



Washington State
Workforce Training
And Education
Coordinating Board

Workforce Training and Education Coordinating Board

Washington State Quality Award Application

December 29, 2008

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Applicant Size and Site Locations

Percent of Employees Located in the State of Washington 100%

Total Number of Sites |

List a brief description and complete address for each site.

Subsidiary Organizational Unit or Division

Indicate if the applicant is a unit, division, or other component of a larger parent organization. If the applicant is part of a larger parent organization, complete each of the additional items in this section.

- Yes, applicant is part of a larger parent organization
- No, applicant is not part of a larger parent organization

Parent Organization Name

Address

Highest Ranking Official of Parent Organization

Title

Telephone Number

Indicate if other units within the parent organization offer similar products or services. If other units do offer similar products or services, please provide a brief explanation.

- Yes
- No

Briefly describe any major business support functions that are provided to the applicant by the parent organization.

Highest Ranking Applicant Official in the State of Washington

Name Eleni Papadakis

Title Executive Director

Address PO Box 43105, Olympia, WA 98504-3105

Telephone Number 360-753-5660

Official Contact Person

Name Tim Sweeney

Title Marketing Director

Address PO Box 43105, Olympia, WA 98504-3105

Telephone Number Fax Number

E-mail tsweeney@wtb.wa.gov

Address Feedback Report to: Highest Ranking Official Official Contact Person Other

(If Other, specify name, title, address)

Fee

Enclosed is the eligibility fee. Make the check or money order payable to:
Washington State Quality Award.

Ethics

Questions in this section are to determine if there is anything about your organization that may bring negative attention to WSQA or representatives there of. Answering "yes" to any of the following questions requires further explanation; however, this does not imply that the applicant will be automatically disqualified. Provide supporting explanations on a separate page that is included with this Eligibility Determination Form. Fines, law suits, sanctions, adverse actions or any activity related to your organization that may bring negative attention to WSQA should be addressed on the separate page. Activities that would not bring negative attention and is within the norm of activities of a similar type of organization may be addressed with a statement: "Our organization has been involved in the typical types of legal actions associated with a _____ (list the type of organization). Typical examples of these types of activities include: _____ (list the type of activities). There is no current or past actions that have been or are likely to be involved in negative publicity for our organization." A member of WSQA may contact the applicant for additional information.

Has the applicant been fined during the past five years for violating environmental laws?
 Yes No

Have any of the applicant's senior executives/corporate officers been convicted of a felony during the past three years?
 Yes No

Has the applicant been fined for income tax delinquency during the past three years?
 Yes No

Is the applicant currently in the process of bankruptcy proceedings?
 Yes No

Has your organization been convicted, settled or received sanctions or adverse actions under law (including malpractice, fraud, etc.) regulations, accreditation or contract in the past 3 years?
 Yes No

Are you aware of anything about your organization that would bring embarrassment upon the Washington State Quality Award or the Governor if your organization was to be publicly recognized?
 Yes No

Tim Sweeney - RE: Request for a postponement of award application

From: "Denise Watts" <denise@wsqa.net>
To: "Tim Sweeney" <TSweeney@wtb.wa.gov>
Date: 8/8/2008 9:33:32 AM
Subject: RE: Request for a postponement of award application

Hello Mr. Sweeney,

We have received your request to delay the submittal of your application to January 1, 2009. We are happy to allow you to do this. Please keep a copy of this email to send in along with the original email I sent you confirming receipt of your Intent to Apply.

Please let me know if you have any further questions.

Sincerely

Denise Watts

WSQA Office Administrator

denise@wsqa.net

My Office hours are Tuesdays and Wednesdays 9:30-3:30

WSQA

Path to Performance Excellence

"Making WA State a better place to live, learn, and work"

www.wsqa.net

wsqa@wsqa.net

PO Box 609

Keyport, WA 98345

360-697-2444

800-517-8264

"Life is what we make it".

From: Tim Sweeney [mailto:TSweeney@wtb.wa.gov]
Sent: Wednesday, August 06, 2008 4:52 PM
To: Denise@wsqa.net
Subject: Request for a postponement of award application

Dear Ms. Watts:

Earlier this summer, our Research Manager went to another agency. We are hopeful our new manager will begin in September. Also, we are down one research position and our deputy director has been out on unexpected leave since mid-July and will not return until September. To cap this story of woe, our remaining few policy and research staff are focused on completing our key product, High Skills, High Wages which is due in the fall.

While we have made good progress on our application, we will need the full attention of our research manager and deputy director to complete this application properly.

