

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 163
JUNE 28, 2012**

WORKFORCE BOARD AGENCY OPERATING PLAN

At the June meeting the Workforce Board will act on approving the agency operating plan for Fiscal Year 2013. The plan becomes effective on July 1, 2012.

In the draft plan, strategies that are added to the plan adopted last year are bolded. At the end of each section is a list of strategies that were in the old plan, but are not included in the new draft plan and the reason why.

Most of the changes are because some strategies are only performed only every other year, some strategies have been completed, some have been added by the recent legislative session, and some strategies are unlikely to be completed due to a lack of resources.

Board Action Requested: Adoption of recommended motion.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board operating plan is updated to reflect new strategies and the deletion of strategies that are either not applicable or no longer practical given resource limitations;

THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approves the agency operating plan for 2012 to 2013.

WORKFORCE BOARD AGENCY OPERATING PLAN 2012 TO 2013

GOAL 1 – YOUTH

Ensure all Washington youth receive the education, training, and support they need for success in postsecondary education and/or work.

OBJECTIVE 1-A Advocate for, facilitate and promote the full implementation of a K-12 comprehensive guidance and counseling system that provides students and their parents with a curriculum to individually plan their pathways and prepare them for future education and/or work after high school.

PERFORMANCE MEASURES

- Number of *Where Are You Going?* career guides requested and distributed.
- Number of youth user sessions on Career Bridge website.
- Number of K-12 schools implementing a comprehensive career guidance system, such as Navigation 101.

	POLICY STRATEGIES: PRIMARY ROLE
1.A.1	Advocate for the full implementation and funding of a comprehensive K-12 career guidance system that supports exploration of career pathways.
	POLICY STRATEGIES: ASSISTING ROLE
1.A.2	Advocate for making the High School and Beyond Plan a consistently useful tool for career guidance.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
1.A.3	Promote career guidance tools developed by the agency, including <i>Where Are You Going?</i> career guides and Washington’s Career Bridge website.

OBJECTIVE 1-B Advocate for, facilitate and promote effective secondary level career and technical education pathways.

PERFORMANCE MEASURES

- Percent of high school students who concentrate in Career and Technical Education (CTE).
- Number of students with CTE dual credits that enroll in postsecondary education.
- Graduation rate among CTE concentrators.
- Percent of CTE concentrators enrolled in college or an apprenticeship in the third quarter after high school graduation.

	POLICY STRATEGIES: PRIMARY ROLE
1.B.1	Advocate for strengthening state statutes to ensure the availability of multiple pathways to student success, including CTE programs of study.
1.B.2	Advocate for CTE improvements and expansions in emerging federal legislation, including participating in national policy development of Perkins.

1.B.3	Develop and advocate for multiple pathway policies that connect youth to the workplace and to work-integrated learning opportunities that include job shadowing, mentorships, and internships.
1.B.4	Advocate for policies that support the use of academic equivalencies for CTE courses.
1.B.5	Advocate for high school graduation requirements that encourage students to pursue a CTE Program of Study based on their High School and Beyond Plan.
1.B.6	Advocate for continuing integrated CTE/STEM programs for middle and high schools.
	POLICY STRATEGIES: ASSISTING ROLE
1.B.7	Assist in developing the Career and Technical Education strategic plan.
	PROGRAM STRATEGIES: PRIMARY ROLE
1.B.8	Facilitate development of statewide articulated Programs of Study in high demand pathways for secondary schools.
	RESEARCH STRATEGIES: ASSISTING ROLE
1.B.9	Assist OSPI in development of CTE performance reporting.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
1.B.10	Promote a multiple pathway approach to postsecondary success.
1.B.11	Promote the benefits of CTE in helping more young people meet higher standards to prepare for further education and careers.
1.B.12	Update CTE <i>Invest in Success</i> publication.

OBJECTIVE 1-C Advocate for, facilitate and promote policies and programs that increase the high school graduation rate.

PERFORMANCE MEASURES

- **Number of school districts implementing one or more of the K-12 programs focused on increasing high school graduation: College Success Foundation; Jobs for Washington’s Graduates; Building Bridges; and Opportunity Internships.**
- Number of school districts implementing an integrated student support system.
- Percent of students who drop out in the 9th, 10th and 11th grades.
- Percent of students who graduate from high school on time.
- Percent of students who graduate (extended graduation rate).

