



WASHINGTON STATE

**STATE PLAN
FOR
TITLE I-B
OF THE WORKFORCE INVESTMENT ACT
AND
THE WAGNER-PEYSER ACT**

May 2005

JULY 1, 2005 TO JUNE 30, 2007

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Introduction and Plan Development Process

This two-year State Plan describes Washington State's strategic direction and service delivery plans for Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act. The plan covers the period from July 1, 2005, through June 30, 2007. The plan was developed collaboratively by the Employment Security Department (ESD) and the Workforce Training and Education Coordinating Board (Workforce Board) in consultation with business, labor, and workforce development stakeholders. The plan responds to questions outlined in U.S. Department of Labor's (DOL) Training and Employment Guidance Notice #14-04. The plan describes our state's commitment to implement WIA and Wagner-Peyser strategies during the next two years and beyond that will:

1. Provide seamless service delivery coordination and job placement assistance through comprehensive One-Stop Career Centers (named WorkSource Centers in Washington State).
2. Provide demand-driven employment and training services governed by business-led Workforce Investment Boards, called Workforce Development Councils (WDCs) in Washington State.
3. Offer flexibility to tailor service delivery that meets the needs of our state and local economies and labor markets.
4. Provide high quality information to customers to help them make informed career choices and to select high quality training programs.
5. Provide the Governor, State Legislature, Chief Local Elected Officials (CLEOs), U.S. DOL, and the public with fiscal and performance management and program accountability.
6. Provide WIA eligible youth, including youth most in need, opportunities to succeed in secondary and postsecondary education, and opportunities to qualify for high demand jobs.

This State Plan for WIA Title I-B and the Wagner-Peyser Act is available on-line at:

<http://www.wtb.wa.gov/WIAstateplanfinal05.HTML>

Please note: The internet address listed above -

1. provides a direct electronic link to the full text of the plan in Microsoft WORD; and
2. provides direct links to other Washington State publications and WIA policies referenced in the plan. These include:
 - High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development
 - Workforce Board Publications
 - Washington State's WIA Policies
 - Workforce Explorer
 - Listing of WorkSource Centers in Washington State
 - Map of the twelve Workforce Development Areas
 - Washington State's Eligible Training Provider (ETP) List

- Eligible Training Provider State Policy No. 3635
- Job Training Results
- Workforce Development Council Certification Criteria
- 2005-07 State Guidelines for Local Strategic Plans
- 2005-07 State Guidelines for Local WIA Title I-B and Wagner-Peyser Plans

Public Review and Comment Process and Outcomes

On April 1, 2005, a draft of this State Plan was posted on the Workforce Board's website at www.wtb.wa.gov. An electronic notice was sent to over 3,400 individuals and organizations encouraging public review and comment during the period of April 1 through April 30. Comments received during this period were considered in the development of the final plan. A number of edits and clarifications were made to the final plan as a result of the comment process. Comments are on record and are available upon request. The WDC Directors discussed the plan at their April 14, 2005, Washington Workforce Association (WWA) meeting. Members of the Workforce Board's Interagency Committee (IC) discussed the plan on April 22, 2005. The Workforce Board reviewed the final draft plan on May 12, 2005, and adopted a motion recommending to the Governor the approval of the 2005-07 State Plan for WIA Title I-B and the Wagner-Peyser Act.

This two-year State Plan for WIA Title I-B and the Wagner-Peyser Act is consistent with and aligned with the goals, objectives, and strategies in *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*. For an electronic copy of *High Skills, High Wages 2004* please go to: www.wtb.wa.gov and select "Publications."

Background on the development of *High Skills, High Wages 2004*

Washington State statutes require the Workforce Board to update the State Strategic Plan for the Workforce Development every two years.

In the second half of 2003, the Workforce Board began reviewing the state strategic plan and highlighting possible content and organization that needed revision in order to respond to changes in the economic climate, as well as changes and progress within the workforce development system. For example, innovations and new partnerships in K-12 and workforce development necessitated new wording and reorganization for K-12 career guidance and dropout prevention strategies. The updated plan needed to respond to renewed focus on the positive outcomes of the state's industry skill panels. Other issues that demanded further attention included increasing customized training for incumbent workers, increasing training linked to retention support for low-income individuals, expanding capacity in postsecondary education and training, particularly in high demand programs, and expanding basic skills and English-as-a-Second Language (ESL) instruction that is linked to occupations skills training.

Workforce Board staff compiled a variety of suggested changes, working with the Workforce Board's IC, made up of state agencies that are responsible for carrying out the plan. Once these areas were defined staff requested input from stakeholders on further changes during the months of January, February, and March 2004, via emails to over 3,000 stakeholders. Initial stakeholder input was received by email and phone.

In March 2004, the Workforce Board approved dissemination of a draft plan for public comment. The Workforce Board distributed the draft to all stakeholders and held public meetings in eastern and western Washington. These meetings facilitated discussion on the plan and were a chance for stakeholders to provide further input. Stakeholders were also asked to complete a form that highlighted their priorities and Board staff used this feedback to compile a list of six “Strategic Opportunities” that offer readers a focus and provide immediate access to the State plan.

On June 30, 2004, the Workforce Board, on behalf of the Governor, adopted the updated plan, *High Skills, High Wages 2004: Washington’s Strategic Plan for Workforce Development*.

State Plan For WIA Title I-B and the Wagner-Peyser Act

I. State Vision

Describe the Governor's vision for a statewide workforce investment system.

Provide a summary articulating the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (§112(a) and (b)(4)(A-C).)

Our vision is a workforce development system that offers every Washington resident access to high-quality academic and occupational skills education throughout his or her lifetime, effective help to find work or training when unemployed, the personalized assistance to make progress in the labor market, and Washington employers access to the skilled workforce they need. By anticipating and planning for economic and demographic changes, the workforce development system enhances the prosperity of the State.

The final chapter of *High Skills, High Wages 2004* addresses four critical challenges:

1. Close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.
2. Enable workers to make smooth transitions so that they may benefit fully from the new, changing economy, and develop a coherent strategy for dislocated and incumbent worker training.
3. Assist disadvantaged youth, people with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress should be made in improving operating agencies, and reducing the earnings gap facing people of color, people with disabilities, and women.
4. Integrate services provided by separately funded workforce development programs so we can provide the best possible service to our customers.

For an electronic copy of *High Skills, High Wages 2004* please go to: www.wtb.wa.gov and select "Publications."

- A. What are the State's economic development goals for attracting, retaining, and growing business and industry within the State? (§112(a) and (b)(4)(A-C).)

The state's economic development strategic plan established by the Department of Community Trade and Economic Development (CTED) identifies four goals and 24 objectives for building community capacity, investing in communities, and marketing Washington and its products. Goal 1 is described below:

Grow a diversified and sustainable economy.

- Enhance the ability of local leaders and their key partners to achieve community and economic development goals.
- Foster comprehensive planning and funding for infrastructure and amenities to achieve Growth Management goals and attract economic investment.
- Improve the ability of small communities to secure funding and effectively manage capital projects.
- Make strategic investments to finance infrastructure that increases the feasibility of sites for proposed or desired commercial and industrial development.
- Assist Washington companies to successfully enter new foreign markets or increase their market share abroad.
- Establish Washington State as a nationally recognized competitive place to do business, an exceptional travel destination and a valuable film and video production region.
- Promote energy policy and facility siting that provides price stability, reliability and a diversity of supply while boosting the state's sustainable energy industry.
- Fund and promote investment in home energy conservation and other sustainable building practices that preserve affordable housing and conserve local and state resources.
- Increase the availability of safe, affordable housing for migrant and seasonal farm workers and their families.
- Advance the educational and economic opportunities of low-income and vulnerable families in Washington State.

CTED's Performance Management System goals include:

- Strengthen the domestic and international competitiveness of Washington businesses and the state's workforce. (Goal 2)
- Provide leadership and advocacy on long-term major economic vitality issues and activities affecting the state. (Goal 3)
- Recruit, develop, and retain a skilled and motivated workforce. (Goal 6)

CTED's Business Retention and Expansion program works to retain and expand manufacturing and processing firms and to reduce the number of business closures, failures, and out-of-state expansions that could result in significant loss of jobs. The program identifies threatened manufacturing and processing companies and provides problem-solving and technical assistance to the firms.

In addition to the CTED goals described above, *High Skills, High Wages 2004* includes Strategy 2.2.1: Market expansion and retention services to at-risk businesses and their workers.

- B. Given that a skilled workforce is a key to the economic success of every business, what is the Governor's vision for maximizing and leveraging the broad array of Federal and State resources available for workforce investment flowing through the State's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State's business and industry? (§112(a) and (b)(4)(A-C).)

High Skills, High Wages 2004 guides the investment of state and federal resources to promote a skilled workforce. The first goal in *High Skills, High Wages 2004* is:

To close the gap between the need of employers for skilled workers and supply of Washington residents prepared to meet that need.

There are four objectives and 13 strategies tied to this goal:

Objective 1.1 – Create public-private partnerships to enable individuals to move up job and career ladders throughout their lives.

Create and enhance industry skill panels, especially in high-demand economic clusters such as health care and information technology. (Strategy 1.1.1)

Provide high-quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high-demand clusters such as health care and information technology. (Strategy 1.1.2)

Develop competency-based education and training programs, and modular curricula and assessments linked to industry skill standards. (Strategy 1.1.3)

Objective 1.2 – Increase the number of young people who understand and act on career opportunities available through Career and Technical Education (CTE) and training programs, including youth from target populations.

Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment, and their career options including high-wage, high-demand occupations, and non-traditional occupations. (Strategy 1.2.1)

Expand partnerships with industries to market their career opportunities to youth and their parents. (Strategy 1.2.2)

Increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students' individual career plans. (Strategy 1.2.3)

Objective 1.3 – Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and information technology. (Strategy 1.3.1)

Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields. (Strategy 1.3.2)

Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. (Strategy 1.3.3)

Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters including construction. (Strategy 1.3.4)

Enhance “employability skills” training in workforce development programs. (Strategy 1.3.5)

Increase the number of individuals prepared to teach students for high-wage, high-demand fields. (Strategy 1.3.6)

Highlight and replicate best practices from around the state and nation in CTE. (Strategy 1.3.7)

Objective 1.4 – Increase education and training for older workers and retired individuals who want to return to work.

Improve access to opportunities in education and specialized training for seniors and retired individual who want to return to work. (Strategy 1.4.1)

C. Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor’s vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4)(A-C).)

The state’s commitment for ensuring that its workforce can benefit from a continuum of education and training opportunities is communicated in Goal Two in *High Skills, High Wages 2004*:

To enable workers to make smooth transitions so that they and their employers may fully benefit from new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.

There are three objectives and four strategies tied to this goal:

Objective 2.1 – Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.

Increase publicly supported customized incumbent worker training, and provide incentives to both employers and employees for this type of training. (Strategy 2.1.1)

Objective 2.2 – Enhance business expansion and retention strategies.

Market expansion and retention services to at-risk businesses and their workers.
(Strategy 2.2.1)

Objective 2.3 – Return unemployed workers to suitable work in as short a time as possible.

Continue to develop worker services that that are coherent, flexible, and accessible, and continue best practices such as rapid response labor-management committees. (Strategy 2.3.1)

Provide retraining in high-demand fields. (Strategy 2.3.2)

- D. What is the Governor’s vision for bringing together the key players in workforce development including business and industry, economic development, education, and the public workforce system to continuously identify the workforce challenges facing the State and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? (§112(b)(10).)

In answer to the question above, Governor Christine Gregoire and the Washington State Legislature look to the Workforce Board to bring together the leadership in workforce development and develop comprehensive strategies for the State’s workforce development system as a whole. The vision and mission statements of the Workforce Board below are identified in *High Skills, High Wages 2004*.

Our Vision

Washington’s Workforce Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

Our Mission

We shape strategies to create and sustain a high skill, high-wage economy. To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.
- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75-80 percent of jobs that do not require a baccalaureate degree.
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.

The members of the Workforce Board worked as a team to develop the vision and mission statements shown above. The Board facilitated a statewide collaborative process to engage key players in the state’s workforce development system in: 1) the review and identification of

workforce challenges facing the state; and 2) the development of strategies and solutions that leverage resources to address the challenges.

Serving as the Chair of the Board for the Governor is the Senior Lecturer of the University of Washington's Daniel J. Evans School of Public Affairs. Representing business on the Board is the President of the Association of Washington Business, the Owner/Operator of a small business in Hoquiam, and the Project Manager of Washington Manufacturing Service. Representing labor on the Board is the President of the Washington State Labor Council AFL-CIO, the Executive Secretary/Treasurer of the Spokane Regional Labor Council, and former Executive Director of the IAM/Boeing Joint Programs. Representing targeted populations on the Board is the Community Actions Director of the Fremont Public Association (a community-based organization). The Fremont Public Association Director has experience with respect to youth activities and expertise in the delivery of workforce development services. The Commissioner of the Employment Security Department, the Executive Director of the State Board for Community and Technical Colleges, and the Superintendent of Public Instruction are members of the Workforce Board. Also serving as additional participating officials is the Secretary of the Department of Social and Health Services (DSHS).

As described on Page 2 of this State Plan, Workforce Board members used an inclusive process to seek input from workforce development stakeholders in updating the state's strategies. The Board reviewed the state's strategic plan and highlighted possible content and organization that needed revision in order to respond to changes in the economic climate, as well as changes and progress within the workforce development system. For example, innovations and new partnerships in K-12 and workforce development necessitated new wording and reorganization for K-12 career guidance and dropout prevention strategies. The updated plan needed to respond to renewed focus on the positive outcomes of the state's industry skill panels. Other issues that demanded further attention included increasing customized training for incumbent workers, increasing training linked to retention support for low-income individuals, expanding capacity in postsecondary education and training, particularly in high demand programs, and expanding basic skills and English-as-a-Second Language (ESL) instruction that is linked to occupations skills training.

Workforce Board staff compiled a variety of suggested changes and these proposed revisions and updates were reviewed by the Workforce Board's Interagency Committee (IC). The IC Committee advised the Board on the state's vision for utilizing the resources of the workforce system in support of the state's economic development. The IC is made up of following members:

1. Workforce Board, Executive Director, IC Chair
2. Workforce Board, Associate Director for Policy and Research
3. Washington State Labor Council, Director of Education and Training
4. Association of Washington Business representative
5. Governor's Executive Policy Office, Executive Policy Advisor
6. Employment Security Department (ESD), Designee for Board Member
7. State Board for Community and Technical Colleges (SBCTC), Designee for Board Member

8. Office of Superintendent of Public Instruction, Designee for Board Member
9. Department of Social and Health Services (DSHS), Division of Vocational Rehabilitation representative

Other Interagency Committee (IC) members:

1. SBCTC/Office of Adult Literacy
2. SBCTC/Workforce Education
3. ESD program representatives as appropriate
4. Workforce Development Council, Chair of the Washington WWA
5. DSHS program representatives as appropriate
6. Community Trade and Economic Development Department/WorkFirst
7. Department of Services for the Blind
8. Private Vocational Schools representative
9. Labor and Industries/Apprenticeship
10. Workforce Board, Associate Director for Workforce Development Partnerships
11. Workforce Board, Administrator of Program Management

The Workforce Board also engaged the state's Performance Management for Continuous Improvement (PMCI) committee in advising on the state's vision and on the state's performance accountability strategies for the workforce development system.

Members of the PMCI include representatives (with performance management responsibilities) from: Northwest Workforce Development Council; Pacific Mountain Workforce Development Council; Washington State University; Federation of Private Career Schools, Higher Education Coordinating Board, State Board for Community and Technical Colleges; Department of Social and Health Services; and the Employment Security Department.

As described on Page 2 of this State Plan, the Workforce Board distributed drafts of the state's workforce development strategies for public comment and the Board held public meetings in eastern and western Washington. Over 3,000 stakeholders received a draft copy of the strategies via email invitations and electronic newsletter notices. The twelve local area Workforce Development Council Directors formed a committee to review the state's draft workforce development system strategies and the state's vision for utilizing the resources of the workforce system in support of the state's economic development. The Directors then met with the Workforce Board offering input in the early and final development of strategies presented in *High Skills, High Wages – Washington's Strategic Plan for Workforce Development*.

- E. What is the Governor’s vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk? (§112 (b)(18)(A).)

Workforce development system stakeholders reached agreement on strategies to ensure that youth, including youth most at risk, have the opportunities through education and workforce training to achieve their career goals. These consensus objectives and strategies are presented in *High Skills, High Wages 2004* and include:

Objective 1.2 – Increase the number of young people who understand and act on career opportunities available through CTE and training programs, including youth from target populations.

Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment, and their career options including high-wage, high-demand occupations, and non-traditional occupations. (Strategy 1.2.1)

Expand partnerships with industries to market their career opportunities to youth and their parents. (Strategy 1.2.2)

Increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students’ individual career plans. (Strategy 1.2.3)

Objective 1.3 – Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and information technology. (Strategy 1.3.1)

Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields. (Strategy 1.3.2)

Objective 3.1 – Reduce dropouts and increase high school graduations.

Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program. (Strategy 3.1.1)

Develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs. (Strategy 3.1.2)

Expand access to support services, such as child care, especially for target populations. (Strategy 3.2.3)

Objective 4.2 – Make workforce development services from multiple providers a straightforward and effective experience for job seekers and youth.

Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practice. (Strategy 4.2.1s)

Improve communication and collaboration among workforce development youth partners. (Strategy 4.2.5)

Find financial resources to sustain the WorkSource delivery system infrastructure. (Strategy 4.2.6)

Objective 4.3 – Provide services that meet the unique needs of individuals from target populations, and reach out to these populations to increase their use of WorkSource services.

Provide individuals with disabilities with equal opportunities to benefit from WorkSource services. (Strategy 4.3.1)

Continue outreach and capacity building activities with partners, including tribes and community-based organizations to ensure involvement of targeted populations within the WorkSource system. (Strategy 4.3.2)

Encourage diversity among the membership of local WDCs and WorkSource staff to reflect the diversity of our communities. (Strategy 4.3.3)

II. State Workforce Investment Priorities

Identify the Governor’s key workforce investment priorities for the State’s public workforce system and how each will lead to actualizing the Governor’s vision for workforce and economic development. (§§111(d)(2) and 112 (a).)

Strategic Opportunities for the Next Two Years

The final chapter of *High Skills, High Wages 2004* provides a comprehensive plan of 4 goals, 13 objectives, and 38 strategies that includes the names of the lead entities responsible for implementation. All the goals, objectives, and strategies are important and responsible entities that are committed to implementing the strategies during the next two years and beyond. At the same time, partners are aware of the most important strategic opportunities to further our agenda. The following list encompasses a number of strategies in the plan, and provides a focus for partners when they consider new or expanded initiatives:

- Increasing postsecondary education and training capacity is key to ensuring we close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need. Even during a recession, 45 percent of employers who reported hiring workers in 2003 said they had difficulty finding qualified applicants. We must target our resources to expand capacity in programs that prepare individuals for the jobs that are in highest demand, and at the same time ensure that all individuals,

especially target populations, have access to a broad range of education, training, and retraining opportunities. These opportunities may take place at public and private schools, apprenticeship programs, or at the workplace through customized training. We also need to build capacity at the secondary level, particularly in CTE programs.

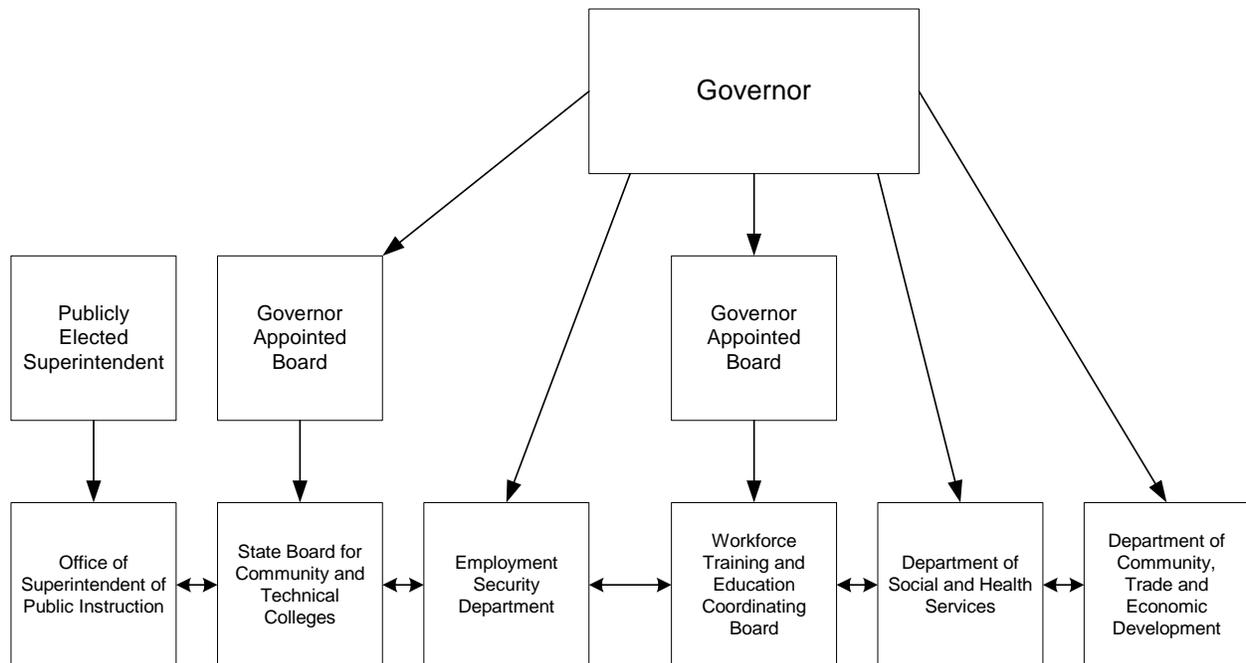
- Reducing dropouts and integrating career guidance into school curricula are necessary for ensuring our teenagers are prepared for success after high school. About one third of Washington students drop out of high school between years nine and twelve. We must build on the success of community partnerships that implement effective dropout/retrieval programs, and hold our schools accountable for engaging and retaining students through graduation. While schools are raising their expectations of students, they need to demonstrate the relevance of education through comprehensive career guidance, career exploration, including strong CTE and work-based learning.
- Expanding and sustaining skill panels are essential for enhancing Washington’s economic vitality. Industry skill panels harness the expertise of their members (employers, educators, and labor); they identify skill gaps in key economic clusters; and they address those needs. Such partnerships foster innovation and enable industries and public partners to be proactive, addressing changing needs quickly and competently.
- Increasing training linked to retention support for low-income individuals is the best way to promote career advancement and wage progression. With the growth of our workforce slowing and the increasing diversity of our population, it is essential we develop career pathways that enable low-income workers to advance, meeting the needs of employers for skilled workers and our social goal of family self-sufficiency. With the demands of work and family, attending school can be nearly impossible for low-income workers. Individualized supports such as childcare, transportation, counseling, and remediation assistance are often necessary to ensure individuals feel able to start a program, and have the support to complete it. Better, and more widely available, career guidance can enable adults to develop education and training plans leading to job and wage growth.
- Increasing basic skills and ESL instruction that is integrated with occupational skills training is more likely to lead to wage gains for participants than programs that do not include an occupational component. Without education and training opportunities our illiterate population, immigrants, low-income workers, and unemployed can be stuck in dead ends. When combined with “soft skills” training that improves skills such as cultural awareness, teamwork, and critical thinking, these programs can be even more effective.
- Expanding customized training for incumbent workers helps our businesses to be more competitive in the world and our workers more competitive in the labor market. In today’s economic context, there is an increasing need to train and retrain incumbent workers to keep pace with technological advances and to take advantage of high-performance practices. Customized training can also prevent worker dislocations. Many employers already provide customized training for their employees investing about two percent of payroll on employee training, though few support basic skills training. While state funds support some customized training, Washington lags far behind other states in publicly supported customized training.

To take advantage of these strategic opportunities, workforce development programs must function as a system, linking partners and resources, and increasing efficiency. Even though lead entities are identified in *High Skills, High Wages 2004*, we know that mutual support is critical if we are to continue our progress.

III. State Governance Structure (§112(b)(8)(A).)

A. Organization of State agencies in relation to the Governor:

1. Provide an organizational chart that delineates the relationship to the Governor of the agencies involved in the public workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.



The workforce development system consists of programs and services that prepare people for employment. There are 18 programs as defined in state statute and Executive Order 99-02. These programs focus on preparing individuals for jobs that do not require a baccalaureate degree, about 75 percent of all jobs in Washington.

<i>State Workforce Development System</i> (RCW 28C.18, RCW 50.12, and EO 99-02)		<i>Program Year 03</i>
Operating Agency	Program	Annual Public Funds (\$)
State Board for Community and Technical Colleges	Postsecondary Technical Education	309,518,000
	Adult Education and Basic Skills	85,951,300
	Carl D. Perkins Postsecondary Technical Education	13,700,500
	Worker Retraining Program	34,255,100
	Volunteer Literacy Program	366,000
	Job Skills Program	1,475,000

<i>State Workforce Development System (RCW 28C.18, RCW 50.12, and EO 99-02)</i>		<i>Program Year 03</i>
<i>Operating Agency</i>	<i>Program</i>	<i>Annual Public Funds (\$)</i>
Office of Superintendent of Public Instruction	Secondary Career and Technical Education	242,835,200
	Carl D. Perkins Secondary Career and Technical Education	9,655,500
	Even Start Family Literacy Program	2,908,500
Employment Security Department	Workforce Investment Act, Title I-B Dislocated Workers Program	39,395,500
	Workforce Investment Act, Title I-B Adult Training Programs	25,857,700
	Workforce Investment Act, Title I-B Youth Activities Program	27,578,700
	Training Benefits Program	20,000,000
	Wagner-Peyser	15,903,400
Department of Social and Health Services	Division of Vocational Rehabilitation	45,898,700
Department of Services for the Blind	Vocational Rehabilitation for the Blind	\$7,672,900
O.I.C. of Washington	Employment and Training for Migrant Seasonal Farm Workers	2,187,800
Department of Labor and Industries	Apprenticeship	1,050,000
Private Career Schools	(No Public Funds)	0
Total Public Funds		\$866,209,800

Other programs are not included in the state statute and executive order but are related to the workforce development system since they also prepare individuals for employment.

Related Workforce Development Programs:

- Washington's Temporary Assistance to Needy Families (TANF) Work Program (WorkFirst)
- Community Jobs
- Juvenile Corrections Education
- Refugee Assistance Program
- Employment and Training for Migrant and Seasonal Farm Workers
- Trade Act-Trade Adjustment Assistance Program
- Washington Service Corps/AmeriCorps
- Corrections Clearinghouse Program
- Job Corps
- Offender Education Program

- Washington State Business Enterprise for the Blind
- Washington Conservation Corps
- Displaced Homemaker Program
- Community Service Block Grant Program
- On-the-Job Training Program
- Claimant Placement Program
- Disabled Veterans Outreach Program
- Local Veterans Employment Representatives
- Special Employment Services for Offenders

Note: a list of Washington State’s required One-Stop partner programs is included in Section VIII.H.3. of this plan.

2. In a narrative describe how the agencies involved in the public workforce investment system interrelate on workforce and economic development issues and the respective lines of authority.

Former Governor Gary Locke formed the Governor’s Joint Economic Vitality Cabinet (JEVC) to provide a forum for aligning economic vitality objectives among a variety of agencies. The cabinet consists of fifteen agency directors that have a role in the development and implementation of policy related to economic vitality. The Director of CTED is the chair of the cabinet. ESD, the State Board for Community and Technical Colleges (SBCTC), and the Workforce Board are part of the cabinet. The JEVC is working to develop models and “best practices” for state agency partnering and state/local participation in support of industry clusters. *Industry clusters* are geographic groupings of companies, their suppliers, and the institutions that support them. Clusters form around specific features of the natural or built environment. Cluster development allows Washington’s diverse regions to leverage their assets to create greater prosperity.

The current challenge for public agencies is to use the concept of clusters as an organizing principle for employing their scarce resources where they are most likely to be effective; for knowing which mix of incentives, barrier removal, partnerships, and analysis will make the most difference for a given cluster in a given region. Understanding cluster dynamics facilitates the public and private response to attract, develop, and retain jobs and businesses in Washington communities. JEVC staff has identified the following clusters: clean energy, marine services, wood products, value-added agriculture/food processing, biotech/bio-information, semiconductors, healthcare, construction, aerospace, tourism, metal fabrication, telecommunications, and software/internet-based businesses.

Public and private stakeholders in Washington’s economic and workforce development system also interrelate through the Washington Economic Development Commission. The current Commission performs the following duties:

- Review and periodically update the economic development strategy and performance measures and perform an annual evaluation.
- Provide policy advice to CTED.
- Provide policy advice, planning and strategic guidance to CTED, with specific emphasis on: strategies that promote business retention, expansion and creation within our state; marketing strategies that promote products and services produced in Washington State for the global marketplace; and strategies that enhance relationships and cooperation between local governments, economic development councils, state agencies, and the Legislature.
- Assist CTED on the procurement and deployment of private funds for business development, recruitment, and promotion.

The members of the Commission are appointed by the Governor and are representative of the geographic regions of the state, including eastern and central Washington, as well as representative of the ethnic diversity of the state. At least three fourths of the representation represents the private sector, such as from existing and emerging industries, small businesses, women-owned businesses, and minority-owned businesses. The Commission also includes representation from other sectors of the economy that has experience in economic development, including labor organizations and nonprofit organizations.

B. State Workforce Investment Board (§112(b)(1).)

1. Describe the organization and structure of the State Board. (§111.)

The following statutory references describe the Workforce Board’s relevant history and duties with regard to State Workforce Investment Board requirements.

The Washington State Legislature established the Workforce Board in 1991.

The Board’s purpose is to provide planning, coordination, evaluation, monitoring, and policy analysis for the State training system as a whole, and advice to the governor and legislature concerning the State training system, in cooperation with the State training system and the Higher Education Coordinating Board (HECB). [RCW 28C.18.030] (1991)

RCW 28C.18.060 [Board duties] Establish and maintain an inventory of the programs of the State’s training system, and related state programs, and perform a biennial assessment of the vocational education, training, and adult education and literacy needs of the State; identify ongoing and strategic education needs; and assess the extent to which employment, training, vocational and basic education, rehabilitation services, and public assistance services represent a consistent, integrated, approach to meet such needs. (1991)

In 1992, former Governor Gardner indicated, in correspondence to Congress, that the Workforce Board already performs functions of the Human Resource Investment Council (HRIC) as

provided for in amendments to the federal JTPA, P.L. 97-300. The Conference Report indicates that nothing in the amendments is to prevent a state from maintaining a pre-existing body that already performs such functions.

In 1995, the Washington State Legislature expanded and clarified the duties of the Workforce Board. The Legislature designated the Board to perform the functions of the HRIC as provided for in the federal JTPA, P.L.97-300, as amended. The statute is recorded in RCW 28C.18.050(2).(1995)

RCW 28C.18.050(3) The board shall provide policy advice for any federal act pertaining to work force development that is not required by state or federal law to be provided by another state body. (1995)

RCW 28C.18.050(4) Upon enactment of new federal initiatives relating to work force development, the board shall advise the governor and the legislature on mechanisms for integrating the federal initiatives into the State's work force development system and make recommendations on the legislative or administrative measures necessary to streamline and coordinate state efforts to meet federal guidelines. (1995)

In 1999, former Governor Gary Locke issued Executive Order No. 99-02. Sec. 1 of the Executive Order directs the following:

The Workforce Board shall act as the Workforce Investment Board for purposes of the federal WIA of 1998.

Board Membership: In accordance with RCW 28C.18.020, the Workforce Board consists of nine voting members appointed by the Governor with the consent of the Senate, as follows: Three representatives of business, three representatives of labor, the Superintendent of Public Instruction, the Executive Director of SBCTC, and the Commissioner of ESD. The Chair of the Board is a nonvoting member selected by the Governor to serve at his pleasure. The Chair shall appoint to the Board one nonvoting member to represent racial and ethnic minorities, women, and people with disabilities.

The Board is substantially similar to the WIA membership requirements as described in the next section.

2. Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in WIA. How is the alternative entity achieving the State's WIA goals? (§§111(a-c), 111(e), and 112(b)(1).)

Serving as the Chair of the Board for the Governor is the Senior Lecturer of the University of Washington's Daniel J. Evans School of Public Affairs. Representing business on the Board is the President of the Association of Washington Business, the Owner/Operator of a small business in Hoquiam, and the Project Manager of Washington Manufacturing Service. Representing labor on the Board is the President of the Washington State Labor Council AFL-CIO, the Executive Secretary/Treasurer of the Spokane Regional Labor Council, and former

Executive Director of the IAM/Boeing Joint Programs. Representing targeted populations on the Board is the Community Actions Director of the Freemont Public Association (a community-based organization). The Freemont Public Association Director has experience with respect to youth activities and expertise in the delivery of workforce development services.

The Commissioner of ESD is a Workforce Board member. ESD is the state's grant recipient for the following programs and activities:

- WIA Title I-B Youth, Adult, and Dislocated Worker Grants.
- Wagner-Peyser.
- Veterans' Workforce Programs.
- Trade Adjustment Assistance.
- Training Benefits Program.
- Unemployment Compensation.
- Claimant Placement Program.

The Executive Director of SBCTC is a Workforce Board member. SBCTC is the State administrative entity for the following WorkSource programs:

- WIA Title II Adult Education and Literacy programs including ESL programs.
- Postsecondary vocational education programs funded through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act).
- The State funded Worker Retraining Program.
- The State funded Job Skills Program.

The Superintendent of Public Instruction is a Workforce Board member. The Superintendent has experience with respect to youth activities and services. The Office of Superintendent of Public Instruction (OSPI) is the state administrative entity for the following WorkSource program:

- Secondary vocational education programs through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act).

At the request of the former Governor, the Secretary of the Department of Social and Health Services (DSHS) serves as an additional participating official to inform the Board's work. DSHS is the state grant administrative entity for the following WorkSource programs:

- Senior Community Service Employment Program funded under Title V of the Older Americans Act.
- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act (note: the Executive Director of the State Department for the Blind (DSB) and the Director of the Division of Vocational Rehabilitation (DVR) serve as advisors to the Board).
- WorkFirst (Washington's Temporary Assistance for Needy Families Program).

The former Governor also stipulated by executive order that a CLEO is to serve as a participating official on the Board.

Please refer to the introductory section for a description of inter-agency participation in the development of this State Plan. The 2005-07 State Plan for WIA Title I-B and Wagner-Peyser builds on state policies identified in Washington State's 2000-05 State Plan.