I respectfully request an extension to January 1, 2009 for submitting our completed lite application. Please let me know if you need further information for this request.

Thank you.

Tim Sweeney

Tim Sweeney
Marketing Director
Workforce Training and Education Coordinating Board
360-586-8678
tsweeney@wtb.wa.gov

>>> "Denise Watts" <Denise@wsqa.net> 2/12/2008 10:22 AM >>>

We are pleased to receive your eligibility form and the fee of \$150 for the 2008 Examination/ Assessment Award cycle. We look forward to the receipt of our application by postmarked by October 1, 2008 (in the event that this is a non-working day for the US Postal Service, we will accept a postmark by the next working day). Please save this e-mail as confirmation of the receipt of your eligibility form. You will be asked to submit a copy of this confirmation with your application.

Thank you.

Denise Watts
WSQA Office Administrator
denise@wsqa.net

Office hours 9:30-3:30 Monday, Tuesday and Thursday 9:30-12:30.

WSQA

Path to Performance Excellence

www.wsqa.net

wsqa@wsqa.net

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Keyport, WA 98345

360-697-2444

800-517-8264

Life is what we make of it

Tim Sweeney - WSQA "Lite" Assessment Eligibility form received

From: "Denise Watts" <Denise@wsqa.net>
To: <tsweeney@wtb.wa.gov>
Date: 2/12/2008 10:23:04 AM
Subject: WSQA "Lite" Assessment Eligibility form received

We are pleased to receive your eligibility form and the fee of \$150 for the 2008 Examination/ Assessment Award cycle. We look forward to the receipt of our application by postmarked by October 1, 2008 (in the event that this is a non-working day for the US Postal Service, we will accept a postmark by the next working day). Please save this e-mail as confirmation of the receipt of your eligibility form. You will be asked to submit a copy of this confirmation with your application.

Thank you.

Denise Watts
WSQA Office Administrator
denise@wsqa.net

Office hours 9:30-3:30 Monday, Tuesday and Thursday 9:30-12:30.

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Life is what we make of it

Glossary

Career Bridge: A comprehensive website that provides detailed data on education and training programs offered throughout the state, including locations, student profiles, tuition and other costs, completion rates, earnings after completion and other valuable consumer information, including scholarship and financial aid opportunities. The site is also home to the Eligible Training Provider list, which indicates education programs that meet certain standards and thus qualify to train students eligible to receive state and federal (including veteran) training dollars.

CTE or Career and Technical Education - Previously known as vocational education, this hands-on, career-focused education is taught at middle and high schools. CTE uses the context of ‘careers’ to make learning more relevant. It integrates academic coursework with career awareness and exploration, occupational training, and work-based learning. It connects students with an education that more closely fits their individual interests, and prepares them for a wide range of careers that require varying degrees of education, from high school to postsecondary certificates to two- and four-year college degrees.

Carl D. Perkins Career and Technical Education Act – A federal act which aims to increase the quality of technical education in United States, providing roughly \$1.3 billion in federal support for career and technical education programs in all 50 states. Washington receives roughly \$25 million annually.

High Skills, High Wages - Washington state’s strategic workforce development plan as distinguished from the agency’s strategic plan designed to implement the state strategic plan. This plan is updated by the Workforce Board every two years and has a 10-year horizon. For example, this year’s plan stretches through 2018. The plan provides a comprehensive look at our workforce system, the roles and responsibilities of our partner

Interagency Committee - A diverse committee of workforce development service providers and stakeholders that includes state agencies focused on education and employment, the state labor council, the state’s business association and private career schools. This committee reviews and refines recommendations forwarded to the Workforce Board.