	POLICY STRATEGIES: PRIMARY ROLE
1.C.1	Advocate for funding and expansion of student support systems throughout the state, such as career counseling.
1.C.2	Develop and advocate for policies that promote coordination among agencies serving vulnerable youth at the state, regional and local level.
1.C.3	Advocate for the development of a performance management system, based on common outcomes for youth, and leverage resources to support an integrated student support system.

	POLICY STRATEGIES: ASSISTING ROLE
1.C.4	Develop and advocate for policies that support a regional, coordinated dropout reengagement system.
	PROGRAM STRATEGIES: PRIMARY ROLE
1.C.5	Administer and provide technical assistance for the Opportunity Internship Program.
	PROGRAM STRATEGIES: ASSISTING ROLE
1.C.6	Assist the Building Bridges Work Group in annual recommendations on building state, regional, and local structures for integrated student support systems in school communities throughout the state.
	RESEARCH STRATEGIES: ASSISTING ROLE
1.C.7	Assist the Employment Security Department in preparing the youth portion of the Workforce Investment Act (WIA) Title I-B report.
	COMMUNICATION STRATEGIES: ASSISTING ROLE
1.C.8	Assist OSPI in raising public awareness of the need for improving the high school graduation rate.

OBJECTIVE 1-D Advocate for, facilitate and promote policies and programs that reduce the unemployment rate for Youth (including Young Adults) roughly defined as 16 to 24 year olds.

PERFORMANCE MEASURES

- **Number of students participating in the Opportunity Internship Program.**
- **Number of students participating in Jobs for Washington’s Graduates program.**
- Unemployment rate for 16-24 year olds; 18-24 year olds; and 20-24 year olds.
- Number of Opportunity Interns who complete a postsecondary credential.
- Earnings of Opportunity Internship completers in third quarter after exiting.

	POLICY STRATEGIES: PRIMARY ROLE
1.D.1	Research, develop and advocate for policies that prepare youth and young adults for employment, including target populations.
1.D.2	Review the Youth portion of the Workforce Investment Act 2012-2016 State Plan for its alignment with the goals, objectives, and strategies in <i>High Skills, High Wages 2012</i>.
1.D.3	Prepare report on youth unemployment for the legislature.
1.D.4	Develop and advocate for multiple pathways policies, that connect young adults to the workplace, including job shadowing, mentorships, internships, apprenticeships, and youth employment programs.
1.D.5	Advocate for increasing the maximum age for served by WIA Title I-B Youth.
	PROGRAM STRATEGIES: PRIMARY ROLE
1.D.6	Assist business and labor in securing funding and implementing a program that increases internships and other work-integrated learning opportunities for young adults.

1.D.7	Manage Workforce Innovation Grant when funded.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
1.D.8	Raise public awareness concerning unemployment issues faced by young adults.
1.D.9	Market Washington's Career Bridge website to young adult customers.

DELETED STRATEGIES

STRATEGY OR PERFORMANCE MEASURE	REASON FOR DELETION
Advocate for integrating comprehensive career guidance activities into the State Board of Education rules for the High School and Beyond Plan.	By 2016 all high school graduates will have a HSBP.
Enhance Washington's Career Bridge website to effectively serve high school students and career guidance programs.	This was task was completed during 2011-12 and no additional enhancement is planned for 2012-13.
Advocate for I-BEST programs for middle and high schools.	Not funded since 2008.
Facilitate development of secondary Perkins technical assessment options and guidelines for accountability measures.	Perkins performance measures have been revised.
Prepare Workforce Focus paper on the workforce situation for youth and the performance of workforce programs for youth participants.	No publication anticipated on this item during 2012-13.

GOAL 2 – ADULTS

Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.

OBJECTIVE 2-A Advocate for, facilitate and promote career advancement and self-sufficiency for adults with barriers to education and training, and employment success.

PERFORMANCE MEASURES

- Participation rates, completion rates, employment rates, and earnings for target populations in workforce development programs.
- Percent of students with needs unmet (determined by biennial survey of program participants).
- Number of I-BEST (Integrated Basic Education and Skills Training) programs at community and technical colleges.
- Veteran Administration compliance survey audits completed and submitted on time.

