

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 177
MARCH 20, 2014**

**WASHINGTON'S INPUT TO A FEDERAL REVIEW FOR A MORE EFFECTIVE
JOBS-DRIVEN WORKFORCE TRAINING SYSTEM**

Background

During the January 2014 State of the Union address, President Obama outlined his Action Plan for the coming year. He called for a more effective, jobs-driven, integrated workforce education and training system, providing access and opportunity for all. One component of his plan is a fifth round of a grant competition, the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The TAACCCT program funds partnerships of community colleges and industry associations to build or improve educational capacity in high employer demand fields. There is \$500 million available for this next round of funding. The president has guaranteed at least one grant award in each state.

The President directed Vice President Joe Biden to consult with business and labor leaders, educators, mayors and governors, and Democratic and Republican congressional officials on best practices that will ensure America's workforce training system is more driven by the needs of employers, in order to place workers in good jobs. The results of these consultations will be used to frame the TAACCCT grant. The solicitation for the grant is expected to be released within a few weeks. Therefore, this letter comes before the Board prior to completion of a more thorough Washington review process.

Washington state has already been recognized by this administration for programs that have had a significant impact on workforce training. To ensure that these programs, as well as others have the opportunity to rise to a best-practice model, the Board will consider a consensus letter, addressed to Vice President Joe Biden, that highlights components of promising and best practices evidenced in Washington's current workforce education and training system. If approved and signed, this letter will be mailed to the Vice President and copies mailed to Washington's congressional delegates, and emailed to the U.S. Secretary of Labor.

Board Action Required: Approval of a consensus letter to Vice President Joe Biden, for signature by Board Chair Cindy Zehnder.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board understands the President’s intention to reform federal, jobs-driven training programs; and

WHEREAS, President Obama has directed Vice President Joe Biden to consult with numerous policy advisors and workforce system stakeholders to learn of model programs in current practice within the workforce training system; and

WHEREAS, Consultation results will help shape the upcoming Trade Adjustment Assistance Community College and Career Training (TAACCCT) solicitation; and

WHEREAS, Some of Washington’s congressional delegates requested input on best practices to inform a bipartisan consensus of best practices;

THEREFORE BE IT RESOLVED, The Workforce Training and Education Coordinating Board hereby approves of the letter addressed to Vice President Joe Biden, providing a consensus voice that highlights model and promising best practice components and programs; and

THEREFORE BE IT FURTHER RESOLVED, The Workforce Training and Education Coordinating Board hereby approves copies of the letter to be sent to all members of Washington’s congressional delegation to inform their consensus opinion on industry-driven training initiatives such as the TAACCCT program.



STATE OF WASHINGTON

Workforce Training and Education Coordinating Board
128 10th Avenue SW ♦ PO Box 43105 ♦ Olympia, WA 98504-3105
Phone: (360) 709-4600 ♦ Web: www.wtb.wa.gov ♦ Email: workforce@wtb.wa.gov

March 21, 2014

Vice President Joe Biden
Old Executive Office Building
Washington, DC 20501

Dear Mr. Vice President:

During the January 2014 State of the Union address, President Obama called for you to conduct a comprehensive review of all federally-funded employment and training programs. Your review, through consultations, will identify ways to make our nation's workforce development system more jobs-driven, integrated and efficient, focusing on evidence-based best practices and identifying barriers to effectiveness.

Washington state has a long history of innovation and performance effectiveness in workforce development. Twenty-five (25) years ago, Washington's Governor and Legislature worked together with business and labor organizations and other stakeholder groups to rethink the state's public workforce development system. The vision was to coordinate education, training, workforce development, and support service investments to work together to help Washingtonians achieve economic security, and to ensure that our employers have a talent pipeline that supports their competitiveness. The model ensured that our system is:

- Industry-driven;
- Coordinated for maximum efficiency;
- Aligned for maximum benefit to participants and employers;
- Held accountable for performance effectiveness.

Washington's state and local public partners have long worked with business and labor stakeholders to ensure that these two customers are always clearly in focus for all public investments in workforce development. The benefits to and satisfaction of Washington's employers and its residents are the outcomes that we measure, and shape continuous improvements to our strategies, programs and services. For this reason, we are usually quite clear on what's working well, and can identify when investments are not working as they should. Most often, the hurdles we grapple with are structural: statutory parameters, administrative policies or practices, or funding limitations. We are currently undertaking a review of hurdles and barriers among our system stakeholders, and will submit this information in a subsequent letter.

