

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 148
JUNE 24, 2010**

WORKFORCE BOARD STRATEGIC PLAN

At the June meeting the Workforce Board will act on approving the agency strategic plan (attached). Board staff updated the plan to reflect changes since the Board adopted the previous plan last year. The major differences are due to legislation, reductions in funding, new grants, and the completion of some strategies that were in the previous plan. In addition, some objectives and strategies were reorganized to make the plan more coherent and to better reflect agency assignments. The plan becomes effective on July 1, 2010.

In the attached plan, strategies that are added to the plan adopted last year are highlighted. At the end of the attached plan is a list of strategies that were in the old plan, but are not included in the new plan.

The following are some of the major changes from the plan adopted last year:

Youth Section: Language is updated to be consistent with legislation enacted in 2010 regarding high school dropout prevention and retrieval.

Adult Section: There is a new objective about consumer protection in recognition of agency functions of regulating private career schools and maintaining the Eligible Training Provider list. The previous plan objectives concerning student access and completion were combined into a single objective since many strategies help both access and completion. There is now an objective specifically about lifelong learning that includes strategies related to transfer, articulation, expansion of applied baccalaureate degrees and granting credit for prior learning. Some strategies are added to capture the agency's role in relation to the Workforce Investment Act, as the State Workforce Investment Board. Some strategies that require extensive private sector involvement are moved to the industry section of the plan.

Industry Section: Strategies were added in response to the Recovery Act grants for energy and health care training, and the Congressional appropriation for workplace digital learning. The previous plan objectives regarding response to industry needs and coordinating workforce and economic development are combined into a single objective. The workplace learning strategies (Lifelong Learning Accounts, Workplace Digital Learning, Opportunity Internships and Partnerships) are grouped together under a new objective.

Research: Strategies were added in response to evaluation tasks for new Workforce Board grant programs, and assisting in the state's grant to support longitudinal data linking.

Leadership: Strategies that no longer apply regarding the P-20 Council and the Washington State Quality Award are deleted, and a new strategy is added about modeling a learning culture.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board strategic plan is updated to reflect new legislation, changes in funding, new grants, and the completion of some strategies that were in the previous plan, and in order to make the plan more coherent and a better reflection of agency assignments;

THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approves the agency strategic plan for 2010 to 2015.

Workforce Board Agency Strategic Plan 2010 to 2015

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” guides requested and distributed (including downloads).
- Number of school districts implementing Navigation 101.

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 1.A.1 | Advocate for the full implementation and funding of a comprehensive K-12 career guidance system. | X | X | X | X | X |
| 1.A.2 | Advocate for integrating comprehensive career guidance activities into the State Board of Education rules for the High School and Beyond Plan. | X | | | | |
| | Program Strategies: Primary Role | | | | | |
| 1.A.3 | Update <i>Where Are You Going? A Guide to Careers and Occupations in Washington State</i> . | X | | X | | X |
| 1.A.4 | Enhance Washington’s Career Bridge website to effectively serve high school students and career guidance programs such as Navigation 101. | X | | | | |
| | Communication Strategies: Primary Role | | | | | |
| 1.A.5 | Promote career guidance tools developed by the agency, including <i>Where Are You Going?</i> and <i>Washington’s Career Bridge</i> . | X | X | X | X | X |

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

Performance Measures

- **Number of Washington Award for Vocational Excellence (WAVE) applicants.**
- **Percent of high school students who concentrate in Career and Technical Education (CTE).**
- **Number of dual credits earned in secondary CTE that are used during college.**
- **Graduation rate among CTE concentrators.**
- **Percent of CTE concentrators enrolled in college or an apprenticeship in the third quarter after high school graduation.**
- **Number of Opportunity Interns who complete a postsecondary credential.**
- **Earnings of Opportunity Internship completers in third quarter after exiting.**

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 1.B.1 | Advocate for policies that support the expansion of CTE programs of study. | X | X | X | X | X |
| 1.B.2 | Participate in national policy development of Perkins. | X | X | X | X | X |
| 1.B.3 | Develop and review secondary Perkins policies and requirements that promote access to CTE. | X | X | X | X | X |
| 1.B.4 | Develop and advocate for policies that support the development of academic equivalencies for CTE courses. | X | X | X | X | X |
| 1.B.5 | Advocate for high school graduation requirements that encourage students to pursue a CTE sequence. | X | X | | | |
| 1.B.6 | Develop and advocate for policies that connect youth to the workplace, including job shadowing, mentorships, and internships. | X | X | X | X | X |
| 1.B.7 | Advocate for I-BEST programs for middle and high schools. | X | X | X | X | X |
| 1.B.8 | Advocate for CTE improvements and expansions in emerging federal legislation. | X | X | X | X | X |
| 1.B.9 | Advocate for funding to administer the Opportunity Internship Program. | X | | | | |
| | Policy Strategies: Assisting Role | | | | | |
| 1.B.10 | Help advocate for policies that support technical innovation high schools. | X | X | X | X | X |