	POLICY STRATEGIES: PRIMARY ROLE
2.A.1	Advocate for policies to increase the effectiveness of WIA Title I-B for participants through: <ul style="list-style-type: none"> • Increased occupational skills training • Increased use of I-BEST
2.A.2	Develop and advocate for policies to increase postsecondary workforce education and training access and completion by under-skilled Washington adults.
2.A.3	Advocate for the expansion of I-BEST programs.
2.A.4	Review the Adult portion of the Workforce Investment Act 2012-2016 State Plan for its alignment with the goals, objectives, and strategies in <i>High Skills, High Wages 2012</i>.
2.A.5	Approve local Strategic Workforce Development Plans for consistency with <i>High Skills, High Wages</i>.
2.A.6	Participate in national policy development for the Workforce Investment Act.
	POLICY STRATEGIES: ASSISTING ROLE
2.A.7	Participate on the Washington State Rehabilitation Council in order to assist people with disabilities improve employment and earnings.
	PROGRAM STRATEGIES: PRIMARY ROLE
2.A.8	Administer compliance audit work and the approval of education and training programs for veterans, members of the military, and their families.
2.A.9	Manage the Opportunity Partnership Program.
	PROGRAM STRATEGIES: ASSISTING ROLE
2.A.10	Connect unemployed workers with On-the-Job Training and direct-connect training that increase their competitiveness in the labor market and retools them for economic recovery.
2.A.11	Improve the ways workforce development and related programs reach out to employers and connect employers who have job openings with job seekers who meet the needs of employers.

2.A.12	Improve retention, completion, and employment outcomes for veterans in postsecondary education and training.
	RESEARCH STRATEGIES: PRIMARY ROLE
2.A.13	Prepare the Adult portions of the Workforce Investment Act Title I-B Annual Report to the U.S. Department of Labor.
2.A.14	Perform the ongoing survey of the satisfaction of participants and employers with WIA services and other workforce training programs.
2.A.15	Prepare Workforce Focus papers on the workforce situation and performance of workforce programs for targeted adult populations.
2.A.16	Evaluate the Opportunity Partnership Program pilots.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
2.A.17	Communicate the needs and benefits of postsecondary education and training for adults with barriers.
2.A.18	Provide information about the Career Bridge website to assist individuals with barriers to education and training.

OBJECTIVE 2-B Improve services and results for customers in workforce development programs by integrating services.

PERFORMANCE MEASURES

- Percent of participants with needs unmet (determined by biennial survey of program Workforce Investment Act Customer Satisfaction Survey results).
- Employment rate and earnings of WorkSource customers.

	POLICY STRATEGIES: ASSISTING ROLE
2.B.1	Assist Employment Security Department and Workforce Development Councils to improve customer service in WorkSource Career Development Centers.
2.B.2	Assist state agencies to address integration as outlined in <i>High Skills, High Wages</i> as follows: <ul style="list-style-type: none"> • Streamlined co-enrollment • Staff cross-training • Co-location of staff among workforce partners
	PROGRAM STRATEGIES: PRIMARY ROLE
2.B.3	Use the Retooling Washington’s Workforce initiative to improve coordination among workforce development programs.
	PROGRAM STRATEGIES: ASSISTING ROLE
2.B.4	Assist the Retooling Washington’s Workforce work group responsible for coordinating outreach to UI exhaustees, disseminating resource referral information for exhaustees, and developing resource referral toolkits for service providers.
	RESEARCH STRATEGIES: PRIMARY ROLE
2.B.5	In collaboration with the Employment Security Department, track the performance of the WorkSource system.
2.B.6	Facilitate increased use of consistent performance measures among WorkSource partner programs.

OBJECTIVE 2-C Advocate for, facilitate and promote increased access and completion in postsecondary workforce education and training programs.

PERFORMANCE MEASURES

- Participant satisfaction survey results.
- Number of user sessions on Washington’s Career Bridge website.
- Number of enrollments and completions in state community and technical college workforce education programs by school year.
- Number of enrollments and completions in private career school programs by school year.
- Number of active enrollments and completions in apprenticeship programs by school year.
- Number of students completing postsecondary workforce education and training programs compared to the number of job openings at that level (addressing the mid-level skill gap).