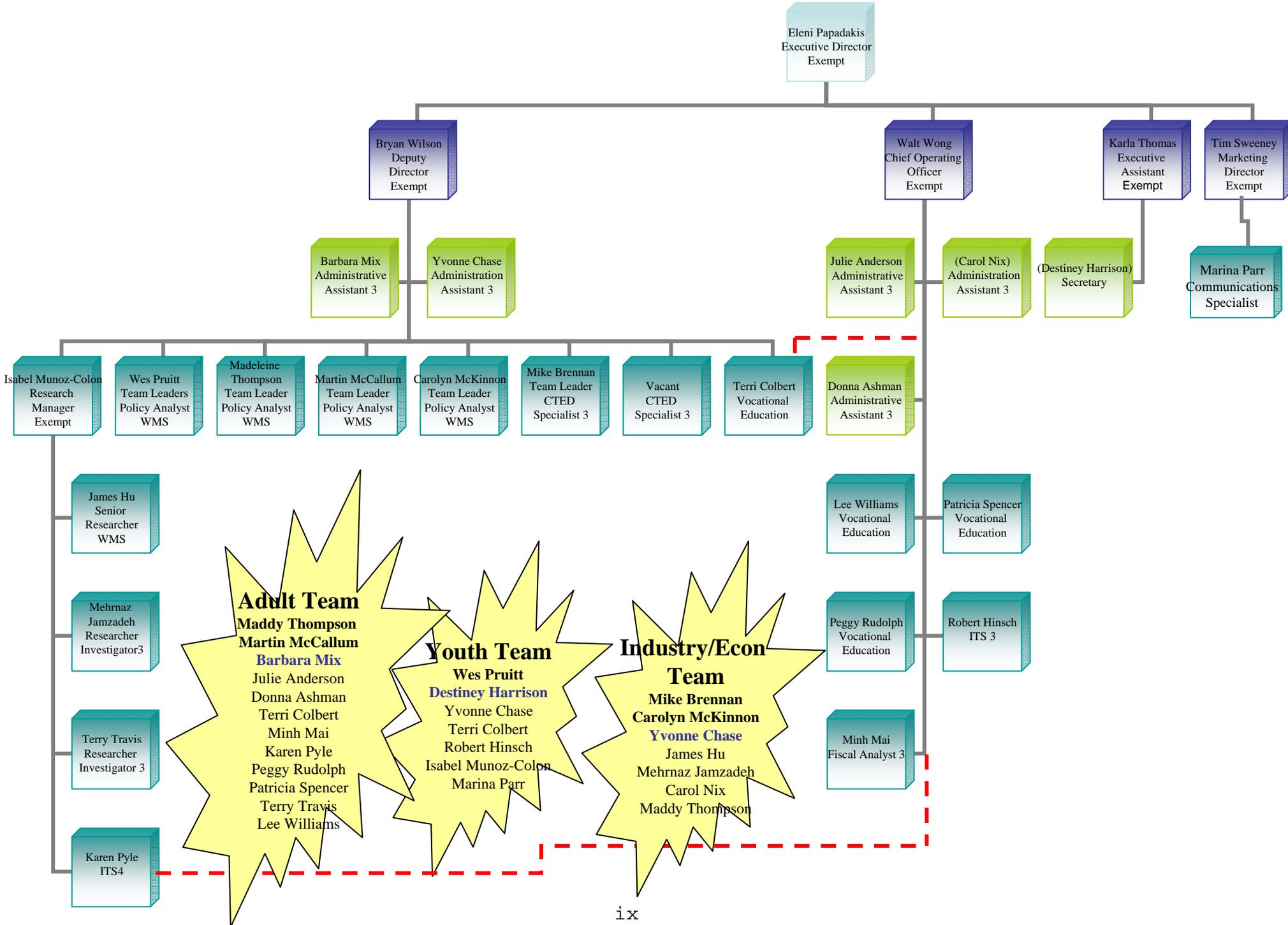
Private career schools - These include private, vocational oriented colleges that grant diplomas and certificates. The Workforce Board regulates about 230 licensed private career schools in Washington state, and approximately 30 out-of-state schools that recruit Washington residents. Agency officials ensure schools are properly licensed and may conduct on-site visits and investigations to protect consumers. Licensed schools cover a wide variety of areas, including massage therapy, information technology, dental assisting, truck driving, hypnotherapy, bartending and more. Such colleges may also grant degrees. In these instances, the Higher Education Coordinating Board approves those degree programs.

Target populations - These include different demographic groups who, in general, have lower education, lower incomes and higher unemployment levels than average. Groups include ethnic and racial minorities, workers with disabilities, young people and women, among others. The Workforce Board aims to reduce barriers, and increase success, among these disadvantaged groups. To that end, one member of the 15-member board is specifically appointed to represent target populations, along with other board members who work with, or represent, these groups.

Workforce Development Councils - These councils are located in our state’s 12 workforce development areas. The 12 councils oversee the local administration of federal Workforce Investment Act Title I-B funds. They also oversee WorkSource Centers, Washington’s one-stop career development centers. Local officials--in most instances county commissioners--appoint those who serve on these councils. Each council has a Governor-approved strategic plan for the local area’s workforce development system. The strategic role of the WDCs makes them an important counterpart to the state Workforce Board at the local level.