Described below is background information on the development of the original 2000-05 State Plan for WIA Title I-B and Wagner-Peyser:

Former Governor Gary Locke included House and Senate representatives and a representative from the Washington Association of Counties to be part of the Governor's Working Group for WIA. Throughout the planning process, the Governor and the Workforce Board communicated with the CLEOs in each of the 12 Workforce Investment Areas as he shared his planning and implementation instructions and local council certification criteria with the CLEOs. The Commissioner of ESD and the Executive Director of the Workforce Board traveled to each of the 12 Workforce Areas in the state to meet with the CLEOs and discuss the Governor's agenda for the workforce development system, and to learn about their local WIA planning and implementation perspectives. These on-site visits were completed in the fall of 1999.

Three workgroups were established by the Workforce Board to address three Governor's challenges for the state's workforce development system and to advise the Board on the goals, objectives, and strategies for the 2000-05 state Unified Plan. Representatives of the state's WIA Sec.121(b)(1) programs were invited to participate on these workgroups including individuals representing:

- WIA Title I-C Job Corp Program (Cascades Job Corps Center, Sedro Woolley, Washington).
- WIA Title I-D Native American Programs (Seattle Indian Center).
- WIA Title I-D Migrant Seasonal Farmworker Programs (Yakima Valley Opportunities Industrialization Center, now known as O.I.C. of Washington).
- Employment and training activities carried out under the Community Services Block Grant (CAMP—a local area CSBG grant recipient in Seattle).
- Employment and training activities carried out by the Department of Housing and Urban Development (Seattle Housing Authority and King County Housing Authority).
- Title V of the Older Americans Act (City of Seattle Division of Social Services).
- Vocational rehabilitation (Division of Vocational Rehabilitation).
- Community colleges (President of Clark College).

As summarized above, each of the entities identified in WIA Sec.111(b)(1) were directly involved in the planning for the state's workforce development system and connected to its implementation as envisioned in the Act. The use of technology such as electronic e-mail, electronic newsletters, Question and Answers on WIA implementation posted on the Board's internet homepage and extensive mailing list distributions also helped customer groups and

WorkSource partners keep informed. The methods of communication encouraged input into the process as the State Strategic Plan and state WIA Title I-B and Wagner-Peyser Plan was developed and “drafts” circulated.

All mandatory One-Stop/WorkSource partner agencies were represented on at least one of the workgroups to participate and offer input into the implementation of the plan in order that the States’ goals are achieved. Individuals with expertise in the delivery of youth activities, DVR, DSB, and Client Assistance Program representatives were included in the workgroups’ membership. Workgroup members included state and local workforce development leaders. Moreover, there was a strong private sector membership on each workgroup.

In addition, the state was assisted by the WorkSource Executive Policy Council (EPC) which oversaw the development of Washington State’s One-Stop (WorkSource) system. The EPC offered operational guidance to the WorkSource system on: (1) barrier removal at the state level; (2) customer oriented WorkSource implementation; and (3) other WorkSource operational issues such as the development of the WorkSource Tracking and Accountability System called Services, Knowledge, and Information Exchange System (SKIES).

In order to increase public awareness of this critical initiative, the WorkSource EPC Chair provided regular reports to the Workforce Board with particular emphasis on relevant policy issues. This began in the year 2000 as part of the implementation of WIA.

Since 2000, the Workforce Board’s IC meets on a regular basis to discuss workforce development program coordination (see Section III.C.1 of this State Plan).

3. Describe the process your State used to identify your State Board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the State as required under WIA? (20CFR 661.200.)

The process for identifying Workforce Board members is identified in RCW 28C.18.020, (1991). The chair of the Board is selected by the Governor to serve at his/her pleasure. The Chair appoints one nonvoting member representing racial and ethnic minorities, women, and people with disabilities. The three business representatives are appointed by the Governor from nominations provided by a statewide business organization representing a cross-section of industries. The three labor representatives are appointed by the Governor from nominations provided by statewide labor organizations. The nominations and appointments are to reflect the cultural diversity of the state, including women, people with disabilities, and racial and ethnic minorities.

RCW 28C.18.020, (1991) also identifies the Superintendent of Public Instruction, the Executive Director of SBCTC, and the Commissioner of ESD as Workforce Board members. The Superintendent of Public Instruction is a publicly elected office. The Executive Director of SBCTC is appointed by the Board of the state’s community and technical colleges. The Commissioner of ESD is appointed by the Governor.

4. Describe how the board's membership enables you to achieve your vision described above. (§§111(a-c) and 112(b)(1).)

The tripartite voting makeup of the Workforce Board was specifically designed by the Governor and the Washington State Legislature to ensure the strong voice of the customer in the design and development of state workforce development system policy. The voting make-up was recommended in 1990 by a blue ribbon advisory committee consisting of legislators, business, labor, education and training agencies, Private Industry Council representatives, and community-based organizations. The tripartite makeup of the Board and its strong inclusive approach to policy development enables the State to achieve the goals, objectives, and strategies of Washington's State Unified Plan and the goals Congress has for WIA.

5. Describe how the Board carries out its functions as required in sec. 111 (d) and 20 CFR 661.205. Include functions the Board has assumed that are in addition to those required. Identify any functions required in sec. 111 (d) the Board does not perform and explain why.

The Workforce Board assists the Governor by performing the functions listed in WIA Sec.111(d) which include:

- Developing and maintaining a state strategic comprehensive plan using a broad collaborative process.
- Reviewing and making recommendations to the Governor concerning the operating plans of the agencies that administer programs of the state workforce development system to ensure consistency with the state strategic comprehensive plan.
- Developing and implementing a performance management system for workforce development, including the evaluation and data responsibilities described in RCW 28C.18 and the performance accountability system described in P.L.105-220, in partnership with the operating agencies and local WDCs. The system shall be built upon policies, processes, and interagency agreements that embody the state's Performance Management for Continuous Improvement system. Assessing the workforce development system using this performance management system. [Executive Order 99-02]
- Developing linkages in order to assure coordination and non-duplication among the WorkSource programs.
- Reviewing local area Unified Plans and recommending local plan approval to the Governor.
- Serving as the state's designated eligible recipient agency for Perkins III. Developing the State Perkins Plan.
- Recommending to the Governor the designation of Workforce Investment Areas.
- Recommending to the Governor the certification of local WDCs.
- Recommending to the Governor, through this plan, the allocation formulas for the distribution of funds for WIA Title I-B Youth Activities Grant and Adult Employment and Training Grant.

- Preparing an annual WIA Title I-B Program report to the U.S. Secretary of Labor including information on the status of the state evaluations for the workforce development system.
- Assisting ESD in its work to develop a statewide employment statistics system.
- Developing possible future applications for incentive grants available under WIA Sec. 503. Establishing an incentive fund for the workforce development system and recommending to the Governor criteria for rewarding local WDCs and programs that produce exemplary results.

There are no functions required by the Workforce Investment Act of 1998 that the Workforce Board does not perform.

The following is a description of how the Workforce Board carries out its function as State Workforce Investment Board for purposes of Title I-B of the Workforce Investment Act.

Drafts of WIA Title I-B policies are formulated by the Board through a statewide inclusive and collaborative review and comment process. Examples: guidelines for developing local area Workforce Development Council plans, state's criteria for local area Council certification, performance criteria for the state's Eligible Training Provider list, state's criteria for the use of WIA Sec. 503 performance incentive funds, others. Draft policies are reviewed at scheduled Board meetings. Board meeting announcements are e-mailed to over 114 individuals and groups. Meeting notices, Board packet materials, and drafts of proposed WIA policies are posted on the Workforce Board's home page and included in an electronic newsletter to inform the public of Board activities. Over 3,800 individuals and groups receive the Board's electronic newsletter.

The Workforce Board schedules time at Board meetings to review draft WIA policies, to hear from staff on the reasoning for the policy, and to get grounded on the purpose of the policy before action is taken. The Workforce Board meets at a later date to adopt a motion to approve the WIA policy. When considering WIA policy drafts, Board members consult with their own constituency groups, that is, with business members of the Washington Association of Business, labor leaders including the Washington State Labor Council, school district superintendents, college presidents and college workforce deans, WorkSource managers, state advisory councils, community-based organizations, and other leaders.

The Workforce Board's Interagency Committee (IC) initially meets to offer comment on early policy drafts prior to Board's policy information meeting. The IC meets again to discuss a final policy draft prior to the Board meeting where the Board takes action to approve the WIA policy (See Section I.D. for a list of the members of the Interagency Committee). Proposed WIA performance targets and proposed performance criteria for the Eligible Training Provider list are reviewed by the IC and by the Performance Management for Continuous Improvement (PMCI) committee prior to submitting the proposed performance targets to the Workforce Board for its approval (See Section I.D. for a list of PMCI members).

Staff of the Workforce Board meet with Office of the Governor staff to review WIA policy drafts and to seek advance comment on Board recommendations for Governor approval for local area Council certification, local area plan approval, and state plan approval. Workforce Board and

Employment Security Department staff meet with the Governor's workforce policy staff to review proposals for the annual use of the Governor's WIA 10 percent statewide activities funds.

Workforce Board and Employment Security Department staff meet with the twelve Workforce Development Council Directors at the Director's Washington Workforce Association meetings to discuss WIA policy drafts and state WIA guidelines/criteria to seek their advice in policy formulation. Workforce Board and Employment Security Department staff meet monthly to track the progress of WIA policy implementation, to consider WIA policy revisions, to track the progress on the use of the WIA 10 percent statewide activities funds, and to prepare quarterly WIA performance reports and the annual WIA report to the U.S. Department of Labor.

The Workforce Board prepares an annual report to the Washington State Legislature on the progress of the state's operating agencies and the twelve Workforce Development Councils in implementing the strategies in *High Skills, High Wages – Washington's Strategic Plan for Workforce Development*.

6. How will the State Board ensure that the public (including people with disabilities) has access to board meetings and information regarding State Board activities, including membership and meeting minutes? (20 CFR 661.205)

The Workforce Board held seven board meetings in 2004 and seven are scheduled for 2005. All of these meetings are open to the public at locations that are American Disability Act accessible according to the ADA. The Board abides by the State Open Public Meetings Act. A meeting announcement is e-mailed to over 114 individuals and groups. Meeting notices are posted on the Workforce Board's home page as well as included in an electronic newsletter to inform the public of Board activities. Over 3,800 individuals and groups receive the Board's electronic newsletter. All meeting notices include the following message: "People needing special accommodations please call the Workforce Board at least 10 days in advance at (360) 753-5677." Minutes of Workforce Board meetings are available upon request. Minutes as well as other Workforce Board publications will be made available in alternative format upon request. Board meetings are often televised for public viewing over public television networks provided by TVW.

The Workforce Board's IC meets in advance of the Board meetings to discuss the Board agenda and to review drafts of material to be presented at the Board meeting. For a description of the IC's membership, see Section III.C.1. of this State Plan.

7. Identify the circumstances which constitute a conflict of interest for any State or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

Washington State WIA Policy Number 3420: Conflict of Interest, requires each WDC to develop a Conflict of Interest Policy to ensure that individuals or representatives of organizations entrusted with public funds will not personally or professionally benefit from the award or expenditure of such funds.

Circumstances that would constitute a conflict of interest are:

- If an individual in a decision-making capacity engaged in any activity, including participation in the selection, award, or administration of a sub grant or contract supported by WIA funds, if a conflict of interest (real, implied, or apparent) would be involved.
 - If a member of the WDC casts a vote or participated in any decision-making capacity on the provision of services by the member or his or her immediate family (or any organization which that member or his or her immediate family directly represents), or on any matter which would provide any direct financial benefit to the member, or his or her immediate family or to the member or his or her immediate family's organization.
 - If a member of the WDC participates in the selection or award of funding for an organization or firm which employs, or is about to employ the council member or his/her immediate family, or where the council member or his/her family has a financial or other interest, either through ownership or employment, in the organization or firm.
8. What resources does the State provide the board to carry out its functions, i.e., staff, funding, etc.?

ESD is Washington State's WIA Grant Recipient. Through an Interagency Agreement, ESD provides the Workforce Board with a portion of the WIA Sec. 134(a) Statewide Employment and Training Activities funds to carry out the functions of the Workforce Board. For Program Year 2004 (July 1, 2004, to June 30, 2005) the WIA Title I-B funds available to the Workforce Board amounted to \$1,630,000.

- C. Structure/Process for State agencies and State Board to collaborate and communicate with each other and with the local workforce investment system (§112(b)(8)(A).)
1. Describe the steps the State will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the State and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the State Board and agencies eliminate any existing State-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)
 2. Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the State agencies responsible for implementing the vision for the public workforce system; between the State agencies and the State Workforce Investment Board.
 3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the State agencies/State Board and local workforce investment areas and local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local Boards and One-Stop Career Centers. (§112(b)(1).)

In answer to the questions above, Governor Christine Gregoire and the Washington State Legislature look to the Workforce Board to provide a system wide approach to strategic planning

and accountability and to foster partnerships among business, labor, and education and training programs. The Workforce Board is the convener of an interagency committee. The purpose of the IC is to ensure open and effective sharing of information among state agencies administering workforce development programs. The purpose of the IC is also to facilitate and support the coordinating role of the Board. The IC is a working group of staff who are the representatives to Board members. Goals for IC meetings is: (1) preparation for informed Board member discussions; (2) a more collaborative approach to attending to our state's workforce needs; (3) identification of new opportunities for coordinated leadership; and 4) to have all relevant agencies represented at scheduled meetings. Specifically, the IC:

- Provides for cross-system collaboration in developing policy issue papers for the Board's consideration. Examples: Strategic plan for workforce development; development and implementation of demand driven strategies.
- Ensures that Board members are aware of agenda issues and prepared to participate productively in discussions.
- Identifies emerging issues critical to developing an excellent workforce development system.
- Supports the Board staff in crafting meaningful, relevant, and compelling Board meeting agendas.
- Negotiates interagency differences in policy, perspective, and priority.
- Communicates within their organizations/systems the goals and activities of the Board in order to ensure broad involvement and support in making progress.

Core IC members:

10. Workforce Board, Executive Director, IC Chair
11. Workforce Board, Associate Director for Policy and Research
12. Washington State Labor Council, Director of Education and Training
13. Association of Washington Business representative
14. Governor's Executive Policy Office, Executive Policy Advisor
15. ESD, Designee for Board Member
16. SBCTC, Designee for Board Member
17. OSPI, Designee for Board Member
18. DSHS, DVR representative

Other Interagency Committee (IC) members:

12. SBCTC/Office of Adult Literacy
13. SBCTC/Workforce Education
14. ESD program representatives as appropriate

15. WDC Director, Chair of the Washington WWA
16. DSHS program representatives as appropriate
17. CTED/WorkFirst
18. Department of Services for the Blind
19. Private Vocational Schools representative
20. Labor and Industries/Apprenticeship
21. Workforce Board, Associate Director for Workforce Development Partnerships
22. Workforce Board, Administrator of Program Management

The IC makes no distinction between membership categories during discussions. Additional individuals receive informational mailings with agenda items. An annual calendar of IC meetings is established once the Workforce Board's annual calendar is adopted. Special meetings are called as necessary. Notes of the meetings, including attendance and major discussion points, are included in Workforce Board packets.

There are a number of ways that staff of ESD and the Workforce Board share, with local area WDCs, information on workforce policies under development. ESD and Workforce Board staff discuss policies and issues with WDC Directors at the Directors' WWA meetings. Over 3,800 individuals and groups receive the Workforce Board's electronic newsletter including directors and staff of WDCs. ESD supports a state and local WIA Policy Committee whose purpose is to review draft policies and comment on needed changes.

4. Describe any cross-cutting organizations or bodies at the State level designed to guide and inform an integrated vision for serving youth in the State within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)

Washington State's workforce development system, as defined in state statute and Executive Order 99-02, directs state agencies to serve youth within the context of workforce investment, social services, juvenile justice, and education. DSHS, ESD, and OSPI serve on the State Workforce Board and the IC which determine strategies to ensure that youth, including those most at risk, have the opportunities for education and workforce training. These objectives and strategies are listed in Section I-E of this plan.

The strategies provide a framework for the development of priorities and policies for the Governor's set aside. For Program Years 2003 and 2004, the Workforce Board, OSPI, and ESD coordinated efforts to address the social and economic consequences for young people who do not earn a high school diploma. Governor's set aside funds were directed to local workforce development areas with high concentrations of youth to implement a dropout prevention and retrieval initiative.

A collaborative cross-agency approach for both policy development and service delivery at the state and local level will continue as the primary method to maximize service delivery for youth most in need.

While Washington State did not elect to establish a single state-level Youth Council, each of the 12 local areas has an established Youth Council, and a statewide youth coordinators group is in operation. Members include WDC youth specialists who represent their local area youth partners and a youth specialist from ESD and the Workforce Board. This group together with local Youth Councils will continue as a forum for state partners to provide leadership on national and state initiatives including serving youth most in need.

IV. Economic and Labor Market Analysis (§112(b)(4).)

As a foundation for this strategic plan and to inform the strategic investments and strategies that flow from this plan, provide a detailed analysis of the State’s economy, the labor pool, and the labor market context.

The analysis of the state’s economy and labor market formed the foundation for the strategic plans laid out in this State WIA and Wagner-Peyser Plan. In addition, the identification and selection of the 4 goals, 13 objectives, and 38 strategies *High Skills, High Wages 2004* were informed by an analysis of the state’s economy, its workforce, its workforce development delivery system, and performance accountability. This analysis is presented in the first four chapters of *High Skills, High Wages 2004*. An in-depth analysis of the state’s economy, an employer report on shortages of skilled workers, and a detailed summary of three industry clusters (health care, information technology, and construction) is presented in Chapter I. To view Washington’s Strategic Plan for Workforce Development please go to: www.wtb.wa.gov and click on Publications.

Other data that formed the foundation for the State plan are presented in the following Workforce Board publications: *Survey of Washington State Employers’ Workforce Training Needs and Practices 2004*; *Our Changing Labor Force*; and *Targeted Populations*—a series of papers focusing on segments of our population (Women, People with Disabilities, Hispanics, African Americans, Native Americans, Asians, and Pacific Islanders). The *Targeted Population* papers describe, for each of the population segments, the growth rates in the state’s labor force, what educational choices they are making, and how they are responding to them. To access these publications, go to www.wtb.wa.gov and click on “Publications.”

A. What is the current makeup of the State’s economic base by industry?

Industry Title	Washington State			National Employment	Location Quotient*
	Average Annual Wage	Total Wages	Average Annual Employment		
Transportation equipment manufacturing	\$68,558	\$5,224,984,764	76,213	1,753,654	2.16

Crop production	\$15,341	\$790,668,012	51,540	555,926	4.60
Publishing industries, except Internet	\$145,731	\$7,182,949,871	49,289	929,451	2.63
Wood product manufacturing	\$36,456	\$640,209,783	17,561	534,287	1.63
Agriculture and forestry support activities	\$19,885	\$265,618,384	13,358	311,920	2.12
Forestry and logging	\$42,827	\$260,475,136	6,082	72,828	4.14
Total	\$67,112	\$14,364,905,950	214,043	4,158,066	

All data in table is based on annual data from the 2003 Quarterly Census of Employment and Wages, by the Bureau of Labor Statistics. *Location Quotient is the ratio of an industry's employment compared to state total employment divided by the same industry's national employment compared to national total employment. A location quotient that is greater than 1.0 denotes that a state has a higher than average share of employment for the given industry.

Washington's economic base is diverse, but there are four major exporting industries in which the state has a significantly higher concentration than the national average.

1. In 2003 (latest annual average available), transportation equipment manufacturing employed over 76,000 workers in the state, accounting for roughly 29 percent of total manufacturing jobs. Most of those workers (64,700) were engaged in aircraft and parts production. Another 6,000 were employed by firms in the private sector ship and boat building industry.
2. The state had over 51,500 jobs involved in crop production in 2003. The crop production industry is composed of Washington's vast array of fruit, vegetable, wheat, and hay farms. Firms engaged in apple production employed the largest number of workers, 13,348.
3. Washington's publishing industries employment was just over 49,000 in 2003. Publishing industries include firms that design and produce application and/or system software.
4. Logging and timber product manufacturing have long been mainstays of Washington's economic base. In 2003 the two industries combined to employ 23,643 workers in the State, and paid out over \$900 million in wages. After trending lower since the early 1990s, logging employment is projected to stabilize through 2012 and timber product employment is expected to grow slightly.

B. What industries and occupations are projected to grow and or decline in the short term and over the next decade?

Among the industries expected to exhibit strong jobs growth are employment services, wireless telecommunications carriers, computer system design, and computer and electronic product manufacturing.

NAICS Industry Title	Estimated	Projected		Growth Rates	
	Employment	Employment	Employment	2002-2007	2007-2012
	2002	2007	2012		
Employment Services	41.0	48.7	57.7	3.5%	3.4%
Wireless Telecommunications Carriers	12.8	14.8	17.5	2.9%	3.4%
Computer Systems Design and Related	23.8	27.6	32.5	3.0%	3.3%
Computer and Electronic Product Mfg	26.2	27.9	32.4	1.3%	3.0%
Software Publishers	36.0	43.5	50.5	3.9%	3.0%
Administrative and Support Services	108.4	126.5	145.1	3.1%	2.8%
Architectural and Engineering Services	31.2	36.1	41.4	3.0%	2.8%
Professional, Scientific and Technical Services	138.0	157.7	179.2	2.7%	2.6%
Admin and Support and Waste Mgmt and Remediation	121.7	140.3	159.4	2.9%	2.6%
PROFESSIONAL and BUSINESS SERVICES	289.9	334.1	379.3	2.9%	2.6%
Electrical Equipment and Appliance Mfg	3.8	4.6	5.2	3.9%	2.5%
Telecommunications	29.3	31.7	35.8	1.6%	2.5%
INFORMATION	93.5	105.3	118.9	2.4%	2.5%
Management of Companies and Enterprises	30.2	36.1	40.7	3.6%	2.4%
Aerospace Product and Parts Mfg	75.8	65.4	72.8	-2.9%	2.2%
Local Government Educational Services	148.2	164.9	182.0	2.2%	2.0%
Transportation Equipment Mfg	86.8	76.6	84.4	-2.5%	2.0%

Turning to occupations, building and grounds cleaning occupations, personal care occupations, computer and mathematical occupations, and education/training/library occupations are the occupational groups projected to grow fastest in Washington. For the forecast period 2002-12, growth for these (2 digit SOC) occupations is expected to average 2 percent or higher annually. By contrast legal, transportation, installation, production and farming/fishing/forestry jobs are forecasted to have well below (1.3 percent or less) average annual growth.

C. In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? In what numbers?

Based on the Labor Market and Economic Analysis (LMEA's) October 2004 Job Vacancy Survey, registered nurses, computer engineers and programmers, accounts and business operations specialists were skilled occupations in the most demand. Computer engineers are the only previously mentioned occupation that also ranks in the top ten in terms of projected growth (from 2002-12). It is joined by medical scientists, veterinarians and veterinary technicians, survey researchers, technical writers, architects, and multi-media artists.

High Skill, demand occupations

Occupational title	2002 empl	avg ann growth 02-12'
Medical Scientists, Except Epidemiologists	932	3.2%
Veterinary Technologists and Technicians	934	3.1%
Veterinarians	1,207	3.1%
Survey Researchers	448	3.1%
Computer Software Engineers, Applications	15,891	2.9%
Computer and Information Scientists, Research	451	2.8%
Technical Writers	3,034	2.8%
Computer Software Engineers, Systems Software	12,967	2.7%
Architects, Except Landscape and Naval	3,610	2.7%
Multi-Media Artists and Animators	2,768	2.6%

*list highest growing with ed requirement of at least a voc award, and employment over 400.

D. What jobs/occupations are most critical to the State's economy?

Registered nurses, customer service representatives, bookkeepers, and elementary school teachers top the list of jobs most critical to the State. Critical for the purpose of the list was defined as top ten in terms of expected total annual average job growth with a minimum annual income of \$30,000 per year.

E. What are the skill needs for the available, critical, and projected jobs?

In terms of education, several of the occupations (teachers and computer software engineers) require a bachelor's degree or higher, while a minimum of an associate's degree is necessary to work as a registered nurse. The rest call for varying degrees of on-the-job training. According to ONET Resource Center, skills that are important to the critical jobs include:

- Active Listening
- Coordination
- Critical Thinking
- Instructing
- Judgment and Decision Making
- Learning Strategies
- Mathematics
- Reading Comprehension
- Service Orientation
- Social Perceptiveness
- Speaking
- Writing

F. What is the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

According to U.S. Census Local Employment Dynamics (LED) data, in 2003, 49.3 percent of Washington’s workers were female and 50.7 percent were male.¹ The Office of Financial Management (OFM) projects that the state’s female labor force will increase 37 percent between 2000 and 2030. The male labor force is expected to rise by 34 percent. Female participation in the labor force continues to trend higher, albeit somewhat slower in recent years. This trend accounts for the relatively higher growth projections for the female labor force versus the male labor force.

The age distribution of the state’s workers in 2003 is as follows²:

Age Distribution of Washington Workers, 2003*	
Age Group	Percent of Total
14-18	3.1%
19-21	5.6%
22-24	6.5%
25-34	22.7%
35-44	24.9%
45-54	23.4%
55-64	11.4%
65-99	2.5%
14-99	100.0%
*Average, 2003Q1-2003Q4	
Source: Employment Security Department	

Growth in the labor force is forecast to slow in each decade until 2030, due in part to the aging of the state’s population. In particular, the elderly population, age 65 and older, is projected to rise from 11 percent of Washington’s population in 2000 to 20 percent by 2030.

OFM also projects that the state’s labor force will be more racially diverse in coming years. In 2000, nonwhite workers accounted for 14.8 percent of the labor force, but are expected to account for 21.3 percent of the labor force by 2030.

G. Is the State experiencing any “in migration” or “out migration” of workers that impact the labor pool?

According to OFM’s *The 2004 Long-Term Economic and Labor Force Forecast for Washington* (June 2004), “net migration³ will continue to play a major role in the State population growth.” A majority of in-migration to Washington is associated with employment opportunities, or the

¹ The 2003 employment data are the quarterly average of quarters one through four of 2003.

² Again, the 2003 data is the LED four quarter-average for 2003.

³ Net migration is the difference between “in migration” and “out migration.”

expansion of Washington's economy, and expansion or contraction of neighboring states' economies. Net migration is forecast by OFM to average roughly 45,500 persons per year over the next 25 years.

H. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps is the State experiencing today and what skill gaps are projected over the next decade?

Information on skill gaps is described in two Workforce Board publications: *Postsecondary Career and Technical Education Works*; and *Secondary Career and Technical Education Works*. To view these publications go to: www.wtb.wa.gov and click on "Publications."

The following are excerpts from the two publications:

Employers report a shortage

When surveyed in 2003, 67 percent of Washington employers who recently attempted to hire workers with postsecondary vocational training reported difficulty finding qualified job applicants. This shortage of vocationally trained workers affected over 17,000 employers—more employers than were affected by shortages of other kinds of workers.

Washington employers are expected to need 28,600 new workers in 2007, and 29,700 new workers in 2010 with more than one year and up to, but less than, four years of postsecondary education or training.

Supply of prepared workers

The supply of postsecondary workforce training that is between one and four years in length consists of community and technical college, private career school, and apprenticeship programs. During the 2001-02 school year, the colleges prepared 17,500 new workers; apprenticeship programs 1,700 workers; and private schools 4,400 workers. This is a total of 23,600 newly prepared workers available to fill job openings requiring more than one, but less than, four years of postsecondary training.

The gap between supply and demand

If there is no increase in supply from the 2001-02 school year, the supply of newly prepared workers will be 82.5 percent of expected demand in 2007 and 79.5 percent of expected demand in 2010. If the number of newly prepared workers grows at the same rate as the State's college-age population, the supply will be larger, but still not large enough to close the gap in meeting employer demand.

What is needed to close the gap?

Given a gap of 6,100 workers between the most recent supply and expected demand in 2010, how many more workforce education students are needed to close the gap? The answer is far

more than 6,100 students. Since many students leave school early or attend remedial classes, it takes 3.17 full-time equivalent (FTE) students to produce one newly prepared worker.

Postsecondary Career and Technical Education Works:

- The demand for new workers in Washington with between one and four years of postsecondary education or training is expected to reach 28,600 in 2007 and 29,700 in 2010.

The current supply coming out of community and technical colleges, private career schools, or apprenticeship programs, however, will only meet 82.5 percent of that demand in 2007 and 79.5 percent in 2010.

- To close the gap completely by 2010, the State will need more than 22,400 additional FTEs.
- Students completing job preparatory training at a community or technical college can expect to earn about \$6,100 more per year than similar individuals who did not receive training.
- Postsecondary workforce education returns solid benefits to employers and students.

Secondary Career and Technical Education Works:

- About 34 percent of graduates go directly to work after high school and need employable skills.
- Career and technical education boosts student employment and earnings and generates tax revenues that far exceed the costs of the program.
- Career and technical education completers continue on to higher education at the same rate as other high school graduates.
- More career and technical education is needed to meet student and employer needs.

I. Based on an analysis of the economy and the labor market, what workforce development issues has the State identified?

The summary of the strategic opportunities and system priorities described in Section II of this State Plan for WIA Title I-B and Wagner-Peyser. These system priorities were informed by in-depth analysis of the State's economy, an analysis of Washington's changing workforce, a secondary and postsecondary CTE skill gap analysis, and employer survey findings.

J. What workforce development issues have the State prioritized as being most critical to its economic health and growth?

Section II of this State Plan for WIA Title I-B and Wagner-Peyser provides a description of six important workforce development opportunities determined to be critical to Washington State's economic health and growth:

- Increasing postsecondary education and training capacity.
- Reducing dropouts and integrating career guidance into school curricula.
- Expanding and sustaining skill panels.
- Increasing training linked to retention support for low-income individuals.
- Increasing basic skills and ESL instruction that is integrated with occupational skills.
- Expanding customized training for incumbent workers.

As stated in the introduction section of this plan, Washington is committed to implement WIA and Wagner-Peyser strategies during the next two years and beyond that will:

1. Provide seamless service delivery coordination and job placement assistance through comprehensive One-Stop Career Centers (named WorkSource Centers in Washington State).
2. Provide demand-driven employment and training services governed by business-led Workforce Investment Boards, called WDCs, in Washington State.
3. Offer flexibility to tailor service delivery that meets the needs of our state and local economies and labor markets.
4. Provide high quality information to customers to help them make informed career choices and to select high quality training programs.
5. Provide the Governor, State Legislature, CLEOs, U.S. Department of Labor, and the public with fiscal and performance management and program accountability.
6. Provide WIA eligible youth, including youth most in need, opportunities to succeed in secondary and postsecondary education, and opportunities to qualify for high demand jobs.

V. Overarching State Strategies

- A. Identify how the State will use WIA Title I-B funds to leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the statewide workforce investment system? (§112(b)(10))

Through the WorkSource System, WIA Title I-B resources are leveraged with other federal, state, local, and private resources to expand the participation of business, employees, and individuals.

The fourth goal of *High Skills, High Wages 2004* is to: “To integrate workforce development programs to improve customer service.” There are four objectives and eleven strategies tied to this goal:

Objective 4.1 – Improve WorkSource services to business customers.

Respond to the needs of business customers and implement coordinated strategies among WorkSource partners. (Strategy 4.1.1)

Objective 4.2 – Make workforce development services from multiple providers a straightforward and effective experience for job seekers and youth.

Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices. (Strategy 4.2.1)

Include all WorkSource partners in customer service training, including training in serving target populations. (Strategy 4.2.2)

Enhance the statewide information system (SKIES) for case management that is shared by WorkSource partners. (Strategy 4.2.3)

Maintain and continue to develop systems to track and report core WorkSource services. (Strategy 4.2.4)

Improve communication and collaboration among workforce development youth partners. (Strategy 4.2.5)

Find financial resources to sustain the WorkSource delivery system infrastructure. (Strategy 4.2.6)

Objective 4.3 – Provide services that meet the unique needs of individuals from target populations, and reach out to these populations to increase their use of WorkSource services.

Provide individuals with disabilities with equal opportunities to benefit from WorkSource services. (Strategy 4.3.1)

Continue outreach and capacity building activities with partners, including tribes and community-based organizations to ensure involvement of targeted populations within the WorkSource system. (Strategy 4.3.2)

Encourage diversity among the membership of local WDCs and WorkSource staff to reflect the diversity of our communities. (Strategy 4.3.3)

Objective 4.4 – Maintain a performance accountability system for workforce development that is integrated across programs.

Lead the national Integrated Performance Information Project. (Strategy 4.4.1)

B. What strategies are in place to address the national strategic direction discussed in Part I of this guidance, the Governor’s priorities, and the workforce development issues identified through the analysis of the State’s economy and labor market? (§§112(b)(4)(D) and 112(a).)

Sections I, II, IV, V, VI, IX, and X of this State Plan address these questions.

C. Based on the State’s economic and labor market analysis, what strategies has the State implemented or plans to implement to identify and target industries and occupations within the State that are high growth, high demand, and vital to the State’s economy? (§§112(a) and 112(b)(4)(A).

D. What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the public workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges? (§112(b)(8).)

E. What State strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries? (§§112(b)(17)(A)(i) and 112(b)(4)(A).)

The following four pages respond to the three questions above.

Cluster Strategy

High Skills, High Wages 2004 identifies two strategies to support target industries and occupations that are vital to the state’s economy: “Create and enhance industry skill panels, especially in high demand economic clusters such as health care and information technology” (Strategy 1.1.1) and “Provide retraining in high-demand fields.” (Strategy 2.3.2)

In order to promote economic vitality across our diverse state, Washington has adopted a cluster strategy. By targeting workforce development resources to key sectors of local economies, the public sector can make a positive, measurable difference, as opposed to spreading scarce resources so thinly that their effect is virtually unnoticeable.

High concentrations of related companies and suppliers within a geographic region suggest a cluster. Examples in Washington State include: agriculture and food processing, aerospace, marine services and information technology. The central and southeastern areas of Washington have an obvious cluster in agriculture and food processing for unusually large number of employers and jobs in agriculture and food processing are located there compared to the number of such employers and jobs in other areas of the nation and there is a large network of related firms and institutions. These resources create an advantage in competing in the agriculture and food processing market compared to other geographic areas.

In order to strategically target state workforce development resources to key sectors of our economy, SBCTC, the Workforce Board, and ESD, began coordinating their investments in 2002 to meet the workforce needs of key industries.