In 2000, after a number of years of in-depth skills gap analyses that showed a disconnect between the number of trained workers and available jobs, the Workforce Training and Education Coordinating Board (Workforce Board) created the concept of Industry Skill Panels. Skill Panels bring employers from the sidelines to the frontlines to develop industry-responsive education and training. From the 50+ Skill Panels established since that time, and subsequent new program models, including three funded by the U.S. Department of Labor's WIRED and TAACCT programs, Washington state has learned a great deal. The following are best practices and components of promising practices that have surfaced:

- Employer partnerships must be in-depth and provide opportunity for active and relevant participation and commitment.
- Effective workforce training programs must provide work-integrated learning:
 - On-the-job training
 - Pre-apprenticeship
 - Work study
 - Internship
 - Cooperative learning
 - Trial job apprenticeships
 - Community jobs programs
- Workforce education programs must utilize data to drive responsiveness to industry training needs.
- Workforce training programs should provide a continuum of learning, beginning in middle or high school, through postsecondary education and training, and connecting with industry upon program completion.
- Effective education and training is enhanced when there is a pool of resources, providing both front-end and back-end connections:
 - Career navigators
 - Peer navigators
 - Employer navigators
- There must be connections between business and Economic Development Councils.

Students in Washington's secondary and postsecondary workforce training programs have the added opportunity for learning and connections to employment training through the 14 career-focused Skills Centers that serve students from over 120 school districts and the 10 Centers of Excellence housed at our state's community and technical colleges.

The Skills Centers are regional schools that provide extended, industry-defined technical education. Instructors use competency-based instruction to challenge, motivate, and provide opportunities for students to achieve critical thinking, leadership, academic and industry-defined workplace skills through hands-on education, applied academics, and technology training.

Washington's secondary Skills Centers are located in both urban and rural communities and provide a wide range of program offerings:

- Auto Body Technology
- Auto Systems Technology

- Construction Trades
- Cosmetology
- Culinary Arts
- Dental Assisting
- Diesel Technology
- Digipen Videogame Programming
- Digital Video & TV Production / Cinematography
- Early Childhood Education
- Fire Science Technology
- Graphic Communication
- Health Information Technology
- Law Enforcement
- Pre-Nursing / Medical Occupations
- Pre-Veterinary Technician
- Radio Broadcasting & Production
- Teen Parent / GRADS
- Welding Technology

Washington's Centers of Excellence are also located in both urban and rural community and technical colleges and provide direct linkages between education and training to business and industry:

- Agricultural Center of Excellence (Walla Walla Community College)
 - Provides collaborative leadership in addressing the emerging workforce and economic development interests of rural, urban, and related agriculture in Washington. The Center is a hub for accessing fast, flexible services and education to meet employer needs.
- Allied Health Center of Excellence (Yakima Valley Community College)
 - Provides innovative programs to prepare qualified and competent health care professionals and leaders through collaboration and cooperation with industry partners.
- Center of Excellence for Aerospace and Advanced Materials Manufacturing (Everett Community College)
 - Increasing the competitiveness of manufacturers using composites and other advanced materials through workforce training and education.
- Pacific Northwest Center of Excellence for Clean Energy (Centralia College)
 - Provides leadership for a growing alliance of energy industry and college partners; together provide comprehensive degree and certificate programs, online courses, and regional classroom training that focus on the future of the energy industry.
- Construction Center of Excellence (Renton Technical College)
 - Provides a resource for industry professionals, colleges, and others interested in preparing a diverse workforce for the construction industry.
- Center of Excellence for Careers in Education (Green River Community College)
 - Provides support, mentoring, and advising for the creation and expansion of career-ladder programs in education.
- Center of Excellence for Homeland Security (Pierce College)
 - Provides and brokers education and training to prepare a skilled workforce to maintain national security.
- Center of Excellence for Information and Computing Technology (Bellevue College)

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- The center is an information resource and solution-provider for model information technology education programs, best practices, up-to-date research, information dissemination, instructor professional development in new and emerging technologies. It provides information on industry trends that impact employment, education, and business growth across Washington.
- Center of Excellence for Global Trade and Supply Chain Management (Highline Community College)
 - Facilitates linkages and partnerships among education, business, industry, community partners, and workforce intermediaries, advocating for Washington state both nationally and internationally in international trade, transportation, and logistics.
- Northwest Center of Excellence for Marine Manufacturing and Technology (Skagit Valley College)
 - Acts as a hub for innovative discussions, resources, training and education services that create a repository of information and highlights best practices related to industry trends and emerging technologies to foster economic vitality.