	POLICY STRATEGIES: PRIMARY ROLE
2.C.1	Advocate for policies to increase access and completion in community and technical college workforce education and training programs such as financial aid and support services.
2.C.2	Advocate for increased access and completion in apprenticeship training.
2.C.3	Provide state leadership to ensure student access to private career schools and engage the schools in policy development.
2.C.4	Advocate for policies that promote expansion of high employer demand programs of study.
2.C.5	Develop policies to increase the number of working adults gaining education and training at their workplace through distributed learning/alternative delivery methods.
2.C.6	Participate in national policy development for Perkins.
	POLICY STRATEGIES: ASSISTING ROLE
2.C.7	Develop Perkins policies that promote retention and success in postsecondary career and technical education.
2.C.8	Assist other agencies and workforce partners in developing policies to increase student access and completion in postsecondary education and training programs through work groups, meetings, RFP reviews, and other initiatives.
	PROGRAM STRATEGIES: PRIMARY ROLE
2.C.9	Manage and continuously improve the Career Bridge website.
2.C.10	Develop and review postsecondary Perkins policies and requirements that promote career pathways, including work experience.
2.C.11	Lead preparation of the adult portion of the Carl Perkins Consolidated Annual Report (CAR) performance section.
	RESEARCH STRATEGIES: PRIMARY ROLE
2.C.12	Analyze the gaps between the supply of newly prepared workers and the demand for qualified workers, including breakdowns by major occupational groups, for the Postsecondary Gap Analysis and for the interagency Joint Report.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
2.C.13	Raise public awareness of the Career Bridge website among adult populations.
2.C.14	Communicate the need for greater access for adults to postsecondary workforce education and training, especially high-demand fields.

OBJECTIVE 2-D Provide consumer protection in postsecondary workforce education and training programs.

PERFORMANCE MEASURES

- Number of new private career schools licensed and those deactivated each year.
- Number of orderly school closures each year.
- Number of training programs applying to be on the Eligible Training Provider (ETP) List.

	POLICY STRATEGIES: PRIMARY ROLE
2.D.1	Explore and implement changes to policies, Washington Administrative Codes, and the Private Vocational Schools Act that promote consumer protection and quality education.
2.D.2	Set performance standards for the state’s ETP List.
	PROGRAM STRATEGIES: PRIMARY ROLE
2.D.3	Administer the Private Vocational Schools Act in a manner that promotes consumer protection.
2.D.4	Make consumer reports on education and training program performance available on the Career Bridge website.
2.D.5	Provide technical assistance in the development and implementation of career and technical education Programs of Study.
	RESEARCH STRATEGIES: PRIMARY ROLE
2.D.6	Maintain the state’s ETP List by collecting data and conducting the performance results analysis.
2.D.7	Continuously improve the completeness and quality of data reporting from schools and associated data entry for veterans, private career schools, and the ETP system.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
2.D.8	Raise public awareness of the Career Bridge website among adult populations, including its consumer report feature.
2.D.9	Communicate the consumer protection function of the Workforce Board’s licensing and regulation of private career schools.

OBJECTIVE 2-E Advocate for and facilitate the development of expanded opportunities for lifelong learning.

PERFORMANCE MEASURES

- Number of students receiving credit for prior learning and the type of credit received (elective or towards a major).
- Number of participants in workplace based learning.
- Number of enrollments in applied baccalaureate degree programs.
- Numbers of employers and employees participating in the Lifelong Learning Account (LiLA) program.

	POLICY STRATEGIES: PRIMARY ROLE
2.E.1	Advocate for the expansion of credits granted for prior learning and advance Washington's use of consistent, transparent Prior Learning Assessment (PLA) practices, including participation in the PLA Work Group.

2.E.2	Advocate for dual credit transfer for CTE students.
2.E.3	Develop policies that support workplace digital learning.
2.E.4	Promote work-based learning opportunities, including internships, job shadowing, and business mentors.
2.E.5	Advocate for the expansion and resources to support LiLAs.
	POLICY STRATEGIES: ASSISTING ROLE
2.E.6	Advocate for the development of more direct transfer agreements and articulation agreements between two-year and four-year schools, and between private schools and public schools.
	PROGRAM STRATEGIES: PRIMARY ROLE
2.E.7	Support and market LiLAs, carry out duties under ESB 6141, and support the Industry Team in carrying out ESB 6141 duties.
2.E.8	Manage performance based contracts that support and promote lifelong learning such as the Individualized Certificate Program (ICP) contract, the workplace-based learning laboratories, Washington's Energy Sector Partnership Grant, and the Health Career Pathways from Long-Term to Acute Care.
	RESEARCH STRATEGIES: PRIMARY ROLE
2.E.9	Develop data systems and evaluations of LiLA and Workplace-based Learning.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
2.E.10	Raise awareness of LiLA and Workplace-based Learning.