The agencies coordinated four Requests for Proposals (RFP) that reflect four stages of demand-driven workforce development. The first stage is to create an Industry Skill Panel, including business leaders in a key economic sector so that they will identify critical skill needs and identify solutions (also see description of industry-led Skill Panels in Section V-F). The second stage is to use the Panel to develop industry skill standards for the key occupations in their sector. The third stage is to develop new training programs that prepare workers to meet the standards. And the fourth stage is to actually provide the training.

All RFPs included common elements to enhance coordination and to take advantage of the synergistic effect of the funds working together. The common required criteria have included:

- Regional Proposal: Proposals have to be for a specified geographic region of the state.
- Economic Analysis: Proposals have to demonstrate the importance of the economic sector to future economic opportunities in the region.
- Industry-driven: The proposals have to provide evidence that the projects would meet the needs of a key area industry and demonstrate involvement of local industry leaders.
- Partnership of Key Stakeholders: Employers, labor, training providers, WDCs, economic development councils, and other appropriate stakeholders must be partners in the proposals.

In all, since 2002, we have deployed over \$17 million in a combination of state general funds and WIA Funds.

By linking our resources to economic clusters, Washington State is focusing precious state and federal resources on sectors where the market has already demonstrated that Washington has a competitive edge over other areas of the nation. Targeting public resources in this manner will

help ensure that they are invested where they are likely to deliver the greatest return to our economic growth.

Community and Technical College Workforce Training Strategies

Business leaders in Washington State have articulated their belief that colleges need to have in-depth and specialized knowledge of the training needs of the key industries that drive their local economies. Community and technical colleges are responding to these requests of businesses. In the last two years, eleven “Centers of Excellence” were created with state funds from SBCTC. “Centers of Excellence” are broadly defined as places that industries can rely on to understand their particular needs and interests, to help solve their skill-related problems, to help ensure a continuing flow of new entrants, and to provide a source of upgrading its existing workforce. Centers are a “One-Stop shop” for the firms that comprise a cluster, so that educators and trainers are able to more efficiently stay abreast of changes in technology and employment and develop special resources for employers.

Workforce training and education for the 21st century is one of the major goals of community and technical colleges. According to SBCTC, the mission of workforce training is to provide workforce education, training, and retraining programs at community and technical colleges that will help students learn the full range of basic, pre-college, technical, and academic skills they need to get high-wage jobs and adapt to future career requirements in Washington's changing economy.”

Nearly half of all state-supported students (45 percent) enrolled in community and technical colleges in 2002-03 were upgrading, retraining, or preparing for a new job. All community and technical college programs are open to high school graduates or persons aged 18 years or older. Full-time students are assessed at admission and placed into appropriate courses. Some programs have prerequisites or selection criteria dictated by licensing or accreditation requirements.

SBCTC goal statement for workforce training continues:

- Colleges will work with employers, labor groups, economic development organizations, and public-sector employment specialists to ensure that workforce education and training programs are relevant to local needs and enable students to get jobs close to home.
- The colleges will work closely with employers and labor groups to make sure their workforce education and training programs lead to job opportunities for highly trained graduates in emerging, high-wage career fields.
- Workforce education and training programs will be designed to train workers in fields whose services are highly valued by society, such as health care and child care.

- Colleges and the college system will collaborate with public and private organizations to cover the cost of starting or revamping programs and to ensure that instructional equipment remains up-to-date.
- Instruction and training will be delivered in ways that meet the needs of students and employers, including short-term training at business sites.

In order to fulfill the workforce training mission, Washington's community and technical colleges offer a variety of workforce training programs that include:

- Preparatory technical education that provides skills training for entry-level employment in a variety of technical occupations.
- Upgrading of skills and retraining to improve or supplement workers' skills in order to remain competitively employed or to advance their careers.
- Supplemental instruction in the classroom for indentured apprentices. This is a required component of apprenticeship programs that complements training and experience on the job.

In addition to state funds, Perkins III, provides important supplemental funding for postsecondary workforce training targeted to improving the quality and outcomes of the programs.

The state has invested \$68.5 million for the 2003-05 biennium for dislocated worker training through the Worker Retraining Program at community and technical colleges and private career schools. The colleges and schools provide training in basic skills and literacy, CTE, and related or supplemental instruction for apprentices. These dollars will assist more than 25,000 full-time equivalent students. Students who qualify for the program may receive financial assistance that can help with tuition, as well as offset the costs of childcare and transportation.

Training Benefits Program

The 2000 Legislature enacted the Training Benefits Program that offers dislocated workers Unemployment Insurance (UI) benefits for up to 52 weeks (depending on their industry) while they are in retraining. Since July 2002, \$40 million dollars in additional benefits are available per biennium.

Workforce Board research has found that retraining can have a substantial positive impact on worker earnings, but this impact depends on the type of training. Training for high-wage fields increases worker earnings by an average of \$3,200 per year while training for low-wage fields typically has a negative impact on earnings. That is, if training is in low-wage fields, dislocated workers are better off seeking immediate employment. Time spent in training is time spent out of the labor force where skills and experience can be gained on the job. To increase the net benefit of retraining, training should be in high-wage fields and provided in as short a time as possible while still preparing workers with the skills necessary for their new careers. Better career guidance prior to enrollment in training is needed so dislocated workers can make choices that will sustain their level of earnings.

Health Care Personnel Shortage Task Force

In 2002, at the behest of four leaders of the Washington State House of Representatives, the Workforce Board convened the Health Care Personnel Task Force (Task Force) comprising key stakeholders from industry, education, and labor. Since the Task Force submitted its action plan *Health Care Personnel Shortages: Crisis or Opportunity?* to the Legislature in January 2003, significant progress has been made to reduce shortages of health care personnel in Washington. At least 2,000 additional students have entered health care education programs, and ongoing capacity in health care education has expanded by 559 FTE students.

Despite these advances, employers reported over 8,000 job vacancies for health care practitioners and support personnel in 2004. In addition, the health care needs of Washington's aging population will continue to increase demand for health care personnel through 2020. The Task Force urges the Legislature, secondary and postsecondary educational institutions, local and state health and workforce development organizations, and other partners to recognize that intensive work is still needed over the next several years to catch up with the increasing demand for health care personnel.

Information on Skill Panels and Incumbent Worker Customized Training is described in Section V. G below.

Industry Skill Panels

A significant portion of WIA Title I-B statewide activities funds are used to support Industry Skill Panels. A skill panel is a partnership of business, labor and education leaders who collaborate to support an industry considered key to the economic success of a region. They assess current and future skill needs of the industry's workforce and implement strategies to meet these needs. More information on the industry skill panel initiative is included in Section V.G. of this State Plan.

Since Program Year 2002, over \$2.6 million dollars in WIA Title I-B statewide activities funds have been invested in high growth/high demand industry skill panels. The targeted industries and the levels of WIA 10 percent investment are detailed in the table below.

WIA Funded Skill Panels by Industry	Amount
Construction (two regional panels)	\$195,000
Electronics	\$159,000
Energy	\$94,000
Game Software	\$153,000
Manufacturing	\$62,000
Advanced Manufacturing	\$35,000
Information Technology	\$457,000
Transportation	\$35,000
Marine Technology	\$35,000
Homeland Security	\$35,000
Health Care	\$1,354,000
Total	\$2,614,000

Incumbent Worker Training

A significant portion of WIA Title I-B statewide activities funds are also used to support incumbent worker training projects in high growth/high demand industries. Since Program Year 1999, more than 6 million dollars in WIA 10 percent funds have been invested in incumbent worker training in the following targeted industries:

WIA Funded Incumbent Worker Training Projects by Industry	Amount
Retail	\$102,120
Bio Technology	\$159,920
Education	\$200,000
Construction Industry	\$636,865
High Technology	\$750,000
Manufacturing Industry	\$843,223
Agriculture and Food Processing Industry	\$882,930
Apprenticeship: Construction – Fire Fighting – Education – Healthcare	\$1,036,000
Healthcare Industries	\$1,692,971
Total	\$6,304,029

The state has two high growth/high demand WIA initiatives currently in place. The first is called the Local Demand Side Training initiative. This initiative provided \$700,000 in PY 2004 WIA 10 percent statewide grants to the local area Workforce Development Councils. The local areas are using the funds to target training for incumbent workers in high growth/high demand industries.

The second initiative provides approximately \$5,000,000 in WIA funds and \$2,000,000 in Wagner-Peyser funds to build capacity and provide training for the workers in the high growth/high demand aerospace industry. Washington State, in partnership with the aerospace

industry and the Boeing Company, agreed to develop a state-of-the-art workforce development program to ensure that a highly skilled workforce can meet the production and assembly needs of the Boeing 787 Dreamliner business model. The aerospace industry initiative will continue to receive funding through June of 2007.

The Workforce Board, in coordination with the Employment Security Department, received Governor approval to invest \$670,00 of the PY 2005 WIA 10 percent funds to support industry skill panels with another \$700,000 to support additional WIA Local Demand Side Training incumbent worker projects.

The Workforce Board, in coordination with the Employment Security Department, issued guidelines to the twelve Workforce Development Councils for use in developing their 2005-2007 local area plans. These planning guidelines asked the Councils to describe local area plans to leverage WIA funds with other funds to support high growth/high demand industries. All twelve local area plans show a commitment of the Workforce Development Councils to support this important state and federal initiative.

Industries that Are Being Transformed By Technology

A research study in Washington State (Sommers and Heg, 2002) identified important industry clusters by region.

Important Industry Clusters by Region					
Spokane	Eastern Balance ¹	Pierce	King/Snohomish	Southwest ²	Northwest ³
1. Health Care 2. Construction 3. Wholesale Trade 4. Metal Fabrication 5. Transportation 6. Electronics/ Instruments	1. Health Care 2. Education/Social Services 3. Transportation 4. Wholesale Trade 5. Agriculture/Food Processing 6. Wood Products	1. Health Care 2. Construction 3. Aircraft 4. Ship/Boat Building/Repair 5. Wholesale Trade 6. Education	1. Software 2. Aircraft 3. Construction 4. Business Services 5. Health Care 6. Ship/Boat Building/Repair	1. Construction 2. Health Care 3. Education/Social Services 4. Transportation 5. Communications 6. Wood Products	1. Construction 2. Health Care 3. Transportation 4. Education/Social Services 5. Ship/Boat Building/Repair 6. Wood Products
¹ Eastern Balance includes all counties in Eastern Washington other than Spokane. ² Southwest includes Grays Harbor, Lewis, Mason, Pacific, Thurston, Clark, Cowlitz, Skamania, and Wahkiakum counties. ³ Northwest includes Clallam, Jefferson, Kitsap, Island, San Juan, Skagit, and Whatcom counties.					
Source: Sommers and Heg, 2002					

All of the key industry clusters listed above have been and are being transformed by technology and innovation. The impacts of technological changes on industry processes, equipment, communication capabilities, financial responsibilities, security, automation, market necessities, and distribution techniques have altered business practices and hiring and employment retention requirements. The impact of technology, on the job, requires new employees to have much higher levels of skills to qualify for entry level jobs and much higher skill levels for incumbent workers to retain their employment and advance with the industry. The new skill competencies have significantly altered training program content and methods, times, and locations for training delivery.

Advances in technology have had profound impacts on virtually every industry in Washington. Farmers have used technology to plant more efficiently, fertilize more effectively, and harvest more efficiently.

Technological improvements have increased the flow and transparency of information in financial markets, introducing more competition and helping to lower borrowing costs. This has enabled thousands of our residents to move into home ownership and has contributed to robust consumer spending.

Perhaps no industry has been more transformed by technology than the state's manufacturing industry. Some of those transformations have come from organizational changes and the adoption and implementation of advanced technologies such as Computer Numeric Control – or CNC - machinery and inter-company computer networking. Factories have benefited by the implementation of advanced manufacturing techniques such as just-in-time inventory control – the so-called “process technologies.”

In some instances, technology has empowered factories to expand output without increasing their labor force. In others, technology has allowed firms to un-bundle products and processes, giving them more flexibility in where they produce components, making for more efficient production processes. The efficiency gains have, in many cases, led to higher profits and further investment in research and development. As a result, firms are more likely to remain competitive in global markets.

In manufacturing, as well as in other industries, technology combined with more skills training has increased productivity. This has been particularly true over the last decade. Productivity in the U.S. has increased an average of 3.0% per year over the last decade, twice the average rate of the previous two decades.

Increases in productivity are imperative if our residents are to continue improving their standards of living. But the rapid advances have forced workers to learn and adjust.

The rewards to workers of productivity gains are quite tangible. Recent evidence shows that added jobs created during the current recovery (when productivity was higher) pay higher real wages than those created during the recovery from the previous recession in the early 1990s (when productivity was lower). Moreover, wages were higher even for comparable industries. For example, the average job created in administrative and support services paid a real monthly wage of \$1,531 in the 1992-94 period, but paid considerably more – \$2,423 – in the 2003-05 period.

Yet higher wages largely result from increases in productivity spurred by technological innovation. These innovations, in many cases, have increased the level of skills needed at practically every level of employment. Thus workers have had to adjust by increasing their training and education, and by adapting to being lifelong learners.

Moreover, an enduring trait of technological innovations is that they tend to be labor-saving devices. The printing press, cotton gin, and assembly line all share this characteristic. Oftentimes, workers who lose their jobs due to technology have few transferable skills.

Overall, the economy may be better off, but invariably there are winners and losers as the economy transitions.

In the end, technology has made our industries more efficient and competitive in world markets, and it has made our workers more productive. While these improvements have increased the standards of living for our residents, they have not come without disruptions. Advances in technology have had profound impacts on virtually every industry in Washington. Farmers have used technology to plant more efficiently, fertilize more effectively, and harvest more efficiently.

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In the end, technology has made our industries more efficient and competitive in world markets, and it has made our workers more productive. While these improvements have increased the standards of living for our residents, they have not come without disruptions. Advances in technology have had profound impacts on virtually every industry in Washington. Farmers have used technology to plant more efficiently, fertilize more effectively, and harvest more efficiently.

Technological improvements have increased the flow and transparency of information in financial markets, introducing more competition and helping to lower borrowing costs. This has enabled thousands of our residents to move into home ownership and has contributed to robust consumer spending.

Perhaps no industry has been more transformed by technology than the state's manufacturing industry. Some of those transformations have come from organizational changes and the adoption and implementation of advanced technologies such as Computer Numeric Control – or CNC - machinery and inter-company computer networking. Factories have benefited by the implementation of advanced manufacturing techniques such as just-in-time inventory control – the so-called “process technologies.”

In some instances, technology has empowered factories to expand output without increasing their labor force. In others, technology has allowed firms to un-bundle products and processes, giving them more flexibility in where they produce components, making for more efficient production processes. The efficiency gains have, in many cases, led to higher profits and further investment in research and development. As a result, firms are more likely to remain competitive in global markets.

In manufacturing, as well as in other industries, technology combined with more skills training has increased productivity. This has been particularly true over the last decade. Productivity in the U.S. has increased an average of 3.0% per year over the last decade, twice the average rate of the previous two decades.

Increases in productivity are imperative if our residents are to continue improving their standards of living. But the rapid advances have forced workers to learn and adjust.

The rewards to workers of productivity gains are quite tangible. Recent evidence shows that added jobs created during the current recovery (when productivity was higher) pay higher real wages than those created during the recovery from the previous recession in the early 1990s (when productivity was lower). Moreover, wages were higher even for comparable industries. For example, the average job created in administrative and support services paid a real monthly wage of \$1,531 in the 1992-94 period, but paid considerably more – \$2,423 – in the 2003-05 period.

Yet higher wages largely result from increases in productivity spurred by technological innovation. These innovations, in many cases, have increased the level of skills needed at

practically every level of employment. Thus workers have had to adjust by increasing their training and education, and by adapting to being lifelong learners.

Moreover, an enduring trait of technological innovations is that they tend to be labor-saving devices. The printing press, cotton gin, and assembly line all share this characteristic. Oftentimes, workers who lose their jobs due to technology have few transferable skills. Overall, the economy may be better off, but invariably there are winners and losers as the economy transitions.

In the end, technology has made our industries more efficient and competitive in world markets, and it has made our workers more productive. While these improvements have increased the standards of living for our residents, they have not come without disruptions

- F. What workforce strategies does the State have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the State's economic strategy? (§§112(b)(4)(A) and 112(b)(17)(A)(i).)

Strategies and Examples

Industries projected to add a substantial number of new jobs to the economy. Total non-farm employment is projected to grow by 450,600 in Washington in the decade spanning 2002 to 2012. Of that growth, 171,000 new jobs are expected to come from four large services sector industries: health services and social assistance, retail trade, professional, scientific, and technical services; and accommodation and food services. Of these industries, health services and social assistance is projected to create the most jobs, while professional, scientific, and technical assistance is expected to experience the highest growth rates. Average employment growth is expected for state government and the accommodation and food services industry.

Industry Title	2002 Est. Empl	2012 Projected Empl	Average Annual Growth	Total Employment Growth
Health Services and Social Assistance	266,200	319,300	1.8%	53,100
Retail Trade	305,700	349,700	1.4%	44,000
Professional, Scientific and Technical Services	138,000	179,200	2.6%	41,200
Accommodation and Food Services	203,800	236,200	1.5%	32,400
Software Publishers	36,000	50,500	3.4%	14,500
Specialty Trade Contractors	94,700	108,700	1.4%	14,000
Transportation and Warehousing	83,900	95,800	1.3%	11,900

Source: Washington State Employment Security Department, Labor Market and Economic Analysis.

Industries that are new and emerging and are expected to grow:

Washington was at the epicenter of an explosion of new computer-related technology that changed the way people do business and interact with one another. At the forefront was wireless communication technology. As of 2003, employment in the wireless telecommunications carriers industry had grown by 10,950 jobs from a decade earlier. It is projected to grow at a rate of 3.2 percent per year through 2012, twice the projected growth rate of total employment.

The electronic shopping/mail-order houses industry grew at a rate of 18.7 percent per year between 1993 and 2003, and is projected to increase at an above average rate of 2.1 percent per year through 2012. The internet service providers and web search portals industry also experienced significant employment growth between 1993 and 2003. It gained 1,394 jobs at a rate of 14.7 percent growth per year and is projected to grow 3.4 percent per year through 2012. These two industries employed a combined 7,717 workers in 2003.

Outside of the high tech industries, the casinos industry grew from an employment level of 1,655 jobs in 1993 to 12,319 jobs in 2003. Washington's tribal casinos have become a major source of tax revenue for tribal governments and have added to the State's tourism draw. The industry is expected to grow at a rate of 2.5 percent per year through 2012.

NAICS	Industry Title	1993 Empl	2003 Empl	Empl Growth	Average Annual Growth 1993 - 2003	Projected annual growth rate through 2012
331220	Rolling and drawing of purchased steel	15	582	567	44.6%	4.1%
517210	Wireless telecommunications carriers	1,687	12,637	10,950	22.3%	3.2%
713210	Casinos, except casino hotels	1,655	12,319	10,665	22.2%	2.5%
454110	Electronic shopping and mail-order houses	1,051	5,849	4,799	18.7%	2.1%
518110	ISPs and web search portals	475	1,868	1,394	14.7%	3.4%

Analysis

High Skills, High Wages 2004 includes Strategy 2.2.1: Market expansion and retention services to at-risk businesses and their workers.

Washington State offers support for small businesses through the Washington Small Business Development Centers (SBDCs). The SBDC is a cooperative effort of Washington State University, Western Washington University, community colleges, economic development organizations, and the U.S. Small Business Administration.

SBDC Vision:

In both urban and rural Washington, owners of existing or prospective businesses turn to the Washington SBDC for expert assistance, and for information about emerging business technologies. When clients' sales increase, and employment is stabilized or increased, when new external funding is found, the impacts radiate throughout the community and region.

The Washington SBDC's high quality, innovative, and resourceful programs will be recognized at both the State and national levels. Key to the Washington SBDC successes are the network's culture of excellence and the collaboration occurring among members of the network, our stakeholders, and partners.

About the SBDC:

Counselors have certified broad-based skills and significant experience as business owners or managers. They provide one-on-one, confidential assistance at no charge for management and technical business affairs, such as:

- start, purchase or the sale of a business
- choosing and incorporating new technology
- financial management
- business plan development
- market plan development
- business research

G. How are the funds reserved for statewide activities used to incent the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in Part I of this guidance? (§112(a).)

Industry Skill Panels

A portion of the WIA Title I-B statewide activities funds are used to support the skill panels. A skill panel is a partnership of business, labor and education leaders who collaborate to support an industry considered key to the economic success of a region. They assess current and future skill needs of the industry's workforce, and implement strategies to meet these needs. WIA

investments have supported 28 industry skill panels, including panels in industries such as health care, manufacturing, information technology, energy, transportation, homeland security, and construction. As of June 2004, skill panels in collaboration with public and private partners, have:

- Leveraged over \$40 million in additional funding.
- Developed skill standards in the energy and electronics industries.
- Expanded apprenticeship opportunities in health care and construction industries.
- Developed articulation agreements enabling students to transfer information technology credits from high schools to community colleges.
- Coordinated industry support as colleges expand their licensed practical nurse and registered nurse programs.
- Developed customized training programs for entry-level workers and limited English-speaking populations working in the food-processing sector, training providers at community and technical colleges created 26 customized courses offering certification and opportunities for specific career advancement – 785 incumbent workers received training in more than 32 companies.
- Developed customized short-term job specific retraining or skills upgrades to 2,913 incumbent workers. Participating industries include healthcare, retail, manufacturing, information technology, food processing, construction, and education. Outcomes included: increases in wages or salaries; completion of licensing requirements; skill certifications; attainment of industry-accepted occupational skill standards; job retention; and employer satisfaction.

Incumbent Worker Training

The state also uses WIA 10 percent statewide activities funds to continue funding new incumbent worker training grants. Customized training for incumbent workers helps our businesses to be more competitive and our workers more competitive in the labor market. In today's economy, we must train and retrain incumbent workers to keep pace with technological advances and to take advantage of high-performance practices. Customized training can also prevent worker dislocations.

Since 2001, state agencies, WDCs, and educational institutions have partnered with business and industry associations and individual companies to identify short-term and long-term workforce development requirements, skill standards, and emerging occupational needs that will support a thriving business climate. These partnerships have provided customized short-term job specific retraining or skills upgrades to 2,913 incumbent workers from the healthcare, retail, manufacturing, information technology, food processing, construction, and education industries. The incumbent workers have received increases in wages; completed licensing requirements and skill certifications; attained industry-accepted occupational skill standards; retained employment; and the employers report satisfaction with the results the incumbent workers training has accomplished for their employees and themselves.

- H. Describe the State’s strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and with significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. (§112(b)(18)(A).)

Descriptions of the state's comprehensive youth strategies are referred to in Section I.E., and Section IX.E. of this plan.

- I. Describe the State’s strategies to identify State laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. (§112(b)(2).)

The Workforce Board looks to its IC to advise the Board on state laws, regulations, and policies that impede successful achievement of workforce development goals. ESD seeks advice from the state/local WIA Policy Committee to jointly consider new policies or to revise current policies.

- J. Describe how the State will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex State pursuant to §189(i) and §192.

While Washington State does not plan to request a waiver to rules under Title I-B of WIA at this time, the state may request a waiver in the future.

VI. Major State Policies and Requirements

Describe major State policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this Plan as outlined below. (§112(b)(2).)

- A. What State policies and systems are in place to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).

On behalf of WorkSource, ESD develops and maintains a statewide technology system called SKIES. This system supports common data collection and reporting processes, information management, integrated service delivery and performance management. The SKIES system data is necessary to measure the performance of One-Stop partners, including common measures.

SKIES is accessed by employees of partner agencies and WIA contractors who sign the Memorandum of Understanding (MOU). Partner staff must complete SKIES training and sign an oath of non-disclosure.

The system is web-based and is used by all WorkSource Centers and Affiliate sites in the state. All system users are able to access customer records with the exception of those containing medical treatment information or those who choose to opt out of the system.

Reports are available through the SKIES application and the production data base. Management reports are run from the data warehouse. Each Workforce Development Area (WDA) has three to five staff members designated as “Power Users.” These staff members have been given direct access to the SKIES data warehouse and are able to obtain reports for their local areas. Local areas may also request ad hoc reports from WIA Administration when the local Power User is unable to derive the report needed.

Performance Measurement information is available from the data warehouse for the WISARD and 9002 series Wagner-Peyser reports. Wage data is captured in SKIES, while out-of-state wages are accessed for federal reporting using the Wage Record Interchange System (WRIS).

The state’s policies on performance accountability for the workforce development system are described in Chapter 4 of *High Skills, High Wages 2004*.

- B. What State policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or to require a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? The State may include administrative costs controls, plans, reductions, and targets for reductions if it has established them. (§§111(d)(2) and 112(b)(8)(A).)

During the One Stop Implementation Grant and its transition to WIA the state encouraged partner programs to collocate as much as possible. When WIA was implemented in Washington the state did not issue policy regarding administrative resources. This decision was based on the recognition that Workforce Development Councils and partners were in the best position to make these decisions which are based on local conditions. This position has not changed because partnerships have established Memorandums of Understanding addressing facility leases and infrastructure expenditures. Locations and Center configurations are driven by customer demand within available resources.

With respect to co-location however, the ESD issued policy through the Executive Policy Council (EPC). It required that all Wagner Peyser funded labor exchange service be provided at WorkSource Centers along with other partner programs. Refer to the attached one-stop implementation guidelines and EPC policies on program representation in Centers. As a result, Wagner Peyser services have been co-located at each of the state's WorkSource Centers since the passage of WIA.

The Employment Security Department administers all the DOL funded partner programs. Those programs are delivered in the WorkSource Centers and Affiliates. These programs along with WIA provide the basic infrastructure for Centers and for the state level systems.

Washington State has provided leadership in the identification of local One-Stop infrastructure costs and has developed models and strategies that support integration. The MOU was a required part of the WIA and Wagner-Peyser local operations plans. The state provided technical assistance and a suggested format to each of the local areas. Partnerships with a high level of participation from WIA and partner programs worked on MOUs and major decisions

were made in terms of shared use of facilities for One-Stop Centers. Separate Resource Sharing Agreements (RSA) were initiated by ESD since it was the leaseholder for the majority of centers in the state. The MOUs and RSAs were adaptable to local partnership configurations and business practices developed under integration efforts underway prior to the law being enacted.

Through discussion of the core, intensive and training services offered in a local area, and the referral methods used, the MOUs and RSAs documents are the primary methods of agreement among all required partners in WorkSource. Specific roles of each partner agency are described in a One-Stop office's MOU.

RSAs are negotiated by partners in One-Stop Centers and Affiliates to define cost sharing and resource allocation among partners, particularly for infrastructure and related costs, e.g., rent, maintenance, equipment, and telecommunications, related to the facility. The RSA also establishes the terms and conditions under which a partnership shares resources in performance of One-Stop services. The document contains cost allocation methodologies agreed to by the partnership, plus a billing and payment process.

The state's One-Stop service delivery system is based on a collaborative approach within the parameters and design established by the local elected official and the WDC.

The local WDCs determine the most efficient way to utilize their resources based upon what they consider duplicative facility or operational costs, how involved partner entities are within a facility and other factors. Local areas fund the administration, operation, and service provision within each area based upon how services are procured and offered, the culture of the local community as well as how targeted populations and the general community will be best served.

The WDCs tailor their service design and delivery to ensure that customer needs are met. Councils control the size of the system through the certification process which is based upon the Baldrige performance excellence criteria. This approach facilitates local service delivery for both customers and businesses and contributes to ensuring that the system operates within the funds available.

While efficiency is a factor, other factors have come into play in making local decisions about administrative efficiencies. An example is the current initiative to integrate the state's welfare reform program, WorkFirst into the WorkSource facilities and participate in cost sharing.

Over the years, there have been other efforts at integration in terms of shared use of facilities. Wagner-Peyser staff were co-located at community college sites throughout the state. Recently, community colleges were offered the opportunity to share in the costs of maintaining these valuable resources on campus.

The state will continue to assist local areas to better evaluate approaches based on funds available to the Wagner-Peyser and WIA programs as well as to partner programs in the coming years.

Policy:

1. The EPC requires One-Stop Regional Partners to plan and deliver, by July 2000, at a minimum the following:

- **Department of Labor funded Employment and Training programs**
- **Labor exchange portion of the WorkFirst program**
- **Community and Technical College co-location sites**
- **Worker retraining programs**
- **Post Secondary Vocational Technical**
- **English as a Second Language and**
- **Adult Basic Education Programs.**

Those partnerships will be held accountable for the outcomes of their regions.

2. The EPC encourages One-Stop Regional Partnerships to include other funds and programs that make sense for the customers in their region.

3. The EPC will lead the state level change necessary to support the One-Stop Regional Partnerships in meeting the outcomes.

Initial EPC Policy

Programs

The key to the One-Stop system will be the availability of appropriate and needed services for the customers that enter the door. A set of common programs is needed to determine the minimum array of services available through the One-Stop system. The programs that have been a core part of One-Stop systems across the country are programs funded by the Department of Labor. Listed below are the minimum required programs for the state of Washington One-Stop for the Implementation phase. In some cases, One-Stop Regional Partnerships have exceeded this list and others are encouraged to do so also.

As described in the section on Modes of Service Delivery, the required programs must be on-site in a Career Development Center and accessible through Affiliated Sites and Self-Service Sites.

Although the intent is to include all of the programs listed below in Recommendation 1, there are some One-Stop Regional Partnerships which do not include certain programs in their area and, consequently will not be required to include them in their CDCs. This exception does not include early intervention and rapid response.

To be 'on-site' means to be able to become enrolled (as a minimum) at that site. It does not mean that all of the services, such as classroom training, must occur at that site.

Required Programs

Policy:

1. Required programs (must be on-site in a Career Development Center and at least one must be on-site at an Affiliated site with the other programs accessible and accessible through Self-Service sites by July 1, 2000) include:

- JTPA-Title IIA and C (Adult and Year-Round Youth Employment)
- JTPA-Title III
 - Early Intervention
 - Rapid Response
- Labor Market Information
- Title V of the Older Americans Act/SCSEP
- Veterans' Employment Programs
- Access to Unemployment Insurance
- Migrant Farmworker Services
- Worker Profiling
- Labor Exchange
- Claimant Placement Program
- NAFTA/Trade Assistance Act
- WorkFirst (employment services only)
- Worker Retraining
- Post Secondary Vocational-Technical Programs
- Vocational Rehabilitation
- Welfare to Work
- Adult Basic Education Programs
- ESL Programs

2. Other programs listed below, as well as others identified by One-Stop Regional Partnerships, are encouraged to be a part of the One-Stop system:

- Literacy Programs
- Apprenticeship Programs
- Local School-to-Work Connections
- JTPA-Summer Youth Employment-Title IIB
- Job Corps

- Americorps/ Washington State Service Corps
- Tech Prep Consortium
- Private Vocational Schools

C. What State policies are in place to promote universal access and consistency of service Statewide? (§112(b)(2).)

Washington State encourages flexibility in the design, implementation, and delivery of services within the WorkSource system. There are two statewide policies which address universal access. In addition, there is an interagency agreement between ESD, DSHS, and DVR which promotes consistency of services statewide.

These policies and the agreement are accessible through the WorkSource web-site and are listed below.

1. Disability Placement Services Policy #4040
2. Equal Opportunity and Non-Discrimination Policy #3445

Universal access is assured through the three-tiered approach of self service, facilitated self service, and staff assisted service. Customers may access services and information from any computer; by visiting a WorkSource Center or Affiliate site; or by participating in informational orientations. Customers identified as requiring additional help are provided a menu of options. They may be provided assistance via a one-on-one interview, scheduled for a specific service, or referred to another service provider.

All WorkSource Centers include adaptive technology and access to translation services. If additional reasonable accommodation is necessary, such as sign language interpreter or reader services, the program serving the individual will make immediate arrangement to meet that need.

D. What policies support a demand-driven approach, as described in Part I. “Demand-driven Workforce Investment System,” to workforce development – such as training on the economy and labor market data for local Board and One-Stop Career Center staff? (§§ 112(b)(4) and 112(b)(17)(A)(iv).)

The demand driven approach to the Workforce Investment System is demonstrated in Washington State through three initiatives described below.

1. The public workforce system, education and training providers, and business and industry have built partnerships that foster innovation and give industries and public partners the opportunity to be proactive instead of reactive and address changing workforce development needs quickly and competently. Industry skill panels have been created to harness the expertise of their members (employers, educators, and labor), and identify and address skill gaps in key economic clusters. The private sector has shown commitment to existing skill panels by providing expertise and financial support. Many panels also have been successful in leveraging federal grant funds to implement their plans. These panels engage employers in program planning to create successful programs that provide incumbent workers with the skills and competencies necessary to support industry now and in the future. Information on skill panels is described in Section V.G. of this state plan.
2. Training on a labor market information on-line tool called Workforce Explorer is offered to One-Stop staff, local elected officials, WDC staff, and board members within the workforce development system.

The training offers an array of information related to occupations in demand and decline, training, wages, required skills, industry statistics, access to assessment tools, occupational matching/comparison, training information, and more. The site contains links to other national and state sites with career and occupational information.

The information contained on the site is used by partner staff and customers to assist in employment plan development and in making decisions about career options and associated training.

3. Section 503 Performance Incentive Grant. Washington State received an incentive grant of \$3 million from the U.S. Departments of Education and Labor for exceeding Program Year 2001 performance targets for WIA Title I-B, the Adult Education and Family Literacy Act, and the Carl D. Perkins Vocational and Applied Technology Education Act. The funds were used to support the State's cluster strategy initiative, especially in high-demand sectors. All 12 WDAs qualified for a portion of these incentive funds. The WDCs, in coordination with K-12 and community and technical college stakeholders, used the funds to support education and training projects addressing regional health care personnel shortages.
- E. What policies are in place to ensure that the resources available through the Federal and/or State apprenticeship programs and the Job Corps are fully integrated with the State's One-Stop delivery system? (§112)(b)(17)(A)(iv).)

The Governor issued Executive Order 00-01 to promote apprenticeship utilization in public works projects. State agencies under the authority of the Governor require participation of Washington State Apprenticeship Training Council (WSATC) registered apprentices in all public works. The state also requires that WDCs enter into and MOUs with Job Corp providers. This enhances program access and further integrates potential Job Corps opportunities within the One-Stop system.

The Executive Order regarding apprenticeship programs particularly encourages the Workforce Board and ESD to be involved in specific ways:

Expanding access to apprenticeship—The WSATC works with ESD to expand access to apprenticeship programs within each service delivery area through the WorkSource One-Stop system. This includes providing a convenient means for individuals to apply for apprenticeship programs.