In our best practices recommendations we would be remiss if we did not mention Washington's Integrated Basic Education and Skills Training (I-BEST) program. This nationally recognized education delivery model challenges the traditional notion that students must complete all basic education before they can start a job-training program. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing, or English language. Students move through the program learning basic skills in real-world scenarios, offered by the job-training portion of the curriculum. Recent innovations in this area include workplace-based and online I-BEST and on-ramps to success for disconnected youth.

Mr. Vice President, Washington's Workforce Board thanks you for the opportunity to provide input into your review of workforce training programs. We are proud of the services and programs we provide to our citizens. Our attention to the needs of business, labor and industry and our strong accountability standards are hallmarks of our training programs and our contribution to building a thriving economy that provides high-skills, high-wage opportunities for all.

Most Respectfully,

Cindy Zehnder
Chair, Washington Workforce Board

cc: U.S. Secretary of Labor Tom Perez
U.S. Senator Patty Murray
U.S. Senator Maria Cantwell
U.S. Representative Jim McDermott
U.S. Representative Doc Hastings
U.S. Representative Adam Smith

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U.S. Representative Rick Larsen
U.S. Representative Cathy McMorris Rodgers
U.S. Representative Dave Reichert
U.S. Representative Jaime Herrera Beutler
U.S. Representative Suzan DelBene
U.S. Representative Derek Kilmer
U.S. Representative Dennis Heck

WORKFORCE INVESTMENT ACT REAUTHORIZATION WASHINGTON STATE RECOMMENDATIONS

America should be world-renowned for its unmatched capacity to adapt to changing economic demand for skilled workers. We should be the nation that brings new skills online faster and better than the rest of the world and that enables all segments of our diverse population to take part in this success.

Congress should redesign the next workforce development system that succeeds the current Workforce Investment Act (WIA) with enhanced flexibility to meet employer and job seeker needs, and Congress should provide the resources required to meet these needs. The redesigned system should build upon the best features of WIA, such as the creation of one-stop career centers, and should continue the focus on serving low-income populations and dislocated workers, while at the same time facilitate a greater connection with employers and economic development.

With these objectives in mind, the state and local partners in Washington state's workforce development system offer the following consensus comments regarding the reauthorization of WIA or the creation of a new act on workforce development.

Strategic Planning for Workforce and Economic Development

The role of state and local private-sector led boards in establishing strategic plans for the workforce development system should be enhanced by including a greater focus on the connections between workforce and economic development. State and local strategic plans should include a thorough analysis of the key sectors driving economic growth and how workforce development can assist in this growth. The operational plans and services of the workforce development system should be designed with this strategic context in mind. To perform this strategic role well, resources should be provided for this function. Currently, WIA does not explicitly provide local boards with resources for strategic planning.

A Mandate for Employer Services

Employers, along with individuals, should be viewed as customers of the Workforce Development System. The Workforce Development System should meet employers' workforce needs and expectations to promote economic growth and an increasing standard of living for individuals. The new act should explicitly authorize services to employers. Examples of employer services include: the formation of industry-education partnerships (variously known as industry skill panels and regional skill alliances) that identify and address skill shortages in particular sectors of the economy, the provision of customized incumbent worker training, and the establishment of new registered apprenticeship programs. To provide effective employer services will require that sufficient resources accompany the authorized services.

Low-Income Populations and Career Pathways

The redesigned act should maintain a focus on serving low-income populations and dislocated workers. Employers report a critical shortage of qualified job applicants for many jobs that pay a good wage but that do not require a baccalaureate degree. The act should enable low income populations and dislocated workers to fill these positions. When unemployed individuals are placed into positions that do not enable them and their families to be self-sufficient, there should be an explicit career pathway including the requisite follow-up and training services that enable the individuals to move up into family-wage jobs. This will require a greater emphasis on follow-up services and life-long learning than is evidenced in WIA.