WIA or Workforce Investment Act - This federal act was signed into law in 1998. WIA Title I-B employment and training programs target low-income workers and unemployed people in need of basic skills and job skills training, dislocated workers who require retraining for other careers or assistance finding a job, and low-income youth with barriers to employment, including young people at risk of dropping out of high school, or those who have already dropped out and need to be reconnected to further education and job skills training.

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD



Organizational Profile

P.1 Organizational Description

P.1a. Organizational Environment

P.1a(1) Main services and delivery mechanisms: The Workforce Training and Education Coordinating Board (Workforce Board) provides leadership and direction within the state's large, multi-faceted workforce development system. As our statute states, our 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." (RCW 28C.18.030) The Workforce Board oversees the performance of about \$900 million in public funds, which is administered by seven different operating agencies.

Meeting this mandate requires the highest possible levels of collaboration and coordination among a variety of system stakeholders, including publicly funded organizations, business, labor and customer advocates. Our two primary customers, or more accurately beneficiaries, of our system are employers and job-seekers (individuals either in transition to work or currently employed and requiring skill upgrading). The Workforce Board does not deliver direct services to these beneficiary groups, but evaluates services and recommends policies that facilitate continuous systemic improvement towards superb customer service.

In addition to this strategic leadership role for the overall system, the Workforce Board has other statutory and executive responsibilities. We are the Governor's designee for the oversight of two Federal funding sources: Workforce Investment Act (WIA) and Carl Perkins Career and Technical Education (CTE) Act. We are the state licensing body for private vocational or career schools, and in that role operate the Tuition Recovery Trust Fund. We approve non-baccalaureate education and training programs used by veterans and supported by GI Bill funds. And we administer the Washington Award for Vocational Excellence, an annual college scholarship fund for CTE students.

The Workforce Board's activities fall into four categories: strategic planning and policy development, oversight and regulation, performance and accountability, and research and demonstration. Here are the key activities by category:

Strategic Planning and Policy Development

- Strategic planning and policy development for the 18 public programs which constitute the state's workforce development system.
- Planning, program development, and monitoring of CTE including provision and oversight of Carl Perkins Act federal funds to state operating agencies.
- Planning, in collaboration with Washington Employment Security Department, to meet WIA requirements.
- Health Care Personnel Shortage Task Force staff support.

- Strategic policies for the state's 12 Workforce Development Councils.

Oversight, Advocacy, and Public Information

- The Washington Award for Vocational Excellence scholarships, providing up to two years of college tuition for outstanding CTE students.
- Directory of the state's workforce development programs, including those that do not meet the statutory or executive order definition (currently 40 programs).
- Career guidance for youth and adults looking to upgrade skills or change career direction, through the "Where are you going?" publication and "Career Bridge" website.
- Licensing for Washington's private career schools and colleges and consumer protection for their students through inspection, complaint handling and management of a tuition recovery fund in the event of school closure.
- State approval of CTE programs that qualify for Veterans Educational Benefits, required for veterans and beneficiaries to receive veteran education benefits.
- Annual Workforce & Economic Development Conference.

Performance and Accountability

- Core measures, targets and benchmarks for the system, reporting performance of state's major workforce development system programs.
- Analysis of the "Skills Gap," the difference between what employers need and what our system produces.
- Performance tracking of CTE & WIA programs.
- Survey of employer and job-seeker satisfaction with system services and outcomes.
- Administration of the state's training provider "report card," which tells Washington citizens how training and education providers perform, for example in regard to completion and employment rates of their students.
- Leadership and advocacy for establishing consistent federal workforce development performance measures.

Research and Demonstration

- Data gathering including reports, planning documents and surveys addressing the state's economy, population and workforce demographics, worker training and the workforce needs of employers.
- Surveys and analyses of employer labor force needs.
- Administration and performance tracking of High Skills High Wages Strategic Investment Fund, and other partnership programs designed to address local workforce and economic development needs.
- External resource development to test promising practices that relate to identified Washington state needs or problems. (e.g. workplace distance learning opportunities.)
- Manage Skill Panel contracts on forming public/private alliances around specific industries and regions.

P.1a(2) Organizational culture

Our vision is to be an active and effective partnership of labor, business, and government leaders, guiding the best workforce development system in the world. Our mission is to shape strategies to create and sustain a high-skill, high-wage economy. This means education and training that prepares students and those already in the workforce for family-wage jobs. To fulfill this mission, the Board will:

- Advise the Governor and Legislature on workforce development policy and innovative practices.
- Promote a system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results, and supporting high standards and continuous improvement.