Customers interested in apprenticeship programs can access the Go2WorkSource.com website that offers a link to <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp>.

The website links customers to state and federal apprenticeship programs within Washington State. The WSATC also works with the Workforce Board to inform parents, educators, and students about opportunities in apprenticeship.

Apprenticeship is part of Washington State's workforce development system (RCW 28C.18 RCW 50.12 and EO 99-02). Apprenticeship programs are constantly updated to keep pace with workplace changes and meet the skill needs of employers. Two key components of apprenticeships are: workplace training under the supervision of a highly skilled mentor and related supplemental instruction that usually occurs either at a community college or at a training

trust capacity that belongs to a workers' union. Apprenticeships provide an important means for meeting the needs of employers for skilled workers in high-demand industries. WIA Title I-B is an important source of funds to help WIA Title I-B eligible adults and dislocated workers acquire career and technical education and work skills needed to meet apprenticeship program application requirements. In the next two years the state will work to strengthen the connection between WorkSource and apprenticeship programs.

VII. Integration of One-Stop Service Delivery

Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide. (§§112(b)(14) and 121.)

The approach and action steps taken in creating a One-Stop service delivery system in Washington State was infused with the concept of integration. Partnerships were developed at the inception of the original effort. An Executive Policy Committee (EPC) was originally charged with bringing together required partners, working through policy issues, and guidance on WorkSource Center certification and integrated service delivery strategies.

One of the major charges of the partners was to collaborate on the adaptation of an imported software system to develop and implement a statewide case management tool titled SKIES.

This process contained detailed action steps in a project plan that involved a coalition of people who worked to ensure that required and desired data elements would be collected by the tool.

Since that time, partnerships have grown and the statewide case management tool is in its sixth version to ensure that the needs of service delivery providers, business partners, and customers are addressed.

Several additional agreements and collaboration descriptions ensuring One-Stop service delivery integration are discussed throughout Section VII of this state plan. More information on workforce development services integrated through WorkSource is described in Section IX.A. of this state plan.

- A. What State policies and procedures are in place to ensure the quality of service delivery through One-Stop Centers such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? (§112(b)(14).)

MOU and RSAs define each partner's commitment to a collaborative and integrated system. The type and level of services within the system; and the resource contributions support both infrastructure and service delivery.

Design of the state system is based on quality models establishing service levels and functions to be delivered within One-Stops and Affiliates. Flexible design and service delivery is the operational model for WDCs. This approach facilitates local service delivery needs for both customers and businesses. Councils have established quality standards criteria as part of the certification of Centers and Affiliates and are responsible for carrying out that process.

The state has taken the lead to conduct assessment, analysis and develop WorkSource Skill Standards, for staff within the system. The purpose of the analysis is to identify and develop training that will meet the needs of specialists and communicate the skills standards for staff working in the One-Stop system.

- B. What policies or guidance has the State issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14).)

The Workforce Board, through *High Skills, High Wages 2004*, establishes objectives, and strategies to close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need. The WDCs, through local planning and service delivery partnerships, support state and local workforce development priorities including service integration.

WDC's work with business, labor, and local partner agencies to design flexible, integrated, service delivery systems to meet the needs of youth, adults, dislocated workers, and employers. WDC strategic and operational plans guide this work. The outcome is a One-Stop system based on an integrated, seamless approach for all customers.

The state has and will continue to support integration of service delivery for both business and individual customers, through policy, guidance, and service delivery integration initiatives. The following are examples of the State's integration efforts.

- The implementation of SKIES, an integrated case management system and data tracking system has been the single most extensive integration approach taken to build an integrated infrastructure for service delivery in the state. The SKIES tool interfaces with the self service Go2WorkSource job matching system as well as the GUIDE unemployment insurance system.
- The integration of the Trade Adjustment Assistance program into the WorkSource System has been on-going as part of a statewide plan. The plan design serves trade-affected dislocated workers while achieving the goal of rapid and suitable re-employment of these workers. The State is developing a co-enrollment policy, an integrated guide-resource tool, and communication plan. State staff will conduct cross training statewide.
- The state developed a Rapid Response Policy # 3930 (Revision 1) which directs Workforce Development Councils to provide consistent rapid response services to all dislocated workers including Trade impacted workers

- Forming the WorkSource Disability Network (WDN) as a broad-based partnership working to make Washington State’s One-Stops accessible for all customers. Through the WDN a variety of initiatives and processes have been put into place to enhance and support services to persons with disabilities within the WorkSource system.
 1. The creation of reasonable accommodation policies and procedures for use by sites
 2. Resources to purchase assistive technology for Centers and Affiliates was provided by WIA discretionary funds
 3. Creating quarterly training and networking sessions; and forming a technical assistance clearinghouse

- An Employment Security Department business liaison employed to work across programs administered by the Employment Security Department including Wagner Peyser, WIA Title I, and contracted TANF employment services. The business liaison has promoted the integration of business since the beginning of WIA and will continue to expand activities with business.

- Building relationships through collaborative training among business outreach staff who interface with economic development entities, local industry skill panels, national based companies to the state’s one-stop service delivery.

- Branding the state's one-stop service delivery system in conjunction with a marketing campaign to the general public.

- C. What actions has the State taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? (§112(b)(14).)

The state provides leadership in the identification of local One-Stop infrastructure costs and has developed models and strategies that support integration. The state boilerplate MOU and separate RSA is adaptable to local partnership configurations. These documents have been utilized and will continue to be the primary methods of agreement. Specific roles of each partner agency are described in a One-Stop office’s MOU and the RSA define cost sharing and resource allocation.

The RSA also establishes the terms and conditions under which a partnership shares resources in performance of One-Stop services. The document contains cost allocation methodologies agreed to by the partnership plus a billing and payment process.

Local partnerships discuss, negotiate, develop, and decide on any cost allocations, adjustments, and methods used in cost sharing. Partnerships may use any of the following methods in their agreements:

1. Direct Charge.
2. Square Footage Percentage where partners are charged costs based upon the percentage of the site square footage used and occupied by each partner relative to the total space used and occupied by the partnership, including use of common area space.

3. Full Time Equivalent (FTE) Percentage where partners are charged costs based upon the percentage of FTE employees relative to the total FTE's in the partnership.
4. In-Kind Arrangements.

New partnerships necessitating further cost sharing negotiations and agreements become part of a revised MOU and RSA.

Further integration success is documented throughout Section VII of this state plan.

- D. How does the State use the funds reserved for Statewide activities pursuant to (§§129(b)(2)(B) and 134(a)(2)(B)(v).) to assist in the establishment and operation of One-Stop delivery systems? (§112(b)(14).)

The state issued grants of WIA 10 percent statewide activities funds for the purpose of establishing and expanding One-Stop service delivery to each WDC for the past several years. The funds have been targeted by WDCs to improve partnership participation and enhance universal access to customers. Funds have been used for common outreach activities, facility accommodations, and new adaptive technology. More information on the use of the WIA 10 percent statewide activities funds is described in Section X.B. of this state plan.

- E. How does the State ensure the full array of services and staff in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? (§112(b)(14).)

The state utilizes the following methods to ensure the assets of the One-Stop system supports customers broadly:

1. Certification of WorkSource Centers and Affiliate Sites

Washington State initially set in place assurances of integrated services and partnerships by establishing minimum threshold requirements for the validation of WorkSource Centers and Affiliate sites. These requirements provided a foundation including a quality baseline, partnership representation and a signed commitment to continual quality improvement. Local WDAs were then charged with the development of local criteria for certification of Center and Affiliates based on that foundation.

2. Re-certification of WDCs

The local area WDCs, in consultation with CLEOs, oversee WIA Title I-B activities, coordinate local area workforce development services, and provide outreach to employers. The Councils use their leadership to ensure a link with local economic development strategies. Every two years, the Workforce Board re-certifies Washington State's 12 WDCs. The Workforce Board forwards re-certification recommendations to the Governor for final approval. Re-certification provides an opportunity to ensure that council membership composition meets state and federal council membership criteria. The next re-certification process will begin in 2006. More information on council certification is described in Section VIII.B. of this state plan.

3. Requirements and Innovations to meet customer needs

The state requires customer satisfaction surveys conducted by its WIA administration as part of measuring its effectiveness in meeting the needs of its customers.

A recent expanded effort to increase the customer base of One-Stop service delivery has included a statewide marketing campaign to enhance awareness and usage of WorkSource business services in 2004. The six-month campaign to 15,000 businesses incorporated extensive employer research, business representative training, direct mail marketing, public relations strategies, and business led management into one integrated campaign. It has generated more than 1,300 leads for local business representatives. The campaign positively impacted brand awareness, business perceptions of WorkSource and use of the system.

Washington businesses have defined ten core business services to be delivered through WorkSource. Our model for service delivery is an integrated team approach that includes business service representatives from ESD, WDC, and key One-Stop partners. Business service teams assess business needs and provide workforce solutions to business.

VIII. Administration and Oversight of Local Workforce Investment System

A. Local Area Designations:

1. Identify the State's designated local workforce investment areas and the date of the most recent area designation, including whether the State is currently re-designing local areas pursuant to the end of the subsequent designation period for areas designated in the previous State Plan. (§112(b)(5).)

Former Governor Gary Locke, in consultation with CLEOs, established 12 Workforce Development Areas in 1998. The boundaries of the 12 WDAs have not changed since 1998. There are no plans at this time to re-designate the twelve local areas. To view a state map showing the 12 WDAs, go to www.wtb.wa.gov and select 2005-07 State WIA Title I-B and Wagner-Peyser Plan under "What's New."

2. Include a description of the process used to designate such areas. Describe how the State considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, post-secondary education institutions, and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the State Board's role, including all recommendations made on local designation requests pursuant to section 116(a)(4). (§§112(b)(5) and 116(a)(1).)

RCW 28C.18.060(6) instructs Workforce Board to "provide for coordination among the different agencies of the State training system at the State level and at the regional level." (*Emphasis added*)

Accordingly, during the fall of 1995 and winter of 1996, Workforce Board members and staff held discussions with partners and customers of the workforce development system around the State. Meeting in 13 Washington communities to discuss proposed federal block grant legislation, they heard local perspectives on regional coordination and planning. (A record of these public comments is available.)

Following these conversations, the Workforce Board created an advisory group to examine options in establishing sub-state area boundaries to assure coordinated planning. The advisory group included representatives of all state-level members of the School to Work Transition partnership, all members of the Steering Committee for WorkSource planning, and representatives of local government. That group, in turn, invited representatives of additional customers and partners in the workforce development system to advise its work. The advisory group studied reports from other states and examined how the state is divided into regions among the operating agencies in the state's workforce development system, JTPA service delivery areas, school districts, college districts, economic development districts, and others. This work resulted in the Board's adoption of principles and guidelines for regional designations.

The principles included:

- Partnerships that are working should be disrupted as little as possible. Natural boundaries should be honored.
- Operating procedures should be flexible enough to allow programmatic crossover among regions, when appropriate.
- A definition of the roles and responsibilities of the regional alliances should delineate its role in relation to state-level policies, strategy, and accountability.

Additionally:

- Divisions should follow county lines.
- Regions should contain a community college to support the training objective.
- Each area should represent a common labor market.
- Ideally, each region should contain an urban center.

The advisory group also operated under the premise that a limited number of substate regions were desirable to increase economies of scale and that this economic rationale be balanced with a regional structure that allows planning, programs, and services to meet the needs of the customer and local communities.

With these characteristics in mind, the advisory group created several maps representing potential regions and circulated them for public comment to a broad array of public and private entities. The advisory group considered the extent to which local areas are consistent with labor market areas; geographic areas served by local and intermediate educational agencies, and postsecondary educational institutions and area vocational schools. Responses indicated that constituents of the system largely agreed with the work group's regional designations. On May 28, 1997, the Workforce Board adopted a map based on the advisory group's recommendations. The original map was revised twice: once in October 1997 following a request by the county commissioners of several eastern Washington counties, and again in March 1998 at the request of all of the county commissioners from two southern counties, Klickitat and Skamania. The regional map, as approved by the Governor, was adopted by the Workforce Board on March 25, 1998.

The following lists the names of the 12 WDCs:

- Olympic WDC (Clallam, Kitsap, and Jefferson counties)
- Pacific Mountain WDC (Grays Harbor, Mason, Lewis, Thurston, and Pacific counties)
- Northwest WDC (Whatcom, Skagit, Island, and San Juan counties)
- Snohomish County WDC (Snohomish County)
- Seattle-King County WDC (King County)
- Tacoma-Pierce County WDC (Pierce County)
- Southwest Washington WDC (Cowlitz, Wahkiakum, Skamania, and Clark counties)
- North Central Washington/Columbia Basin WDC (Chelan, Okanogan, Grant, Douglas, and Adams counties)
- Tri-County WDC (Yakima, Kittitas, and Klickitat counties)
- Eastern Washington Partnership WDC (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin, and Walla Walla counties)
- Benton-Franklin WDC (Benton and Franklin counties)
- Spokane Area WDC (Spokane County)

3. Describe the appeals process used by the State to hear appeals of local area designations referred to in §§112 (b)(5) and 116(a)(5).

In the event of an appeal, the Workforce Board's appeal process is initiated by the unit of general local government (including a combination of such units) or grant recipient developing and submitting to the Board a written position paper that supports the reasoning for area designation taking into consideration the following: (1) geographic areas served by secondary and postsecondary education institutions; (2) the extent to which the proposed area is consistent with labor market areas; (3) the distance that individuals will need to travel to receive services within the proposed area; and (4) available resources within the proposed area to effectively administer WIA Title I-B program services.

Upon receipt of the written paper, the Workforce Board will schedule a hearing within 30 days to review the appeal, discuss the appeal with the applicants, and make recommendation to the Governor for approval. The decision of the Governor shall be made within 30 days following the hearing. If the appeal does not result in an area designation, the Workforce Board will advise the unit or grant recipient of their right to request a review by the U.S. DOL consistent with WIA Sec.116(b)(5) and CFR667.645.

- B. Local Workforce Investment Boards -- Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of local board members based on the requirements of section 117. (§§112(b)(6) and 117(b).)

The Act states that local council certification must be based on state criteria established by the Governor in partnership with the Workforce Board. At its January 22, 1999, meeting, the

Workforce Board reviewed background papers that examined numerous options for local council functions and membership criteria and heard the perspectives of representatives of local interests. The options had been developed with the input from the Workforce Board's IC and other workforce development stakeholders. In March 1999, Workforce Board staff widely circulated the draft options to solicit additional feedback. The recommendations for council certification were developed after careful analysis of all of the comments and advice received through this deliberative process including the advice of panelists who spoke to the Board on March 18, 1999. The Workforce Board adopted recommendations on council functions and membership criteria and forwarded them to the Governor. Former Governor Gary Locke informed the CLEOs in the 12 Workforce Investment Areas of his approval of Board's recommendations. The Governor's Local WDC Formation and Certification Criteria (as adopted by the Workforce Board and approved by the Governor) is available. Among the State's criteria is the requirement that council membership include at least 3 representatives of labor, 2 representatives of K-12 education, and 2 representatives of postsecondary education.

If a pre-existing "alternative entity" was chosen to function as the local WDC, the CLEOs are asked to attach to the Council Certification Application a written description of how the CLEOs plan to work with the local WDCs to:

- Ensure an ongoing role in the Council's local Strategic Plan and local WIA Title I-B planning processes for WorkSource partner organizations as listed in WIA Sec.21(b), community-based organizations, private vocational schools, and other interested community groups.
- Provide appropriate attention and focus on area-wide workforce development planning for youth, including the coordination and oversight of WIA Title I-B youth activities.
- Ensure an ongoing role of youth service provider agencies and others in WIA Sec.117(h)(2) in the Council's local Strategic Plan and local WIA Title I-B planning processes.

The state's instructions for the development of local WIA Title I-B Operations Plans included the following guidelines:

In Workforce Investment Areas that have chosen to establish a WDC by using a pre-existing entity:

Describe how the Local Council will ensure an ongoing role for WorkSource partner organizations, business and labor, community-based organizations, and other interested community groups in the Council's local strategic and local operations planning and activities. DOL Regulation CFR 661-330(b)(2) requires that the plan explain how the Council will ensure non-represented membership a role in the local workforce investment system. Also the Preamble to the Regulations, Part 660, requires One-Stop partner organizations to have periodic, regular, meaningful opportunities for input into decisions made by the Local Council. Describe how the Local Council will ensure an ongoing role of youth service provider agencies and others as listed in WIA Sec.117(h)(2) and in the Council's local strategic and local operations planning activities.

If the CLEO intends to have an overlap in the staff to the local Council and the staff that directly performs functions of a WorkSource Operator and/or of a WIA Title I-B core/intensive service

provider, the CLEO must include a written description in the local WIA Title I-B Operations Plan, on how the local Council will:

- Keep its primary focus on strategic planning and accountability.
- Avoid conflict of interest and equitably oversee high quality WIA Title I-B program services as measured by performance and customer satisfaction.
- Be accepted by other workforce development program leadership (school districts, community and technical colleges, private vocational schools, apprenticeship programs, community-based organizations, employer-based training entities, others) in the Workforce Investment Areas as the legitimate and proper entity to create the local Strategic Plan and evaluate the results of the workforce development system in the area.

Washington State's criteria for appointment of local WDC members was adopted by the Workforce Board on April 1999, and approved by former Governor Locke on July 9, 1999. To review the state's local council certification criteria to www.wtb.wa.gov and click on 2005-07 State Plan for WIA Title I-B and Wagner-Peyser under "What's New" and select Council Certification Criteria.

- C. How will your State build the capacity of Local Councils to develop and manage high performing local workforce investment system? (§§111(d)(2) and 112(b)(14).)

There are 12 local area WDCs, one for each of the state's 12 WDAs. Each council, in consultation with chief local elected officials, oversees WIA Title I-B activities, coordinates local area workforce development services, and provides outreach to employers. The councils use their leadership to ensure a link with local economic development strategies. Each council has a Governor-approved local Unified Plan that includes a strategic plan that assesses local employment opportunities and skill needs, and sets forth goals, objectives, and strategies for the local workforce development system consistent with the State's strategic goals. The strategic role of local WDCs makes them the counterpart to the State Workforce Board at the local level. Given this new responsibility, an entirely new state-to-local, and local-to-state set of relationships has been formed.

- D. Local Planning Process -- Describe the State mandated requirements for local workforce areas' strategic planning. What assistance does the State provide to local areas to facilitate this process, (112(b)(2) and 20 CFR 661.350(a)(13).) including:
1. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?
 2. How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?

Executive Order 99-02 directs Washington State WDCs, in partnership with CLEOs, to develop and maintain an operations plan for Title I-B employment and training programs funded under WIA and a local area strategic plan for the workforce development system. The Executive Order also directs that local strategic plans be consistent with the State strategic plan for workforce development.

Background

On July 30, 1999, the Board sent plan development and state approval guidelines to the 12 WDCs and CLEOs requesting that they work with business, labor, program operators, and other workforce development partners to establish a five-year local area strategic plan for workforce development. On the same date, ESD issued local plan guidelines for developing a five-year operations plan for WIA Title I-B and Wagner-Peyser. In February and March 2000, Workforce Board and ESD staff reviewed the plans to confirm that local and state plans were consistent. On June 13, 2000, a committee of the Board, in consultation with the ESD, recommended that the Governor approve the local plans.

Following the Workforce Board's adoption of the 2002 edition of *High Skills, High Wages*, the Board issued new guidelines to the WDCs requesting they update their area's strategic plan so that state and local plans remained aligned. In the summer of 2003, the Workforce Board completed its review and recommended that the Governor approve the updated local strategic plans. In the fall of 2003, the ESD completed its review and approval of updates and modifications to the local area operations plans for WIA Title I-B and Wagner-Peyser.

On January 27, 2005, the Workforce Board approved planning guidelines for the 2005-07 local area strategic plans. These guidelines ask WDCs to develop and maintain a strategic plan that assesses: local employment opportunities and skill needs; the present and future workforce; the current workforce development system; and goals, objectives, and strategies for the local workforce development system. The Councils are asked to create a plan that is consistent with *High Skills, High Wages 2004* and is focused on the unique needs and resources of the local area. On April 4, 2005, ESD issued planning guidelines for the 2005-07 local area operations plan for WIA Title I-B and Wagner-Peyser. To view copies of these two sets of planning guidelines go to www.wtb.wa.gov click on "What's New," select 2005-07 State WIA Title I-B and Wagner-Peyser Plan and then select Planning Guidelines.

The approach used by the Workforce Board to negotiate WIA Title I-B performance targets is described in Section X.D.1. of this state plan.

E. Regional Planning (§§112(b)(2) and 116(c).)

1. Describe any intra-State or inter-State regions and their corresponding performance measures.

Regional performance measures of the nature described in WIA Sec.116(c) are not being considered at this time in Washington State.

2. Include a discussion of the purpose of these designations and the activities (such as regional planning, information sharing and/or coordination activities) that will occur to help improve performance. For example, regional planning efforts could result in the sharing of labor market information or in the coordination of transportation and support services across the boundaries of local areas.

N/A

3. For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.

The option for intra-state regions as described in WIA Sec.116(c)(4) has not been designated.

The regional Health Care Skill Panels managed by the state's 12 WDCs are an excellent example of intra-state coordination. Health Care Skill Panel managers meet bi-annually to discuss cross-regional public-private initiatives to address health care personnel shortages and to share "best practices" such as coordinating clinical placements for students in health care programs.

For a description of the accomplishments and progress of these Health Care Skill Panels go to www.wtb.wa.gov and click on "Publications." Select the publication entitled: *Progress 2004 - A Report of Health Care Personnel Shortage Task Force* and turn to Appendix C: Progress by Local Area.

F. Allocation Formulas (112(b)(12).)

1. If applicable, describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for the 30% discretionary formula adult employment and training funds and youth funds pursuant to §§128(b)(3)(B) and 133(b)(3)(B).

Washington State does not distribute funds to local areas for the 30 percent discretionary formula adult employment and training funds and youth funds.

2. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.

Local area allocations for the WIA Title I-B Youth and Adult programs are determined using the same three equally-weighted formula factors used to determine the state allotments.

These factors are:

- The relative number of unemployed individuals in areas of substantial unemployment.
- The relative excess number of unemployed individuals.
- The relative number of economically disadvantaged individuals.

Any major shift in the numbers is balanced by a hold harmless provision which ensures that no local area will receive anything less than 90 percent of its allocation percentage for the previous two years. A local area cannot exceed 130 percent of its allocation percentage for the previous two years.

In the event WIA reauthorization presents allocation models with discretionary options, it is our practice to submit several optional allocation models to WDC Directors for review and comment.

3. Describe the State's allocation formula for dislocated worker funds under §133(b)(2)(B).

WIA Title I-B Dislocated Worker grant funds are distributed as follows:

- 60 percent to local workforce areas.
- 25 percent for Rapid Response Activities.
- 15 percent for statewide activities.

Six factors with weighted values are used to determine the percentage share each local area receives. These factors are:

- Number of 1st Pay Beneficiaries (wt 1.0)
- Number of Excess Unemployed in Areas of Substantial Unemployment (wt 1.5)
- Number of Long-Term Unemployed Continuous Claims 15+ Weeks (wt 1.0)
- Number of Unemployed in Declining Industries (wt 1.0)
- Number of Unemployed Due to Mass Layoffs (wt 1.0)
- Number of Dislocated Workers in the State (wt 2.0)

Because the amount allotted to the state can fluctuate significantly from year-to-year, coupled with the fact that there is no hold harmless provision, the state may choose to raise the percentage of funds distributed to local areas by allocating a portion of its Rapid Response funds to the local formula allocation.

In the event WIA reauthorization presents allocation models with discretionary options, it is our practice to submit several optional allocation models to WDC Directors to review and comment.

4. Describe how the individuals and entities on the State Board were involved in the development of the methods and factors, and how the State consulted with chief elected officials in local areas throughout the State in determining such distribution.

By Executive Order of the Governor, the WIA State Administrative Office has responsibility for local area allocations. Initially, when WIA was implemented, the methodology for allocating formula funds was discussed with all of the WDC Directors. For WIA Title I-B Adult and Youth programs, it was determined that the local allocation be distributed in accordance with the State formula: (1) number of unemployed in areas of substantial unemployment, (2) excess number of unemployed in areas of substantial unemployment, and (3) number of economically disadvantaged; equally weighted.

LMEA staff annually provide the data used in the formula, down to the county level. Local directors receive the allocation worksheet so that they may review their relative share, including the hold harmless application.

For the WIA Title I-B Dislocated Worker Grant, the allocation formula factors and their weighted values (listed in Section VIII.F.3 of this State Plan) were established after consulting with WDC Directors. During these consultations, the urban and local areas discussed their local characteristics and needs relative to developing an appropriate formula allocation model. Additionally, the formula is applied to any distribution of supplemental state funds that may be formula allocated to local areas to meet local needs. As is the case with the Adult and Youth grant allocations, WDC Directors receive the Dislocated Worker grant allocation worksheet so that they may review their share of funds based upon each of the factors.

G. Provider Selection Policies (§§112(b)(17)(A)(iii), 122, 134(d)(2)(F).)

1. Identify the policies and procedures, to be applied by local areas, for determining eligibility of local level training providers, how performance information will be used to determine continuing eligibility and the agency responsible for carrying out these activities.
2. Describe how the State solicited recommendations from local boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.
3. Describe how the State will update and expand the State's eligible provider list to ensure it has the most current list of providers to meet the training needs of customers?
4. Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility by the local board or the designated State agency, a termination of eligibility or other action by the board or agency, or a denial of eligibility by a One-Stop operator. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.

The Governor's procedure for determining training provider eligibility sets forth Washington State's policy for determining the eligibility of training providers and their programs to receive WIA Title I-B Individual Training Accounts (ITAs), and to train dislocated workers receiving additional unemployment insurance benefits under the state's Training Benefits Program. The 12 WDCs delegated the management of the ETP list and statewide performance review process to the Workforce Board.

The Washington State ETP list can be accessed at: www.wtb.wa.gov/etp. For a copy of the State's ETP Policy ([WIA Policy No. 3635](#)) go to: <http://www.wtb.wa.gov/etp/whatsnew.htm> and select: "Governor's Procedure for Determining Training Provider Eligibility."

Part I of [WIA Policy No. 3635](#) covers the state's required performance levels.

Part II includes definitions of performance measures and methodological protocols.

Part III covers: (1) Annual renewal guidelines for training programs that are already on Washington State's ETP list; (2) Procedures for approving new applications for ETP eligibility

from training providers; and (3) Procedures for denying initial ETP eligibility, removing a training program from the list, and appeals.

The Workforce Board met on March 31, 2005, to establish, on behalf of the Governor, the state required performance levels for ETP eligibility for Program Year 2005 (July 1, 2005, through June 30, 2006).

Workforce Board staff, assigned to manage the state's ETP list, update and expand the list on a daily basis to ensure that customers have the most current information on eligible training programs.

The ETP web site links to www.jobtrainingresults.org. This customer oriented site provides training program performance and school information including student characteristics, employment, and earnings of past students. The website, www.jobtrainingresults.org is being used by students as a career planning tool.

The Workforce Board solicited recommendations from local area Workforce Development Councils and training providers and interested members of the public, including business and labor, in the development of the state's ETP policies and procedures. Draft versions of the state WIA Policy No. 3635 were reviewed by the Workforce Board's Interagency Committee (IC). This draft policy was reviewed extensively by the state's Performance Management for Continuous Improvement (PMCI committee). See Section I.D. for a list of the IC and PMCI committee representatives. The Executive Director of the Washington Federation of Private Career Schools and Colleges is represented on both the IC and PMCI state committees. The federation is an association representing 80 private for profit career schools and colleges (private sector businesses). Drafts of WIA Policy No. 3635 were sent electronically to all 271 private colleges and the 31 public community and technical colleges for review and comment. The seven members of the State Private Vocational School Advisory Committee provided comment on draft policy. The business members on the Workforce Board discussed the policy with their business constituencies. Labor members on the Workforce Board consulted with apprenticeship program coordinators for advice on the ETP performance targets. Drafts of WIA Policy No. 3635 were posted on the Workforce Board's website for a lengthy public review period prior to its adoption. The Workforce Board reviews the WIA Eligible Training Provider policy annually and posts proposed revisions to ETP performance targets on the Workforce Board's website for public review and comment.

5. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).)

The Washington State Procurement [Policy Number 3405](#) for WIA Title I-B programs is in compliance with all applicable federal law and regulations and operates in accordance with Sec. 112(b)(16). WIA State Policy Number 3405 is based on fair and open competition, and is in compliance with circulars published by the Office of Management and Budget and with the requirements of the Office of Financial Management for Washington State.

The WIA policy on procurement describes the policies and procedures that are applicable to the procurement of goods and services obtained through WIA Title I-B funds. Grants and contracts

will be awarded in accordance with applicable WIA laws and regulations as described in WIA State Policy Number 3405 and all applicable state procurement laws and regulations in the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC), provided, no conflict with WIA law and regulations exists.

The state uses public notifications in newspapers and other publications. Requests for Proposals or for Qualifications are also sent to individuals and entities on bidders lists developed for specialty areas, e.g., technology, evaluation, service delivery, etc.

6. Identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. (§112(b)(18)(B).)

For the formula funded youth programs, the state and local areas adhere to the performance management criteria set forth in the Act.

As with all federal funding that is pass-through, the funds become part of the state budget and must be used to procure goods and services in accordance with the state Office of Financial Management (OFM) procurement guidelines as set forth in the Revised Code of Washington (RCW), primarily Title 39. The preferred procurement mode in RCW Title 39 is competitive procurement, more stringently defined than in federal Office of Management and Budget circulars. Current state procurement rules require a cost/benefit analysis prior to any procurement, and the cost limits for simple purchases with competitive procurements are much lower than in the federal rules.

The Governor and local boards are required by state law and by contract and grant general conditions to use these same criteria in awarding grants and contracts to youth service providers.

Furthermore local councils have adopted a variety of criteria for awarding federal formula grants to youth service providers.

The range of criteria includes:

- Meeting federal and state performance measures
- Fiscal integrity as measured by the lack of final determinations during time data is available
- History of the organization in providing similar services
- Compliance with the American Disabilities Act
- Effectiveness in program outreach and administrative outcomes
- Soundness of strategy in reaching goals
- Program design and technical compliance
- Inclusion of collaborative partners in providing ten elements of successful youth programs
- Adequacy of proposal statement of need

Moreover, the Workforce Board and the Employment Security Department track local area performance on both federal and state performance measures down to the service provider level. If any local area or service provider within that area falls below the approved levels of performance, the local board is made aware, through a quarterly management report, of the ineffective performance, and at the same time offered state technical assistance before corrective action is needed. The Workforce Board and the Employment Security Department have worked together closely to provide the highest quality technical assistance.

All of the projects directly funded under the Governor's ten- percent statewide activities funds have been for "additional assistance to areas with concentrations of eligible youth." The criteria for awarding grants and contracts in this area have brought additional dimensions into play.

Examples of the criteria employed to select effective providers of youth activities are the following:

- Number of students served
- Number of students that stay in school or return to school (broken down by comprehensive high school, alternative school, community college high school diploma completion program
- Number of credits earned
- Number of students that obtain a high school diploma or who are on target to receive one on time.
- Agreements reached with school and school districts and the amounts of Basic Education Act funds leveraged.

Other Criteria includes defining areas of "concentrations of eligible youth" on the basis of the numbers of students who were at-risk of dropping out of school and the numbers of youth who had dropped out of school. The local areas will be evaluated accordingly. But local areas must select schools or school districts in their areas that are failing to meet "adequate yearly progress" as defined by the No Child Left Behind Act. Local areas were selected g to their program success in helping youth finish school, and completing with a high school diploma. A mere GED is not the preferred outcome for these projects.

H. One-Stop Policies (§112(D)(14).)

1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system. Include how the State will consolidate Wagner-Peyser Act funds to avoid duplication of core services. (§112(b)(8)(A).)

Coordination of services is the key to successful delivery of services throughout the WorkSource systems. Each WDA has designed service delivery based on an integrated model and universal access. The MOU is a partner signed document used to define partner commitment to a collaborative, integrated system, the type, and level of services to be supported within the system, and the standards by which the system will operate. Through joint agreement, duplication of effort for delivery of core services is minimized. Electronic access to information and core services increases efficiency and further minimizes duplication of effort.

From a broad perspective, the WorkSource system operates as a network of service connections. Individuals or businesses may use the system through a wide range of service entry points. They may initially contact the system electronically (e.g. Go 2 WorkSource), through affiliate sites (e.g. community organizations or education institutions) or through the most central common entry point, a WorkSource Center.

Generally, a job seeker or business would contact the WorkSource Center and receive services based on the following common approach to providing services in a center:

- A “greeter” or first contact person identifies basic information about the customer and their identified service requests. This basic information is collected through SKIES or through a “membership card” given to track customer use of Center self-service and other activities.
- An orientation is provided through video, individual staff contact or group sessions.
- Job Hunter workshops are provided (primarily by Wagner Peyser staff) which focus on job search techniques.
- Resource rooms are used for resume preparation, self-directed job search, and other career related research information.

Once a person experiences one of these common core service approaches, locally developed protocols such as staff networking and information sharing and referral processes (described in the MOU) are used to guide a customer through services that are determined to meet the needs of the individual or business.

Referrals among partner programs to the Centers or from staff located in centers to other service facilities vary upon the individual. Some examples include:

A person with identified limited English speaking abilities may be referred to translation services from another provider in the community.

A dislocated worker contacting the community college about worker retraining programs may be referred to a WIA provider in the community and once enrolled in WIA referred back to the college for training. Once training is completed the individual may return to the Center for job search services.

In a DSHS Community Service Office, a TANF staff may refer a qualified person to an ESD staff providing WorkFirst employment services in the same office. The TANF customer may then be referred to WIA services and become eligible to receive basic education services from a community provider to obtain a GED

Access to staff-assisted Wagner-Peyser services is available at each Center as a condition of Center certification. Access is also available at each affiliate site, either through self-service, staff-facilitated self-service or staff-assisted.

The RSA is utilized by the One-Stop system to identify costs. The RSA establishes the terms and conditions under which a partnership shares resources in performance of One-Stop services

and infrastructure costs. The document contains cost allocation methodologies agreed to by the partnership and the billing and payment process. The use of Wagner-Peyser funds are part of the resource sharing agreement and are combined with other fund sources to support delivery of core services and eliminate duplication of effort.

2. Describe how the State helps local areas identify areas needing improvement and how technical assistance will be provided.