Address Youth Unemployment

Unemployment among older youth and younger adults is a continuing problem. Youth, approximately 16 to 24 years of age, are nearly twice as likely to be unemployed as other workers. The unemployment rate is even higher among youth from a racial and ethnic minority and youth with a disability. In order to address this problem, Congress should reestablish a summer youth employment program, such as existed prior to WIA. There should also be greater flexibility in the services provided to the population that straddles the youth/adult divide in WIA. For instance, the new Act should allow youth who are eligible for free or reduced school lunches to automatically meet the income requirements for eligibility. Also, local flexibility to define out of school youth would allow local boards to count youth who have dropped out of school but are attending an alternative program, such as those frequently provided by community-based organizations.

Support the One-Stop Career Center System

A positive feature of WIA was the establishment of the one-stop career center system, providing job seekers and employers access to services from at least 12 workforce development programs. Under the new act, support for the one-stop system should be extended and financial resources should be explicitly provided, without draining those resources away from direct program service provided by WIA or other partner programs. Under WIA, one-stop has largely been an unfunded mandate supported by taking from WIA Title I-B and WIA Title III (Wagner-Peyser) direct service. Local boards must assign the funding of one-stop infrastructure to the WIA funding streams based upon program services provided. This creates needless administrative hurdles. The one-stop innovation should receive line item funding to support its ongoing infrastructure costs such as rent, related facility costs, and management information systems.

Flexibility for Training and Other Services

To prepare low-income populations and dislocated workers for a rapidly changing economy, the workforce development system, particularly at the local level, should have increased flexibility to respond to changing needs and conditions. We recommend at least three changes to WIA to make this happen.

First, when it is clear that individuals need intensive or training services to obtain suitable employment they should be able to receive those services right away. There should be no rigid sequence of services where participants must first attempt to obtain suitable employment before they can receive the more intensive services or training they need.

Second, local boards should have the authority to contract for training when there is insufficient capacity in regular programs. Many of the programs that are in greatest demand in the labor market—for example, health care programs—are full and have waiting lists of students wanting to get in. An individual with an Individual Training Account voucher may not be able to enter the program of study because classes are full or otherwise unavailable. In such cases, the act should clearly authorize the use of contracts to expand training capacity.

Third, to respond quickly to industry needs, some of the local funds should be available in the form of a more flexible pot of money similar in design and scope to the Governor's 15 percent set-a-side. This will enable a local board to allocate resources as needed, for example, to carry out an industry-education partnership's plans to address skill shortages in particular occupations.

Simple Yet Meaningful Performance Accountability

The new act should have a small number of performance measures of participant employment, earnings, and skill attainment that can be applied consistently across workforce development programs. Such measures have been proposed by the National Governors Association and the National Association of State Workforce Agencies based upon the measures developed by Washington and other states as part of the Integrated Performance Information project.

The new act should require a method where performance targets are adjusted for changes in participant characteristics and economic conditions. Currently, there is no such mechanism. As a consequence, states can report and be rewarded incentive dollars for higher numbers that are due to a change in participant characteristics and/or economic conditions, rather than improved service to customers. There should not be performance targets that lead providers to serve fewer people with barriers to employment or training.

The new act should require a very limited number of basic and simple measures for reporting core services and employer services. Over 90 percent of individuals receiving services through the one-stop system receive core services only (such as labor market information). The extent of participation is often too minimal to reasonably draw a connection with outcomes of employment, earnings, or skill attainment. Yet, it is important to capture data on core services in order to communicate the performance of the one-stop system. Similarly, WIA currently does not include measures by which to report service to employers, yet this is an important part of communicating the performance of workforce development services.

Finally, the new act should include a consumer report system of training program results. This was an important innovation included in WIA. Unfortunately, section 122 of WIA contained so many contradictory provisions that most states found it impossible to implement. The new act should authorize a simple but important system for reporting training program outcomes as measured by student employment, earnings, and skill attainment.

Private Sector Governance

The new act should grant states and local areas the flexibility to have board memberships that meet their needs, while still requiring a private sector majority and input from all appropriate stakeholders.