DELETED STRATEGIES

STRATEGY OR PERFORMANCE MEASURE	REASON FOR DELETION
Research and report on changes in characteristics of workers trained by JTPA and WIA over time to determine if improved results are due to demographic changes.	Due to resource constraints, not planned for 2012-13.
Performance Measure: Number of co-enrollments (to be developed).	No state policies on co-enrollments; not recorded in MIS systems and limited cross-math methods to report numbers.
Conduct forums to share information about Retooling Washington's Workforce, including information on best practices.	Attention shifts to public forums for input on <i>High Skills, High Wages</i> 2012 strategic plan.
Performance Measure: Number of workforce education students who have transferred Tech Prep credits.	Tech Prep funding has been eliminated.

GOAL 3 – INDUSTRY

Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need to enable the citizens and businesses of Washington to prosper in a globally competitive marketplace.

OBJECTIVE 3-A Guide the workforce development system to better match industry’s needs and coordinate workforce with economic development.

PERFORMANCE MEASURES

- Number of Industry Skill Panels and other cluster-based initiatives.
- Job placement and retention results from industry team economic development coordination focused grants.
- Earnings change for workers after participating in industry team grant programs.
- Business impact measures for the High Skills, High Wages Strategic Fund.

BUSINESS IMPACT MEASURES

- Number of new hires.
- Number of promotions.
- Reduced vacancy rates.
- Reduced rate and/or cost of employee turnover.
- Productivity increases.
- Revenue increases.

	POLICY STRATEGIES: PRIMARY ROLE
3.A.1	Advocate for the coordination of workforce and economic development at the state and regional level.
3.A.2	Advocate for use of strategic cluster policy and guiding principles to inform workforce and economic development investments.
3.A.3	Assist Workforce Development Councils in aligning strategic clusters in local and state plans, as well an alignment with the regional Associate Development Organizations.
3.A.4	Advocate for use of common definitions among workforce and economic development programs, legislation, and policies.
3.A.5	Advocate for policies, convene, and support the state Health Care Personnel Task Force.
3.A.6	Provide leadership for the Evergreen Jobs Initiative, including policy development, tracking, and reporting.
3.A.7	Advocate for funding to establish and sustain Industry Skill Panels and other Strategic Fund initiatives.
3.A.8	Advocate for policies to improve work readiness skills for program participants.
3.A.9	Align strategic planning and program inventory efforts of the Workforce Board and the Economic Development Commission.
3.A.10	Explore policy opportunities coming from the America Recovery and Reinvestment Act (ARRA) grants.
	POLICY STRATEGIES: ASSISTING ROLE
3.A.11	Support the work of the Jobs Subcabinet in promoting job creation activities.

3.A.12	Support the Aerospace Council to advance workforce development for the aerospace industry.
	PROGRAM STRATEGIES: PRIMARY ROLE
3.A.13	Use the Retooling Washington's Workforce Initiative to improve coordination of employer outreach.
3.A.14	Manage the ARRA Health Care grant.
3.A.15	Manage the ARRA State Energy Sector Partnership grant.
3.A.16	Provide technical assistance at the regional level to support partnerships for cluster development.
3.A.17	Prepare a report rolling up the results of High Skills, High Wages Strategic Fund grants.
3.A.18	Coordinate with Department of Commerce, the State Board for Community and Technical Colleges (SBCTC), and Employment Security Department grant processes whenever appropriate.
	PROGRAM STRATEGIES: ASSISTING ROLE
3.A.19	Support state, regional, and local efforts to retain, expand, and recruit business in Washington, including participation in Department of Commerce Business Services Coordination Team and Team Washington.
3.A.20	Participate in the work group examining small business assistance.
3.A.21	Assist industry-focused work groups on emerging issues as they arise, such as entrepreneurial training.
	RESEARCH STRATEGIES: PRIMARY ROLE
3.A.22	Conduct the biennial Survey of Employer Needs and Practices and provide results by region and industry.
3.A.23	Conduct the biennial Survey of Employer Satisfaction with the trainees of Washington workforce programs, producing performance measures for workforce programs and publicizing employer satisfaction levels.
3.A.24	Perform the ongoing survey of the satisfaction of employers with Workforce Investment Act services, including Labor Exchange services, and make the results available to the 12 regional Workforce Development Councils.
3.A.25	Prepare research results necessary to support the Health Care Task Force's planning activities and its annual report to the Legislature.
3.A.26	Assist other agencies and local organizations with the process and criteria to identify strategic industry clusters.
3.A.27	Measure skill gaps, including measures in key occupational clusters.
3.A.28	Record the results from the ARRA grants.
	RESEARCH STRATEGIES: ASSISTING ROLE
3.A.29	Assist Industry Skill Panels and Strategic Fund with research design and data collection regarding the impacts.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
3.A.30	Publicize information on skill panels, employer needs, training practices, and customer satisfaction with workforce programs.
3.A.31	Convene/support the conference, Best Practice recognition, and/or special event(s) providing professional development for the workforce and economic development system.
3.A.32	Promote efforts that reduce the gap in the supply of workforce training, including new programs, especially in high employer demand Programs of Study.