| | Program Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 1.B.11 | Administer the Washington Award for Vocational Excellence (WAVE). | X | X | X | X | X |
| 1.B.12 | Facilitate development of secondary Perkins technical assessment options and guidelines for accountability measures. | X | X | X | X | X |
| 1.B.13 | Manage the Opportunity Internship Program. | X | X | X | X | X |
| 1.B.14 | Assist OSPI and SBCTC in providing new opportunities for students in rural communities to complete a CTE sequence, including distance learning options. | | | | | |
| | Program Strategies: Assisting Role | | | | | |
| 1.B.15 | Help develop opportunities that provide for additional secondary CTE teacher recruitment and professional development. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 1.B.16 | Lead preparation of the youth portion of the Carl Perkins Consolidated Annual Report (CAR) performance section. | X | X | X | X | X |
| 1.B.17 | Update data needed to produce <i>CTE Invest in Success</i> . | X | | X | | |
| 1.B.18 | Analyze CTE programs for youth for <i>Workforce Training Results</i> . | X | | X | | |
| 1.B.19 | Analyze net impacts of CTE programs for Youth. | X | | | | X |
| | Research Strategies: Assisting Role | | | | | |
| 1.B.20 | Assist OSPI in development of CTE performance reporting. | X | X | X | X | X |
| | Communication Strategies: Primary Role | | | | | |
| 1.B.21 | Promote the benefits of CTE in helping young people meet higher standards and prepare for further education and careers. | X | X | X | X | X |
| 1.B.22 | Promote WAVE. | X | X | X | X | X |

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 a K-12 dropout prevention, intervention, and reengagement system. (TBD)
- 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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 1.C.1 | Advocate for funding and expansion of K-12 dropout prevention, intervention and reengagement systems. | X | X | X | X | X |
| 1.C.2 | Develop and advocate for policies and regulations that support a regional, coordinated dropout reengagement system for youth 16 to 24 years old who are not likely to return to high school, including promoting programs that combine GED completion with occupational skills training. | X | X | X | X | X |
| | Program Strategies: Primary Role | | | | | |
| 1.C.3 | Coordinate programs and activities with youth-serving agencies and community-based organizations to support school/community partnerships engaged in dropout prevention. | X | X | X | X | X |
| | Program Strategies: Assisting Role | | | | | |
| 1.C.4 | Assist OSPI in 1) awarding state and national dropout funding and 2) developing a comprehensive dropout initiative. | X | | | | |
| 1.C.5 | Assist the Building Bridges Work Group in recommending graduation and reengagement goals, basic education funding for a K-12 dropout prevention system, and development of a dropout-focused school improvement technical assistance program. | X | | | | |
| | Research Strategies: Primary Role | | | | | |
| 1.C.6 | Prepare Workforce Focus paper on the workforce situation for youth and the performance of workforce programs for youth participants. | X | X | X | X | X |
| 1.C.7 | Analyze training programs for Workforce Training Results. | X | | X | | |
| 1.C.8 | Analyze net impacts of WIA Youth programs. | X | | | | X |

| | Research Strategies: Assisting Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 1.C.9 | Assist the Employment Security Department in preparing the youth portion of the Workforce Investment Act (WIA) Title I-B annual report. | X | X | X | X | X |
| 1.C.10 | Work with the OSPI Data Work Group and the Building Bridges Work Group on development of a dropout early warning system. | X | X | | | |
| 1.C.11 | Assist OSPI in evaluating the Building Bridges grant program. | X | | | | |
| | Communication Strategies: Assisting Role | | | | | |
| 1.C.12 | Assist OSPI in raising public awareness of the challenges in serving at-risk youth and dropouts, the consequences of dropping out of high school, and the need for dropout reduction. | X | X | X | X | X |

Objective 1-D. Advocate for, facilitate and promote policies and programs that reduce the unemployment rate for Youth (including Young Adults roughly defined as 18 to 24 year olds).

Performance Measure

- **Unemployment rate for 20-24 year olds.**

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 1.D.1 | Research, develop and advocate for policies that prepare youth and young adults for employment, including target populations. | X | X | X | X | X |
| 1.D.2 | Advocate for summer youth employment programs. | X | X | X | X | X |
| 1.D.3 | Advocate for increasing the maximum age for serving WIA I-B Youth. | X | X | X | X | X |
| | Communications Strategies: Primary Role | | | | | |
| 1.D.4 | Raise public awareness concerning unemployment issues faced by young adults. | X | | | | |
| 1.D.5 | Market Washington's Career Bridge website to young adult customers. | X | X | X | X | X |

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 increased access and completion in postsecondary workforce education and training programs.

Performance Measures

- **Participant satisfaction survey results for Workforce Board facilitation, innovation, technical assistance, catalyst activity to advance policy initiatives.**
- **Number of user sessions on Washington’s Career Bridge web site.**
- **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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.A.1 | Advocate for policies to increase access and completion in community and technical college workforce education and training programs. | X | X | X | X | X |
| 2.A.2 | Advocate for policies to cover the tuition costs for the 13 th year for workforce education students. | | | X | X | X |
| 2.A.3 | Advocate for increased access and completion in apprenticeship training. | X | X | X | X | X |
| 2.A.4 | Provide state leadership to ensure student access to private career schools and engage the schools in policy development. | X | X | X | X | X |
| 2.A.5 | Advocate for policies that promote expansion of high employer demand programs of study. | X | X | X | X | X |
| 2.A.6 | Develop policies to increase the number of working adults gaining education and training at their workplace through distributed learning/alternative delivery methods. | X | X | X | X | X |