WIA membership requirements for newly created state or local boards result in boards that have over 40 members. Instead of creating a new board, states and local areas may choose to use a qualifying entity that was in existence on December 31, 1997.

Many find that the membership required for new boards is too large. The size makes it likely that at any given meeting the private sector members will be outnumbered by members representing the public sector and vendors, defeating the intent of WIA to have a private sector driven system. In addition, less populous workforce development areas have a difficult time recruiting a sufficient number of private sector representatives to fulfill the membership required for a new local board.

The ability to use a pre-existing state or local board is essential, and Washington has taken advantage of this option for the state board to maintain its equal tri-partite membership of business, labor, and government. The option to use a pre-existing board, however, should include the ability to make some changes in the membership structure, otherwise, the composition is forever frozen in place. This rigidity prevents boards from evolving to meet changing economic or social conditions or changes in state or local government structures. While Washington remains committed to our tri-partite partnership, we would like the option to expand membership if we so choose in the future.

Invest in Workforce Development

The major U.S. Department of Labor program for workforce development should be adequately funded. Nationally, funding for WIA has declined since PY2000 from \$3,539,990,000 to \$3,276,602,000. This is a decline of 7.4 percent, not accounting for inflation, and over 20 percent considering inflation. Since its peak in the late 1970s federal funding for workforce development has fallen nearly 70 percent in nominal terms. The U.S. Department of Labor's effort to disregard obligations when reporting expenditures has further undermined funding for workforce development, as has the diversion of H-1B visa fees to other purposes. The effect on states and local areas is made even worse by extreme fluctuations in formula-driven dollars. Formula funds for Washington's local workforce development areas have varied between \$90 million and \$49 million in the past seven years. Without sufficient and dependable resources, the act will not fulfill its purpose. Congress should accompany the new act with appropriations that match the critical importance of workforce development for the nation's economy and our standard of living.

IMPROVING OUTCOMES FOR DISADVANTAGED POPULATIONS

Service Model Components

The following are the service components and design considerations of a multiple pathway model to help individuals with significant barriers to employment achieve economic security and a satisfying attachment to the labor market. The model assumes that an intervention of some sort is needed to achieve these goals, including interventions that prevent an individual from going off course from a track towards success (i.e., preventing dropping out of high school or college). Intervention, therefore, also includes risk assessment and early detection of risky characteristics.

The model also assumes that a range of services, via various providers and funding streams will be braided together according to the needs of the individual participant; that there is “no wrong door”—an individual will be gently lead to the appropriate entry point; that all roads lead to gainful employment; that the right pathway is available for each participant to access, persist and succeed; that all skill development activities are contextualized to career goals, integrated with real world work experience wherever possible, and include income earning whenever possible; and that industry (employers and labor) views itself at least as a true partner in the model and optimally as a co-investor.

Service Model Components and Considerations

Outreach/Awareness: For participants to be availed of the opportunity to achieve meaningful attachment to the labor market and economic security using a multiple pathways approach, the first requirement is for front-line service delivery staff at all intake points to be thoroughly knowledgeable of the programs and services available across the system and to understand the combination of programs and services to call upon for every career pathway in order to effectively support participants first at intake and subsequently during triage and follow up. To that end, initial and ongoing orientation (even cross-training) of front-line staff to the programs and services available across the system is critical.

Customer Choice: The model honors the assets and interests of each potential and enrolled participant, at every stage of service delivery. Guidance is provided about the full range of possibilities available to each individual at the point in time for which they are seeking services. The model takes into account that participant desires may change as they engage in services, learn more about their abilities and interests, and about new career options. Service plans are designed with the participant to achieve the participant’s desired outcomes, with adequate periodic check-ins and adjustments to ensure continued plan appropriateness and effectiveness.

Intake: First interview to determine individual’s immediate needs; initial thoughts of participant on career interests; compile information on educational and job history; any information on barriers to employment, accessing education and training, and persisting in either education or employment; determine eligibility for all services, funding and other resources. If possible, identify evidence to select potential effective learning modalities (learning styles or successful prior learning experiences).

Triage and Follow-up: Based on intake information, make immediate determination about need for support services, readiness to pursue education, training, employment, or a combination, and make appropriate referrals based on determination. Triage agent will follow-up with participant or referral site to ensure smooth transition, or to re-direct the individual when warranted.