Our values are stated as core competencies. From our leadership team, we expect: leadership, communication, relationship-building, active people management, managing for results. From all our staff, we expect: respect, courtesy, integrity, accountability, dependability, team work and safety. These characteristics are defined and posted, and are also presented with the hiring letter for all new employees.

Our values are an important underpinning of our team environment, one that thrives through cooperative learning. Staff work in three core teams: **Youth** Workforce Development, **Adult** Workforce Development, and Supporting **Industry** and Economic Development. Each core team combines research, policy, and program experience. Some staff work on multiple teams, because the issues and work functions warrant it. There are functional teams that support specific funding streams, regulatory activities, administration and operations, research, and leadership. Each core team and the research and leadership teams develop the agency's strategic plan. All activities of the Workforce Board and each employee's primary functions are articulated in the plan within one or more of the core areas. The strategic plan specifies the success measures for each of the core areas, research, and leadership.

P.1a (3) Employee Profile. The board has 28 employees who are responsible for programs, research, policy development and management. Many of our professional staff arrived here after working in the field in various capacities. Half of our administrative staff rose through the ranks of state service and half came from the private sector. Almost all employees have some postsecondary education. There are 11 employees who are not covered by a collective bargaining agreement. Five of those employees are part of the Washington state management service. The other six are considered "exempt" employees. In addition to the executive director, four other managers manage between one and nine employees. Seventeen employees are part of

the Washington Federation of State Employees bargaining unit. Six employees are paid time and a half during those infrequent times that overtime hours occur while the rest are exempt from overtime compensation. Almost all employees are full time. All employees work enough hours to qualify for full state benefits, which includes holidays, vacation and sick leave, health care benefits, retirement plan and life insurance. There are 17 female employees and 11 male employees. Two employees are African-American, three are Asian, and one is Hispanic.

P.1a (4) Major facilities, technologies, and equipment:

The Workforce Board occupies one floor in an office building in Olympia. Each of the work stations has a personal computer connected to a network server that provides email/Internet access. Each staff member has access to their email/calendars via WebAccess. Fifteen staff members carry Blackberry communication devices. The agency has four laptops available for temporary use at home, travel or presentations. The agency has two computer projectors. Standard office equipment includes copiers, phone system, fax machine, conference call equipment, digital recorders and a scanner. The office complies with American Disabilities Act accessibility requirements. The Workforce Board maintains a website for its agency (www.wtb.wa.gov) and another website for listing eligible training providers and their performance results (www.careerbridge.wa.gov).

P.1a (5) Legal and regulatory environment

The Workforce Board operates as both a state agency and an administrator of federal funds. As such, the Workforce Board has to comply with regulations and legal requirements at both levels. Our Leadership Team and administration/operations staff are well experienced in this arena, and have maintained exceptionally positive relationships with our regulators and overseers at both levels.

The Workforce Board also serves as a state regulator, administering the licensing and oversight of private career schools that operate in Washington, and operating the Tuition Recovery Trust Fund, capitalized through fees paid by the schools and used to reimburse students adversely affected by school closings. This activity is staffed by two professionals and an administrative assistant, with additional support provided by an Assistant Attorney General. Staff follows very specific criteria and protocols when regulating schools and handling student complaints, school investigations, and, in rare cases, school closures. Our career school licensing operation is among the best in the nation, because of these protocols, our open process for reviewing and updating regulations, our performance measurement system, a school advisory committee and the availability of the tuition fund.

The Workforce Board also complies with all state and federal occupational health and safety regulations that apply to office settings. State employees must comply with ethics requirements that prevent the use of state property for

private gain. State public disclosure requirements ensure all work products are available for public inspection. In addition, as an executive state agency, the Governor’s office must approve all agency advocacy for state and federal funding and legislation.

Finally, all meetings of the Workforce Board comply with the state’s open meetings act. The agency announces board meetings through its website, newsletter and e-mail mailing lists containing 3,000 addresses. The Board’s policy is to take action on an item only after it has been introduced and discussed at a previous meeting, allowing for public input.

P.1b Organizational Relationships

P.1b(1) Organizational structure and governance

system: The Workforce Board is a partnership of business, labor, and government. Board members are not paid and are usually employed elsewhere. The board meets six times a year and also holds an annual retreat. The board’s membership is notable in that customers of the training system (labor and business) hold a voting majority, providing the only forum where customers and service providers are able to come together and address opportunities and shortcomings in the workforce development system. The Workforce Board’s other voting members are the chief officers of the three major agencies responsible for delivering workforce development services directly to customers. Four members are non-voting.