| | Policy Strategies: Assisting Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.A.7 | Develop Perkins policies that promote retention and success in postsecondary career and technical education. | | X | | X | |
| 2.A.8 | Participate in national policy development for Perkins. | | X | | X | |
| 2.A.9 | 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. | X | X | X | X | X |
| 2.A.10 | Participate on Higher Education Coordinating Board Work Group (HB1948 of 2008) Technology Transformation Task Force and assist in the development of a higher education web portal. | X | | | | |
| 2.A.11 | Assist other agencies and workforce partners in developing policies to increase student retention and success in postsecondary education and training programs. | X | X | X | X | X |
| | Program Strategies: Primary Role | | | | | |
| 2.A.12 | Manage and continuously improve the Career Bridge web site. | X | X | X | X | X |
| 2.A.13 | Administer the Washington Award for Vocational Excellence (WAVE) scholarship program so that adult students gain more access to postsecondary education and training. | X | X | X | X | X |
| 2.A.14 | Provide technical assistance in the development and implementation of career and technical education Programs of Study. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 2.A.15 | Analyze adult training programs (Community and Technical College Job Preparatory programs, Apprenticeship, Private Career Schools, Worker Retraining Program, Workforce Investment Act Dislocated Worker Program) as part of <i>Workforce Training Results</i> . | X | | X | | X |
| 2.A.16 | Analyze net impacts of adult training programs (Community and Technical College Job Preparatory programs, Apprenticeship, Private Career Schools, Worker Retraining Program, Workforce Investment Act Dislocated Worker Program). | X | | | | X |
| 2.A.17 | Analyze the gap between the supply of newly prepared workers and the demand for qualified workers as part of the Postsecondary Gap Analysis, including breakdowns by major occupational groups. | X | X | X | X | X |

| | Communication Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.A.18 | Raise public awareness of the Career Bridge web site among adult populations. | X | X | X | X | X |
| 2.A.19 | Communicate the need for greater access for adults to postsecondary workforce education and training, especially high-demand fields. | X | X | X | X | X |

Objective 2-B 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 on the Eligible Training Provider List.**

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 12-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.B.1 | Explore and implement changes to policies, Washington Administrative Codes and the Private Vocational Schools Act that promote consumer protection and quality education. | X | X | X | X | X |
| 2.B.2 | Set performance standards for the state's Eligible Training Provider List. | X | X | X | X | X |
| | Program Strategies: Primary Role | | | | | |
| 2.B.3 | Administer the Private Vocational Schools Act in a manner that promotes consumer protection. | X | X | X | X | X |
| 2.B.4 | Make consumer reports on education and training program performance available on the Career Bridge Web Site. | X | X | X | X | X |
| 2.B.5 | Provide technical assistance in the development and implementation of career and technical education Programs of Study. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 2.B.6 | Maintain the state's Eligible Training Provider List by collecting data and conducting the performance results analysis. | X | X | X | X | X |
| 2.B.7 | Continuously improve data reporting from schools and associated data entry, for veterans, private career schools, and Eligible Training Provider system. | X | X | X | X | X |

| | Communication Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.B.8 | Raise public awareness of the <u>consumer report aspect</u> of the Career Bridge web site among adult populations. | X | X | X | X | X |
| 2.B.9 | Communicate the consumer protection function of the Workforce Board's <u>licensing and regulation of private career schools.</u> | X | X | X | X | X |

Objective 2-C 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 credits received (elective or towards a major.) (TBD)**
- **Number of workforce education students who have transferred Tech Prep credits. (TBD)**
- **Number of participants in workplace based learning. (TBD)**
- **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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.C.1 | Advocate for expansion of applied baccalaureate degrees to create four-year degree options for students who complete technical associate degrees. | X | X | X | X | X |
| 2.C.2 | 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. | X | X | X | X | X |
| 2.C.3 | Advocate for the expansion of credits provided to students for prior learning and participate on SBCTC Credit for Prior Learning work group per 2010 legislation, SB 6537. | X | X | X | X | |
| 2.C.4 | Advocate for dual credit transfer for Tech Prep students. | X | X | X | X | X |
| 2.C.5 | Develop policies that support workplace digital learning. | X | X | X | X | X |
| 2.C.6 | Promote work-based learning opportunities, including internships, job shadowing, and business mentors. | X | X | X | X | X |
| 2.C.7 | Advocate for the expansion and resources to support Lifelong Learning Accounts with the support of the LiLA Steering Committee | X | X | X | X | X |

| | Program Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.C.8 | Implement workplace digital learning demonstration laboratories. | X | X | X | X | X |
| 2.C.9 | Implement the Lifelong Learning Accounts project with the support of the LiLA Steering Committee. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 2.C.10 | Lead preparation of the adult portion of the Carl Perkins Consolidated Annual Report (CAR) performance section. | X | X | X | X | X |
| 2.C.11 | Develop data systems and evaluations of LiLA and Workplace-based Learning. | X | X | X | X | X |
| | Communication Strategies: Primary Role | | | | | |
| 2.C.12 | Develop and implement marketing plans for LiLAs and Workplace-based Learning. | X | X | X | X | X |

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

Performance Measures

- Number of veterans programs approved each year.
- Participation rates, completion rates, employment rates and earnings for target populations in workforce development programs.
- Percent of students with needs unmet (determined by biannual survey of program participants).
- The number of I-BEST (Integrated Basic Education Skills Training) programs at community and technical colleges.