Technical assistance is an integral factor in contributing to the success of all programs and is delivered in a variety of ways to local WDAs. Technical assistance is provided by the state covering such topics as case management, performance measures, SKIES, fiscal reports, program administration, oversight, and federal regulations.

Technical assistance needs may be identified by the local WDCs, contract management staff, and performance and evaluation staff, as a result of a monitor/audit review or from the results of a "Mystery Shopper" who measures customer service by acting as a customer.

The primary tool utilized to identify technical assistance needs for Wagner-Peyser services is The Self-Appraisal System for Employment Services Programs. This tool is used by state review staff and local office management and staff to identify and make provisions for technical assistance. Implementation of the self-appraisal and review system began in April, 2005.

Technical assistance may be delivered through a consultation, either on-site or via telephone with local WDC Administration and staff. Best practice and strategies for improvement are shared and formal/informal training sessions are conducted on a variety of subjects to meet the local areas technical assistance needs.

The state sponsors a Building Skills Conference and a Dislocated Worker Symposium where employment and training professionals engaged in the One-Stop delivery system receive information through workshops and speakers that will benefit their work performance.

3. Identify any additional State mandated One-Stop partners and how their programs and services are integrated into the One-Stop Career Centers

The federal mandated One-Stop partners include the following list:

- WIA Title I-B Youth, Adult, and Dislocated Worker (including early intervention and Rapid Response) Grants and Programs
- Wagner-Peyser Programs
- Welfare-to-Work Programs
- Trade Adjustment Assistance and NAFTA
- Local Veterans' Employment Representatives and Disabled Veterans Outreach Program
- State Unemployment Insurance Programs
- WIA Title II Adult Education and Literacy programs including English-as-a-Second Language

- Vocational Education Programs funded under the Carl D. Perkins Vocational and Applied Technology Act
- Secondary vocational education program funded under the Carl D. Perkins Vocational and Applied Technology Act
- Senior Community Service Employment Program funded under Title V of the Older Americans Act
- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act

In addition, the State Programs include activities associated with:

- Worker Profiling
- Claimant Placement Program
- Postsecondary Vocational-Technical Programs
- Worker Retraining Program
- WorkFirst employment services
- State Labor Market Information and associated technological tools
- English-as-a-Second Language Programs

Other programs that are encouraged to be part of the One-Stop System include:

- Literacy Programs
- Apprenticeship Programs
- Local School to Work connections
- AmeriCorps/Washington State Services Corps
- Tech Prep Consortium
- Private Vocational Schools
- Other programs identified by WorkSource Regional Partnerships

Flexibility in design and delivery of services is encouraged to provide local WDCs the opportunity to meet regional service delivery and operational needs. Each WDA has provided for the inclusion of optional partners to improve service delivery, minimize duplication of effort, combine resources, and increase access for customers. Optional partners, like some of those listed above, define their participation by signing the MOU and participating in resource sharing agreements.

TANF (WorkFirst in Washington State) employment services are accessible in WorkSource locations. In 24 WorkSource sites, the WorkFirst Program is located in the Center and integrated into the service delivery model.

The ultimate goal of WorkSource is to provide the highest level of quality of services within available resources.

- I. Oversight/Monitoring Process—Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State’s vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (§112(b)(14).)

The WorkSource system utilizes a mystery shopper program to ensure customer-driven service quality and accountability by collecting, analyzing, and using real time customer service data to support high standards and continuous improvement.

WDC, ESD, and partner staff worked as a team with the vendor to develop appropriate questions and scenarios for business clients, job seekers, and unemployment insurance claimants.

Mystery shoppers pose as customers to WorkSource Centers with a specific need that visit, call, or write to seek services, and then, immediately after the interaction, report their observations and experience of the service interaction. These reports are provided monthly and rolled up into a quarterly report. The report is disseminated at the WDC and ESD Regional/Division level. The results are shared throughout the local WorkSource partnership. WorkSource offices also conduct periodic reviews of results, celebrate successes, identify opportunities for improvement, and plan resolution/improvement. A five-scale rating system is used to quantify the satisfaction level.

The Self-Appraisal System for Employment Services Programs is the instrument used for Wagner-Peyser Monitoring. This System is used to monitor the administration of the work test for the State unemployment compensation system, and the job finding and placement services provided to unemployment insurance claimants in each local office that receives funding and provides Wagner-Peyser services.

The various components of the Self-Appraisal System review the UI Work Test and the Services provided to unemployment insurance claimants.

The Assessment Tool evaluates the quality of the work being done in coordination and development of the nationwide system of public employment service, and verifies that requirements for service delivery as detailed in Title III of the Workforce Investment Act and Washington State Laws are followed. A detailed and separate section pertaining to Claimant Services and the UI Work Test is included.

An Assessment Tool Questionnaire has been developed to solicit specific responses of the process for delivering the UI Work Test and subsequent notification to the Unemployment Insurance Division, and local office procedures for delivering job finding and placement services to Unemployment Insurance claimants.

A Customer Satisfaction Survey is distributed to a random sample based on identification as an unemployment insurance claimant to ensure appropriate services are provided.

The state performs annual on-site monitoring and oversight reviews of WIA funded sub recipients to verify compliance and adherence to federal, state, and local policies and procedures. Reviews of the administrative structure, program operations, and fiscal systems are conducted of the 12 WDCs, their subcontractors, the Workforce Board, and the Washington State Labor Council (WSLC).

Data Validation is conducted on-site in each of the 12 WDAs on an annual basis. Data Validation insures the accuracy and reliability of program and performance information reported to DOL for federally funded programs. This year validation visits were conducted at 35 locations across the state. Findings were compiled and submitted to DOL and used by state and local areas to improve their data reporting processes.

On a quarterly basis, the State produces Quarterly Management Review (QMR) documents regarding WIA performance measurements. The reports are based on “real time” (current) data derived from SKIES. This report provides the 12 WDCs with their planned versus actual performance data for WIA Adult, Dislocated Worker, In-School and Out-of-School Youth programs and TAA programs on the following performance measures:

- Number of participants served
- New enrollments
- Number of exits
- Number employed at exit
- Placement rate
- Average wage at exit
- Wage recovery rate
- Number of ITA’s
- Participants receiving training & OJT’s
- Exits with credentials
- Skill attainment goals for each of the following programs

Since the reports are based on real time data, local areas have the ability to immediately recognize and make adjustments in any areas where improvement is needed. The state provides technical assistance to local areas whose performance is failing to meet performance measures.

- J. Grievance Procedures. (§§122(g) and 181(cc).) Attach a copy of the State’s grievance procedures for participants and other affected parties (including service providers.)

Washington State WIA Policy Number 3440: WIA Complaint Policy Including Incident Reports—Excluding Discrimination Complaints provides guidance for each WDC administrative entity and state sub recipient to operate complaint procedures for the resolution of complaints arising in connection with their actions. <http://www.wa.gov/esd/policies/documents/3440.htm>

K. Describe the following State policies or procedures that have been developed to facilitate effective local workforce investment systems (§§112(b)(17)(A) and 112(b)(2).)

1. State guidelines for the selection of One-Stop providers by local boards;

The state has developed policies and procedures that facilitate effective local workforce investment systems. The state has three documents that provide guidelines for the selection of One-Stop providers. They are the WIA local area plan guidelines, the Local Operations Plan modification policy entitled “Modification for WIA I-B and Wagner-Peyser Policy”- #3625. The text of the policy can be found at <http://www.wa.gov/esd/policies/documents/3625rev1.htm>. An additional policy entitled “Designating the WDC as the One-Stop Operator Policy”- #3645 is currently being finalized.

The Local Operations Plan Modification applies the requirements and processes established by WIA Section 118(c), which include making the plan available for public comment prior to submitting it to the state, accepting comments on the plan, and submitting any comments that disagree with the plan. A formal modification may also be required for compliance with a local area corrective action plan based on a failure to meet required program performance.

WIA State Policy #3645 “Designating the WDC as the One-Stop Operator” articulates the exceptions of the Governor regarding designating the WDC as the One-Stop Operator ensuring that the designation process is completed in accordance with WIA Section 121 (d)(2)(A)(ii). The designation must be consistent with the terms of the local area plan and be approved by the CLEO and the Governor.

2. Procedures to resolve impasse situations at the local level in developing memoranda of understanding (MOUs) to ensure full participation of all required partners in the One-Stop delivery system;

In the event that disputes should arise regarding the terms and conditions which cannot be resolved informally, the following procedure are conducted: each party to the agreement shall select an individual to participate in a dispute resolution panel; these individuals select, by a simple majority vote, a person not a party to the Agreement who will chair the dispute resolution panel; the panel hears the facts of the dispute and renders a decision by simple majority vote. This process shall be invoked before proceeding to any lawsuit or civil action.

Local WDCs and partners may request the state’s assistance in addressing impasse situations, after documenting attempts at resolution. The state may consult with the appropriate federal agencies to address impasse situations if appropriate.

Any partner that fails to execute an MOU is not permitted to serve on the local WDC. Also, if the local WDC has not executed an MOU with all the required partners, the local area is not eligible for state incentive grants awarded on the basis of local coordination of activities.

The state must report any failure to execute an MOU between a local council and a required partner to the U.S. Secretary of Labor and to the head of any other federal agency with responsibility for oversight of a partner’s program.

3. Criteria by which the State will determine if local Boards can run programs in-house.

WDCs develop and maintain local area WIA Title I-B Operations Plans. The Plan includes a description of how WIA Title I-B core and intensive services are delivered and how One-Stop operators are selected. If a WDC, in consultation with the chief local elected officials, chooses to assign WDC staff to directly provide core services, or intensive services, or be designated as a One-Stop operator, the details about this decision are described in the local plan. This is done consistent with 20 CFR 661.310(a). The policy is in place once the local plan is approved by the Governor. Consistent with 20 CFR 661.310(b), a Council, and its staff are prohibited from directly providing WIA Title I-B training services without a Governor approved waiver. There are no areas in the state where Council staff directly provide training services funded under the WIA Title I-B adult and dislocated worker grants. WIA Title I-B youth services are competitively procured. More information on Council certification and function is described in Section VIII. B. of this State Plan.

4. Performance information that on-the-job training and customized training providers must provide;

The use of customized assessment and individual training plans allows those WIA participants identified for training to receive the most appropriate array of training and services available within the guidelines established by the state and local policy guiding the use of ITAs.

WDCs and WorkSource Operators identify eligible providers of on-the-job training and customized training. They also obtain performance information and program cost information from those providers as required.

5. Reallocation policies;

ESD is responsible for oversight administration of WIA Title I-B Adult, Youth, and Dislocated Worker program funds. ESD may choose to reallocate youth, adult, and dislocated worker funds among local areas within the state in accordance with the provisions of Section 128(c) and 133(c) of the Act and Section 667.160 of the WIA final regulations. ESD tracks local area's obligations to ensure that each local area has obligated at least 80 percent of their program year's allocation. If a local area's unobligated balances exceed 20 percent, the Agency, in consultation with the respective WDC, will conduct a thorough analysis to determine the need for possible fund recapture. Program year funds which are not expended by local areas at the end of a two-year period must be returned to the state and may be reallocated to eligible WDCs.

6. State policies for approving local requests for authority to transfer funds (not to exceed 20 percent) between the Adult and Dislocated Worker funding streams at the local level.

In accordance with WIA Sec.134(d)(4), Washington State Policy Number 3451 – Revision 1 authorizes local WDCs to transfer up to 30 percent of a program year's "base allocation" for adult employment and training activities to dislocated worker activities, and up to 30 percent of a "base allocation" for Dislocated Worker employment and training activities to adult activities. Before making a transfer, a WDC must first obtain written approval from the ESD on behalf of the Governor.

A local area may request a transfer of funds anytime during the program year. The local area must confirm that a transfer will not reduce the required rate of expenditure of the fund source to which funds are transferred by the end of the program year.

7. Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals, and others with multiple barriers to employment, and training.

The state has established policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals. In addition, WDC local area WIA Title I-B plans describe operational policies, service delivery partnerships, and cross-program coordination for serving youth, adults, and dislocated workers with multiple barriers to employment.

State policies addressing service to the described individuals include:

- [The Complaint and Grievance Policy Number 3440](#) describes program and fraud allegation complaints plus the filing and appeal processes.
- [Equal Opportunity and Discrimination Complaint Processing Policy and Procedures Number 3450](#) direct the WDCs and other grant recipients/program providers to implement complaint policies and procedures.
- [Equal Opportunity and Nondiscrimination Policy 3445](#) directs grant recipients to provide initial and continuing notice that it does not discriminate on any prohibited ground.
- [Eligibility and Priority for Service Policy Number 3640](#) states the Workforce Board and ESD are jointly responsible to develop recommendations to the Governor regarding state policies for “eligibility” and “priority selection” for intensive and training services.

8. If you did not delegate this responsibility to local boards, provide your State’s definition regarding the sixth youth eligibility criterion at section 101(13)(C)(iv) (“an individual who requires additional assistance to complete an educational program, or to secure and hold employment”). (§§ 112(b)(18)(A) and 20 CFR 664.210.)

The state delegated the responsibility to local WDCs regarding the sixth youth eligibility criterion. This action was taken in [Washington State Policy Number 3638](#):

WDCs must define the sixth youth eligibility criterion listed in the law. The sixth criterion states “that an individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment.”

IX. Service Delivery

Describe the approaches the State will use to provide direction and support to local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. (§112(b)(17)(A).) Activities could include:

A. One-Stop Service Delivery Strategies: (§§112(b)(2) and 111(d)(2).)

1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? (§112(b)(8)(A).)

Washington State operates an integrated One-Stop service delivery system comprised of Centers and Affiliates designated under the operational name of WorkSource. WorkSource Centers provide universal access to core and intensive services through self service, staff-assisted self service, or staff assisted approaches. Affiliate sites provide access to core services through the same methodology of self service, staff assisted self service, or staff assisted approaches where appropriate. Required and optional partners located in Centers and Affiliates deliver services based on strategies designed and implemented in each WDA. These strategies are based on the Strategic and Operational plans approved by the WDC.

Washington State encourages flexibility in the design, implementation, and delivery of services within the WorkSource system. Services provided by partners are coordinated through a variety of tools including memorandums of understanding, operating agreements, resource sharing agreements, protocols, and local service delivery standards. The statewide data collection system titled SKIES is the data collection and case management system to support the tracking and coordination of services provided to system customers.

The three primary coordination tools in the system are:

- The MOU is required and enables each WDA to establish cooperative and beneficial relationships among partners to deliver core services and intensive services, when appropriate, in an integrated manner that meets local requirements.
- RSA's establish the terms and conditions under which required and optional partners share resources in the performance of One-Stop services, support infrastructure, and operating expenses.
- One-Stop or Affiliate Certification Application process requires sites to apply to the WDC for designation. The application for certification requires partners seeking certification for a site to complete a self evaluation. Included in the application sites must describe program and service delivery integration and coordination efforts, quality standards for service delivery, data collection, quality improvement efforts, leadership involvement, and other related items. Quality improvement plans are required for those areas not meeting established WDC requirements.

2. How are youth formula programs funded under (§128(b)(2)(A).) integrated in the One-Stop system?

The Governor, through the Workforce Board and ESD, has actively encouraged the integration of WIA youth formula programs into the One-Stop system. Service Integration grants were made to each WDC and its advisory Youth Council to conduct area wide surveys of community youth service providers, whether or not these service providers received funding under WIA. The resulting resource maps became the basis for convening youth service agencies in each area to develop a continuum of service needs based on the area's resources and youth population characteristics.

One-Stop and affiliate partners looked for opportunities to both bring in new resources and better distribute existing resources to fill service gaps and to eliminate redundancies. Toward the conclusion of these Service Integration grants, the Workforce Board and ESD convened the 12 WDCs in a two day institute to promote each local area's individual and unique service integration plans. National and statewide partners participated to discuss successes, challenges, and future directions and efforts in service integration. The present DPI Initiative builds upon many of the concepts and processes developed in the service integration initiative, expanding it by attempting to reach out to the K-12 system and to coordinate efforts and resources with the One-Stop system.

3. What minimum service delivery requirements does the State mandate in a comprehensive One-Stop Centers or an affiliate site?

The minimum service delivery requirements include:

1. The availability of core services in comprehensive WorkSource Centers.
 - Services Orientations
 - Initial Assessment
 - Job Search Assistance
 - Job Readiness Workshops
 - Placement Activities
 - Labor Market Information
2. The availability of intensive services in comprehensive WorkSource Center.
 - Employment Assessment Tools
 - Case Management
 - Pre-employment guidance in the development of communication skills, personal maintenance and professional conduct

WorkSource Affiliate sites include all of the services offered in the comprehensive list. In addition self service sites have a minimum of electronic access job search assistance, labor market information, and self-assessment tools.

This will include information about rapid response and early intervention services to dislocated workers as well as other services of required partner programs.

4. What tools and products has the State developed to support service delivery in all One-Stop Centers Statewide?

The state has developed and/or supported the development or acquisition of products that have proven to be essential in assisting the One-Stop Centers to serve a variety of client populations.

Tools have been in the form of technological applications, training for specific area skill building to service delivery staff members, marketing tools to business and potential participants as well as reports which assist One-Stop Centers in the preparation for layoff events. Some of the examples of these tools and products are listed below by category.

SKIES

This is an Internet based system for federal reporting and case management. SKIES categorize labor exchange records and activities by Seeker records, Employer records, Provider records, Profiled claimant call in and automated Did Not Report records, Job Matching, and information on Job referrals.

Go2WorkSource.com

Go2WorkSource.com provides employers and job seekers with self-service access to a broad range of labor exchange services. Job seekers can search for jobs; post resumes; apply on-line for jobs; and access career and labor market information. Employers can post job listings, search for job candidate resumes, and access business assistance resources and labor market information. Job seekers and employers visit the web site over 400,000 times each month.

Workforce Explorer

Workforce Explorer is an internet based website that contains Washington's labor market information. Customers can access (1) the Career Center to find information needed to make well-informed decisions based on up-to-date information. Users can quickly find information for over 800 occupations; (2) the Labor Market Information section integrates statistics and information about labor markets in the state and nation. Users can explore occupations, labor markets, geographic areas, industry projections, and more; and (3) the Tool section, which categorizes distinct tools into the various sections for user convenience.

Computer Labs and Resource Rooms

Self-service computer labs are located in WorkSource Centers for job seekers to access on-line job listings, Internet, and state purchased career planning tools such as Workforce Explorer, Choices, Career Transition, and Washington Occupational Information System, and multiple software products to assist customers with their job search.

Job Hunter Workshop Series

The Job Hunter Workshop Series was developed as part of the State's Claimant Placement Program to improve services to UI claimants and establish group level services for all job seekers in Washington's One-Stop system. Job Hunter, a set of seven intensive job search workshop modules, engages adult learners in interactive discussions and hands on activities that prepare the seeker to be ultra competitive in moving through the labor market. The Series encourages job seekers to view hiring from the employer's perspective and teaches them how to demonstrate skills and abilities in relation to business needs. The result is a job match suitable to the applicant and the employer.

Claimant Progress Tool

The Claimant Progress Tool provides state employment service staff access to unemployment insurance claimants who have a work search requirement and have claimed UI benefits the previous week. The tool links staff to active claimants attached to each WorkSource site. In addition, it provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings. The tool facilitates the job matching process.

Comprehensive Management Information System (CMIS)

This is an intranet based system and is accessible by partners. The site displays state level labor exchange performance measures including reemployment services to claimants and performance on two targeted programs for claimants. The CMIS system displays three years worth of data to analyze trends and to set benchmarks.

Federal ETA 9002 and VET 200 Reports

This is an intranet based access site to state of Washington's required DOL ETA Reports. The site displays the report type (A-E of the 9002 and A-C for the 200), displays the report by Quarters, and also by geographic areas.

WorkSource Marketing Catalog

The catalog is available on-line and lists more than 30 marketing materials. Materials are developed for both the business and job seeker customer. Business products focus primarily on business outreach and include informational publications, ad-specialty items, and job fair materials, as well as business cards, letterhead, and envelopes.

Job Seeker products focus primarily on job seekers and include an overview of services, a pocket application, an interview guide, and several other tools to help job seekers find work and build careers.

5. What models/templates/approaches does the State recommend and/or mandate for service delivery in the One-Stop Centers? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stop Centers required to have a resource center that is open to anyone?

The state provides as much flexibility as possible for local areas to implement assessment processes and plan models of service delivery. The state offers support and feedback to service delivery through the following programs and activities:

Mystery Shopper Program a program was implemented to measure the level of service offered by ESD and its partners in WorkSource. There have been appraisals of in-person, phone, and facility visits, which is compiled and distributed to senior leadership for continuous quality improvement efforts within ESD.

Customer Service Training – ESD staff members are required to attend training on providing excellent customer service. Partners and grants contract personnel have the opportunity to attend the same training. This professional development training provides focuses on creating a friendly, customer service experience at any point of service.

Training for Business Outreach Incubator Project offers training to both Employment Security staff and partners in providing business services. It will assist staff in designing and implementing a targeted sector strategy for engaging local businesses as well as connecting staff to local industry Skill Panels.

Training for Job Order Taking – training available to all WorkSource staff providing services to customers. It provides training on job order taking policies to ensure conformance to federal, state, and local laws or regulations. Included in the training is the entry of information into the SKIES.

All WorkSource Centers have resource rooms equipped with computers available for use by the general public. The equipped rooms provide customers the ability to research occupations, conduct career and training exploration, and develop tools for their job search.

- B. Workforce Information – A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. (§§111(d)(8), 112(b)(1), and 134(d)(2)(E).)
1. Describe how the State will integrate workforce information into its planning and decision making at the State and local level, including State and local Councils Boards, One-Stop operations, and case manager guidance.

The LMEA branch of ESD is responsive to the needs for quality labor market information by working with partners and customers to shape and improve the services required to create a high skills, high wage workforce. ESD has a representative on each of the WDCs. In addition, LMEA staff work closely with the WDCs on a variety of subjects, make presentations at their meetings, and work with WDC members and staff on a wide range of topics in support of their local plans. These contacts form the foundation of an integrated service delivery strategy that is consistent with state strategies in *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*.

2. Describe the approach the State will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.

The state will continue to use our Go2WorkSource.com website to provide real time information to businesses, job seekers, and employment counselors. This information is available on line and may be accessed from any computer on the Internet. The average number of sessions per month on this site is 460,000, with about 16,000 to 17,000 jobs listed at any one time, averaging about 500 new employers on the site monthly. This application provides job listings, opportunities to submit resumes and connect directly by Internet with employers or referrals through WorkSource Centers in the case of suppressed job orders.

The Go2WorkSource.com web-site also provides information on local WorkSource Centers including location maps, contact information, and messages for employers. There is access to labor market information through a hyperlink with the Workforce Explorer web-site.

Job finding links on the web-site include:

- Links to classified ads to on-line newspapers in Washington State and Portland, Oregon
- Classified ad from Neighborhood Classifieds
- National Job Boards
- Specialty Job Boards
- Research of Employer Job Boards
- Government Jobs

There is also a Career Link that includes:

- Wage and Occupational Information
- Career and Job Search Links
- Employment and Training Programs
- Job Search Tutorials
- Local Resources

3. Describe how the State's Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State's overall strategic direction for workforce investment.

The Labor Market Economic Analysis (LMEA) branch within ESD has been designated by the State Legislature as the official supplier of workforce information for all employment and training operations within the state. LMEA uses labor market data, census data, and economic data to compile reports. LMEA is responsible for developing the State's Workforce Information Core Products and Services Plan. To ensure that the Core Product and Services Plan supports the State's overall strategic direction LMEA uses the State's strategic plan as the first stakeholder document it reviews before it prepares its annual Core Products and Services Plan. By doing this, LMEA ensures that the appropriate materials and information are being prepared and available to State and local stakeholders to support the State's overall strategic direction for workforce development. To further support the alignment between the Core Product and Services Plan and the State's strategic plan for workforce development, the Workforce Board and Labor Market staff share information and meet to identify labor market information needs, evaluate products, and identify State and local workforce development stakeholder needs. As a result of input from the Workforce Board and the local Workforce Development Councils, LMEA has increased its participation and services in each of the twelve local areas to assist the areas with their information needs for local strategical planning.

WorkSource partners' agencies utilize the core products and access the services of LMEA to determine demand occupations and the most appropriate occupational training to fit our state's economic demands.

The LMEA branch responds to needs captured in the state's Workforce Information Core Products and Services Plan by providing both occupational information in their web site, and by special state and local reports. Wagner-Peyser administrators, WIA administration, local boards, local elected officials, stakeholders, and business may request special reports to meet their immediate needs. Local reports are geographically configured by Workforce Development Area and by county.

LMEA's occupational information web site, www.workforceexplorer.com, contains up-to-date reports with demographic breakdowns for various geographic configurations. Workforce Explorer is available to all employers and job seekers online and in resource rooms located in each WorkSource center.

4. Describe how State workforce information products and tools are coordinated with the national electronic workforce information tools including America's Career Information Network and Career Voyages.

Washington utilized the Workforce Explorer as the flagship product to deliver critical career and labor market information to participants and partners of the WIA process. It is based on ETA's core data structure and data, America's labor market information (ALMIS). Several key elements, including occupational employment statistics and occupational licensing information, are shared directly to ACI-NET for integration into their system.

Workforce Explorer also utilizes the same coding of occupations, industries, and geographies consistent with ACI-NET so the two systems can be linked in context throughout each site. Currently, we do have links to specific state and national data to ACI-NET, and references to the Career Voyages throughout the site.

C. Adults and Dislocated Workers

1. Core Services. (§112(b)(17)(a)(i).)
 - a. Describe State strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in §134(d)(2)

The State's policy on universal access is attached. This policy was developed during the One Stop Implementation Grant by an Executive Policy Council (EPC) which represented Executive Directors of State Agencies and Local Workforce Development Areas. Workforce Development Councils were directed to offer required core services in each of the state's WorkSource Centers, affiliate sites and through self-service sites. All Centers, affiliate sites, and self-service sites provide on site or electronic access to core services. Criteria for Center Validation developed by the EPC also addressed the requirement of core services being provided in the centers.

Refer to the attached copies for documents related to the directives mentioned above which were adopted as state policy by the EPC:

Modes of Service Delivery
Core Services
Questions from Certification Guidelines for Centers

Customers can use a variety of methods to access service within the system. All customers are eligible to receive core services. Labor exchanges services funded by Wagner Peyser are primary core services offered in centers available to all customers at each of the state's WorkSource Centers. The case management and reporting system, SKIES, is used to record and track all core services provided by WIA and Wagner Peyser program staff as well as other authorized partner program staff using the system. A significant number of dislocated workers are informed of and provided access to core services through the WARN process. Other potentially eligible adults and dislocated workers may be contacted through outreach, worker profiling and through system sponsored orientations. Orientations often take place on-site at an employment site. Customers who access a facilitated service or a direct staff assisted service defined as an initial assessment, job search assistance, or placement assistance are registered in the Statewide One-Stop data system. These adults and dislocated workers are encouraged to explore any additional services for which they may qualify.

All customers are ensured that services are provided with no discrimination, as described in WIA Policy 3445 Equal Opportunity and non-discrimination <http://www.wa.gov/esd/policies/documents/3445.htm>

- b. Describe how the State will ensure the three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act include (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.

The WorkSource system provides universal access to core and intensive services through self service, staff-assisted self service, and staff assisted approaches. Self service is supported through the use of Go2WorkSource.com, the web site for on-line employment services. The site provides self service access to a broad range of core labor exchange services. Job seekers can search for jobs, post resumes, apply on-line for jobs, and access career and labor market information. Employers can post jobs, search for job candidate resumes, and access business assistance resources and labor market information.

Facilitated self help services are available through the network of resource rooms located in Centers and Affiliates. Resource rooms provide access to Go2WorkSource.com as well as various other software for career exploration, resume preparation, skill assessment, aptitude testing, labor market information, and more. Based on a seamless service integration model, resources rooms are staffed by Wagner-Peyser funded staff and partners to provide limited, individualized assistance to customers. Customers can also use resource rooms to file unemployment claims on-line. Facilitated group activities related to job search assistance, resume preparation, skill assessments, interviewing, and other job search preparation activities are also offered.

Business customers have access to facilitated self help services through business assistance seminars sponsored by a variety of partners. Topics range from business start up to unemployment insurance cost management.

Staff assisted services are available to all customers and may be accessed based on customer request or referral. WorkSource staff assess the needs of the individual or business customer and

either provide the service directly, refer the individual to the appropriate resource, or schedule for additional assistance on site.

- c. Describe how the State will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.

Memorandums of Agreements (MOA) and RSA are utilized by the One-Stop system to identify costs and service delivery strategies. The MOU and the RSA establish the terms and conditions under which Wagner-Peyser and WIA resources are integrated to deliver services within the system. Total partnership contributions, based on an allocated or fair share approach, supports the delivery of core services to both universal and targeted customer populations. The document contains cost allocation methodologies agreed to by the partnership and the billing and payment process.

2. Intensive Services. (§112(b)(17)(a)(i).) Describe State strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.

WDCs are required to describe in their local plans the types of intensive services and activities provided to adult and dislocated workers. Based on the local plan, policy and procedure is developed for the WorkSource system to ensure the delivery of intensive services to eligible adults and dislocated workers. Local policy and service delivery design is based on criteria listed in 134 (d)(3)(A) and State Policy 3640 Eligibility and Priority for Service.

3. Training Services. (§112(b)(17)(A)(i).)
 - a. Describe the Governor's vision for increasing training access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.

High Skills, High Wages 2004 describes our state's strategy for increasing training access and opportunities for individuals, including the investment of WIA Title I-B funds and the leveraging of other funds and resources. Objective 1.3 states: Increase capacity of high schools, community colleges, and apprenticeship programs to provide high-quality workforce education and training programs. Strategy 1.3.1 states: Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and Information Technology.

The Governor's Competitiveness Council recommends that educational programs expand to support "statewide and regional economic development strategies and consider forecasts of labor market supply and demand." According to the Workforce Board's 2004 employer survey, about 67 percent of employers attempting to hire workers with a postsecondary vocational credential report difficulty finding qualified job applicants. This labor market shortage affects more firms than the shortage at any other educational level. Labor market projections show that by 2007 Washington's economy will need about 28,600 additional technicians, paralegals, health care workers, salespeople, and other workers needing postsecondary education or training for more

than one year, but less than four years. The state's two-year colleges, private career schools, and apprenticeship programs, however, prepare only about 23,600 new workers per year.

Recent research finds job openings outstrip supply for nearly all occupational programs offered in the community and technical college system. The report notes that the supply/demand gap for the better paying jobs is particularly acute.

Over the past two biennia, the state's community and technical colleges (and the private colleges) have increased enrollment by 7,032 students in the three mission areas of vocational training, academic transfer education, and adult basic skills education. This has helped to increase the ratio of supply to demand remaining for vocationally trained workers from 75 percent to 78 percent, with a gap of 22 percent remaining. The community and technical colleges have directed much of the increased enrollment to fields that are in high demand in the economy. Student enrollment in licensed practical nursing and registered nursing programs at community and technical colleges grew 11 percent and 16 percent respectively between 2002 and 2003.

The colleges have a good record of directing growth to meet economic demand. If we are to close the skills gap, the state must fund more enrollment growth at community and technical colleges. We need to develop new programs. We also need to enhance program accessibility, for example, by greater use of infrastructure that is already in place for distance learning, and creating new distance learning opportunities. In addition, there must be increased enrollment in high-demand fields in secondary CTE in order to start young people on career pathways in high-demand fields. And while the Workforce Board's focus is on jobs that do not require a baccalaureate degree, employers also stress the importance of targeting enrollment increases to baccalaureate and graduate programs that are needed for key industries.⁴ Increased funding for enrollment at community and technical colleges and four-year institutions will require action from the Legislature and the Governor.

High Skills, High Wages 2004 also includes Strategy 2.1.1 – “Increase publicly supported incumbent worker training, and provide incentives to both employers and employees for this type of training.” Please refer to Chapter 3 of *High Skills, High Wages 2004*. Chapter 3 offers an excellent summary of the following types of training: postsecondary technical education, apprenticeship, employer-sponsored training, publicly supported customized training, dislocated worker training, the Worker Retraining program, and the Training Benefits program. For an electronic copy of the *High Skills, High Wages 2004*, please go to: www.wtb.wa.gov and select “Publications.”

While many businesses contract directly with the community and technical colleges to provide training, they can sometimes qualify for state assistance. The Job Skills Program (JSP), created by the Washington State Legislature in 1983, brings together employers and educational institutions to provide customized employee training. State funds are combined with employer matching funds to support: New employee training for prospective employees for a new plant or when a company expands; current employee retraining when retraining is required to prevent the dislocation of those employees; current employee upgrading to enhance productivity and provide

⁴ Washington Competitiveness Council Report, December 2001, 34. “...Of particular urgency is the need to address the shortage of top-quality Bachelors and Masters graduates, especially in science and engineering fields that support the State's strategic clusters.”

advancement opportunities; and industry initiatives supporting the development of customized training programs for several companies within an industry.

CTED and local economic development agencies consider JSP a valuable tool for recruiting companies to locate in Washington and to assist state-based companies to expand. Public secondary or postsecondary institutions, independent institutions, private careers schools, and apprenticeship trusts in partnership with businesses or groups of businesses are eligible to apply for JSP funds. The program also prioritizes areas with new and growing industries, industries where there is a shortage of skilled labor, economically disadvantaged areas with high unemployment rates, and areas affected by economic dislocation.

b. Individual Training Accounts:

i. What policy direction has the State provided for ITAs?

Washington State WIA Policy Number 3655 Individual Training Accounts (ITAs), requires that each WDC establish a local ITA policy for adults and dislocated workers receiving WIA Title I-B training services to maximize customer choice in the selection of an eligible training provider.

ii. Describe innovative training strategies used by the State to fill skills gaps. Include in the discussion the State's effort to leverage additional resources to maximize the use of ITAs through partnerships with business, education (in particular, community and technical colleges), economic development agencies, and industry associations and how business and industry involvement is used to drive this strategy.

One approach used to fill skill gaps since Program Year 2000 has been to utilize portions of the Governor's 10 percent discretionary funds for the operation of incumbent worker training programs. Funding has been provided to the local WDCs with matching funds from participating businesses.

The first year initiative funded incumbent worker projects to upgrade employee skills in targeted industries determined by WDC, economic development, and employer partnerships to be critical to the region's economy. The second year incumbent worker initiative was based on regional industry clusters, especially high-demand clusters including manufacturing, healthcare, marine, and boat-building and cutting edge high-tech computer forensics training. The third statewide effort now in progress targets apprenticeship (see v. below).

