGS

- Personal income includes earned income (from wages or business ownership), investment income, and transfer payments, which are mostly government programs such as social security and Medicaid. In Southwest Washington, the composition of personal income differs markedly among the counties. In Clark, 71 percent of the total is earned income, vs. only 63 percent in Cowlitz and 52 percent in Wahkiakum. Conversely, transfer payments are a quarter of personal income in both Cowlitz and Wahkiakum, but only 14 percent of Clark's total.



Part III: Demographic Shifts

This section of the profile highlights current demographic conditions and shifts in demographics within the Southwest Washington region. The purpose of this data is to help identify potential trends which would affect the workforce composition in the region.

POPULATION GROWTH

In 2006, there were over half a million people living in the three-county region of Clark, Cowlitz, and Wahkiakum counties.⁸

- Clark County continues to grow rapidly, though at a slightly slower pace than in the past. In the past

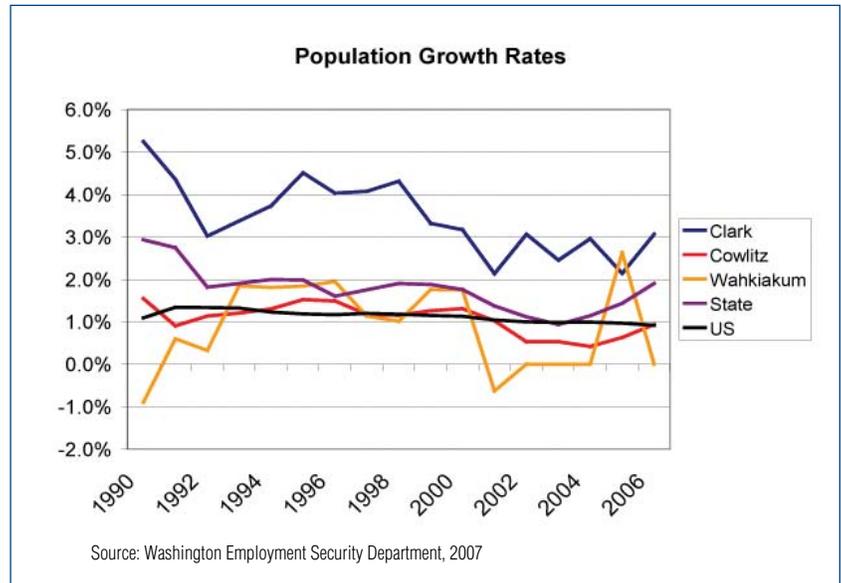
decade, population there has grown by more than a third (35 percent), more than double the state average (16 percent) and triple the national average (11 percent).

- Both Cowlitz (9 percent) and Wahkiakum (8 percent) have grown slightly slower than the national rate over the past decade.

had moved into the county in the past year. What is surprising is that almost the same percentage of Cowlitz County residents were newcomers (7,100). The difference: the flow of people moving out was proportionately higher in Cowlitz County. Clark gained 2,500 new residents from outside of the U.S., versus 450 for Cowlitz.

NET MIGRATION

Rapid growth means more people moving in from other counties, states, and nations. In 2005, over 8 percent of Clark County residents (more than 32,000)



⁸ Recent detailed population data is available from the Census Bureau's American Community Survey, but only for Clark and Cowlitz counties.

POPULATION BY RACE

- Residents of Clark County who identified themselves as white was 85 percent in 2006, down more than a point from 2000. The percentage of resident Latinos (5.6 percent) and Asian/Pacific Islanders (4.2 percent) has each increased by about one percentage point since 2000.
- In Cowlitz County, the percentage of residents self-identified as white went from 90 to 89 percent. Almost a third of net new population growth from 2000 to 2006 was Latino (now 5.6 percent of total population).