OBJECTIVE 3-B Increase workplace-based learning opportunities for students and workers.

PERFORMANCE MEASURES

- The number of student interns produced through the Opportunity Internship Program.
- The number of apprenticeships produced through the Opportunity Internship Program.
- The number of workers enrolled in workplace digital learning.
- The number of employees and employers with LiLAs.
- The number of workers trained through Workforce Board initiated workplace-based learning opportunities.
- Employer satisfaction with the workplace-based learning initiatives.
- Credential attainment among workplace-based learning participants.
- Employment rate for the Opportunity Internship and Opportunity Partnership students.
- Overall earnings for the Opportunity Internship and Opportunity Partnership students, and workers involved in the Workplace-based Learning project.

	POLICY STRATEGIES: PRIMARY ROLE
3.B.1	Advocate for policies and programs that develop employer mentors and internships.
3.B.2	Advocate for policies and programs that develop workplace based learning opportunities for incumbent workers, including On-the-Job Training.
3.B.3	Advocate for policies and programs that increase the number of apprenticeship opportunities in strategic industry clusters.
	POLICY STRATEGIES: ASSISTING ROLE
3.B.4	Assist partner agencies in promoting apprenticeship opportunities and recruitment of employers who hire apprentices for both traditional and non-traditional programs.
	PROGRAM STRATEGIES: PRIMARY ROLE
3.B.5	Use Retooling Washington’s Workforce to reach out to business regarding On-the-Job Training and Direct Connect Training.
3.B.6	Manage the Opportunity Internship contracts, including the provision of technical assistance and coordination of the program partners.
3.B.7	Manage the Opportunity Partnership contracts, including the provision of technical assistance.
3.B.8	Manage the Workplace Based Digital Learning project including managing contracts, providing technical assistance, and coordinating program partners.
3.B.9	Manage the LiLA program.
3.B.10	Develop resources to support the LiLA program.
	RESEARCH STRATEGIES: PRIMARY ROLE
3.B.11	Measure the results of the Opportunity Internship and Opportunity Partnership grants.
3.B.12	Prepare for the evaluation of the Workplace Based Digital learning initiative.
3.B.13	Prepare for research for the LiLA initiative.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
3.B.14	Develop informational materials for presentation to industry and business groups to support workplace-based digital learning opportunities.

DELETED STRATEGIES

STRATEGY OR PERFORMANCE MEASURE	REASON FOR DELETION
Measure Industry Skill Panel and High Skills, High Wages Strategic Fund grants' impacts on employers and workers along with quality and sustainability of Skill Panel and Strategic Fund partnerships.	Task has changed to rolling up grantee information.
Advocate for policies and programs to expand Lifelong Learning Accounts.	Task accomplished with enactment of 2012 legislation.

GOAL 4 – RESEARCH INFRASTRUCTURE FUNCTIONS

OBJECTIVE 4-A Maintain and improve performance management system for workforce development.

PERFORMANCE MEASURES

- Number of Career Bridge user sessions.
- User satisfaction with research products, measured by survey of policy makers, state level program managers, local Workforce Development Council executives, and area directors.
- Results on the five State Core Measures of Performance for workforce development programs.