The Program Year 04 project, now being let, will provide each area the opportunity to enhance their connections to Skill Panels and community college based Centers for Excellence, as well as meeting real-time demand of business and industry.

The following are three examples business driven strategies in coordination with state agencies and community colleges.

King County: Information Technology

RATEC is a partnership of businesses, nonprofits, and educational institutions dedicated to identifying technology education issues and facilitating solutions for the Pacific Northwest. RATEC supported initiatives and facilitated the development of a two-year Associate of Applied

Technology competency-based degree, skills standards for eight career clusters, and skills-based curriculum for the high school and community and technical college students.

Pierce County: Construction

The Pierce County Construction Partnership (PCCP) conducted a construction industry labor market survey and developed a five-year strategic plan. PCCP coordinated marketing campaign, developed construction career pathways, a successful apprenticeship fair, and implemented magnet and summer school programs.

Yakima County: Agriculture / Food Processing

The Northwest Food Processors Association and the Washington Growers League worked with employers, the WDC, and training providers, to create the Eastern Washington Agriculture and Food Processing Partnership. As a result worker skills were upgraded in two of Washington's largest and most labor-intensive industries - food processing and farming

In the One-Stop Delivery System, partners assess clients' training needs and determine which of a wide range of available resources will be utilized. In some cases, the ITA offered through Title I of WIA is chosen. Other options include public/private funded scholarships.

As described in Section V.G. of this plan, members representing business, labor, economic development agencies, industry associations, community and technical colleges, and workforce development agencies have together to identify industry skill gaps. The industry Skill Panels have leveraged additional resources to maximize the use of WIA Individual Training Accounts to increase training capacity supporting targeted industries.

- iii. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand and economically vital occupations.

Sections V-E and V-G of this State Plan for WIA and Wagner-Peyser include descriptions of how the state has targeted WIA Title I-B funds for training in high-growth, high-demand occupations.

- iv. Describe the State's policy for limiting ITAs (e.g., dollar amount or duration)

Washington State WIA Policy Number 3655 Individual Training Accounts requires that each WDC establish a local ITA policy for adults and dislocated workers receiving WIA Title I-B training services that addresses if the WDC intends to impose any dollar and/or duration limit(s) for the ITAs and if the WDC intends to limit the number of times an individual may modify their ITA. Local policy must also address how the ITAs will be obligated and authorized.

- v. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.

In PY 04, \$1.5 million in WIA 10 percent statewide activities funds was used to support a Statewide Apprenticeship Training (SAT) initiative. The purpose of SAT is to increase the number of pre-apprentices and apprentices receiving training. SAT is providing training for 828

individuals in four industries: healthcare; education; construction and fire fighting. These are training opportunities that would not exist without the commitment of WIA funding.

- vi. Identify State policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly (such as through an ITA) (20 CFR § 667.266(b)(1).)

Washington state policies (including the ITA policy) are not in conflict with changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly. Washington State will develop policies to clarify the enhanced role of faith-based organizations in workforce development and the removal of legal barriers to the delivery of WIA services by faith-based organizations.

- c. Eligible Training Provider List. Describe the State's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)(iii).)

More than 3,000 training programs are on Washington State's ETP list; approximately 40 percent in private vocational schools and colleges and universities, and 60 percent in public institutions, schools, and colleges. The training programs identified on this statewide list qualify to receive WIA Title I-B ITAs (training vouchers). All 34 public community and technical colleges and the majority of public universities are participating in the ETP process.

Washington State's years of work in developing common performance indicators across the state and federal workforce programs have made it possible to reach agreement on ETP performance criteria and on the review process to meet performance requirements. To be included on the State ETP list, a training program must meet performance floors and targets for completion rate, employment rate, and earnings level. Procedures used to determine these rates are calculated in the same manner for all training programs. This assures consistency and equitability. On March 31, 2005, the Workforce Board, on behalf of the Governor, adopted sixth year ETP performance levels and procedures that will be used to identify occupational skills training programs qualifying for WIA Title I-B training vouchers in Program Year 2005.

Washington State's ETP list is on-line at: www.wtb.wa.gov/etp and is linked to the national site at: www.careeronestop.org. The web site is designed to help customers and WorkSource Center staff search the list by geographic regions, by training provider, and by training program. Also, training providers can apply, using the web site, to have training programs placed on the list. The ETP web site links to www.jobtrainingresults.org. This customer oriented site provides training program performance and school information including student characteristics, employment, and earnings of past students. The website, www.jobtrainingresults.org is being used by students as a career planning tool.

- d. On-the-Job (OJT) and Customized Training (§§112(b)(17)(A)(i) and 134(b).) Based on the outline below, describe the State's major directions, policies and requirements related to OJT and customized training.

- i. Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.

Information is available that answers this question in Section V-C through E of this State Plan.

- ii. Describe how the State:

- A. Identifies OJT and customized training opportunities;

In addition to the state's strategic emphasis on providing a demand driven training system and making available web-based demand and high-growth labor market information for each of the twelve workforce areas, the State also identifies opportunities for OJT and customized training opportunities through the strategic use and application of its State set-aside funds.

The state identifies OJT and customized training opportunities through a coordinated planning process with the Governor's office, the Workforce Board and ESD to determine the use of the Governor's 10 percent statewide activities funds. Each year the Governor sets priorities for the use of these Governor's set aside funds. In 2004, the Governor's priorities for the use of the funds set aside for statewide activities were:

1. Addressing the healthcare personnel shortage.
2. Providing incumbent worker training.
3. Improving workforce development system efficiencies.

Governor Gregoire has prioritized incumbent worker training for Program Year 2005. Staff from the Workforce Board and ESD will work with key stakeholders of the workforce development system to develop processes and specifications for use of the set aside funds for incumbent worker training.

For the past three years, WIA Title I-B funds have been made available to train incumbent workers and to address skill shortages. Funds have been awarded to local WDCs either through competitive bids or an application process. Training is targeted to skill shortages and/or workers employed in growth occupations. Local WDCs work with local employers to develop customized training opportunities for workers. Depending on the target group and the design of the program, on-the-job training may be included in the service delivery design.

Examples of previous incumbent worker projects are provided in b. ii. of this section.

Another example of the customized training developed through state leadership is the Boeing 787 Dreamliner.

Washington State, in partnership with the aerospace industry and the Boeing Company, agreed to develop a state-of-the-art workforce development program to ensure that a highly skilled workforce can meet the production and assembly needs of the Boeing 787 Dreamliner business model.

A Workforce Development Advisory Council comprised of Boeing and other stakeholders was established to implement the comprehensive workforce recruitment and training program and facility for the 787 final assembly. Additionally, an Aerospace Manufacturing Degree Program will be developed by SBCTC in consultation with Boeing.

Washington State and the Boeing Company recognized that a training program of this type and magnitude requires collaboration by all of those involved to meet Washington State's long-term goals of improving the skill level of its workforce in demand industries and addressing employer skill gap issues.

Additional information is available in Section V-F of this plan.

(ii. Describe how the State – continued)

- Markets OJT and customized training as an incentive to untapped employer pools including new business to the State, employer groups;

OJT and customized skill training are marketed to business as part of an employer services package offered by ESD Business Outreach, CTED, local Economic Development Councils, and WDCs. These entities are able to cover potential industries, existing business and intervene locally with tools for layoff aversion.

- Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies

WIA investments have supported 28 industry skill panels in high-growth, high demand industries. The panels are partnerships of business, labor, and education leaders who collaborate to identify the needs of area business and implement training strategies to meet those needs. Additional detailed information is available in section V-G.

(ii. Describe how the State – continued)

- Taps business partners to help drive the strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training.

The approaches of the business lead skill panels include identifying critical skills needs. Those needs are translated into competencies for key occupation in their sector. Based on the identified occupations and competencies, new training programs were developed. The length of training and curriculum content relied on the skill and level of competency need to be attained while in training. Additional detail is available V-E of this plan.

- Leverages other resources through education, economic development, and industry associations to support OJT and customized training ventures.

SBCTC utilizes state funds to operate JSP. It is a valuable tool for recruiting companies to relocate in Washington and in assisting state-based companies to expand. Public educational institutions, independent institutions, private careers schools, and apprenticeship programs partner with businesses or groups of businesses who are eligible to apply for JSP funds. Through matching grants with business, JSP provides customized job specific training as well as new employee skills, employee retraining and skill upgrades. This venture leverages resources while working as a business marketing tool to encourage business growth in Washington.

The ESD Office of Business Outreach also has several strategies to support business education, engagement, and service delivery with partners in the WorkSource system. The objective for business is added-value services and products and customer driven services. Customized training and on-the job training are part of the value added service menu available to employers.

4. Service to Specific Populations. (§112(b)(17)(A)(iv).)
 - a. Describe the State’s strategies to ensure that the full range of employment and training programs and services delivered through the State’s One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.)

State strategies to ensure that the full ranges of services are available are described in the following section:

1. For migrant and seasonal farmworkers, please refer to section IX-C-4-i.
 2. For public assistance recipients, please refer to section VIII-H-3.
 3. For veterans, please refer to section IX-C-5-b.
 4. For people with disabilities, please refer to section IX-C-4-f.
- b. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.

Wagner-Peyser reemployment services are enhanced by the State funded Claimant Placement Program (CPP).

The CPP provides early intervention reemployment services for the State’s UI claimants and identifies claimants who are most likely to exhaust their UI benefits by using the worker profiling reemployment services (WPRS) system. CPP provides a variety of job search and

placement services, including but not limited to, a series of workshops titled Job Hunter, career planning, resume writing, job interviewing techniques, and job referrals.

The Job Hunter module workshop series includes an initial Orientation. The Orientation is mandatory and UI claimants are sent a letter notifying them of the scheduled date and time. The Job Hunter Orientation is often the first reemployment service that profiled claimants receive through WorkSource.

In addition to workshops, more personalized one-on-one services are provided through a variety of state funded programs. The programs are targeted to increase an individual claimant's exposure to the labor market through direct job referral activity, one-on-one review of job search activity, and development of individual job search plans. Web based tools like the Workforce Explorer referenced in Section X A, and the Claimant Progress Tool are utilized by state staff to provide labor market and occupation information to the customer for job search purposes.

Claimant Progress Tool

The Claimant Progress Tool is a new use of technology to provide state employment service staff access to unemployment insurance claimants who have a work search requirement and have claimed UI benefits the previous week. The tool links staff to active claimants attached to each WorkSource site. It also provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings.

More personalized one-on-one reemployment services are provided through the Claimant Progress Tool. Staff can utilize the Claimant Progress Tool to enhance the standard services UI claimants receive through the mandatory call in process, provide more personalized services, such as job match activities and job referrals, and provide follow up services to UI claimants. Through the use of the Tool, staff have an efficient process to better unite job seekers and employers to accomplish reemployment goals and objectives.

Job Match Initiative (JMI)

The Washington State Legislature approved additional funds from the CPP through June 2007 to increase personalized job matching services for UI claimants.

Funds were distributed to WorkSource areas based on Washington State's LMEA Job Vacancy Report.

JMI Program's purpose is to increase the number of UI claimants who receive staff assisted job match services, referrals to jobs, and to provide job development services.

Job Search Review (JSR)

The purpose of the JSR program is to review claimant job search documentation, identify barriers to reemployment, develop a plan for resolving barriers, and provide assistance on how to improve job search efforts. Individuals are scheduled based on a system generated list and results are documented in both SKIES and the State's unemployment insurance system, GUIDE. Individuals are reminded of their job search requirements through a work search directive if

reemployment efforts are not determined to be sufficient. A review of all weeks of job search activity may be initiated if the claimant fails to report for the review. This program is governed by state administrative code.

Reemployment Services Grant (RSG)

Washington State received a Federal Wagner-Peyser supplemental grant to provide personalized Reemployment Services to UI claimants in selected sites.

Funds are distributed to WorkSource areas that have high numbers of claimants and job vacancies.

The RSG purpose is to increase the number of UI claimants who receive staff assisted reemployment services and referrals to jobs. Staff primarily focus on claimants who have not received a WorkSource service after six weeks, update O*Net codes in the SKIES system, and provide job-matching activities which result in more job referrals.

- c. Describe how the State administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

The work test is administered when UI claimants who are required to seek work to jobs for which they are qualified. This is accomplished by staff members being aware of any possible issues that may affect their eligibility to receive UI benefits.

When an issue is detected, the information is promptly report to a UI claims adjudicator. Some examples of potential issues include failure to accept a job referral; failure to report to a job interview with an employer; refusing a job offer; failure to report to work. Potential issues can also become apparent when a claimant fails to report when called in for job search review and assistance.

Staff must notify the UI Telecenter staff if they become aware of possible eligibility issues, which include administration of the Work Test. WorkSource staff currently, and will continue to, send a completed Potential Issue Form electronically to the Telecenter when issues are detected.

- d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?

The state's approach to the integration and alignment of services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs is four-pronged. The integration and alignment of these services is driven by policy, technical assistance, sharing of best practice information, and performance management.

A WIA/TAA Integration work plan was developed and implemented providing for the transfer of Trade Act program operational responsibilities from ESD's Employment and Training Division to the agency's service delivery arm, the WorkSource Operations Division. This transfer better aligns the services that are delivered to dislocated workers. As a part of the integration efforts,

staff representing, TAA, Trade Readjustment Allowances (TRA), Rapid Response, WorkSource Operations Division (WSOD), and E&T Business Systems Support meet weekly to share information, discuss program issues, and strategize over service delivery.

In addition, regional technical assistance forums are conducted quarterly and include discussion and issue resolution on program integration. Staff representing the above groups attend and present information to local service delivery staff at these forums. Co-enrollment is always emphasized during these technical assistance forums.

Our WIA/TAA Monitoring Team solicits information from local program operators relating to the level of WIA/TAA integration existing in each of Washington State's 12 WDAs and shares best practice information with local areas.

Rapid Response staff educate employers and employees on the different services available to workers after a layoff is announced, including those workers who are/might be Trade certified. If it appears that a layoff could be the result of foreign trade and might be eligible for Trade certification, Rapid Response will include information on the process of petitioning for certification under the TAA and ATAA programs in their presentations. Rapid Response staff are well versed in WIA funded program eligibility as well as Trade program eligibility and can effectively deliver Rapid Response services to either group.

In preparation for common performance measures and the continued integration of Trade with WIA, TAA performance data is reviewed and analyzed through the use of QMR reports which compare Trade performance data to existing WIA performance measurements. The reports are based on "real time" (current) data derived from SKIES and summarize Trade performance regarding Participant Placement Rate (target 79 percent) and Participant Wage Recovery (target 86 percent).

These reports are sent to Trade program operator management who are asked to submit a written response along with an action plan on the steps that will be taken for improvement if an area's performance was not at least 85 percent of the target. Beginning in April 2005 we will be requesting responses and action plans from regions where performance is not at least 95 percent of the established targets for placement and wage recovery rates. Since the reports are based on real time data, local areas have the ability to immediately recognize and make adjustments in any areas where improvement is needed. The State provides technical assistance to local areas whose performance is failing to meet performance measures.

Presently two of ESD's four regional areas jointly operate the Trade program in their areas with local WDCs and the entities work together to create remedial action plans. It is anticipated that the remaining two regional areas will begin working together to share information regarding the service delivery of the Trade and WIA programs.

In the second quarter of 2005, a formal WIA/TAA workgroup will be established to review local area best practices, discuss barriers to WIA/TAA program integration, and formulate work plans and strategies to overcome barriers and assist with area operational transitions.

WorkSource staff members are integral and active members of each of the 12 local Rapid Response teams. WorkSource's participation in the planning and delivery of Rapid Response

services ensures a seamless transition between Rapid Response and WorkSource activities, including core and intensive services.

Does the State have a policy supporting co-enrollment for WIA and TAA?

The state believes it is necessary for services to be customer-centered. Co-enrollment is driven by what is needed and best for the dislocated worker. Co-enrollment of intensively trained dislocated workers is consistent with the premise that every applicant deserves equal opportunity of service. Moreover, the taxpayers' investment in training trade-affected workers is significant and relies strongly on an integrated service strategy where One-Stop centers provide the wraparound services needed to obtain reemployment. Participants are co-enrolled in both TAA and WIA funded programs when it will provide participants the best service and offer them the widest array of choices. The state recognizes that co-enrollment provides flexibility in designing service strategies to maximize successful outcomes for trade affected workers.

Washington State WIA Policy Number 3640 - Revision 1 Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant advises service providers to coordinate the use of other funding sources including Employment and Training Programs when enrolling individuals in intensive services and training services.

The state's current Trade policy encourages co-enrollment or multiple-enrollment in other programs to enable workers to receive needed services. This policy is being rewritten to more strongly support WIA and TAA program co-enrollment.

- e. How is the State's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a.) above and to ensure they are being identified as a critical pipeline of workers?

The collaborative work among workforce development system stakeholders, including business, labor, education, and WDCs to implement strategies to support training and career opportunities for individuals with barriers to employment are identified in Goal Three of *High Skills, High Wages 2004*. This goal states:

To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, people with disabilities, and women.

There are four objectives and 12 strategies tied to this goal:

Objective 3.1 – Reduce dropouts and increase high school graduations.

Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program. (Strategy 3.1.1)

Develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs. (Strategy 3.1.2)

Objective 3.2 – Assist unemployed individuals to gain and retain employment, and assist low-income individuals to achieve wage progression.

Continue to develop more effective employment services and strengthen post-employment services to help individuals obtain and retain jobs that lead to wage progression. (Strategy 3.2.1)

Expand programs with demonstrated success in enabling low-income individuals to achieve wage progression, such as customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities. (Strategy 3.2.2)

Expand access to support services, such as child care, especially for target populations. (Strategy 3.2.3)

Provide training programs at times and locations accessible to working people, and provide support services to assist in overcoming barriers to training. (Strategy 3.2.4)

Increase basic skills and ESL instruction that is integrated with occupational skills training. (Strategy 3.2.5)

Create and offer financial incentives to employers and low-income workers to increase training. (Strategy 3.2.6)

Provide financial assistance that enables working adults and ESL, Adult Basic Skills students to take advantage of education and training opportunities. (Strategy 3.2.7)

Objective 3.3 – Remove barriers for populations with unique obstacles to employment, and increase the number of employers who hire individuals with disabilities, women, and people of color in high-wage, high-demand occupations.

Implement the Ticket to Work Program. (Strategy 3.3.1)

Educate employers, especially employers from high-wage, high-demand industries, about the benefits of hiring individuals from target populations. (Strategy 3.3.2)

Continue developing accountability and program improvement mechanisms for increasing employment and earnings for target populations. (Strategy 3.3.3)

- f. Describe how the State ensures that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible?

The WorkSource Disability Network (WDN) is a broad-based partnership working to make Washington State's One-Stops, known here as WorkSource Centers, into a resource that is

valued in the disability community; where people who have disabilities are welcome and obtain equal benefit from the services; and where employers are assisted in recognizing and benefiting from the skills and abilities of people who have disabilities. The Partners committed to the WDN include the Developmental Disabilities Council (DDC); DSB; the Washington Assistive Technology Alliance (WATA); DVR; ESD; the Governor's Committee on Disability Issues & Employment (GCDE); OSPI; SBCTC; the Workforce Board; and WWA.

Through the WDN a variety of initiatives and processes have been put into place to enhance and support services to persons with disabilities within the WorkSource system. A disability access assessment tool was developed for use by Centers and Affiliates; creation of reasonable accommodation policies and procedures for use by sites; resources to purchase assistive technology for Centers and Affiliates was provided by WIA Governor's discretionary funds; creating quarterly training and networking sessions; and forming a technical assistance clearinghouse.

Grant resources received through Work Incentive Grants will fill in the gaps between the State's local Work Incentive Grants, its local Customized Employment Grant, and the on-going statewide coordinated efforts to improve access and outcomes for people with disabilities in WorkSource Centers and affiliates. Through this grant the WDN will support Disability Program Navigator positions in each of the WDA of the State that do not have their own grant resources that could be used for that purpose. The Network will also provide a coordinated statewide program of technical assistance, support, training, and networking activities, to all of the Disability Program Navigators, and WorkSource affiliated staff who have similar duties to those of the Disability Program Navigators, regardless of their job.

Accessibility will continue to be evaluated through use of the Secret Shopper Continuous Accessibility Assessment. The purpose will be to provide the WDN and Disability Program Navigators with continuous, practical assessments of the level of accessibility and quality of service provision. The WDN will recruit 150 job seekers with disabilities to be secret shoppers. All of the secret shoppers used in this program will be people with disabilities who are actively pursuing employment, and who could benefit in that effort from the kinds of services provided through our WorkSource Centers and Affiliates.

- g. Describe the role LVER/DVOP staff have in the One-Stop Delivery System? How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs? (§§112(b)(7), 112 (b)(17)(B); 322, 38 U.S.C. Chapter 41; and 20 CFR §1001.120.)

The state follows all Special Grant Provisions, Veteran Program Letters, and DOL/VETS directives, and has negotiated the Statewide LVER – DVOP roles and responsibilities as outlined in Public Law 107-288 and United States Code (USC) Title 38, and in the following State Policy and Procedures (located at <http://www.wa.gov/esd/policies/veterans.htm>)

The role of the Local Veterans Employment Representative, as defined in PL 107-288, changes the LVER's role from a one-to-one employment service provider, to one that emphasizes employer-related activities (i.e., business outreach) and group activities (i.e. TAP). These services are exclusively for eligible veterans and their families. However, the state has defined

LVERs roles in the One Stop system as one of collaboration and cooperation. The Veterans Employment staff is rich source of information about veterans' employment services and issues. The LVER is expected to work with and inform partners of labor market and job information gathered if it is appropriate to all job seekers, *provided* eligible veterans are given access (priority) to the services first.

Examples of typical LVER activities include the following:

1. Providing or facilitating the provision of Labor Exchange services to Veterans and Eligible Persons, including intake and assessment, counseling, testing, job search assistance, job development, referral, placement, and follow-up activities.
2. Maintaining regular contact with community leaders, employers, labor unions, training programs, and veterans' organizations to keep them advised of Veterans and Eligible Persons available for employment and training, and keeping Veterans and Eligible Persons advised of opportunities for employment and training.
3. Encouraging employers and labor unions to employ Veterans and Eligible Persons and to act as the link between the employer and job training programs for on-the-job training, apprenticeship, and customized training programs.
4. Encourage the participation of veterans in WIA-funded employment and training programs.

After the Jobs for Veterans Act was enacted into Public Law 107-288, the state took several actions:

- State WIA policy #3641, Jobs for Veterans Act Priority was issued. This policy requires that veterans covered under Public Law 107-288 be given priority of service under all WIA Title-I funded programs, including adult, youth, dislocated workers, Governor's Discretionary funded projects and National Emergency Grants.

The policy requires local WDCs to establish local policy and procedures, which describe how priority of services to veterans and other covered persons, will be applied. Local areas must also inform covered veterans on services available under the DOL job training programs.

- State WIA policy #3640, Eligibility and Priority for Service for Adult Employment and Training Grant was amended to conform to Jobs for Veterans Act requirements. The policy requires that within the priorities established by the WIA Act, veterans will receive priority of service.
- Current Local Operations Plans for WIA Title I and Wagner-Peyser were amended to reflect how priority of service for veterans would be applied to all Department of Labor programs in the local One Stop Centers and Affiliates.
- Instructions for Program Year 2005 and 2006 WIA Title- I and Wagner-Peyser Local Operations Plans requires further description of local processes or activities, including integration of programs, and priority of services to veterans and related eligible persons.

The state monitors outcomes of services to veterans in several ways:

- Veteran performance measures are monitored using the ETA 9002 and the VETS 200. These reports validate that WorkSource staff (not just Wagner Peyser) are placing veterans in jobs. The Statewide Veteran Services Coordinator monitors veteran-related performance measures and reports.
- Although it is not the state's responsibility to monitor other federally-funded service providers for compliance with the priority of service requirement of PL 107 288, the Coordinator participates in Management and Veteran staff training to ensure they are informed about the requirements for all services to veterans, including priority of service requirements.
- The State has developed a Self- Appraisal System to review local Wagner-Peyser, Migrant Seasonal Farmworkers (MSFW), and Veterans Employment Services. The review contains a qualitative self-appraisal by local staff, a quarterly quantitative review of statewide, regional, and local area outcomes, and a periodic on-site review to validate the assessment and outcomes.
- An annual review of local WIA I-B policy is conducted to ensure compliance with federal law. The review includes local policies on WIA Jobs for Veterans Act Priority of Services, and Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant.

The State intends to increase oversight of the WIA and Wagner-Peyser local operations plans during the coming year. The state WIA monitoring policy will be revised to include questions to assess how veterans were given priority for service. Local decision-making processes will be reviewed to determine how and when services to veterans are provided and result in priority populations being served.

- h. Department of Labor regulations at 29 CFR 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02, (May 29, 2003) which provides guidance on methods of complying with the Federal rule.

The Washington One-Stop system is committed to making all programs and services accessible to its Limited English Proficient (LEP) customers. While statistics indicate that Spanish is the predominant language of the LEP populations in Washington State, targeted outreach efforts have been underway to promote WorkSource services to major LEP language groups. Marketing efforts are targeted to LEP communities, including the Russian and Korean-speaking community.

One-Stops and Affiliates use a variety of methods to provide reasonable access to LEP clients.

- Many partners within the local workforce development areas are community-based organizations that target various language groups and therefore provide excellent resources for interpretation and translation assistance for One-Stops.
- Various self-identification tools for LEP persons such as “I Speak” placards and/or International Language Flag placards are placed at reception desks and counters, and are used to assist the LEP person in identifying their primary language to staff.
- Contact information for partner staff that are proficient in various languages is made known to One-Stop staff that assist customers.
- Contact lists for contract interpretation services, including language-line services, are distributed to staff that assist customers.
- Appointments with interpreters are made for customers when an interpreter is not available during the visit.

Many documents such as pamphlets, brochures, and flyers showing WIA program services available, as well as community services available, are translated into the predominant LEP languages in the geographic area and are available in One-Stop resource rooms.

The discrimination complaint procedures for WIA program applicants and participants is available in Spanish throughout the Washington One-Stop delivery system and the WIA “Notice of Rights” poster is posted in Spanish as well as English statewide. Other languages are being considered where there are major LEP groups within the State.

ESD has formed an LEP Committee to address several key requirements in the LEP interpretive policy guidance issued by the U.S. DOL/CRC on May 29, 2003. The resultant plan will become a model for WorkSource partners to enhance their plans. Individuals on the LEP Committee are charged with:

- Conducting the required assessment of LEP demographics and language needs.
- Designing an LEP Plan and Policy.
- Identifying the incidence in population and the kinds of services provided in the local areas.
- Developing the guidance and timetables for local planning.
- Identifying “vital” documents in each program that require written translation, and the priority for completion of written translation into the various required languages.
- Designing the monitoring process.

The LEP Plan will be completed within the next two years.

- i. Describe the State’s strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and

seasonal farm workers have equal access to employment opportunities through the State’s One-Stop delivery system? Include the following:

- a. The number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center System.

Washington State WorkSource partner agencies provide migrant and seasonal farmworker families opportunities to access and fully participate in the integrated workforce development delivery system. Some of these partners include DSHS, DVR, O.I.C. of Washington (Title I, Sec. 167 Program), Goodwill Industries, and local community colleges.

An educational program has been developed for all WorkSource Staff, including partners, that provides an overview, goals, and objectives of the MSFW Program.

WorkSource sites use a variety of activities to inform and educate farm workers of available employment services. Most offices with significant MSFW customers have Spanish speaking staff at reception desks to ensure MSFWs have access to all services.

Designated staffs continue outreach activities to contact, inform, and educate MSFWs. These efforts include, but are not limited to, contacts with local public English and Spanish media such as TV, radio, newspapers, and classroom training sessions. There are postings of bilingual pamphlets and posters at the local service delivery sites, community services agencies and organizations, churches, and places where MSFWs live, work, or gather together. This includes labor camps, employment sites, public housing, businesses, and educational institutions.

Outreach staff not only inform agricultural workers of the available employment and training opportunities, but will also develop employment and training opportunities by creating partnerships with community organizations to improve service linkages. Outreach staff continue to make personal contacts with MSFWs in the field as required by the U.S. DOL. The following chart represents the MSFW-significant WorkSource offices and the number of workers contacted in the previous year.

Washington MSFWs

	<u>Offices</u>	<u>MSFW Contacts</u>
1.	Bellingham	300
2.	Mt. Vernon	564
3.	Columbia Gorge	252
4.	Okanogan	1200
5.	Moses Lake	1200
6.	Wenatchee	1200
7.	Yakima	1200
8.	Sunnyside	1200
9.	Tri-Cities	1200
10.	Walla Walla	1200

Some of the WorkSource Centers have developed innovative ways in their re-employment efforts for all WorkSource customers including the farm worker. Plans are currently in place to have WorkSource services listed in Spanish on local Public Access Cable TV and appearances by WorkSource Center staff on public affairs shows.

MSFW outreach staff have established links with service providers including the local WIA 167 Grantee (O.I.C. of Washington), Commission on Hispanic Affairs, Northwest Law Project, and Columbia Legal Service. In addition MSFWs are referred to health care professionals with the Sea Mar Community Health Clinics, Columbia Basin Health Association, Yakima Farmworkers Clinics, and Washington State Department of Health.

The Employment Security Department has established strong relationships with Washington State Department of Labor and Industries, Washington Grower Clearinghouse, Washington Growers Association, as well as community based organizations that work specifically with farmworkers. These relationships and links continue to build and extend additional service resources to agricultural workers.

Since WIA Title I-B funds are limited, services provided through O.I.C. of Washington (Washington State's WIA Title I-D, Section 167 service provider) have been and will continue to be an important component in Washington State's workforce development system and critical to the state's success in training, and placing migrant seasonal farmworkers. O.I.C. of Washington's Title I-D regional offices are located in Mount Vernon/Bellingham, Wenatchee, Moses Lake, Yakima, Sunnyside, and Pasco. Since July 1, 1999, using funds from the National Farmworker Jobs Program (NFJP), the O.I.C. of Washington has enrolled 3,198 eligible participants and placed 1,193 participants into jobs as an average wage at placement of \$8.57. Demographic changes in Washington State's population have increased the need for specialized services to help train individuals with low-levels of literacy and those who are limited English proficient.

We intend to provide outreach to at least 9,500 Migrant and Seasonal Farmworkers during Program Year 2005.

5. Priority of Service

- a. What procedures and criteria are in place under 20 CFR 663.600 for the Governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited? (§§112(b)(17)(A)(iv) and 134(d)(4)(E).

[Washington State WIA Policy Number 3636: Determination of Adult Eligibility for Services Funded Under the WIA Title I-B Adult Employment and Training Grant](#) and [Washington State WIA Policy Number 3638: WIA Title I-B Youth Eligibility Application](#) define service eligibility for intensive and training services funded by WIA Title I-B. Priority Selection for intensive and training services funded by WIA Title I-B is described in [Washington State WIA Policy Number 3640: Eligibility and Priority for Service WIA Title I-B Adult Employment and Training Grant](#) and [Washington State WIA Policy Number 3641: Jobs for Veterans Act Priority of Services](#).

These policies direct that recipients of public assistance and other low-income individuals be given first priority enrollment for intensive services and training services funded under WIA Title I-B.

Washington State policy requires that local WDCs establish local eligibility determination policies and procedures for youth. WDCs must ensure that their policies are consistent with WIA law, regulations, and state policy.

- b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (P.L.107-288)[38 USC 4215], that priority of service is provided to veterans (certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with the provisions of TEGL 5-03 (9/16/03)?

The state veteran services plan defines the veteran priority of service. The plan follows "The Jobs for Veterans Act" (<http://www.doleta.gov/programs/VETS/>). Management within the WorkSource structure has a clear understanding of the roles and responsibilities of the program and the job duties of LVER and DVOP staff. WorkSource Centers have developed and continue to follow a planned team approach to serving customers including providing services to veteran clients. Teams work together to support the roles of the LVERs and DVOPs and provide services to veterans.

The State follows all Special Grant Provisions, Veteran Program Letters, and DOL/VETS directives, regarding LVER and DVOP roles and responsibilities as outlined in Public Law 107-288 and United States Code (USC) Title 38. In addition to the federal guidelines, the State has written policy and procedures addressing services to veterans. The document is located at <http://www.wa.gov/esd/policies/veterans.htm>.

- D. Rapid Response. (112(b)(17)(A)(ii).) Describe how your State provides Rapid Response services with the funds reserved under section 133(a)(2).
 1. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve local boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the functions of each and how funds are allocated to the local areas.

ESD's Dislocated Worker Unit (DWU) oversees and supports statewide rapid response activities that are led locally by our 12 regional WDCs. This unit is the focal point in assisting local rapid response teams, local government officials, employers, and workers by providing resources such as funding, technical expertise and assistance, and labor market information, and is also responsible to ensure that statewide rapid response activities are provided to affected workers.

Affected employer contacts and other initial rapid response activities in major dislocation events, including Worker Adjustment and Retraining Notification (WARN) notices and TAA petitions, are initiated by the State DWU. The State maintains administrative policies and procedures that support statewide rapid response assistance.

The State DWU has developed and uses a rapid response communications strategy among the 12 WDCs, WorkSource (local One-Stops), the WSLC, SBCTC, and other ESD divisions, including the appropriate ESD Regional Office, UI Telecenter, UI Policy and Non-Monetary Review, and the State DWU. The State DWU consults with the Statewide Communication Team and local rapid response partners to formulate service strategies for carrying out rapid response activities for major dislocation events.

WDCs involve their boards and chief elected officials in the development of operational plans that reflect their current rapid response strategy for the coordination of resources and delivery of services. The 12 WDCs maintain their own local Rapid Response team and coordinate with the State DWU. The WDCs are responsible for the provision of rapid response services at the local level. The WDCs ensure that the State DWU is made aware of a substantial layoff, closure event, or the filing of a TAA petition when the WDC becomes aware of any such action.

Together the State DWU and local rapid response partner organizations assess the immediate needs of the employer and affected workers and formulate rapid response activity strategies. Local Rapid Response teams, the State DWU, the WDC, the employer, and if appropriate, labor representatives of the affected workers, plan for and deliver (on-site if possible) assistance for specific dislocation events.

The State DWU sets aside funds to support local area rapid response activities. WDCs draw upon those set-aside funds to provide rapid response services as events occur.