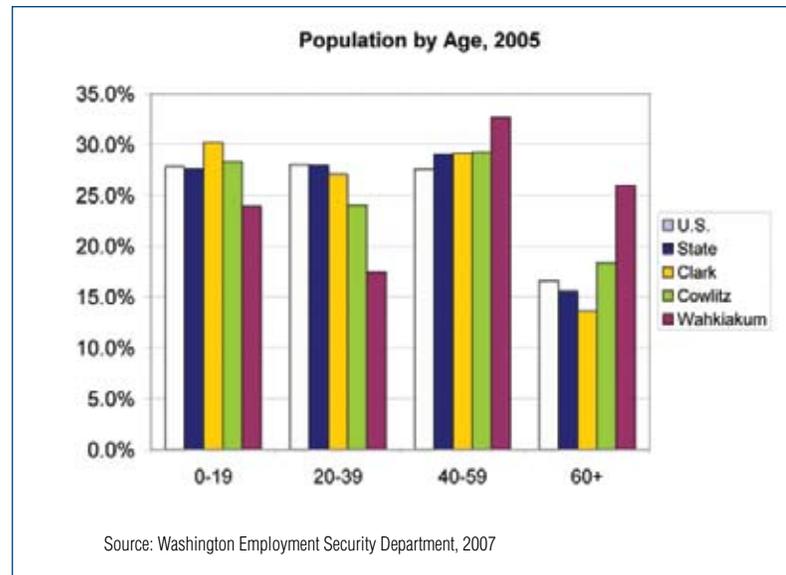
Population by Race

Race, 2005	Population			% Population				
	Clark	Cowlitz	Wahkiakum	U.S.	State	Clark	Cowlitz	Wahkiakum
White alone	339,192	85,117	NA	67%	77%	85%	89%	NA
Black alone	6,444	475	NA	12%	3%	2%	0%	NA
American Indian alone	3,145	493	NA	1%	1%	1%	1%	NA
Asian alone	15,873	1,209	NA	4%	7%	4%	1%	NA
Pacific Islander alone	1,745	48	NA	0%	0%	0%	0%	NA
Hispanic alone	23,220	5,318	NA	15%	9%	6%	6%	NA
Multi-race	10,028	3,194	NA	1%	3%	3%	3%	NA
Other	1,075	51	NA	0%	0%	0%	0%	NA
Total	400,722	95,905	NA	100%	100%	100%	100%	NA

Source: Washington Employment Security Department, 2007

POPULATION BY AGE

- Clark has proportionately more young people (below the age of 19) and fewer older residents (60 and older) than the state or nation. Cowlitz has proportionately more young people, fewer younger adults (20-39), and more older adults (aged 60+) than the state or nation. Wahkiakum County has fewer youth and younger adults, and more older adults (60+).

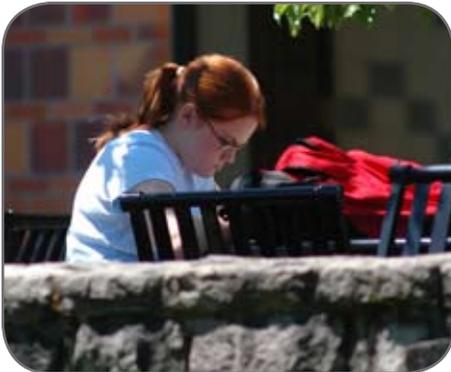


YOUTH AND YOUNG ADULT TRENDS

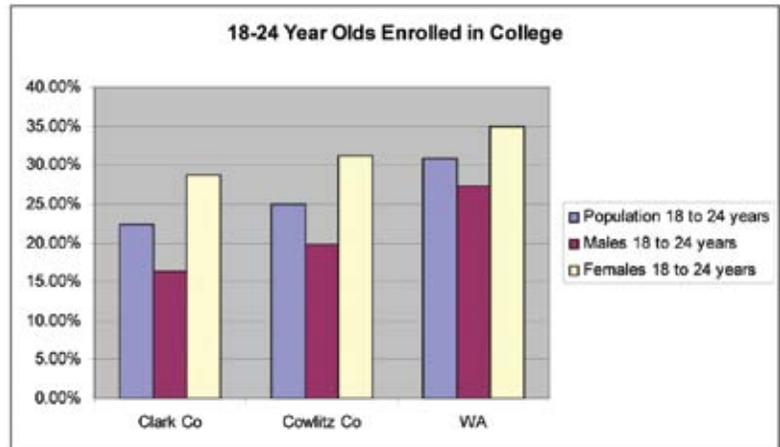
About one in five residents in Southwest Washington are ages 15-29, with a fairly even distribution among subgroups of ages.