	RESEARCH STRATEGIES: PRIMARY ROLE
4.A.1	Negotiate Perkins performance levels with Department of Education.
4.A.2	Negotiate WIA Title I-B performance levels with Department of Labor.
4.A.3	Negotiate local performance targets for WIA Title I-B.
4.A.4	Update WIA performance targets using regression models to mathematically estimate the effect of economic and demographic changes on the program outcomes.
4.A.5	Determine WIA incentive allocations.
4.A.6	Update agency GMAP measures.
4.A.7	Prepare quarterly and annual reports of state core measures for WIA Title I-B and Perkins programs at the state and local levels.
4.A.8	Report core measures for Perkins programs annually at the state and local level.
4.A.9	Following the reauthorization of WIA, lead partners in a full scale review of the state core measures.
4.A.10	Update Workforce Training Results performance measures.
4.A.11	Prepare local area information by workforce area from Workforce Board research.
4.A.12	Work with Employment Security Department to establish common definitions and data on certificates awarded and obtained throughout workforce programs.
4.A.13	Locate data, collect information, and locate publications useful to advancing agency goals and developing agency initiatives.
4.A.14	Prepare performance data for Governor’s Education GMAP and OFM agency performance measures.
4.A.15	Manage system improvements under the Department of Education Statewide Longitudinal Data Systems grant.
4.A.16	Conduct Employer Survey.
4.A.17	Update Overall Gaps Analysis for mid-level skills.
4.A.18	Update Gaps Analysis for high-demand occupations.
4.A.19	Collect & compile participant data for Private Career Schools.
4.A.20	Compile and analyze participant performance data for Career Bridge.
4.A.21	Compile and analyze participant performance data for ETP List.
4.A.22	Evaluate options & support revision of minimum performance standards for ETP List.
4.A.23	Update regression models for ETP appeal reviews.
4.A.24	Update <i>High Skills, High Wages Economy and Workforce</i> chapters and performance data.
4.A.25	Propose revised Wagner-Peyser performance targets based on consultation with ESD.

4.A.26	Conduct participant and employer satisfaction surveys for WIA.
4.A.27	Conduct Aerospace Gap assessment.
4.A.28	Conduct Aerospace program evaluation in collaboration with SBCTC.
	RESEARCH STRATEGIES: ASSISTING ROLE
4.A.29	Support Office of Financial Management (OFM) Educational Data Center programs through participation on advisory groups.
4.A.30	Assist Employment Security Department in preparing the WIA Title I-B annual reports.
4.A.31	Prepare research results necessary to support the Health Care Task Force's planning activities and its annual report to the Legislature.
4.A.32	Support grant funded projects through MIS development, data management, analysis and evaluation.
4.A.33	Assist with the report to the Legislature on youth unemployment.
4.A.34	Assist with the report rolling up the results of High Skills, High Wages Strategic Fund grants.
	COMMUNICATION STRATEGIES: PRIMARY ROLE
4.A.35	Market value of agency research products.
4.A.36	Maintain and support Career Bridge website.
4.A.37	Maintain and support ETP List.

DELETED STRATEGIES

STRATEGY OR PERFORMANCE MEASURE	REASON FOR DELETION
Complete Net Impact Study.	Not scheduled for repeat this year.
Conduct Participant Satisfaction surveys.	Scheduled now to alternate with Employer Survey.
Update regression models for WIA performance measures.	Not planned for 2012-13.

GOAL 5 – LEADERSHIP AND OPERATIONS

OBJECTIVE 5-A Engage business, labor, and public partners in the ongoing, continuous improvement of the state’s workforce development system.

PERFORMANCE MEASURES

- Percentage of *High Skills, High Wages* strategies that are fully implemented.
- Results of survey of workforce development stakeholders regarding the contribution of *High Skills, High Wages* building Washington’s workforce development system.
- Total number of website visits directed to us from search engines.
- Total number of agency website visits.
- Results on the five State Core Measures of Performance for workforce development programs.
- Skill gap for mid-level jobs.