2. Describe the process involved in carrying out Rapid Response activities.

Once the state or local Rapid Response Team becomes aware of an impending layoff or plant closure they contact the employer within 24 hours to schedule an initial on-site meeting with the company and labor officials (*if applicable*). During the initial on-site meeting, expectations and definitions of the role of each member of the Rapid Response Team is clarified and strategies for carrying out initial rapid response activities are developed. During this meeting, specific information is gathered from company management and the union, which aids the Rapid Response Team in planning for immediate services for the impacted workers. Together the State DWU and local rapid response partner organizations assess the immediate needs of the employer and affected workers. Local Rapid Response teams, the State DWU, the WDC, the employer, and if appropriate, labor representatives of the affected workers, plan for and deliver (on-site if possible) assistance for specific dislocation events.

- a. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?

The system receives notification of impending layoffs in a variety of ways. Usually notification is received as a result of the requirement of the WARN Act. Some companies voluntarily notify their local WDC, WorkSource office, UI Telecenter, local Rapid Response Team, or the State DWU of an impending event even when not required to do so by the WARN Act. The DWU regularly reviews newspapers from the major metropolitan areas in Washington State looking for news articles that suggest an impending layoff or plant closure. We also become aware of potential events when contacted by the media, or by potentially affected workers as well as by other sources. Sometimes we learn of impending layoffs or plant closures when a new petition for Trade Act Adjustment Assistance is filed with the State DWU.

Regardless of how we learn of an impending layoff or plant closure, the State DWU assigns the event to one of two state rapid response coordinators. The DWU ensures that the appropriate local area response team is immediately notified of the event and together they begin to plan rapid response activities as described in number 2 above.

- b. What efforts does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?

The state and/or local Rapid Response Team contacts the employer within 24 hours of learning of a layoff or closure event and attempts to schedule an initial on-site meeting with the company and labor officials (*if applicable*) as soon as possible. The ultimate goal of the initial on-site meeting is to schedule pre-layoff workshops for the dislocated workers prior to the layoff date and to clarify the expectations of, and define the role of, each member of the Rapid Response Team.

Specific information is gathered from company management and the union, which aids the Rapid Response Team in planning for services for the impacted workers. The team obtains the commitment of company management and labor to actively participate in the planning and implementation of key project activities such as a worker survey, pre-layoff workshops, on-site transition services, and outreach activities. Employers are encouraged to allow workers to receive all these services on company time. A transitional or labor management committee may be formed to help guide the transition process. Meetings are generally conducted on the employer's premises.

- c. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?

Rapid response services include, but are not limited to, the development and distribution of worker surveys, pre-layoff workshops, on-site transition services, outreach activities, and the formation of transitional or labor management committees.

Rapid response services may also include worker assessment, resume writing (and other workshops), as well as employment fairs. In some instances, Rapid Response team representatives may deliver these workshops.

Together, the state/local rapid response team, employers, and worker representatives determine which services would best meet the needs of the impacted workers. A survey of the workers is often conducted to obtain their input concerning the types of services and retraining options they feel they would benefit from, including Trade Act services if applicable. Services are often customized to meet the specific needs of the population being laid off, such as providing English as a second language classes to non-English speaking participants.

3. How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

Washington State has a well-coordinated statewide rapid response effort that involves key partners in the One-Stop system. The State created a statewide Rapid Response Communication Team that emphasizes internal communication among the partners. Team members include State DWU rapid response coordinators, representatives of ESD's Regional offices, the UI Division, SBCTC, the WDAs, and local WorkSource Centers (One-Stops). WorkSource's participation in the planning and delivery of Rapid Response services ensures a seamless transition between Rapid Response and WorkSource activities, including core and intensive services.

Collaboration and communication are the most valuable resources in successfully achieving seamless service delivery. The State's DWU employs two full-time rapid response coordinators. The coordinators each serve six of the state's 12 WDAs and are the first points of contact in responding to events to ensure there is no duplication of effort. The coordinators are cross-trained in Trade and are able to represent both WIA and Trade at dislocation events.

Each WDC has identified a local rapid response point of contact. When one of the statewide team's partners becomes aware of a potential or actual event, the local rapid response contact's first line of communication is the State DWU rapid response coordinator for the affected local area. The state rapid response coordinator takes the lead, conferencing with area team members to discuss the event status and begin formulating strategies for carrying out initial rapid response activities. WorkSource staff are integral and active members of each of the 12 local area Rapid Response teams. State and local partners determine what initial information is available to assess the immediate needs of the workforce and the employer and to establish appropriate "first steps" in responding as a workforce system.

An initial on-site meeting may be scheduled with the state's Rapid Response Team and the company, including union officials (if applicable). The ultimate goal of the initial on-site meeting is to schedule pre-layoff workshops for the dislocated workers. The meeting is generally scheduled on the premises of the dislocating company. This meeting clarifies the expectations of, and defines the role of, each member of the Rapid Response Team. Specific information is gathered from company management and the union, which aids the Rapid Response Team in planning for immediate services for the impacted workers. The team obtains the commitment of company management and the union to actively participate in the planning and implementation of key project activities such as a worker survey, pre-Layoff workshops, on-site transition services, and outreach activities. A transitional or labor management committee may be formed to help guide the transition process.

The communication team is activated for the following types of events:

- Temporary or permanent WARN level layoffs or closures.
- Temporary or permanent smaller layoffs or closures that would have a substantial impact a local area.
- All temporary or permanent energy and drought related events.

Rapid Response services are provided to dislocated workers regardless of the reason for the layoff or closure (e.g., Trade impacted, company downsizing/restructuring, natural disaster, plant

relocation, bankruptcy, etc.), When rapid response services are completed, WorkSource assumes ongoing support for the dislocated workers.

In addition, WDC Directors have been asked to notify state ESD senior management when the possibility of dislocations of a sensitive nature exists. State senior management determines next action steps, if any, in these situations.

4. Describe how Rapid Response functions as a business service. Include whether Rapid Response partners with economic development agencies connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers? How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?

Washington State approaches Rapid Response as a business service. Employers receive confidential assistance with planning for transition needs, understanding WARN requirements, and filing Trade Act Petitions. Companies are provided with business services by state level Rapid Response coordinators as well as from Rapid Response staff from each of the 12 local WorkForce Development Councils through an integrated, coordinated approach.

Our Rapid Response teams may offer employers alternatives to reduce or help avoid impending or future layoffs and help in conducting an orderly shutdown. We offer pre-layoff services to help workers shorten their transition to employment, information to assist the company in maintaining worker morale and productivity during the transition, and coordinate services for workers with local WorkSource Centers.

Our rapid response team's partner with state and local economic development agencies to ensure that rapid response services are linked to the State's business retention and expansion services. Our DWU works closely with CTED's Business Retention and Expansion program to retain and expand manufacturing and processing firms. These efforts reduce the number of business closures, failures, and out-of-state expansions that could result in a significant loss of jobs.

The DWU assists state and local economic development entities in devising and overseeing strategies for layoff aversion, including:

- Pre-feasibility studies on avoiding plant closures through options for companies or groups, including the workers, to purchase a plant or business and continue operation.
- Incumbent worker training for upgrading workers' skills.
- Linkages with federal, state, and local levels including business retention and recruitment activities.

Rapid Response resources are used to support the full range of services available to help companies in all stages of the economic cycle. In many instances, local WorkSource Rapid Response and Business Outreach teams are integrated. WorkSource Washington has launched a proactive, statewide marketing campaign to enhance awareness and use of WorkSource business services, including Rapid Response layoff assistance and layoff aversion services.

5. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

The State Dislocated Worker Unit contracts with the WSLC for employer/labor liaison services. These services can include early warning of plant closings or layoffs that labor becomes aware of through their organization. The WSLC is a partner in the selection and hiring of peer/outreach workers when they are used as part of a service strategy at a dislocation event.

Each quarter all of the WDCs are contacted to determine if they have any early knowledge of impending layoffs or plant closures. This information is then published in the quarterly “Anticipated Layoff Report” and distributed to interested parties.

For the purpose of enhancing the early warning system, ESD has developed a bi-monthly early warning “red flag” report to share information with key state and local leaders on potential and actual worker dislocations.

6. What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

The state maintains the following comprehensive rapid response tracking systems:

Internal WARN Database

The State DWU maintains an internal data base that tracks all rapid response events and activities by employer name. The data is distributed monthly to agency management and is readily accessible to state staff.

Internet WARN History Web Page

The DWU also maintains a WARN History web page http://www-app5.wa.gov/esd/warn/WARN_Home.asp on ESD’s web site that provides useful and accessible information about current and historical WARN events occurring since 1998. The data provides information by company name, location, number of affected workers, layoff start date, if it’s a closure or layoff, and the type of layoff (permanent vs. layoff). The data can also be sorted to provide data by company name, location, closure vs. layoff and type of layoff.

Red Flag Report

The DWU’s Red Flag and Early Warning Report provides current information on recent, major layoffs and closures throughout the state of Washington as well as smaller layoffs and closures that may be significant to local areas and worth noting and sharing among our partners. It also includes information about current and planned services provided to the workers impacted by those events and an overview of the Washington State Rapid Response system. The report is distributed bi-monthly to state management, the State workforce system, the Washington State Legislature, the Governor’s office, the U.S. DOL, the 12 WDCs, and other interested parties.

SKIES

The State tracks rapid response activities in our integrated Management Information System (SKIES) when a rapid response participant is enrolled into a program. Our comprehensive system captures participant data for individuals receiving Rapid Response Additional Assistance (RRAA), Trade Adjustment Act (TAA), and National Emergency Grant (NEG) services, as well as formula-funded enrollees. Each RRAA and NEG grant application is assigned a unique program value which allows us to track participants receiving these specifically-funded services. For example, over the past number of years we have tracked nearly a dozen separate RRAA programs and even more NEG programs. It is not uncommon for participants to be co-enrolled in TAA, RRAA, and NEG programs when such services can benefit the participant and lead to the desired employment goal. Reports are accessible on-line by program, providing participant characteristics, enrollment and exit information, services and activities, and employment information.

7. Are Rapid Response funds used for other activities not described above (e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events in case of unusually large layoff events)?

Washington State WIA Policy Number 3935 - Policy for Accessing 25 percent Rapid Response Funds and 3935 Appendix - Guidelines for Accessing Rapid Response Funds ensures that reserve funds are available to immediately carry out statewide rapid response activities. The policy and guidelines establish a system that allows WDCs to quickly access rapid response additional assistance grant funds when local funds are not adequate to assist workers. The policy is currently being revised to further streamline the grant application process and to ensure that federal dislocated worker performance measures are met when participants are enrolled. The revised policy is currently in day 20 of the 30 day review process. [Public review ends March 25 so we'll need to add the more current policy to this after March 25.]

Up to 25 percent of dislocated worker funds may be reserved for rapid response activities. These funds are released to local WDAs that experience increased numbers of unemployed individuals due to natural disasters, plant closings, mass layoffs, or other events. Rapid response additional assistance funds are used to provide direct services to participants (such as intensive, training, and other services) if there are not adequate local funds available to assist the dislocated workers.

To access these funds the WDCs complete a concise application that includes a narrative supporting their need for funds (with an explanation as to why local funds are insufficient), a budget, a participant planning form, and performance outcomes. The process time for approving a request and allocating the funds is quick-verbal approval is given within 48 hours and a contract or grant modification is processed within one to two weeks.

Rapid response additional assistance funds are primarily used for providing direct services to participants, including tuition assistance, books and fees. Funds may also be used for rapid response services to a dislocated worker event and for layoff aversion assistance. These funds may be used to support rapid response activity for a major dislocated worker event while a federal Trade Act petition is pending or may be used to fund other Trade services if Trade funds are not available.

- E. Youth. ETA's strategic vision identifies youth most in need, such as out of school youth, (and those at risk) youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges. (§112(b)(18).)
1. Describe your State's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (§112(b)(18).)

Washington State's strategy for providing comprehensive services to youth (age 14 through 21 at the time of application to programs funded through the WIA) was first described in the Governor's Executive Order (99-02) on Workforce Development. The Executive Order specifically targets "disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers" as needing assistance in moving up the job ladder.

In June 2004, the Workforce Board updated *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*. As described in the introduction section of this plan, updates were based on input from the Board's IC, made up of state agencies responsible for carrying out the plan and stakeholders throughout the state.

Workforce development system stakeholders including IC members, reached agreement on strategies to ensure that youth, including youth most at risk, have the opportunities through education and workforce training to achieve their career goals. These consensus objectives and strategies are presented in *High Skills, High Wages 2004* and listed in Section 1-E of this WIA Title I-B and Wagner-Peyser Plan.

Specific state objectives and strategies that support providing comprehensive, integrated services to eligible youth so that they will obtain the skills needed by business and succeed in the 21st century economy include:

- Closing the gap between the need of employers for skilled workers and supply of Washington residents prepared to meet that need by creating public-private partnerships, providing quality labor market information, and developing competency based education and training programs, and modular curricula and assessments linked to industry skill standards.
- Increasing the number of young people who understand and act on career opportunities available through Career and Technical Education and training programs, including youth from target populations.

- Increasing mentoring and work-based learning opportunities for youth and integrating these opportunities into individual career plans.
- Developing local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth.
- Expanding access to support services, such as child care, especially for target populations.
- Improving communication and collaboration among workforce development youth partners.
- Outreaching and building capacity with partners, including tribes and community-based organizations to ensure involvement of targeted populations within the WorkSource System.

Based on these objectives and strategies, priorities and policies were developed for both the Governor's set aside and the youth formula program that support serving most in need and providing comprehensive integrated services. These priorities and policies will continue for the next two-year period.

At the direction of the Workforce Board, Governor's set aside funds for Program Years 2003 and 2004 were distributed to the 12 WDCs to implement dropout prevention and retrieval pilots for youth who have special needs and would have significant barriers to employment. Basic Education Act funds are leveraged to support educational activities to all students with WIA funds to support recruitment, work-based learning, and other support services to WIA eligible youth.

To ensure the youth formula program addresses services to targeted most in need youth, the state established [WIA Youth Eligibility Policy No. 3638](#) which requires WDCs to serve youth who are age 14 to 21 and meet one of the following criteria.

1. Deficient in basic literacy skills.
2. School Dropout.
3. Homeless, runaway, or foster child.
4. Pregnant or parenting.
5. Offender.
6. An individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment.

The same state policy includes a requirement that WDCs maintain a local policy including a definition of the sixth criterion addressing "individuals who require additional assistance."

In addition to state policy, the ESD will use a variety of operational approaches to ensure that comprehensive, integrated services are provided throughout the state to eligible youth, including those most in need.

For example, the state will develop a monitoring instrument specifically for youth program services. Local WIA Title I-B Operations Plans and services will be monitored to ensure that youth, including those most in need, are connected with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

Support to local Youth Councils will continue. ESD and the Workforce Board provide youth specialists to assist areas in meeting federal and state requirements. Youth specialists meet regularly with a statewide youth coordinators group to provide leadership on national and state initiatives and support resolution of common issues.

In addition, the state provides technical assistance to local areas at risk of failing to meet youth performance indicators. Each year an assessment of each local area's performance is conducted and technical assistance is tailored to meet specific needs of interpreting, managing, and measuring local area performance in serving youth.

Technical assistance is also offered through the state sponsored Building Skills conference held every 18 months. As in the past, conferences will continue to highlight local program design serving targeted youth populations, achievement of performance measures for youth and demand driven approaches for use of available youth resources.

Youth Grants include requirements which support services to targeted youth and integrated services. Special conditions require that, at a minimum, 30 percent of the funding under the grant agreement shall be used to provide youth activities to out-of-school youth.

To reinforce integration, co-enrollments with Title I-B adult programs or separate enrollments of youth who are 18-21 in Title I-B adult programs are encouraged. Grant agreements prohibit ITAs be provided to youth enrolled only in the Title I-B Youth Grant.

Through youth formula programs, WDCs have targeted hard-to-serve youth either on parole, in foster care, challenged with a disability, experiencing homelessness or a member of a migrant and seasonal farm worker family. The service approach for each targeted group demonstrates the collaboration of WDCs with local partners to provide both educational and occupationally based learning experiences. Services for these groups will continue as the state provides additional leadership through increased coordination across state agencies responsible for most in need groups, including foster care, education, human services, juvenile justice and other relevant resources.

Currently, WDCs select youth contractors to provide services which include but are not limited to youth in the juvenile justice system, attending alternative high schools, and in the foster care system as well as teen parents. Working through networks of organizations, which traditionally provide referrals to employment and training providers in local areas, the local WDCs continue to develop approaches for providing services to specific youth populations.

The following are examples of successful area programs with targeted most in need youth populations.

1. Passport to Success - an ongoing program incorporating three school districts in the Seattle/King County area. Passport provides disabled youth with a combined career exploration experience. A University of Washington developed curriculum is coupled with field study. Passport to Success received a Governor's Promising Practice Award in 2004.
2. The School to WorkSource Connection: The Connecting IDEAs Project (CIP) is a five-year federal grant underway to improve results for youth with disabilities. Through the creation of eleven County Community Councils (CCCs) in Washington, collaborations with institutions of higher education, local school districts, parents, students, government agencies, and adult service providers have been initiated. Disability Program Navigators funded under this grant will be active members of the CCCs in their area. They will advocate for the inclusion of WorkSource services in the transition provisions of Individual Education Plans and 504 plans.
3. GREAT Program - a youth program serving youth offenders, those in foster care and teen parents. There were 345 youth placed with local employers in summer and year round work experiences, internships, or job shadow/career exploration activities.
4. Wenatchee Learning Centers - onsite One-Stop classrooms in eastern Washington provide specialized help for youth who have dropped out of public schools as well as alternative schools. One Center alone served 250 youth in the past year.
5. The Superior Court of Washington for Snohomish County Juvenile Court Services and the Snohomish County WDC initiated Project REACH to serve justice-involved youth who have been assessed as having substance abuse issues or are at-risk of substance abuse issues. Project REACH provides comprehensive treatment, mental health, and workforce investment services as well as the full array of services needed to address each youth's issues in a number of life domains that correlate highly with recidivism.
6. The Tri-County WDC serving Yakima, Kittitas, and Klickitat Counties, introduced youth, including MSFW youth, to one or more of three targeted occupations, through career fairs, field trips to related businesses and college and university tours. Tutoring, supplemental education, adult mentoring, leadership, and citizenship skill development, and work-based learning opportunities were also provided. Parent participation was encouraged and entire families were involved in planning activities. Federal MSFW funds were leveraged with WIA to support the project.

Numbers of targeted most in need youth served in PY 02 and PY 03 follow. ESD will prepare this report quarterly over the next two years and it will be used by contract management and monitoring staff in assessing and/or evaluating WIA youth resources. ESD will review the SKIES system to determine the resources needed to add the target group: children of incarcerated parents.

Youth Data (Demographics)

YOUTH TARGET GROUP	Program Year 02	Program Year 03
Total Participants Served	6879	7121
Youth Offender	1279	1299
Foster Care	294	330
Pregnant Parenting Youth	872	919
MSFW (participant)	89	122
Homeless/Runaway	286	363
School Dropout	1713	2017
Out of School	2834	3047

Local efforts will continue to provide services to youth, including basic skills remediation; helping youth stay in or return to school; employment; internships; help with attaining a high school diploma or GED; postsecondary vocational training; and apprenticeships and enrollment in community and four-year colleges.

The local WDCs with area WorkSource partners coordinate services offered by school districts, community and technical colleges, local School-to-Work and Tech Prep initiatives, DVR and DSB. These include service providers for youth in foster care.

As described in Section IX.2, service integration grants were made to each WDC and its Youth Council to conduct area wide surveys of community youth service providers, whether or not these service providers received funding under the WIA. The resulting resource maps became the basis for convening youth service agencies in each area to develop a continuum of service needs based on the area's resources and youth population characteristics.

A number of specific strategies are used in service integration plans developed by each of the twelve local Youth Councils. These plans help bridge common problems of engaging, co-enrolling, and delivering services that address the unique needs of youth.

2. Describe how coordination with Job Corps and other youth programs will occur. (§112(b)(18)(C).)

There are four federal Job Corps Centers in Washington State, and representatives from each of the centers serve on the Youth Council in their local area and participate in other activities of their local WDC. In other locations throughout the State, where Job Corps admissions counselors and career transitions specialist are located, Job Corps staff participant in youth councils and other WDC activities. The Youth Council serves as the coordinating device for these and other youth programs. Job Corps continues to work collaboratively with the WorkSource System within the State.

3. How does the State Plan to utilize the funds reserved for statewide activities to support the State's vision for serving youth?

Workforce partners, including the Workforce Board, ESD, and OSPI are coordinating efforts to address the social and economic consequences for young people who do not earn a high school diploma. Among this population are youth who have special needs and would have significant barriers to employment.

These efforts are the direct result of a resolution adopted by the Workforce Board directing staff to “work with partner agencies to utilize WIA 10 percent funds to implement a dropout prevention and retrieval initiative.”

The goal of this initiative was to leverage \$1.34 million in WIA 10 percent statewide activities funds with Basic Education Act (BEA) funds. WIA funds are directed to areas with high concentrations of eligible youth. BEA funds support educationally related services to all youth, and WIA funds support social services to WIA eligible youth. Leveraging BEA and WIA funds made it possible to create programs that coordinate a range of direct services to keep, retrieve, and retain youth in school.

These leveraged funds support 12 demonstration projects in each of the workforce development areas of the State. The demonstration projects will develop and/or expand dropout prevention and intervention services such as prevention, retrieval, and recovery strategies.

This youth initiative supports developing local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth, including effective after school hours and summer programs. As a result of the partnerships between school districts and WDCs, there will be young people who might have otherwise left school with limited life and work choices that will choose to stay or return, graduate, and help close our skills gap. The 12 projects anticipate serving 1,267 students.

Again for Program Year 2005, funds reserved for statewide activities will be directed to areas of high concentrations of eligible youth. Governor Gregoire has identified youth as one of three priorities for the use of set aside funds.

Examples of the activities that would be appropriate investment of these funds include:

a) Utilizing the funds to promote cross agency collaboration;

The Dropout Prevention and Intervention Initiative (which uses Governor’s reserve funds) requires that local areas partner with local schools or districts in order to receive the funds. Local areas must target schools that are not meeting their “adequate yearly progress” under the No Child Left Behind Act and that are willing to coordinate at least some Basic Education Act money with the local board. This is an example of using funds to promote cross agency collaboration.

b. Demonstration of cross-cutting model of service delivery;

One component of this DPI initiative is service delivery for students at-risk of dropping out of school. In order to select students at-risk under this service delivery model, local boards (youth councils) and schools (and/or districts) had to work together to determine selection criteria for the at-risk students to be served.

Other examples of cross-cutting models of service delivery are projects funded with the Program Year 03 federal 503 incentive grant funds. Several Workforce Development Councils along with K-12 and post secondary schools implemented career development projects to prepare youth for

careers in health occupations. Examples include summer camps which provided student with on-campus hands-on experiences to the healthcare industry.

c. Development of new models of alternative education leading to employment; or

Several of the projects under the DPI initiative are developing new models of alternative education leading to employment. One local board arranges to have youth from its programs and students from the participating schools visit local business to see what goes on in those establishments and to hear first hand from employers what they look for in hiring. This is an example of coordinating and leveraging WIA and BEA dollars for transportation, etc.

d. Development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills

Many local areas are using their PY 503 incentive dollars to fund projects working with business and industry to make certain that youth are given the right skills. These projects align in many cases with the recommendations of the Skill Panels funded by the Governor's statewide reserve. In addition to the summer camps mentioned above, the Columbia Basin Community College Math and Science Department and the Washington State University sponsored Pathways to the Future Workshops. These workshops provides hand on instruction from the biology, environmental and engineering departments for the purpose of encouraging students to enroll in required math and science courses for health occupations.

WDCs and their partners will work to sustain these projects with existing resources.

Other noteworthy projects are:

The Tri-County WDC introduced students to healthcare careers through job shadowing, internships and volunteering at local hospitals and clinics. The projects were designed with local business representatives.

In Pierce County, the Council and various stakeholders launched a youth workforce development initiative. The first phase involves a cross-industry awareness campaign for K-12 students and the second is a program which provides student interested in pursuing post-secondary education or training in high-demand fields with up to \$2,000 in scholarships.

Other examples of statewide activities include the award of \$600,000 to three WDCs for vocational training with a primary emphasis on health care occupations.

Washington State will continue to utilize funds reserved for statewide activities to support the State's vision for serving youth.

4. Describe how your State will, in general, meet the Act's provisions regarding youth program design. (§§112(b)(18) and 129(c).)

Local WIA youth contractors provide eligible youth an objective assessment to determine service needs of each participant including interests and aptitudes for nontraditional jobs, and development of strategies to identify employment goals, including nontraditional employment.

Youth have access to WorkSource core services providing them access to a wide range of information to help them make informed decisions about training opportunities including opportunities for non-traditional employment.

Maximum local flexibility is afforded local WDCs in developing a design framework for local youth programs. The state requires that local WIA Operations Plans include a service design framework for youth describing how:

- All ten required services will be available to the youth in the service area.
- All youth will receive an objective assessment and an individual service strategy (ISS) that meets the requirements of WIA Sec.129(c)(1)(B), including identifying a career goal and a consideration of the assessment results for each youth.
- Preparation for post-secondary educational opportunities, employment, and strong links to the labor market will be identified in an ISS.

F. Business Services. (§§112 (a) and 112(b)(2).) Provide a description of the State's strategies to improve the services to employers, including a description of how the State intends to:

1. Determine the employer needs in the local areas and on a statewide basis.

ESD established an Office of Business Outreach whose purpose is to determine employer needs on a statewide basis. In collaboration with WDCs, this arm of the agency works with both small and large employers on a variety of levels.

The goal of the Office of Business Outreach is to ensure that WorkSource is the employment and workforce development system choice for Washington business. WorkSource Business provides guidance in the form of Business Outreach Specialists within each WDA. These specialists are a combination of ESD employees, WDA and other community partner staff members. Using this approach facilitates providing up-to-the-minute business and industry-related information to the One-Stop Delivery System.

Some of the objectives and strategies of Washington Business Outreach are the following:

Objectives

1. Attracting new business customers through marketing and outreach.
2. Building commitment with existing business customers through value-added services and products, as well as accountability for quality service delivery.
3. Ensuring continuing ease of access to services for business customers.
4. Continued integration of programs into the One-Stop System.

Strategies

1. Implementation of a methodology for targeting business based on:
 - (a) The “profiles” of available job seeker pool.
 - (b) High-Demand occupations.
 - (c) Companies/industries that provide career ladders.
 - (d) A quality mix of jobs with a focus on attracting mid and upper tier jobs.
 2. Further develop an integrated market approach through multiple program employment and training coordination with business.
 3. Continual development of relationships with business associations and businesses with a statewide presence.
 4. Maintaining involvement of the Business Outreach Specialists with local economic development efforts.
 5. Making WorkSource a part of local business recruitment teams.
 6. Continued coordination with WIA State Rapid Response to business layoffs and shutdowns.
 7. Continuation of offers of recruitment options to business (hiring events, employer of the day, partnerships for employment, diversity networks, etc.).
 8. Training is coordinated with WWA (a group made up of all WDC Directors). The following courses are offered:
 - (a) Marketing 101
 - (b) Presentation Skills
 - (c) WorkForce Explorer
 - (d) Press and Public Relations/Business as a Customer
2. Integrate business services, including Wagner-Peyser Act services, to employers through the One-Stop system.

Today the primary emphasis of the labor exchange system within the One-Stop services delivery system is still to respond to the need of the employer.

The state has an office dedicated to facilitating the move to demand driven business services throughout the state including the long range training needs for a quality workforce and quick response to the immediate need of employers through job listings and job orders. ESD’s Office of Business Outreach has the leadership collaborating with partners in the marketing of WorkSource services to the employer community. Coordinating with the WWA, training is available to all staff and managers connecting with potential business customers.

Washington State Wagner-Peyser funds three levels of service to be available for our business customers to connect with potential job applicants. They include:

- Self service
- Assisted self services
- Staff assisted services

Each level of service is designed to maximize flexibility to accommodate business customer's needs. This could also mean a combination of activities including providing job applicant assessments, application screening, and use of facilities for interviews, and participating on business interview panels.

Statewide business partnerships, including Partnership for Jobs, has been developed to assist business in connecting to the publicly-funded WorkSource system and to obtain a corporate commitment to use this system as a primary source of employees. The system has been and will continue to support this effort through some of the following activities:

1. WorkSource areas are connecting to employers and learning the language, jobs, and requirement of the industry. In terms they are briefing business on the training requirements for WIA and TAA training programs.
2. Hiring events or Job Fairs sponsored and or supported by WorkSource Business Outreach staff bring employers with openings face-to-face with job seekers.
3. Business outreach staff provides support and resources for mass recruitment efforts for new and expanding businesses in the local area.
4. The Go2WorkSource.com web based system enables employers to self serve by allowing them to place listings electronically and seek employees using posted resumes.

WorkSource Business Outreach staff is available to teach business customers how to use the system. In addition Go2WorkSource.com interfaces with America's Job Bank and the State SKIES system to provide job seekers and employers access to the complete listing of suppressed and unsuppressed job listings and job orders available in their local area or across the State.

The state's goal is to provide a single point of contact for the employer. Increasing the integration of Business Outreach staff with Wagner-Peyser Labor Exchange staff in the WorkSource Centers will reduce duplication of effort and through the partnering of all WIA programs we will continue a system of public employment labor exchange within the WorkSource system.

3. Streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation? (20 CFR part 652.3(b), §112(b)(17)(A)(i).)

Employers are currently provided information on two tax credit programs. The Work Opportunity Tax Credit (WOTC) and the Welfare to Work Tax Credit (WtW) programs are described in quarterly Business Update Newsletter mailing to all employers registered with the ESD. Information is also disseminated through brochures which include a toll free phone number for form requests and assistance in completing tax credit applications.

To provide even a broader access to the tax credit information and faster forms processing times, the State is exploring the feasibility of electronic transmission. This project will continue to develop over the next years.

The state has also developed and delivered training on the tax credit programs throughout the State to all partner personnel. The training provides staff members with information on advantages of each tax credit program and provides them with marketing tools to use with employers.

G. Innovative Service Delivery Strategies (§112(b)(17)(A).)

1. Describe innovative service delivery strategies the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration, or meet other key State goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds).

In 2005, the state is implementing an innovative project called Re-employment Eligibility Assessment. This project is a partnership between WIA Title I and Title III staff and the Unemployment Insurance program. A U.S. DOL grant has been issued in support of this effort. A computer application called the Claimant Progress Tool is being enhanced to identify unemployment insurance claimants who have received benefits in the previous week and are required to seek work. It will allow the end user of the application in the One-Stop Center to select claimants individually or in total by geographical area and characteristics such as:

1. Industry and Occupation
2. Older Worker (55 plus years old)
3. Desired Occupation (work the claimant is seeking)
4. Occupation representing the majority of the claimants base year earnings

The tool will also allow the case managers and employment specialists to view a single screen of the services the claimant has already received by the One-Stop Center. It provides links to the State Labor Market Information and the universal access Go2WorkSource.com system. The tool also provides the capability to generate a plan for the claimant with the labor market information, plan of action and referrals to WIA services, as appropriate.

This project is a partnership which consolidates both the goals of the WIA and the UI program in one strategy and that is to assist claimants to become re-employed.

The plan describes our state's commitment to implement WIA and Wagner-Peyser strategies during the next two years and beyond that will offer:

1. Integrated, seamless service delivery coordination and job placement assistance through comprehensive One-Stop Career Centers (named WorkSource Centers in Washington State).
2. Demand-driven employment and training services governed by business-led Workforce Investment Boards, called WDCs in Washington State.
3. Flexibility to tailor service delivery and that meet the needs of our state and local economies and labor markets.
4. Customers high quality information to help them make informed career choices and to select high quality training programs.
5. Accountability to the Governor, State Legislature, CLEO, U.S. DOL, and to the public for fiscal and performance management.
6. WIA eligible youth, including youth most in need, with employability services that will improve their employment and education opportunities.

2. If your States participating in the ETA Personal Re-employment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.

Washington State is not participating in the Personal Re-employment Account demonstrations.

- H. Strategies for Faith-based and Community Organizations (§112(b)(17)(i).) – Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven systems goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry. Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community-based organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.

In 2003, the state required local areas to update their five-year operational plans. The plan instructions included a question relative to involving community and faith based organizations in local Workforce Development activities and programs.

The WDCs were asked to address the inclusion of grassroots and community based organizations, including faith based organizations as partners as referenced in the U.S. DOL Training and Guidance Letter No. 17-01 “Incorporating and Utilizing Grassroots, Community-Based Organizations (CBOs), including Faith-Based Organizations, in Workforce Investment Activities and Programs.”

Each of the 12 WDC updates was responsive to the question. They described how community-based organizations, including faith based organizations were included with respect to their leadership and services. Outreach and recruiting for a wide range of community organizations, including faith based organizations was clearly recognized and of value. Utilizing these organizations in the community in a variety of ways increased the level of assistance available to client populations and serves as a source of recruiting participants for local workforce development programs.

There are many councils who have CBOs, including faith based organizations on their councils or in their partnerships. WDCs also recognized that when services would be contracted, the process needed to be open and competitive. Local WDCs planned to continue to use established and successful means of notifying community based organizations of pending competitive bids through their websites, mailing notices, newspaper publications, press releases, and maintaining and continually adding to their local bidders lists. Another aspect addressed was an indication by many areas that representatives of community organizations, including faith-based, are voting members of their WDC or Youth Council.

For the upcoming two year operational plan the state has included a similar question asking the local areas to describe the methods that will be used to outreach and involve community based including faith-based organizations. During this two-year period the state will be available to provided technical assistance to community and faith-based organizations that are interested in bidding or becoming involved in the federal workforce development programs.

X. State Administration

- A. What technology infrastructure and/or management information systems does the State have in place to support the State and local workforce investment activities such as a One-Stop operating system designed to facilitate case management and service delivery across programs, a State job matching system, web-based self service tools for customers, fiscal management systems, etc.? (§§111(d)(2), 112(b)(1) and 112(b)(8)(B).)

The following systems are utilized to support state and local workforce investment activities:

SKIES

This is an Internet based system for federal reporting and case management. SKIES categorizes labor exchange records and activities by seeker records, employer records, provider records, profiled claimant call in and automated did-not-report records, job matching, and information on job referrals.

[Go2WorkSource.com](#)

Go2WorkSource.com provides employers and job seekers with self-service access to a broad range of labor exchange services. Job seekers can search for jobs, post resumes, apply on-line for jobs, and access career and labor market information. Employers can post job listings, search for job candidate resumes, and access business assistance resources and labor market information. Job seekers and employers visit the web site over 400,000 times each month.

