

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 129
SEPTEMBER 25, 2008**

BOARD RETREAT FOLLOW-UP

On August 13, 2008, members of the Workforce Training and Education Board conducted a summer retreat at the University of Washington Botanical Gardens. In the first morning session, as a prelude to the discussion of improvements to retention strategies, members of the Board met in small groups to recount personal stories and share professional experiences about programs and strategies that “made a difference” in the lives of youth and adults that allowed them to be successful. This was followed by an open discussion on Board effectiveness (see Section 1 below). In the afternoon, Eleni Papadakis lead the Board through an exercise where Board members were asked to imagine that the year was 2013. Board members were then asked to give an accounting of accomplishments in the past five years (2008-2013) that raised more Washingtonians above the 200 percent poverty level. Board members formed two small groups to reflect on five-year accomplishments. Members completed the exercise by considering major actions to raise people out of poverty (see Section 2 below).

Section 1 – Board Effectiveness

The Board was given a result sheet of evaluations for the past two years. The results showed enthusiasm, good attendance, and overall satisfaction with both discussion and action items. There was discussion on the need to identify issues and agenda items that would engage the Board and result in a more coherent flow from one meeting to another. Members expressed a desire for continuity or “bridging” from meeting to meeting and to avoid the perceived vacuum of individual meetings and to insure that issues had follow up. Discussion included the need for a more vibrant interagency committee experience in which issues of pertinence to the workforce development system and individual agency needs were initiated and thoroughly discussed. Some reflection on the composition of the interagency committee representation was needed and should be pursued in the coming months. Additionally, the concept of unique sub-committees by program and/or agency to deal with the intricacies of programmatic and implementation issues was introduced. Members felt that involvement in smaller issue-related group venues could have merit and assist with the transition from meeting to meeting. There was mention of the need for additional background information that could assist with issue discussion by members at meetings. There was acknowledgement that participation on the Board was different for different members and that often the same members participated on multiple boards and committees. Members discussed the parameters of Board involvement and occasions when issue areas might appear outside of the workforce arena.

Next steps include a re-visitation of the interagency committee’s purpose and composition, further exploration of topics and areas for board discussion and engagement, and on-going dialogue on ways to improve the Board’s involvement in a more rigorous and insightful manner.

Section 2 – Report from the year 2013: Actions that Raised More Washingtonians Above the 200 Percent Poverty Level

<p align="center">Top Actions Accomplished by 2013</p>
<p>“GI Bill” for Washington Workers</p> <p>Created a “(Community Service) GI Bill for Washington Workers” for all workers that covers full tuition, living costs and supportive services including transportation and child care. This is Washington state’s commitment to success. Postsecondary education scholarships plus wraparound support services. Features could include stipends and scholarships for community service.</p>
<p>Cluster-Based Employment & Education Resource Centers</p> <p>Building employment/education resource centers supporting industry clusters such as the public/private Boeing Employment Resource Center (ERC). Cluster targeted features would include codification of Career Lattices’ and pathways across the clusters; assessments and testing to identify missing skills, cluster specific career counseling and training, on-line support, and award of portable credentials.</p>
<p>Employee Training Incentives & Fund Development</p> <p>Creation of training fund drawn from employer contributions and/or creation of an incentive or reward for employers sponsoring their own employees’ training. Other options: B&O taxes are reformed so that there are employer incentives for training low wage workers; use of UI Trust funds.</p>
<p>The New American Dream</p> <p>Public campaign aimed at broadening the “American Dream” by promoting the variety and diversity of education, training, and career choices. A campaign to increase the awareness of all postsecondary options combined with high quality guidance and counseling opportunities for youth and working adults to reach their personal and professional goals.</p>
<p>Workplace and Distance Learning</p> <p>Huge expansion in the use of technology such as online/distance learning with incentives to businesses and Community and Technical Colleges to offer more workplace learning. Expansion of professional development so that teachers can keep pace with technology including methods tied to workplace learning.</p> <p>Reformed higher education system so that people can advance educationally at the workplace through workplace-based learning.</p>
<p>Transforming Correctional Systems to Educational Systems</p> <p>Washington state prisons become their own school district with authority to grant high school diplomas. Progress toward high school graduation becomes a factor in parole board decisions.</p>

Public school teachers in juvenile detention centers are granted financial incentives when youth make clear progress in credit retrieval.

Career Counselors Prepared for the Next Washington

Increased emphasis on counseling and career advising with counselors at all levels exposed to opportunities in the world of work and trained about the current economies. Better equipped career counselors (including H.S. counselors) who understand and promote high demand and emerging occupations and associated skill sets.

Created a continuing education annual requirement and program for all career counselors employed by K-12, higher education, WorkSource, L&I, etc. so counselors understand the cyclical and structural changes in the economy and the workforce development services available in their region.

Other actions taken by 2013 by type:

Youth

- Expansion of early childhood education initiatives.
- Expansion of alternative schools that recognize varied learning styles.
- Attention to high standards through “Core 24” with math standards and career options.
- Expansion of “Building Bridges” (beyond pilots) for high school retention and drop out prevention—youth receive education but also a package of community services.
- Action by public school faculty to call the home when a child is not in attendance and to go pick the child up when needed.
- State addressed regulatory limits on internships (age, liability, workers’ compensation) and created paid internships for young people.
- Creation of a program invested in creating “choices” by exposing young people to a variety of careers, with a particular focus on helping youth understand the hiring/entry points for specific trades and careers. K-12 students and their parents are exposed to trades and mid-level career opportunities so they understand the alternatives to baccalaureate degrees.

Adult

- Creation of a state-only welfare program that supplements the federal TANF and is more flexible than TANF.
- Education, healthcare, welfare, and other community partners join together to create community support for services that are customized to the needs of each adult.
- Existing successful programs are brought up to scale.
- WorkSource is dynamic providing job seekers with continuous engagement, employers benefit, and state and federal programs are packaged seamlessly.
- Minimum wage increases are tied to increases in the median wage as the state takes action to move workers above the 200 percent of federal poverty levels.
- More students complete their postsecondary education program because their student loans are forgiven upon completion and employers receive incentives for hiring program completers.

Industry

- Expansion of industry cluster initiatives.
- Colleges receive bonuses when they connect to industry and engage in regional planning and cohort building.
- Research and development (R&D) is expanded to community and technical college campuses and new products are incubated.
- The Economic Development Commission is adequately staffed.
- An expansion of apprenticeships in more industries with more employers involved – apprentices have mentors who track their support service needs and follow their progress so they complete their training. Increased funding making it possible to hire more L&I Apprenticeship Unit staff to assist employers in setting up new apprenticeship programs.

On September 25, 2008, the Workforce Board will revisit the priority strategies in the above chart and select one or two initiatives for further Board consideration and action.

Board Action Required: None. For discussion only.