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.D.1 | Develop policies to increase access to postsecondary workforce education and training by under-skilled Washington adults. | X | X | X | X | X |
| 2.D.2 | Develop and advocate policies for employment and training services for target populations and include Community-Based Organizations in this effort. | X | X | X | X | X |
| 2.D.3 | Advocate for the expansion of I-BEST (Integrated Basic Education Skills Training) programs. | X | X | X | X | X |
| 2.D.4 | Advocate policies that reduce barriers to entry and completion in postsecondary workforce education and training programs such as financial aid and support services. | X | X | X | X | X |

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.D.5 | Advocate for policies that would provide the first five credits of postsecondary training at no cost to workforce education students who earn less than the median family income. | | | X | X | X |
| 2.D.6 | Provide input for WorkFirst Subcabinet Study of WorkFirst per 2010 legislation, HB 3141. | X | | | | |
| 2.D.7 | Provide input to staff regarding the Opportunity Portal for WorkFirst clients per 2010 legislation, HB2782, and advocating for better education and training links and services for these clients. | X | X | X | X | X |
| 2.D.8 | Advocate for policies to increase the effectiveness of WIA Title I-B for participants through: <ul style="list-style-type: none"> o Increased occupational and skills training. o Increased use of I-BEST. | X | X | X | X | X |
| 2.D.9 | Review the state’s Adult Basic Education plan for consistency with “High Skills, High Wages.” | X | | X | | X |
| 2.D.10 | Review the Adult portion of the Workforce Investment Act plan for consistency with “High Skills, High Wages.” | X | | X | | X |
| | Policy Strategies: Assisting Role | | | | | |
| 2.D.11 | Assist customers to improve employment and earnings outcomes through participation on the Washington State Rehabilitation Council. | X | X | X | X | X |
| 2.D.12 | Assist ESD and WDCs in making WorkSource Services accessible to individuals with disabilities. | X | X | X | X | X |
| | Program Strategies: Primary Role | | | | | |
| 2.D.13 | Administer the approval of education and training programs for veterans. | X | X | X | X | X |
| 2.D.14 | Implement Opportunity Partnership program pilots. | X | ? | ? | ? | ? |
| | Research Strategies: Primary Role | | | | | |
| 2.D.15 | Prepare the Adult portions of the Workforce Investment Act Title I-B annual report. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 2.D.16 | Analyze training programs for adults with barriers to employment and training as part of <i>Workforce Training Results</i> (Vocational Rehabilitation, Services for the Blind, Adult Basic Education, WorkFirst, Workforce Investment Act-Adult). | X | | X | | X |

| | Research Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 2.D.17 | Perform the ongoing survey of the satisfaction of participants with WIA services, including Labor Exchange services. | X | X | X | X | X |
| 2.D.18 | Analyze net impacts of Adult training programs for <i>Workforce Training Results</i> (Vocational Rehabilitation, Services for the Blind, Adult Basic Education, WorkFirst, Workforce Investment Act-Adult). | X | | | | X |
| 2.D.19 | Prepare Workforce Focus papers on the workforce situation and performance of workforce programs for targeted adult populations. | | X | | X | |
| 2.D.20 | Research and report on changes in characteristics of workers trained by JTPA and WIA over time to determine if hard-to-serve populations still have as much opportunity to receive training as in the past. | X | | | | |
| 2.D.21 | Evaluate the Opportunity Partnership program pilots. | X | | | | |
| | Communication Strategies: Primary Role | | | | | |
| 2.D.22 | Communicate the needs and benefits of postsecondary education and training for adults with barriers. | X | X | X | X | X |
| 2.D.23 | Provide information about the Career Bridge web site to assist individuals with barriers to education and training. | X | X | X | X | X |

Objective 2-E Improve services and results for customers in workforce development programs by integrating services.

Performance Measures

- **Number of co-enrollments (to be developed).**
- **Workforce Investment Act Customer Satisfaction Survey results.**
- **Employment rate and earnings of WorkSource customers.**

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.E.1 | Develop policies to eliminate or reduce barriers identified in the adult workforce development programs as outlined in the Compact. | | | X | X | X |
| | Policy Strategies: Assisting Role | | | | | |
| 2.E.2 | Assist Employment Security Department and Workforce Development Councils to improve customer service in WorkSource Career Development Centers. | X | X | X | X | X |

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 2.E.3 | Assist state agencies to address integration as outlined in <i>High Skills, High Wages 2008 – 2010</i> as follows: <ul style="list-style-type: none"> ○ Streamlined co-enrollment ○ Staff cross-training ○ Co-location of staff among workforce partners ○ Consistent performance measures | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 2.E.4 | In collaboration with the Employment Security Department track the performance of the WorkSource system. | X | X | X | X | X |
| 2.E.5 | Facilitate increased use of consistent performance measures among WorkSource partner programs. | X | X | X | X | X |
| | Research Strategies: Assisting Role | | | | | |
| 2.E.6 | Assist the Employment Security Department and Workforce Development Councils to enhance management information system integration including WISPR development activities. | X | X | X | X | X |