Assessment of Academic Levels, Interests, Aptitudes, Learning Needs/Accommodations, and Learning Styles: An individual should be able to enter a career pathway program at whatever stage is appropriate to the individual's level of functioning at that time, and be able to move up and down the line as either skill development is achieved or additional or remedial skill development is needed. Assessment may take on various forms, such as standardized tests, criterion referencing, personal interviews, hands-on skill trials, and portfolio development, and should be tied to a credentialing process that is accepted by the targeted industry.

Career and Educational Exploration and Guidance: All participants, but especially those with little or no prior work experience need sufficient information with which to make career decisions and appropriate educational choices. A well-formed career and educational exploration component will enable an individual to select an occupation based on his or her interests, needs and capabilities. Career exploration modules should include information on the viability of non-traditional occupations for women.

Participant Pathway and Outcome Plan: Every participant will work with staff to develop a service plan with clearly articulated and measureable outcomes. Staff will facilitate a conversation with the participant that leads to understanding of the participant's interests; passions; assets, including current capabilities and experience; learning style; immediate needs; and career goals. Staff then facilitates the participant's development of his or her pathway and outcome plan, providing necessary information and guidance along the way. The plan is considered to be a "live" document, subject to change as the participant learns about new career and education options and/or discovers new areas of interest and capacity.

Counseling/Case Management/ Coaching: The counselor helps the participant to interpret information that she or he obtains upon entrance to and throughout participation in the program in both career and life domain terms. For the disadvantaged individual, career counseling/case management is also the thread that runs throughout the multiple stages of program participation, assisting with transition points, and overcoming barriers to persistence. At a minimum, the counselor/case manager provides a continuing point of reference or program identification throughout participation, and motivates through acknowledgement of milestones, small or great, that the participant achieves. The system will avoid assigning multiple case managers for one participant, but if this becomes necessary, case managers will work as a team to provide support to the person in order to streamline and expedite services.

Support Services: The role of the counselor/case manager includes assisting the participant in learning about and obtaining support services when needed by individuals to overcome barriers to employment that may be encountered along their career pathway. For many who make up disadvantaged populations their success along a career path is inextricably linked to their ability

to overcome significant barriers and obstacles that require a variety of social, medical, behavioral, economic and other support services. These services, in tandem with occupational skill development and other components of the career pathway, enable individuals with barriers to employment to become and remain attached to the labor market.

(Contextualized) Basic Education Skills: Generally, the literacy and numeracy skills required to function adequately in day-to-day living, including in unskilled employment. Basic skills are also a foundation for entry into and progress within the chosen occupation, they are a platform of skills and knowledge on which career-specific education and training is built. Because evidence clearly indicates that contextualized basic skills education improves and quickens the attainment of desired learning outcomes, this model only includes a contextualized option.

(Contextualized) English-as-a-Second-Language: The level of English proficiency, including speaking reading, writing, and listening, that is required to enter or progress within the selected occupational area. Because evidence clearly indicates that contextualized ESL improves and quickens the attainment of desired learning outcomes, this model only includes a contextualized option.

Work Readiness Instruction and Assessment: Preparation on how to get a job and how to keep a job. Work readiness instruction informs individuals about the structure and culture of the workplace, and about what makes an individual a valuable employee—beyond specific occupational skills. Topics in this component may include, but are not limited to, communication skills, decision-making/problem-solving, team building/team work, quality practices, following instructions, relationship with authority figures, leadership skills, personal growth, stress management, health and hygiene, and dealing with difficult people/situations. Assessment should include behavioral demonstrations of material learned and not rely solely on standardized test formats. Therefore, work readiness is best addressed when embedded into education or training program, not as a stand alone component. If at all possible, work readiness of each participant should be validated by an employer, an endorsement which will be more favorably accepted by a hiring employer.

Development of Knowledge, Skills, and Abilities for Job Entry: Skill development here refers not just to those skills needed to enter the field, but also to the building of a foundation of skills to prepare for advancement within the field. Wherever possible, skill development activities should be work-integrated, which may include work-relevant project-based learning in the classroom or on-line, industry guest lecturers, or participant experience in the workplace of any type, from job-shadows to mentorship, through paid internships and apprenticeships. Paid work experience or earn and learn models are the optimal design, but understandably the most difficult to achieve and sustain. Skill development activities will be appropriate to the learning styles, interests and capabilities of each participant. Early intake and assessments will help determine the appropriate pathway and point of entry for each individual. Development options may include education, training, on-the-job training, or any combination thereof.