National statistics and anecdotes from workforce partners and employers indicate that the younger workforce is losing ground in terms of educational attainment and skills needed for today's jobs.

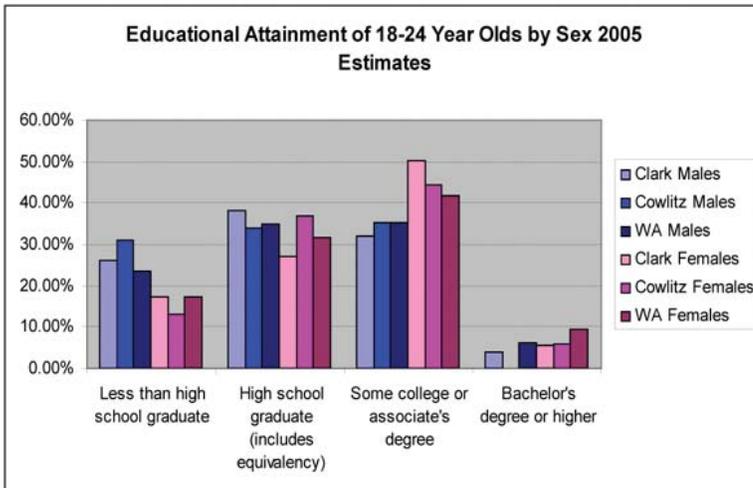
- In 2005, over 20 percent of all 18-24 year olds had no high school diploma or GED. Overall females had higher educational attainment than males.
- Compared to 2005 state averages fewer 18-24 year olds are enrolled in college, this is especially true for males.
- While enrollment in school was near state averages for 18-19 year olds in 2005, it drops significantly in Clark County for 20-24 year olds.



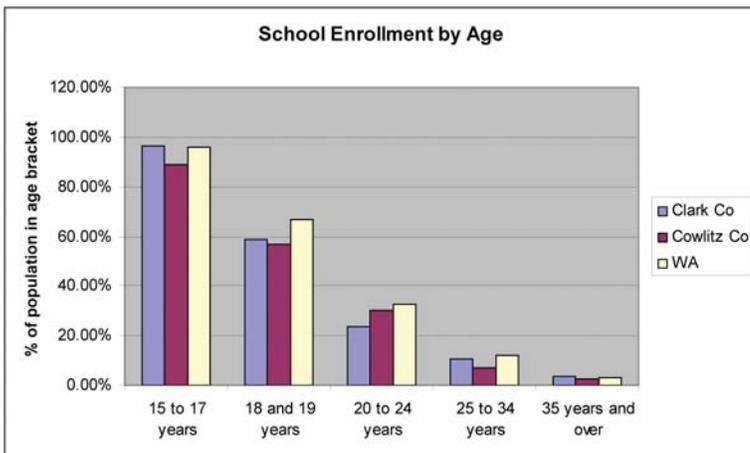
	Clark Co.	Cowlitz Co.	Wahkiakum Co	TOTAL
Total Population	400,722	95,905	3,824	500,451
15 to 19 years	27,650	6,617	265	34,532
20 to 24 years	27,650	6,713	133	34,496
25 to 29 years	30,856	6,713	138	37,707
Total	86,155	20,044	536	106,736