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 from before to 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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 3.A.1 | Advocate for policies that improve workforce system access and responsiveness to industry needs. | X | X | X | X | X |
| 3.A.2 | Advocate for policies, convene and support the state Health Care Personnel Shortage Task Force. | X | X | X | X | X |
| 3.A.3 | Advocate funding to establish and sustain Industry Skill Panels and HSHW Strategic Funds in strategic clusters. | X | X | X | X | X |
| 3.A.4 | Advocate for policies to improve work readiness skills for program participants. | X | X | X | X | X |
| 3.A.5 | Advocate for use of common definitions among workforce and economic development programs, legislation and policies. | X | X | X | X | X |

| | Policy Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 3.A.6 | Advocate for the coordination of workforce and economic development at the state and regional level. | X | X | X | X | X |
| 3.A.7 | Align strategic planning and program inventory efforts of the Workforce Board and the Economic Development Commission. | X | X | X | X | X |
| 3.A.8 | Convene industry-focused work groups on emerging issues, including entrepreneurial training, small business, potential or emerging clusters, and coordinating new business services. | X | X | X | TBD | TBD |
| 3.A.9 | Provide leadership for the Evergreen Jobs Initiative, including coordination with Department of Commerce and the working group for policy formulation, tracking and reporting. | X | X | X | X | X |
| 3.A.10 | Advocate for use of strategic cluster policy and guiding principles to inform workforce and economic development investments. | X | X | X | X | X |
| 3.A.11 | Prepare reports to the Legislature detailing actions under SSHB 1323 supporting Strategic Clusters, and the Evergreen Jobs Initiative. | X | X | X | X | X |
| 3.A.12 | Explore policy opportunities coming from the ARRA grants. | X | X | X | | |
| | Policy Strategies: Assisting Role | | | | | |
| 3.A.13 | Advocate for policies that promote apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs. | X | X | X | X | X |
| 3.A.14 | Assist partner agencies in advocating for policies that coordinate workforce and economic development. | X | X | X | X | X |
| 3.A.15 | Support the work of the Jobs Subcabinet in promoting job creation activities. | X | X | X | X | X |
| | Program Strategies: Primary Role | X | | | | |
| 3.A.16 | Manage Industry Skill Panels contracts. | | | | | |
| 3.A.17 | Administer the High Skills, High Wages Strategic Fund, including the provision of technical assistance, in strategic clusters. | X | X | X | TBD | TBD |
| 3.A.18 | Provide technical assistance at the regional level to support the development and sustainability of strategic partnerships necessary for the cluster strategy development in workforce and economic development. | X | X | X | X | X |
| 3.A.19 | Provide leadership for the Evergreen Jobs Initiative program activities, including coordination with Department of Commerce. | X | X | X | X | X |

| | Program Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 3.A.20 | Coordinate with Department of Commerce, the State Board for Community and Technical Colleges, and Employment Security Department grant processes whenever appropriate. | X | X | X | X | X |
| 3.A.21 | 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. | X | X | X | X | X |
| 3.A.22 | Manage the ARRA Health Care and Energy grants. | X | X | X | | |
| | Program Strategies: Assisting Role | | | | | |
| 3.A.23 | Convene a working group to examine small businesses workforce training needs. | X | X | X | X | X |
| 3.A.24 | Assist key regional industry clusters to meet their workforce needs. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 3.A.25 | Conduct the biennial <i>Survey of Employer Needs and Practices</i> and provide results by region and industry. | X | | X | | X |
| 3.A.26 | Conduct the biennial <i>Survey of Employer Satisfaction</i> with the trainees of Washington workforce programs, producing performance measures for workforce programs and publicizing employer satisfaction levels. | X | | X | | X? |
| 3.A.27 | 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. | X | X | X | X | X |
| 3.A.28 | Measure Industry Skill Panel and High Skills, Strategic Fund grants impacts on employers and workers along with quality and sustainability of Skill Panel and Strategic Fund partnerships. | X | X | X | X | TBD |
| 3.A.29 | Prepare research results necessary to support the Health Care Task Force's planning activities and its annual report to the Legislature. | X | X | X | X | X |
| 3.A.30 | Prepare report on the employment and earnings results of Washington Incumbent Worker programs. | X | | | | |
| 3.A.31 | Work with the Department of Commerce and other agencies to report the results of the American Recovery and Reinvestment Act and other investments to grow green jobs (HB 2227). | X | X | X | X | X |