Skills Upgrading for Occupational Progress: Skills development beyond the point of occupational entry (first employment during program participation). Skills upgrading should be

tioned to a credentialing process that is accepted by industry employers. In cases where a credentialing process doesn't already exist, establishment of a process that will be recognized by local employers should be established. Employer engagement on skills standards and credentials is described in the next section.

Employer Engagement/Job Development/Job Placement: Working with employers to determine which jobs are currently available, which jobs are projected to become available, and what the skill requirements are for available jobs. Employers should be engaged to help inform curriculum design, to ensure that skill development activities are work-integrated, to enhance program offerings, and to evaluate the effectiveness of the program in meeting industry's needs. Staff responsible for job development/job placement and faculty responsible for curriculum development and delivery will work closely with industry representatives to ensure that curriculum and materials for skill development are directly applicable to the workplace, and that participants are adequately prepared to meet employer skill demands once on the job. This is an on-going process as curriculum may need to be altered or enhanced as new jobs become available and/or if participants demonstrate an inability to perform effectively on the job.

Post Job Placement Support for the Participant and Hiring Employer: Once an individual enters employment who has had little or no previous work experience, and regardless of effective pre-placement services, any number of factors can influence continued employment status: daycare, transportation, required accommodations, interpersonal issues, family difficulties, medical needs, and court involvement are some examples. Or an individual may require additional skill development in particular areas in order to do the job well. Support services for program participants will involve periodic contact, information and referral for necessary services, and, when necessary, advocacy for the individual on the job. For the hiring employer, a relationship should be established with the supervisor or human resources director to periodically check on the employer's satisfaction with the new employee, identify any issues that might threaten the worker's success on the job, and find solutions to ensure continued employment, employer satisfaction and employer willingness to hire again from the program.

Employer Services/Employer Engagement: Employers must be engaged at all stages of service design, delivery, and evaluation. The average employer will view participants with significant barriers as risky hires, although may also view involvement with programs as a moral obligation. Employer services for this model require that the employer liaison develop a relationship based on the employer's actual business needs, and the system's ability to help the employer meet those needs. The liaison will work with the employer to determine which business needs can be addressed wholly or partially through workforce development interventions, and make appropriate connections/referrals for workforce development professionals to develop an effective solution. Such business needs generally include, but are not limited to issues of worker productivity, high error or rework rates, workplace accidents, customer dissatisfaction, high employee turnover or absenteeism, or high cost of recruitment and hiring. Solutions generally include some combination of worker or new hire education and training, customized curriculum development, supervisor training, development of new workplace or hiring practices, including career pathway development, exploration of new technology options and accompanying worker training. When issues are identified that are important to the employer and solutions are outside

of the realm of workforce development, the employer liaison should make every effort to make an appropriate referral for relevant public business services (to economic development or business service organizations, or specific service providers such as Innovate Washington and Impact Washington). In either case, the employer liaison should follow-up periodically to ensure that the employer is satisfied with the referral and solution, and if not, to seek higher satisfaction options.

Opportunities for All Meeting February 27, 2014

President Obama's State of the Union address in January outlined his call to action, referred to as "Opportunity for All." He called for a review of federally funded workforce training and education programs to ensure they provide access for all to a jobs-driven, integrated, and effective workforce training system. Vice President Joe Biden was directed to conduct two reviews. The first review is centered on best practices, and will inform the last round of the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants. The second is a comprehensive review conducted through consultations with policy councils, Secretaries of Labor and Education, business and labor leaders, educators, mayors, and governors, as well as congressional officials. This review will focus on all federally funded workforce training programs.

As group of stakeholders from Washington's workforce system convened on February 27 to discuss the role we may play in these reviews. The meeting focused on:

1. Identifying the components of promising or best practices that exemplify Washington's model workforce training programs in a jobs-driven workforce training system. (Specific to the TAACCCT grant.)
2. Identifying recommendations for creating a more jobs-driven, federally-funded workforce development system. (Specific to the review of federally funded workforce training programs.)