	LEADERSHIP AND OPERATIONS STRATEGIES
5.A.1	Update and promote <i>High Skills, High Wages</i> .
5.A.2	Review agencies’ operating plans for consistency with <i>High Skills, High Wages</i> .
5.A.3	Make recommendations on state operating agencies’ budget and policy requests with regard to consistency with <i>High Skills, High Wages</i> .
5.A.4	Advise the Governor and Legislature on emerging state and federal policy issues such as the reauthorization of WIA and Perkins.
5.A.5	Provide Annual Report to the Legislature on progress on <i>High Skills, High Wages</i> .
5.A.6	Identify ways to improve the coordination of the Workforce Development System in order to improve efficiency and effectiveness.
5.A.7	Use the Interagency Committee to help develop policies for the Board.
5.A.8	Assist the statewide business and labor organizations in providing leadership for the workforce development system.
5.A.9	Coordinate the Retooling Washington Workforce initiative in collaboration with the Retooling Steering Committee.
5.A.10	Assist Workforce Development Councils in updating their strategic plans in alignment with <i>High Skills, High Wages</i>.
5.A.11	Facilitate opportunities for local partners to engage in workforce development issues with the Workforce Board.
5.A.12	Produce a “Workforce Tracking Matrix” that shows workforce development program funding, services, and results.
5.A.13	Advocate for workforce issues on the Economic Development Commission.
5.A.14	Update and implement a communications and marketing plan that supports the Workforce Board’s initiatives.
5.A.15	Increase the Board’s online access to the public through expanded web content, email newsletters, and other use of digital media.
5.A.16	Engage in the national dialogue on workforce development issues by hosting the National Association of State Workforce Board Chairs, participating in the Pathways to Prosperity Project, and taking part in national meetings on performance measurement.

OBJECTIVE 5-B Align agency resources with priorities of the Board.

PERFORMANCE MEASURES

- Agency expenditures and obligations compared to agency budget.
- Results on the five State Core Measures of Performance for workforce development programs.
- Skill gap for mid-level jobs.

	LEADERSHIP AND OPERATIONS STRATEGIES
5.B.1	Use the Workforce Board retreat to establish key annual priorities.
5.B.2	Seek diversified resources for the Board’s priorities.
5.B.3	Use federal and state resources to accomplish agency goals.
5.B.4	Optimize the agency organizational structure.

OBJECTIVE 5-C Continue to improve the quality of agency operations.

PERFORMANCE MEASURES

- Percent of performance agreements that are in place.
- Percent of quarterly GMAP sessions that are conducted and used to identify and make improvements.
- Agency self-assessment score using Baldrige criteria.
- Results of survey of Workforce Board customers.
- Results on the five State Core Measures of Performance for workforce development programs.
- Skill gap for mid-level jobs.

	LEADERSHIP AND OPERATIONS STRATEGIES
5.C.1	Conduct annual agency self-assessment using Baldrige criteria and develop and implement quality action plan.
5.C.2	Identify and implement opportunities for streamlining and improving agency business processes.
5.C.3	Identify performance measures, including GMAP measures; regularly review results; use results to identify improvements; and implement improvements.
5.C.4	Maintain the agency’s technological capability and physical plant.
5.C.5	Make improvements in products and services as identified through customer feedback.
5.C.6	Manage staff in accord with the agency’s core competencies for leadership.
5.C.7	Develop staff Performance Development Plans and performance agreements that identify individual work assignments, establish performance standards, recognize accomplishments, and promote employee development.
5.C.8	Promote collaboration and sharing of information among research, program, and policy staff.
5.C.9	Review and prioritize agency policies for updating and clarification.

OBJECTIVE 5-D Make the Workforce Board an attractive and satisfying place to work.

PERFORMANCE MEASURES

- Score on annual agency employee survey.
- Result of survey of Workforce Board customers.

	LEADERSHIP AND OPERATIONS STRATEGIES
5.D.1	Model the characteristics of a Learning Culture.
5.D.2	Ensure that the workplace environment is clean, safe, and efficient.
5.D.3	Identify and act on opportunities to improve employee satisfaction.
5.D.4	Support and encourage community building among employees including Events Committee activities.

DELETED STRATEGIES

STRATEGY OR PERFORMANCE MEASURE	REASON FOR DELETION
Facilitate recertification of local councils.	Performed every other year.
Produce an inventory of workforce development programs.	Performed every other year.
Host conference for workforce development leaders to review progress and promote best practices for Retooling Washington’s Workforce.	Not planned for 2012-13.