| | Research Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 3.A.32 | Coordinate research activities for workforce and economic development agencies. | X | X | X | X | X |
| 3.A.33 | Assist other agencies and local organizations with the process and criteria to identify strategic industry clusters, and invest in economic and workforce development resources. | X | X | X | X | X |
| 3.A.34 | Measures skill gaps, including measures in key industry clusters. | X | X | X | X | X |
| 3.A.35 | Record the results from the ARRA grants. | X | X | X | X | |
| | Research Strategies: Assisting Role | | | | | |
| 3.A.36 | Assist Industry Skill Panels and Strategic Fund grants with research design and data collection regarding the impacts. | X | X | X | X | TBD |
| 3.A.37 | Assist the Employment Security Department and Department of Commerce with definitions of terms and labor market research to analyze the current labor market and projected Department of Commerce growth in green jobs, skill requirements, wages and benefits, and training requirements, as required by HB 2227. | X | X | X | X | X |
| | Communication Strategies: Primary Role | | | | | |
| 3.A.38 | Publicize information on employer needs, training practices, and customer satisfaction with workforce programs. | | | | | |
| 3.A.39 | Convene/support the conference, Best Practice recognition, and or/special event(s) providing professional development for the workforce and economic development system. | X | X | X | X | X |
| 3.A.40 | Promote efforts that reduce the gap in the supply of workforce training, including new programs, especially in high employer-demand programs of study. | X | X | X | X | X |
| 3.A.41 | Publicize the ARRA grants. | X | X | X | X | X |

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

Performance Measures

- **The number of student interns produced through the Opportunity Internship grant.**
- **The number of apprenticeships produced through the Opportunity Internship grant.**
- **The number of workers enrolled in workplace digital learning.**
- **The number of employees and employers with Lifelong Learning accounts.**
- **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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|--|--------------|--------------|--------------|--------------|--------------|
| 3.B.1 | Advocate for policies and programs that develop employer mentors and internships. | X | X | X | X | X |
| 3.B.2 | Advocate for policies and programs that develop workplace based learning opportunities for incumbent workers. | X | X | X | X | X |
| 3.B.3 | Advocate for policies and programs that increase the number of apprenticeship opportunities in strategic industry clusters. | X | X | X | X | X |
| 3.B.4 | Advocate for policies and programs to expand Lifelong Learning Accounts. | X | X | X | X | X |
| | Policy Strategies: Assisting Role | | | | | |
| 3.B.5 | Assist partner agencies in promoting apprenticeship opportunities and recruitment of employers who hire apprentices for both traditional and non-traditional programs. | X | X | X | X | X |
| 3.B.6 | Assist partner agencies in developing educational programs for workplace-based digital learning, | X | X | X | X | X |

| | Program Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 3.B.7 | Manage the Opportunity Internship contracts including the provision of technical assistance and coordination of the program partners. | X | X | X | X | X |
| 3.B.8 | Manage the Opportunity Partnership contracts, including the provision of technical assistance. | X | X | X | X | X |
| 3.B.9 | Manage the Workplace Based Digital Learning contracts providing technical assistance and coordination for the program partners. | X | X | X | X | X |
| 3.B.10 | Manage the Lifelong Learning Account program (LiLA Program). | X | X | X | X | X |
| | Program Strategies: Assisting Role | | | | | |
| 3.B.11 | Assist partner agencies in developing apprenticeship opportunities in strategic industry clusters. | X | X | X | X | X |
| | Research Strategies: Primary Role | | | | | |
| 3.B.12 | Measure the impacts on employers and workers along with the quality and sustainability of the Opportunity Internship Grant and Opportunity Partnership Grant. | X | X | X | X | X |
| 3.B.13 | Prepare research necessary to support the Workplace Based Digital learning initiative. | X | X | X | X | X |
| 3.B.14 | Prepare research necessary to support the development of the Lifelong Learning Account initiative (LiLA Program). | X | X | X | X | X |
| | Communication Strategy: Primary Role | | | | | |
| 3.B.15 | Publicize information on employer needs, internship and apprenticeship opportunities, and employer satisfaction with the Opportunity Internship Grant and the Opportunity Partnership Grant. | X | X | X | X | X |
| 3.B.16 | Develop informational materials for presentation to industry and business associations and groups that support the development of student internship, apprenticeship and workplace-based digital learning offerings. | X | X | X | X | X |
| 3.B.17 | Publicize the successes from the agency's innovative program development and program initiatives. | X | X | X | X | X |

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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|--|--------------|--------------|--------------|--------------|--------------|
| 4.A.1 | Measure or obtain results of <i>High Skills, High Wages</i> Performance Measures on at least biennial basis. | X | X | X | X | X |
| 4.A.2 | Negotiate Perkins performance levels with Department of Education. | X | X | X | X | X |
| 4.A.3 | Negotiate WIA Title I-B performance levels with Department of Labor. | X | X | X | X | X |
| 4.A.4 | Negotiate local performance targets for WIA Title I-B. | X | X | X | X | |
| 4.A.5 | Update WIA performance targets using regression models to mathematically estimate the effect of economic and demographic changes on the program outcomes. | X | X | X | X | X |
| 4.A.6 | Determine WIA incentive allocations. | X | X | X | X | X |
| 4.A.7 | Update Workforce Development GMAP Measures. | X | X | X | X | X |
| 4.A.8 | Prepare quarterly and annual reports of state core measures for WIA Title I-B and Perkins programs at the state and local levels. | X | X | X | X | X |
| 4.A.9 | Following the reauthorization of WIA, lead partners in a full scale review of the state core measures. | X | X | | | |
| 4.A.10 | Prepare local area information by workforce area from Workforce Board research. | X | X | X | X | X |
| 4.A.11 | Work with ESD to establish common definitions and data on certificates awarded and obtained throughout workforce programs. | X | | | | |
| 4.A.12 | Assist with the preparation of <i>High Skills, High Wages</i> through calculation of performance measures and statistics embedded in that plan and through updating chapters on Tomorrow’s Economy and Tomorrow’s Workforce. | | X | | | X |