[Workforce Explorer](#)

Internet based website that contains Washington's labor market information. Customers can access (1) the Career Center to find information needed to make well-informed decisions based on up-to-date information. Users can quickly find information for over 800 occupations; (2) the Labor Market Information section integrates statistics and information about labor markets in the State and the US. Users can explore occupations, labor markets, geographic areas, and industry projections and more; and (3) the Tool section, which categorizes distinct tools into the various sections for user convenience.

[Agency Financial Reporting System \(AFRS\)](#)

ESD uses a state government system, AFRS as its fiscal system and each of the local areas use their own systems which range from city, county, or non-profit agency systems.

[Claimant Progress Tool](#)

The Claimant Progress Tool provides state employment service staff access to unemployment insurance claimants who have a work search requirement and have claimed UI benefits the previous week. The Claimant Progress Tool links staff to active claimants attached to each WorkSource site. The Claimant Progress Tool provides detailed characteristics of individuals drawing UI benefits, provides labor market information regarding which businesses are currently laying people off, and provides current data on local job openings. The Tool facilitates the job matching process.

[CMIS](#)

This is an intranet based system and is accessible by partners. The site displays state level labor exchange performance measures including reemployment services to claimants and performance on two targeted programs for claimants. The CMIS system displays three years worth of data to analyze trends and to set benchmarks.

[Federal ETA 9002 and VET 200 Reports](#)

Intranet based access to State of Washington's required DOL ETA Reports. The site displays the report type (A-E of the 9002 and A-C for the 200), displays the report by Quarters, and also by geographic areas.

QMR

The QMR is a management tool designed to review expenditures and participant activities of all WIA grants and contracts released by the ESD. The reports, directed to the WDC, provide an area by area analysis of plan vs. actual expenditures and participant activity. Corrective action is requested of areas where actuals are not within 15 percent of plan or fall below established expenditure benchmarks.

- B. Describe the State's plan for use of the funds reserved for Statewide activities under WIA §128 (a)(1).

The state uses the funds reserved for statewide activities in accordance with the Governor's priorities as follows:

- Addressing critical health care personnel shortages.
- Developing strategies to keep youth in school and engage them in learning opportunities that will enable them to enter careers or continue their education.
- Improving access to services for persons with disabilities.
- Linking workforce development to economic development.

Washington State invests in all of the required statewide employment and training activities and several optional activities in support of the Governor's goals for the workforce development system. These goals are described in Section I, the Governor's vision for a statewide workforce investment system. The activities are consistent with WIA Title I-B Sec.134(a)(2)(B) and Sec.134(a)(3). Statewide activities include:

- Supporting and disseminating a state ETP list.
- Conducting research and evaluations.
- Providing incentive grants to local areas for exemplary performance.

ESD allocates funds to local WDCs based on state Workforce Board policy to reward local areas that exceeded 100 percent of the average of the expected levels of performance for the State core indicators and federal performance measures. Funds are used to meet local needs through a variety of projects including: training staff, expanding capacity within the One-Stop Centers, and providing additional services to customers.

- Providing technical assistance to local areas failing to meet local performance measures.

State staff, with expertise in performance issues, conduct an analysis of each of the workforce development area's performance patterns and provide consultations. Based on the consultations and the State technical assistance policy, funds are accessed by local areas requiring technical assistance. The WDCs use the resources to improve data entry, provide training to case managers, review program strategies, and to initiate other activities aimed at improving performance.

- Assisting in the establishment and operation of the One-Stop delivery system.

A portion of the WIA Title I-B funding for statewide activities is distributed equally among the 12 WDCs for one-time enhancement and expansion of WorkSource services to improve partner participation and customer access. WDCs utilize the funds to improve infrastructure needs such as resource room equipment enhancements, facilities upgrades, and common outreach activities.

- Operating a statewide information technology system.
- Providing additional assistance to local areas that have high concentrations of eligible youth.

Funds are allocated to the twelve workforce development areas to focus on dropout prevention and intervention. The projects are in coordination with schools or school districts having larger than normal numbers of at-risk and low-income students. The new projects place an emphasis on leveraging Basic Education Funds with WIA project funds.

- Providing Capacity Building and Technical Assistance.

Statewide activity funds are used to support a variety of projects and activities that leverage other resources, enhance current systems, and provide specific technical assistance to staff in local areas. Projects, with a business focus, include a major marketing campaign and business outreach assistance training to all WorkSource Liaison staff. Model projects provide resources to vocational skill centers to help the centers incorporate health care career opportunities information into the curriculum.

ESD WIA staff provide technical assistance and training sessions to front line staff in WorkSource Centers and affiliate sites on fiscal tracking and case notes.

- C. Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (§§189(i)(1), 189(i)(4)(A), and 192).)

While Washington State does not plan to request a waiver to rules under Title I-B of WIA at this time, the State may request a waiver in the future.

- D. Performance Management and Accountability. Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, and Common Measures Policy, December 10, 2003.) In this section, describe how the State measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.

1. Describe the State's performance accountability system, including any state-system measures and the State's performance goals established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the

State worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State's previous outcomes as well as with the State-adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program, and the services to be provided. Include a description of how the levels will help the State achieve continuous improvement over the two years of the Plan. (§§112(b)(3) and 136(b)(3).)

Negotiated Performance Indicators

WIA allows considerable flexibility in system design and service delivery, in exchange for both accountability for a key set of outcomes and improving those outcomes over time. To accomplish this, the Secretary of Labor and the Governor of each State must reach agreement on the State's negotiated performance levels for the core indicators of performance, and for customer satisfaction indicators; employers' and participants' satisfaction. These levels of performance become the basis for sanctions for failed performance and, with additional performance levels under Adult Education and Vocational Education, the basis for incentive grants.

At a minimum, the State Plan should include proposed performance goals for each of the performance indicators. While the State Plan is under review, the ETA Regional Administrator and the State will discuss the performance levels, and negotiate on them as appropriate. The Department expects states to enter into preliminary discussions with the local boards and the ETA Regional Administrators before submitting the State Plan. States are expected to come to the negotiating table with support from their local boards for the proposed performance goals. Entering into preliminary discussions prior to plan submission will maximize the time available to States, local areas, and the Department to develop a shared set of goals. ETA Regional Administrators will coordinate with other Department of Labor program administrators, including the Veterans' Employment and Training Service (VETS) Regional Administrators, to assure comprehensive Departmental participation. The Department will provide additional guidance regarding the negotiation process at a later date.

The Workforce Board measures WIA I-B performance using the 17 core indicators of performance spelled out in TEGL 7-99 and prepares the WIASRD files used for reporting. Washington State's ESD prepares performance reports on the Wagner-Peyser system using 9002 reports and on performance of the NAFTA/Trade Act system through the mandated TAPR system.

The Workforce Board has also been a pioneer in the development of common measures of performance across workforce training programs. The Workforce Board has developed and used a set of 13 state developed common core indicators of performance since WIA implementation began. These state-developed common core measures include (1) employment in quarter three after exit; (2) median annualized earnings in quarter three after exit; (3) percent of exiters receiving credentials during participation and up through quarter three after exit, and; (4) participant satisfaction measured using state-designed satisfaction questions. These four core

measures of performance are calculated separately for WIA adults, WIA dislocated workers, and WIA youth (making a total of 12 state measures). The thirteenth measure is an employer satisfaction measure compiled from a biennial survey of state employers, based on responses of employers who have hired workforce training participants. The Workforce Board reports on federal and state core indicators of performance on a quarterly basis and supplies results as required in WIA I-B annual reports.

The Workforce Board also prepares an annual report on WorkSource Performance Indicators, combining the results of the Wagner-Peyser and WIA I-B programs to measure the percentage of employers and job seekers using WorkSource, customer perceptions of seamlessness of service provision across partners, WorkSource staff perceptions of service integration, number of students who are WorkSource participants, and the pooled results for WorkSource customers on federal and state core indicators.

High Skills, High Wages 2004 describes this system in greater detail in Chapter 4: Performance Accountability, supplying information on past performance, current targets, and methods by which the performance accountability system is used to advance system goals.

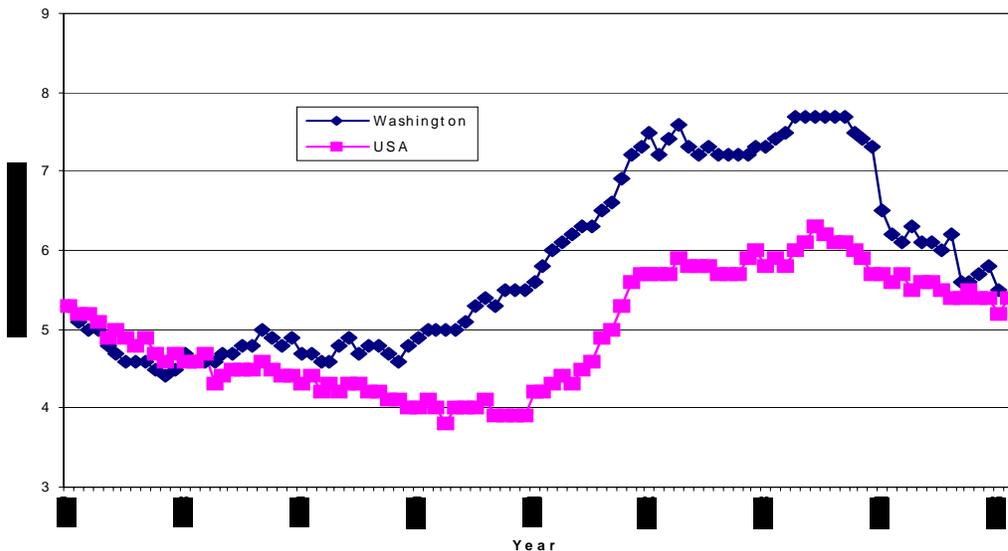
Twenty-nine of the 30 state and federal core indicators (all but the State measure of employer satisfaction) can be measured by and reported for local workforce investment areas. The Workforce Board develops statewide performance levels for each federal and state measure on the schedule determined by DOL. This plan, for example, proposes statewide performance levels for PY05 and PY06.

Local targets are proposed for individual workforce investment areas based on regression formulas developed by the Workforce Board. Workforce Board staff propose targets to local areas that differ from the state average based on the amount that local performance is expected to exceed or fall short of the Statewide average based on local economic conditions and the demographics of local participants. Local areas may then negotiate adjustments to the local targets based on changing assumptions about future conditions, improved information on participant demographics, or other factors. Current regression models are described in detail in *WIA I-B Performance Regression Models of Federal Performance Measures*, February 2005, (available at <http://www.wtb.wa.gov/IPIreg.doc>).

Measurement of progress in Washington State is complicated by the severity of the 2001-2003 recession in Washington State. On some measures, like earnings gain, Washington has only recently surpassed performance levels attained during the first WIA I-B annual report.

Washington's original baselines in 1997-98 and targets for PY 2000 through PY 2003 were among the highest in the country, and very little progress could be made beyond those levels.

Unemployment Rate Comparison



Unemployment rates in Washington State increased from under five percent in PY 2000 to over seven percent by PY 2002 and PY 2003. Only recently have they begun to drop below six percent.

The recession caused a particularly pronounced increase in Washington's dislocated worker population. In PY 2004, dislocated workers made up 48 percent of all of Washington State's WIA I-B exits, compared with a national average of 31 percent. In PY 2004, Washington State exited 63 disadvantaged adults for every 100 dislocated workers. Nationally, the average was 128 disadvantaged adults for every 100 dislocated workers. Pre-dislocation wages increased rapidly in Washington State, with many of those dislocated working in the high-paying software and aerospace industries. The increase in average pre-program wages is shown in the attached table.

These factors will complicate attempts to apply common measures to the combined adult/dislocated worker population in Washington State. Washington's mix of these two populations is not at all common.

Washington's performance in PY 2003 and PY 2004 shows signs of recovery in terms of entered employment and retention. Washington's earnings gain measures for adults and dislocated workers will continue to suffer until the backlog of high wage participants exit the system. Despite difficult conditions in PY 2003 and PY 2004, Washington's performance continues to exceed average national performance and average national performance targets on most measures. Washington has exceeded its relatively high targets by very small margins over the past two years.

Nationally, the average levels of performance have been set much farther below actual performance. Washington State will continue to strive for continuous improvement by proposing performance levels that are slightly above current performance. Given the unusually high pre-program earnings for adults and dislocated workers we proposed low targets for these measures. Further, we did not propose raising our targets significantly above the high levels

achieved on other measures until the targets for other states are brought more closely in line with their actual performance. Washington State's proposed performance levels are, for the most part, above last year's national performance levels. Adoption of these targets will continue to encourage Washington's workforce development programs to produce above-average results.

The following tables shows results on federal and state levels of performance over years one through four, results for the most recent four quarters of performance, and a preview of the first three quarters of year five. The columns for PY 2005 and PY 2006 in the table on federal performance measures show the levels of performance negotiated with the Department of Labor for those years and indicate whether the Department accepted our proposal or negotiated a different target level with us. State performance levels for PY 2005 and PY 2006 are displayed on the second table.

Benchmarks and Negotiated Levels of Performance for WIA Title I-B, Years 6 and 7
Federal Performance Measures

	(A)	(B)	(C)	(D)	(E)	(F)	Approved Performance Levels:		Was Level Negotiated with DOL or Accepted as Proposed by WTECB?	(J) National Average Targets PY 2003 (Year 4)	(K) National Avg. Performance PY 2003 (Year 4)
	Annual Reports				Most Recent	PY 2004					
	PY 00 (Yr 1)	PY 01 (Yr 2)	PY 02 (Yr 3)	PY 03 (Yr 4)	4 Quarters (Yrs 4 & 5)	PY 2004 Preview (Year 5)	PY 2005 (Year 6)	PY 2006 (Year 7)			
Adult Measures											
Entered Employment	72.1%	74.8%	80.7%	78.8%	79.1%	77.9%	80.5%	81.0%	Negotiated	72.6%	78.0%
Original Retention Measure	81.7%	79.4%	83.8%	85.5%	85.7%	85.2%				82.1%	85.3%
Common Retention Measure		79.2%	78.5%	80.0%	82.3%	82.1%	82.5%	83.0%	As Proposed		
Earnings Gain	\$4,156	\$3,752	\$3,894	\$3,979	\$3,861	\$3,706	\$3,650	\$3,750	As Proposed	\$3,025	\$3,302
Average Pre-Wage (Reference)			\$4,556	\$4,838	\$4,976	\$5,064	\$5,214				\$5,146
Employment and Credential	66.3%	66.0%	70.4%	67.2%	67.4%	66.6%	69.0%	70.0%	Negotiated	55.8%	63.8%
Dislocated Worker Measures											
Entered Employment	78.1%	81.8%	80.6%	82.3%	82.4%	81.5%	83.0%	83.5%	Negotiated	78.6%	84.2%
Original Retention Measure	90.1%	90.6%	91.1%	91.6%	91.6%	91.2%				87.4%	90.8%
Common Retention Measure		86.5%	85.7%	87.9%	89.2%	88.8%	89.5%	90.0%	As Proposed		
Original Earnings Gain	91.2%	88.2%	83.2%	84.3%	77.2%	74.7%				91.1%	106.1%
Common Earnings Gain			-\$1,878	-\$986	-\$2,653	-\$3,341	-\$2,750	-\$2,650	As Proposed		
Average Pre-Wage (Reference)			\$14,372	\$14,950	\$17,284	\$17,849	\$17,386				\$11,478
Employment and Credential	71.5%	71.9%	67.5%	69.3%	71.7%	70.7%	72.0%	72.5%	As Proposed	58.7%	67.8%

Benchmarks and Negotiated Levels of Performance for WIA Title I-B, Years 6 and 7
Federal Performance Measures (Continued)

	(A)	(B)	(C)	(D)	(E)	(F)	Approved Performance Levels:		Was Level Negotiated with DOL or Accepted as Proposed by WTECB?	(J) National Average Targets PY 2003 (Year 4)	(K) National Avg. Performance PY 2003 (Year 4)
	Annual Reports				Most Recent	PY 04					
	PY 00 (Yr 1)	PY 01 (Yr 2)	PY 02 (Yr 3)	PY 03 (Yr 4)	4 Quarters (Yrs 4 & 5)	PY 04 Preview (Year 5)	PY 05 (Year 6)	PY 06 (Year 7)			
Older Youth Measures											
Entered Employment	67.9%	69.2%	71.5%	74.3%	71.1%	71.6%	72.5%	73.5%	Negotiated	66.4%	73.0%
Retention Measure	78.0%	76.6%	79.6%	80.2%	83.2%	81.6%	83.2%	83.5%	As Proposed	77.5%	82.3%
Earnings Gain	\$3,186	\$2,850	\$2,625	\$2,854	\$3,281	\$3,056	\$3,347	\$3,380	As Proposed	\$2,598	\$3,170
Average Pre-Wage (Reference)			\$2,292	\$2,314	\$2,111	\$2,086	\$2,059				\$1,865
Employment and Credential	46.4%	44.6%	52.7%	56.6%	58.8%	59.8%	59.0%	60.0%	As Proposed	44.3%	51.0%
Younger Youth Measures											
Skill Gains	87.5%	70.6%	82.8%	87.9%	84.3%	84.1%	86.0%	87.0%	Negotiated	75.6%	83.6%
High School Diploma Rate	46.1%	64.9%	63.8%	61.8%	65.4%	65.9%	63.5%	64.5%	Negotiated	53.1%	64.2%
Retention	57.6%	57.8%	63.8%	67.8%	65.9%	66.3%	67.0%	68.0%	Negotiated	56.6%	64.2%
Customer Satisfaction											
Employers	67.6	68.1	67.8	68.1	68.6	69.2	69.0	69.5	As Proposed	71.8	74.2
Participants	76.4	75.9	75.0	74.7	75.3	75.7	75.0	75.5	As Proposed	73.5	77.2

Benchmarks and Levels of Performance for WIA Title I-B, Years 6 and 7
State Performance Measures

	(A)	(B)	(C)	(D)	(E)	(F)	Performance Levels:		Rationale for Target (Column Referenced in Parentheses)
	Annual Reports				Most Recent	PY 2004			
	PY 00 (Yr 1)	PY 01 (Yr 2)	PY 02 (Yr 3)	PY 03 (Yr 4)	4 Quarters (Yrs 4 & 5)	PY 2004 Preview (Year 5)	PY 2005 (Year 6)	PY 2006 (Year 7)	
Adult Measures									
Credential Rate	39.7%	62.6%	62.4%	63.9%	64.2%	63.3%	64.5%	65.0%	+0.3% over (E)
Employment Q3	68.2%	66.1%	74.5%	75.0%	75.6%	74.9%	76.0%	76.0%	+0.4% over (E)
Annualized Median Earnings	\$14,600	\$15,142	\$16,743	\$18,480	\$17,814	\$17,528	\$18,348	\$18,883	3% per year increase over (E)
Earnings in 2003 Dollars	\$15,848	\$16,436	\$18,174	\$18,480	\$17,814	\$17,528			
Participant Satisfaction	85.8%	N.A.	90.6%	90.4%	89.6%	89.7%	90.0%	90.0%	+0.4% over (E)
Dislocated Worker Measures									
Credential Rate	46.3%	71.8%	64.8%	63.5%	70.5%	72.5%	71.0%	72.0%	+0.5% over (E)
Employment Q3	76.4%	78.3%	79.7%	81.4%	81.9%	81.1%	82.0%	82.5%	+0.1% over (E)
Annualized Median Earnings	\$22,639	\$24,119	\$24,386	\$27,189	\$27,296	\$26,944	\$28,115	\$28,934	3% per year increase over (E)
Earnings in 2003 Dollars	\$24,574	\$26,180	\$26,470	\$27,189	\$27,296	\$26,944			
Participant Satisfaction	86.9%	N.A.	89.5%	89.1%	89.2%	89.5%	89.5%	89.5%	+0.3% over (E)

Benchmarks and Levels of Performance for WIA Title I-B, Years 6 and 7
State Performance Measures (Continued)

	(A)	(B)	(C)	(D)	(E)	(F)	Performance Levels:		Rationale for Target (Column Referenced in Parentheses)
	____Annual Reports____				Most Recent 4 Quarters (Yrs 4 & 5)	PY 2004 Preview (Year 5)	PY 2005 (Year 6)	PY 2006 (Year 7)	
Youth Measures									
Annualized Median Earnings	PY 00 (Yr 1)	PY 01 (Yr 2)	PY 02 (Yr 3)	PY 03 (Yr 4)	\$9,739	\$9,851	\$10,031	\$10,323	3% per year increase over (E)
Earnings in 2003 Dollars	\$7,557	\$7,237	\$9,231	\$9,762	\$9,739	\$9,851			
Participant Satisfaction	94.6%	N.A.	94.1%	94.8%	95.7%	95.6%	95.0%	95.0%	Maintain at 95.0%
Employer Satisfaction									
Satisfaction Index	N.A.	72.8%	N.A.	83.1%	N.A.	N.A.	84.5%	N.A.	+1.4% over (D)

2. Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act, or Title 38 (Veterans Employment and Training Programs) that the State tracks. (§§111(d)(2), 112(b)(3) and 136(b)(2)(C).)

The state tracks all targeted customer groups as designated under the Wagner-Peyser Act and Title 38. The targeted populations are listed under the following categories:

- Migrant and Seasonal Farmworkers
- Persons with disabilities
- Unemployment Insurance claimants
- Temporary Assistance to Needy Families (TANF) recipients
- Dislocated Workers including TAA/NAFTA
- Veterans, designated by gender and age group, including those who are:
 - Disabled veterans
 - Special Disabled
 - Campaign Badge Veterans
 - Formally incarcerated Veterans.
 - Transitioning Veterans who are within 12 to 24 months of separation from the service.
 - Newly separated Veterans who separated from the service within the last 48 months.
- Employers listing job openings with WorkSource Centers

The state also tracks all targeted customer groups as designated under WIA Title I-B which include:

1. disadvantaged youth
2. new labor market entrants
3. recent immigrants
4. low wage workers in moving up the job ladder
5. people of color
6. people with disabilities
7. dislocated workers
8. women

The Workforce Board meets this challenge, in part, through advocacy based on analyses conducted in biennial Workforce Training Results reports:

http://www.wtb.wa.gov/tgt_women.pdf

http://www.wtb.wa.gov/tgt_disabled.pdf

http://www.wtb.wa.gov/tgt_hispanics.pdf

http://www.wtb.wa.gov/tgt_africanamer.pdf

http://www.wtb.wa.gov/tgt_nativeam.pdf

http://www.wtb.wa.gov/tgt_asianpac.pdf

The Workforce Board also prepares *Our Changing Labor Force*, which outlines what is happening in the State's economy and where opportunities lie for the older worker, women, the disabled, youth, and people of color.

<http://www.wtb.wa.gov/ourchlf.pdf>

3. Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the State using to track and report them?

Washington State tracks the 17 federal performance measures and 12 of its supplemental measures on a quarterly basis. These reports display statewide results but also provide results for individual workforce investment areas. Two versions are prepared: one that is consistent with the DOL quarterly report timeframes, and one that is a preview of the next quarterly report. Preview reports use incomplete data on exits and incomplete wage records. Federal and State performance outcomes are also reported to DOL, local workforce areas, and the public in a federally mandated Annual Report on WIA Title I-B.

The Workforce Board prepares a biennial *Workforce Training Results* publication, which profiles WIA I-B programs and a variety of other workforce system programs on a set of common measures. Net impact studies are conducted every four years. Chapters are designed to assist the public and program operators to understand and improve program operations. The most recent *Workforce Training Results* report can be found at: www.wtb.wa.gov/wtr2004.pdf

4. Describe the State's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)

Washington State will use its SKIES as the common data system necessary to collect participation and performance information and to report and track progress. SKIES is an on-line One-Stop operating system and case management system that contains the information needed for tracking and reporting. All One-Stop partners use SKIES.

Data collected from One-Stop partners within the SKIES system includes descriptions of participant needs assessments, descriptions of employment and job readiness plans, descriptions of education and employment history, and descriptions of job placements.

The Workforce Board obtains wage records from the UI Division of ESD through interagency agreements. Wage records are available back to the late 1980s, which allows collection of pre-program and pre-dislocation wage information for virtually all participants. The SKIES system also supplies case managers with access to Washington State wage records from the year 2000 onward. Participants who indicate that they do not want their wage records shared with workforce partners have their wage records flagged so that they are not revealed to partner agency staff.

The Workforce Board and the ESD both participate in the WRIS. This system allows the staff that prepare performance reports to have access to UI Wage records from 49 other states/jurisdictions for preparation of quarterly and annual performance reports.

Additional matches are performed with Washington's two-year and four-year colleges, Washington's ETPs, and with the National Student Loan Clearinghouse to obtain information on education and training in the first and third quarter after exit. Credentials for use in WIA I-B credential measures are also obtained from these sources.

State and local area staff have access to the SKIES system's data warehouse. Data in the warehouse is updated on a weekly basis, allowing power users to construct specialized reports and conduct follow-up on local trends. Workforce Board staff update a WIASRD format file on a quarterly basis and prepare two sets of quarterly reports every quarter—a report based on the due dates specified in the DOL reporting schedule and a preview of the quarterly report that will be due in three months. Quarterly reports and previews supply numerators and denominators. This makes it possible for local area power users to check their participant and outcome counts against those prepared by the Workforce Board. Quarterly reports show the actual levels of performance and compare these levels against state and local area targets.

Washington State Workforce Board and ESD staff are already reviewing the data requirements for the soon-to-be implemented common measure system to make sure that needed data elements are collected.

5. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2) and 112(b)(1).)

Annual performance on federal and state measures is presented to the Workforce Board for review. Annual reports on WorkSource Performance Indicators and biennial Workforce Training Results reports are also presented to the Workforce Board for review. Workforce Board members include the Commissioner of ESD, the Superintendent of Public Instruction (overseeing secondary education), and the Executive Director of SBCTC. The Secretary of DSHS (housing WorkFirst and vocational rehabilitation) is also a participating official. Membership of these top executives of the statewide workforce investment system on the Board helps to ensure collaboration.

In addition, the Governor uses state incentive funds (drawn from WIA I-B 10 percent funds) to ensure continuous improvement of the statewide workforce investment system. State incentive funds are shared by local workforce areas that exceed their adjusted levels of performance for adults, dislocated workers, youth, and customer satisfaction. The amount of funds received is based, in part, on the amount by which adjusted levels of performance are exceeded.

Finally, Section 503 performance incentive funds (when received) are distributed in a formula that takes performance on WIA, Carl Perkins Vocational Education, and Adult Basic Education performance measures into account. Local areas applying to receive Section 503 incentive funds must show the involvement of local secondary and post secondary education officials in their plans for fund use. These provisions help to ensure continuous improvement and the collaboration of key partners.

6. How do the State and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the Boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)

State and local boards evaluate performance using quarterly and annual reports prepared by the Workforce Board. Local workforce investment areas have also worked together to develop data warehouse reports in SKIES, Washington's on-line One-Stop operating system. Some local areas have collaborated to develop real-time measures within SKIES through recording information gathered by case managers as a type of follow-up service.

The State Board and local Councils can evaluate customer satisfaction performance by accessing results of Washington's WIA participant, WIA employer, and Labor Exchange participant surveys. Results are displayed by month, and updated monthly on a website that state and local workforce investment managers can access to monitor performance. One Employment Security regional administrator has gone so far as to create a task force to improve customer satisfaction in his region using the web-based reporting of results as the strategy to improve performance.

The Workforce Board sends a summary memo with each quarterly report to the WDC Directors, identifying problem areas and possible causes. Information from these memos has helped alert system managers to issues needing attention.

Staff of the Workforce Board and the Employment and Training Division of ESD make site visits to train local workforce area staff in performance measures and steps that can be taken to improve performance. Employment and Training Division staff also identify workforce areas that are under performing relative to targets and are developing a technical assistance program.

Washington State has a sanction policy for boards that perform at below eighty percent of their adult, dislocated worker, youth, or customer satisfaction targets. Use of this policy is unlikely to be necessary, given the success of local workforce areas in meeting program goals.

When evaluating state and local performance against performance targets, care is taken to make sure that targets are adjusted for changes in economic and demographic conditions. Near the end of each program year, Workforce Board staff review economic and demographic conditions that will affect the upcoming Annual Report and propose revisions to state targets to DOL. Proposed target revisions may increase or decrease targets, depending on whether our models show the original targets are easier or harder to meet.

Once statewide targets are adjusted, the next step is to adjust local area targets for changes in local area economic and demographic conditions. The targets published in annual reports are the

results of these regression adjustments. The incentive and sanction policies described above are applied to local area performance as compared to these regression adjusted local area targets.

7. What steps, if any, has the State taken to prepare for implementation of new reporting requirements against the common performance measures as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy. NOTE: ETA will issue additional guidance on reporting requirements for common measures.

Workforce Board and ESD staff have reviewed the common performance measures described in TEGL 15-03, as modified by recent guidance from regional DOL staff. We are currently working to make sure that the data elements needed for common reporting will be captured in the SKIES system.

The Workforce Board has also developed queries allowing us to develop baselines for the revised adult and dislocated worker retention levels and the revised definition of dislocated worker earnings gain to be proposed with this submission. The performance levels discussed in response to question one above and question 8 below are based on these revised definitions.

8. Include a proposed level for each performance measure. While the plan is under review, the State will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training provides will help them attain their statewide performance goals. (§§112(b)(3) and 136.)

The attached table shows the proposed level of performance for each federal and state measure for year six and seven. As described above, the proposed performance measures are typically slightly above actual performance levels experienced in the most recent four quarters. Proposing levels slightly above current performance encourages our system to continue its improvements.

PROPOSED PERFORMANCE TARGETS FOR YEARS 6 AND 7
OF THE WORKFORCE INVESTMENT ACT TITLE I-B

Performance Measure	New Targets:	
	Proposed PY 2005 (Year six)	Proposed PY 2006 (Year seven)
Federal Adult Measures		
Entered Employment	79.5%	80.0%
Retention	82.5%	83.0%
Earnings Gain	\$3,650	\$3,750
Employment and Credential	67.5%	68.0%
Federal Dislocated Worker Measures		
Entered Employment	82.5%	83.0%
Retention	89.5%	90.0%
Earnings Gain	-\$2,750	-\$2,650
Employment and Credential	72.0%	72.5%
Federal Older Youth Measures		
Entered Employment	71.5%	72.0%
Retention	83.2%	83.5%
Earnings Gain	\$3,347	\$3,380
Employment and Credential	59.0%	60.0%
Federal Younger Youth Measures		
Skill Gains	84.5%	85.0%
High School Diploma Rate	65.5%	66.0%
Retention	66.0%	66.5%
Federal Customer Satisfaction		
Employers	69.0	69.5
Participants	75.0	75.5
State Adult Measures		
Credential Rate	64.5%	65.0%
Employment Q3 After Exit	76.0%	76.0%
Annualized Median Earnings (Q1 2003 \$)	\$18,348	\$18,883
Participant Satisfaction	90.0%	90.0%
State Dislocated Worker Measures		
Credential Rate	71.0%	72.0%
Employment Q3 After Exit	82.0%	82.5%
Annualized Median Earnings (Q1 2003 \$)	\$28,115	\$28,934
Participant Satisfaction	89.5%	89.5%
State Youth Measures		
Credential Rate	75.0%	75.5%
Employment Q3 After Exit	77.0%	77.5%
Annualized Median Earnings (Q1 2003 \$)	\$10,031	\$10,323
Participant Satisfaction	95.0%	95.0%
State Employer Satisfaction Measure		
	84.5%	N.A.

E. Administrative Provisions

1. Provide a description of the appeals process referred to in §116(a)(5)(m).
2. Describe the steps taken by the State to ensure compliance with the non-discrimination requirements outlined in §188.

Washington State has developed and adheres to its MOA, which was developed in accordance with Section 188 of the WIA and 29 CFR Part 37. The MOA was developed by the Governor of the Washington State in conjunction with the workforce development system partners, and was approved by DOL on October 4, 2001. It was recertified by the DOL on November 20, 2003. The MOA is designed to give “a reasonable guarantee” that all Washington State recipients will comply, and are complying, with the nondiscrimination and equal opportunity (EO) provisions of the WIA and Part 37.

ESD was designated by the Governor to implement and administer the provisions of Section 188. The Commissioner has ultimate responsibility for administration of the nondiscrimination and equal opportunity provisions of Section 188 on behalf of the Governor, and reports EO matters directly to the Governor.

The Commissioner has appointed a State EO Officer within ESD for Washington’s workforce development system. The State EO Officer has overall responsibility for coordinating, implementing, and monitoring the State’s adherence to the provisions of Section 188. In addition, the department also hired a Diversity Manager to assist with the EO responsibility.

Each of the 12 WDAs has appointed an EO Officer who reports to the WDA Director. Each Director is responsible for adherence to Section 188 in its workforce development area and the EO Officer monitors compliance.

The WDA EO Officer conducts EO training on a periodic basis and conducts, or is responsible for conducting, periodic EO monitoring reviews of its partners and service providers to ensure compliance with Section 188 and Part 37. WDA EO Officers also process discrimination complaints for their workforce development area.

Policy regarding the EO complaint and hearing process has been updated and will be available on-line at www.WorkSource.com

XI. Assurances

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. (§112(b)(11).)
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that:
 - a. the State has implemented the uniform administrative requirements referred to in section 184(a)(3);
 - b. the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. the State has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6)).
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. (§112(b)(12)(B).)
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of Title 38 US code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 USC 4215.)
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§117(c)(2).)
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7).)
8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented (§188.)
9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. (§185.)

10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State and the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:

- General Administrative Requirements:

- 29 CFR part 97 --Uniform Administrative Requirements for State and Local Governments (as amended by the Act)

- 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act

- OMB Circular A-87 --Cost Principles (as amended by the Act)

- Assurances and Certifications:

- SF 424 B --Assurances for Non-construction Programs

- 29 CFR part 37 --Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR § 37.20

- CFR part 93 --Certification Regarding Lobbying (and regulation)

- 29 CFR part 98 --Drug Free Workplace and Debarment and Suspension Certifications (and regulation)

- Special Clauses/Provisions:

- Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.
12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.
14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.

15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations, and other partners.
16. As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:-- Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I--financially assisted program or activity;
 - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin;
 - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
 - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws.

ATTACHMENT TO THE 2005-07 STATE PLAN FOR WIA TITLE I-B AND THE
WAGNER-PEYSER ACT
PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURE

To view the attachment with certification signature and a list of program administration designees go to

<http://www.wtb.wa.gov/WIAstateplanfinal05.HTML>

and click on: Signature Page and Program Administration Designees