Source: US Census Bureau



Source: U.S. Census Bureau



Source: U.S. Census Bureau



FOREIGN BORN RESIDENTS

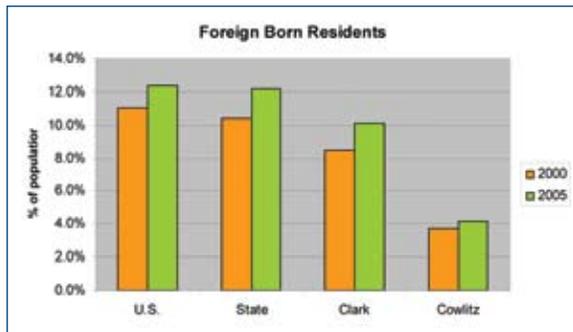
Over 10 percent of Clark County residents are foreign-born, far more than the 4 percent of Cowlitz residents. The comparable figure for the state and nation is 12 percent.

POVERTY RATE

Poverty rates in 1999 were lower in Wahkiakum and Clark than the metro area, state, or nation, but considerably higher in Cowlitz. By 2005, poverty had increased in all areas. Poverty rates are higher for African Americans, American Indians, and Latinos.

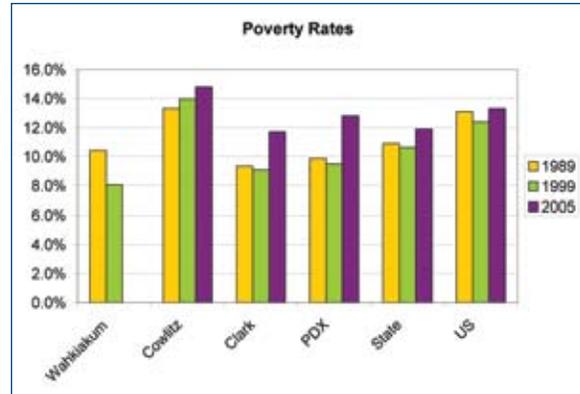
ENGLISH AS A SECOND LANGUAGE:

A growing number of Clark County residents speak a language other than English—13 percent in 2005, up two points from 2000.⁹ Those who speak English “less than very well” has not increased since the 2000 Census, remaining at 5.5 percent of all residents.

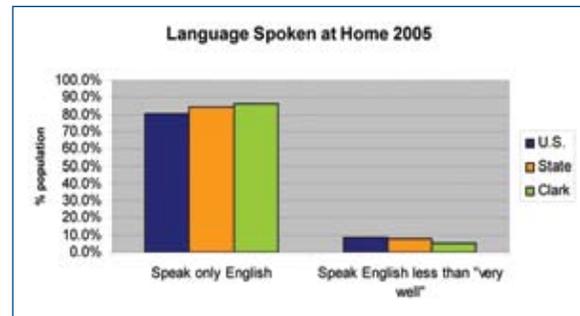


Source: Washington Employment Security Department, 2007

⁹ 2005 data was not available for Cowlitz County.



Source: Washington Employment Security Department, 2007
2005 data not available for Wahkiakum County.



Source: Washington Employment Security Department, 2007



Our History

The Southwest Washington Workforce Development Council is one of 12 Workforce Investment Boards in the State of Washington charged with planning and coordinating existing federal, state and local workforce investment policies and programs into a system that can deliver needed services in response to the local and regional labor market.

Workforce Investment Boards have a thirty year history in various forms. Created through federal legislation in 1978, until 2000 they were known as Private Industry Councils (PICs). The 1998 Workforce Investment Act reconstituted them and named them Workforce Investment Boards (WIBs). The State of Washington calls them Workforce Development Councils (WDCs).

Up until 2002, the SW Workforce Development Council provided both administrative oversight and delivered client services. In 2002, the SWWDC was reconstituted as a non-profit organization separate from the service providing organization. The goal of this reorganization was to separate program oversight and accountability from service provision. The newly formed SWWDC issued requests for proposals and contracted out all service provision to other organizations. Today, the SWWDC provides local policy direction, coordinates federal, state, and local workforce resources, and provides program oversight and accountability for the workforce development system in southwest Washington.



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