| | Research Strategies: Primary Role | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 4.A.13 | Update <i>High Skills, High Wages</i> ' Accountability Chapter with most recent performance information. | X | X | X | X | X |
| 4.A.14 | Locate data, collect information, and locate publications useful to advancing agency goals and developing agency initiatives. | X | X | X | X | X |
| 4.A.15 | Prepare performance data for Governor's Education GMAP and OFM agency performance measures. | X | X | X | X | X |
| 4.A.16 | Manage system improvements under the Department of Education SLDS grant. | X | X | X | | |
| 4.A.17 | Manage Net Impact Study. | X | | | | X |
| 4.A.18 | Conduct Employer Survey. | X | | X | | X |
| 4.A.19 | Conduct Participant Satisfaction surveys. | X | X | | X | |
| 4.A.20 | Update Overall Gaps Analysis for mid-level skills. | X | X | X | X | X |
| 4.A.21 | Update Gaps analysis for high-demand occupations. | X | X | X | X | X |
| 4.A.22 | Collect & compile participant data for Private Career Schools. | X | X | X | X | X |
| 4.A.23 | Compile and analyze participant performance data for Career Bridge. | X | X | X | X | X |
| 4.A.24 | Compile and analyze participant performance data for ETP list. | X | X | X | X | X |
| 4.A.25 | Evaluate options & support revision of minimum performance standards for ETP list. | X | X | X | X | X |
| 4.A.26 | Update regression models for ETP appeal reviews. | X | | | X | |
| 4.A.27 | Update regression models for WIA performance measures. | | X | | | |
| 4.A.28 | Develop regression models for Wagner-Peyser performance measures. | | | X | | |
| | Research Strategies: Assisting Role | | | | | |
| 4.A.29 | Support OFM Educational Data Center programs through participation on advisory groups. | X | X | X | X | X |
| 4.A.30 | Assist Employment Security Department in preparing the WIA Title I-B annual reports. | X | X | X | X | X |
| 4.A.31 | Assist in updating HSHW in response to the recession. | X | | | | |
| 4.A.32 | Support grant funded projects through MIS development, data management, analysis and evaluation. | X | X | X | X | |

| | | | | | | |
|---------------|--|---|---|---|---|---|
| | Communications Strategy: Primary Role | | | | | |
| 4.A.34 | Distribute and market value of agency research products. | X | X | X | X | X |
| 4.A.35 | Distribute performance targets and results for WIA and Carl Perkins. | X | X | X | X | X |
| 4.A.36 | Maintain and support Career Bridge website. | X | X | X | X | |
| 4.A.37 | Maintain and support ETP list. | X | X | X | X | |

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* to building a workforce development system.**
- **Total number of web site visits directed to us from search engines.**
- **Total number of web site visits, net of ETPL visits.**
- **Results on the five State Core Measures for workforce development programs.**
- **Skill gap for mid-level jobs.**

| | Leadership and Operations Strategies | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 5.A.1 | Update and promote <i>High Skills, High Wages</i> . | X | X | X | X | X |
| 5.A.2 | Review operating agencies’ plans for consistency with <i>High Skills, High Wages</i> . | X | X | X | X | X |
| 5.A.3 | Make recommendations on state operating agencies’ budget and policy requests with regard to consistency with <i>High Skills, High Wages</i> . | X | X | X | X | X |
| 5.A.4 | Advise the Governor and Legislature on emerging state and federal policy issues such as the reauthorization of WIA. | X | X | X | X | X |
| 5.A.5 | Provide Annual Report to the Legislature on progress on <i>High Skills, High Wages</i> . | X | X | X | X | X |
| 5.A.6 | Use the IC to help develop policies for the Board. | X | X | X | X | X |
| 5.A.7 | Assist the statewide business and labor organizations in providing leadership for the workforce development system | X | X | X | X | X |
| 5.A.8 | Assist WDCs in updating their strategic plans in alignment with <i>High Skills, High Wages</i> . | TBD | | X | | |
| 5.A.9 | Facilitate opportunities for local partners to engage in workforce development issues with the Workforce Board. | X | X | X | X | X |
| 5.A.10 | Facilitate recertification of local councils. | | X | | X | |
| 5.A.11 | Produce an inventory of workforce development programs. | | X | | X | |

| | Leadership and Operations Strategies | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|---------------|---|--------------|--------------|--------------|--------------|--------------|
| 5.A.12 | Produce a “Workforce Tracking Matrix” that shows workforce development program funding, services, and results. | | X | | X | |
| 5.A.13 | Advocate for workforce issues on the Economic Development Commission. | X | X | X | X | X |
| 5.A.14 | Host conference for workforce development leaders to promote innovation and “best practices,” facilitate engagement in federal and state policy development, and foster partnerships. | | X | | X | |
| 5.A.15 | Update as needed the Washington State Compact for Workforce Development. | X | X | X | X | X |
| 5.A.16 | Update and implement a communications and marketing plan that supports the Workforce Board’s initiatives. Increase the Board’s online access to the public through expanded web content, e-mail newsletters and other use of digital media. | X | X | X | X | X |
| 5.A.17 | Engage in the national dialogue on workforce development issues. | X | X | X | X | X |