Below is a summary of the discussion about service model components for a jobs-driven workforce training and education system.

1. Components of promising practices
 - a. Employer partners need to have active commitments (no drive-by partners); in-depth partnerships with business/industry
 - b. Work-integrated programs
 - i. On-the-job training
 - ii. Pre-apprenticeships
 - iii. Work study
 - iv. Internships
 - v. Co-op
 - vi. Trial job apprenticeships
 - vii. Community jobs programs
 - c. Industry intermediary
 - d. Business and Economic Development Council connections must be strong
 - e. There needs to be a continuum of training, beginning in high school or middle school and connecting youth with industry upon program completion
 - f. Utilize data to drive responsiveness to industry/training needs

- g. Create a pool of resources for those going through the system (providing both front-end and back-end connections)
 - i. Employer navigators
 - ii. Career navigators
 - iii. Peer navigators
 - h. Centers of Excellence
 - i. Skills Centers
- 2. Recommendations for creating a more jobs-driven, federally-funded workforce development system
 - a. Broad leverage of resources to allow flexibility and responsiveness to build capacity
 - b. Priority of resources
 - c. Flexibility to move resources where the need is regionally
 - d. Rules needs to be aligned across the workforce training system programs
 - e. Allow for integration of programs without worry of funding cuts or absorption
 - i. In the past, consolidation = funding cuts
 - ii. In the past, block grants = funding cuts

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 177
MARCH 20, 2014**

**WASHINGTON'S INPUT TO A FEDERAL REVIEW
FOR A MORE EFFECTIVE JOBS-DRIVEN WORKFORCE TRAINING SYSTEM**

Background

During the January 2014 State of the Union address, President Obama outlined his Action Plan for the coming year. He called for a comprehensive review of all federally funded programs to make our nation's workforce training system more jobs-driven, integrated and effective. The review, to be conducted by Vice President Joe Biden, will take place through consultation with policy councils, Secretaries of Labor and Education, business and labor leaders, educators, mayors and governors, as well as congressional officials.

While the federal Workforce Investment Act (WIA) will be a focal point for the federal review, a much larger range of funding streams is on the table. The Carl Perkins Act, federal financial aid, and programs housed within the U.S. Departments of Health and Human Services, Department of Agriculture and Economic Development Administration will be part of the review.

Washington has a unique opportunity to generate meaningful guidance for this review, based on this state's history of innovation, performance accountability, and the tri-partite structure of its planning and oversight. While all partners and stakeholders in our system will have channels to provide input, the Workforce Board can elevate those items for which there is broad consensus across the system. There is also a request from members of Washington's congressional delegation for the Board to provide a consensus document from system partners and stakeholders, which they may use to develop a delegation position. The proposed action will direct Workforce Board staff to gather input from the workforce system to develop a consensus paper and submit it on the Board's behalf for the federal review.

Included for the Board's reference are three different reviews, conducted under the Board's purview, which cut across programs and services funded through multiple federal funding streams: recommendations for WIA reauthorization, optimal services for disadvantaged populations, and notes from a recent meeting of agency and Workforce Development Council partners for this current review.

Board Action Required: Approval of recommendation to direct Workforce Board staff to develop a consensus paper, based on stakeholder input, for the federal review of the national workforce development system.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board understands the President's intention to reform federal, jobs-driven training programs; and

WHEREAS, President Obama has directed Vice President Joe Biden to conduct a comprehensive review of the nation's workforce training system to make it more jobs-driven, integrated and effective; and

WHEREAS, Vice President Joe Biden's review will seek input from policy councils, Secretaries of Labor and Education, business and labor leaders, educators, mayors and governors, as well as congressional officials; and

WHEREAS, All partners and stakeholders in Washington's workforce training system will have channels to provide input, the Workforce Board can elevate those items for which there is broad consensus across the system.

THEREFORE BE IT RESOLVED, The Workforce Training and Education Coordinating Board hereby directs Workforce Board staff to gather input from stakeholders across Washington's workforce training system; and

THEREFORE BE IT FURTHER RESOLVED, The Workforce Training and Education Coordinating Board hereby directs Workforce Board staff to use the stakeholder input to develop a consensus paper that will be sent to Vice President Joe Biden and members of Washington's congressional delegation.