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 for workforce development programs.**
- **Skill gap for mid-level jobs.**

| | Leadership and Operations Strategies | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 5.B.1 | Use the Workforce Board retreat to establish key annual priorities. | X | X | X | X | X |
| 5.B.2 | Seek diversified resources for the Board’s priorities. | X | X | X | X | X |
| 5.B.3 | Use federal and state resources to accomplish agency goals. | X | X | X | X | X |
| 5.B.4 | Optimize the agency organizational structure. | X | X | X | X | X |

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.**
- **Result of survey of Workforce Board customers.**
- **Results on the five State Core Measures for workforce development programs.**
- **Skill gap for mid-level jobs.**

| | Leadership and Operations Strategies | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 5.C.1 | Conduct annual agency self-assessment using Baldrige criteria and develop and implement quality action plan. | X | X | X | X | X |
| 5.C.2 | Identify and implement opportunities for streamlining and improving agency business processes. | X | X | X | X | X |
| 5.C.3 | Identify performance measures, including GMAP measures; regularly review results; use results to identify improvements; and implement improvements. | X | X | X | X | X |
| 5.C.4 | Maintain the agency's technological capability and physical plant. | X | X | X | X | X |
| 5.C.5 | Make improvements in products and services as identified through customer feedback. | X | X | X | X | X |
| 5.C.6 | Develop staff Performance Development Plans and performance agreements that identify individual work assignments, establish performance standards, recognize accomplishments, and promote employee development. | X | X | X | X | X |
| 5.C.7 | Promote collaboration and sharing of information among research, program, and policy staff. | X | X | X | X | X |
| 5.C.8 | Implement Collective Bargaining provisions. | X | X | X | X | X |
| 5.C.9 | Review and prioritize agency policies for updating and clarification. | X | X | X | X | X |

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 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|--------------|---|--------------|--------------|--------------|--------------|--------------|
| 5.D.1 | Model the characteristics of a Learning Culture. | X | X | X | X | X |
| 5.D.2 | Ensure that the workplace environment is clean, safe, and efficient. | X | X | X | X | X |
| 5.D.3 | Identify and act on opportunities to improve employee satisfaction. | X | X | X | X | X |
| 5.D.4 | Support and encourage community building among employees including Events Committee activities. | X | X | X | X | X |

Strategies in the 2009-2013 Agency Strategic Plan that Do Not Appear in the 2010-2014 Plan

Youth

1. Advocate for the integration of individual plans for students, including the Individual Education Plan, the 13th year plan, and individual plans required by specific programs.
2. Prepare youth transition issues for the Board's participation on the P-20 Education Council.
3. Advocate for policies that support alternative models for high schools, including technical high schools and career academies.
4. Help create stronger program links between Job Corps and Skills Centers.
5. Collaborate with the Employment Security Department to provide support for Workforce Development Council Youth Councils to foster their success.
6. Pursue a WIA I-B Youth waiver for the maximum age eligibility and develop and advocate for state resources to supplement these funds.
7. Help facilitate partnerships with community-based organizations providing youth with training and support services.
8. Help connect unemployed youth to expert "navigators" who can guide them to post secondary resources and work experience opportunities.
9. Help connect disadvantaged youth to AmeriCorps and Service Corps opportunities.
10. Establish and monitor workforce performance measures for Young Adults (roughly defined as 18 to 24 year olds).

Adults

1. Develop policies to increase the number of part-time working students who can receive the State Need Grant.
2. Advocate for policies that would expand the use of the Self-Sufficiency Calculator to all Workforce Development Councils, and provide training for frontline staff.
3. Assist in developing policies for expanding the use of the Food Stamp Employment and Training (FSET) program.

4. Assist ESD and WDCs to develop and provide credentials for career coaching, mentoring, and instruction in life skills for WorkSource staff, training institutions, community-based organizations, employers, and others.
5. Research results for veterans in workforce development programs.
6. Facilitate alignment of eligibility criteria for dislocated worker programs.
7. Assist in researching and developing policies for the P-20 Education Council.
8. Assist WWA to enhance documentation of WorkSource membership System self-service activities and data reporting.

Industry

1. Assist SBCTC to advocate for the establishment of Centers of Excellence in key industry clusters.
2. Develop and advocate for comprehensive Cluster Strategy Legislation resulting from actions and input from the Cluster Academies and Transformation Team input.
3. Coordinate the state's Cluster Academy Initiative.
4. Establish a state initiative modeled after the WIRED Grant program.
5. Establish a toolbox of work-ready assessments used by businesses and program providers.
6. Prepare a study of Worksite Digital Learning consistent with the requirements of SB 6296.
7. Lead a workgroup to specify the process and criteria to identify industry clusters, and which clusters are strategic.

Leadership

1. Advocate for workforce issues on the P-20 Education Council.
2. Submit Washington State Quality Award application.