Workforce Board Composition	
Chair	Nonvoting
Three (3) business representatives	Voting
Three (3) labor representatives	Voting
Superintendent of Public Instruction	Voting
Director, State Board for Community & Technical Colleges	Voting
Commissioner, Employment Security	Voting
Representative for target populations	Nonvoting
Representative of local government	Nonvoting
Secretary, Dept. of Social and Health Services	Nonvoting
Director, Community, Trade and Economic Development	Nonvoting

The Governor appoints the chair, three representatives for business and three for labor (chosen among individuals nominated by statewide business and labor organizations) while the chair appoints the representative for target populations. All ex-officio positions may use designees.

The board’s full time staff is led by its executive director who reports directly to both the Governor and the Workforce Board. The executive director and her senior managers meet routinely to review progress on the agency’s strategic plan and other management and policy issues.

P.1b(2) Key customer and stakeholder groups: The Workforce Board has a complex mix of customers and stakeholders, ranging from policymakers to operating organizations, including public agencies, community organizations, and the two key system beneficiaries,

employers and workers/job-seekers. The Board uses its leadership, open and accessible strategic planning process, and data-driven performance accountability to drive this complex group of stakeholders to perform as a single, integrated system of customers and suppliers. Stakeholders include:

- Governor, legislators and other state/local policymakers.
- Employers, the Association of Washington Business (the state chamber of commerce), and industry associations.
- Organized labor, particularly the Washington State Labor Council, AFL-CIO and SEIU.
- CTE administrators, instructors, and counselors.
- Community and technical colleges.
- Private career schools.
- The U.S. Department of Labor, U.S. Department of Education, and U.S. Department of Veteran Affairs.
- State workforce development agencies, such as Employment Security Department, Department of Social and Health Services, Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, State Board of Education, Higher Education Coordinating Board, Department of Community, Trade and Economic Development, the Economic Development Commission, Department of Health, and Department of Labor & Industries.
- Local governments, particularly counties and their Workforce Development Councils which provide regional planning for workforce development.
- Associate Development Organizations, which are most often known as Economic Development Councils.
- Community-based organizations who partner with other key customers on workforce development.
- Current and future workers and students who are, or will use, one of the state’s workforce development programs.
- Groups and organizations who advocate on behalf of special, targeted, or underrepresented populations.

Our external customers expect workforce development programs to run efficiently and successfully. However, there are differences in their individual needs since employers seek specific skill sets that advance their business while workers seek education and training that advance their standard of living. Supply chain stakeholders, such as the K-12 system, two-year colleges, four-year colleges, apprenticeships and private career schools, all differ in their approach and perspective.

Ultimately, the Workforce Board is responsible for providing the Governor, Legislature and policymakers unbiased, accurate, detailed assessments of the workforce development programs and recommendations on future funding and policy changes. While we count on all system stakeholders to participate in the development of those recommendations, and to supply data to help inform and support recommendations, there are often times when there are extreme differences of opinion and/or conflicting

priorities across stakeholder groups. The Workforce Board’s role in these instances is to mediate and find consensus wherever possible, or to make the hard choices when consensus is just not possible.

P.1b(3) Role of suppliers and partners: The Workforce Board’s most important supply chain is the collaborative process that engages all customers and stakeholders in developing policies and recommendations that guide our state’s workforce development system. This process requires that our stakeholders feed into each step in the process, from providing timely program results to determining budget needs to advocating for new programs and program changes.



Formal action requires approval by the Workforce Board. Recommendations for the Board’s consideration are reviewed and refined by an “Interagency Committee,” a committee which includes key representatives from the major workforce development service providers and stakeholders.

Interagency Committee Representation
Workforce Board
Employment Security Department
Dept. of Social and Health Services
Dept. of Labor and Industries
Dept. of Community, Trade & Economic Development
Workforce Development Councils
Office of Superintendent of Public Instruction
State Board for Community and Technical Colleges
Higher Education Coordinating Board
Department of Services for the Blind
Association of Washington Business
Northwest Career Colleges Federation
Washington State Labor Council
Washington Workforce Association

The Interagency Committee brings together perspectives necessary to move ahead on directives made by the Workforce Board. Work groups or subcommittees often form to address specific initiatives. In addition, the Workforce Board regularly partners with one or more of its stakeholders on legislative and/or policy initiatives. For

instance, the Workforce Board worked with the Office of the Superintendent of Public Instruction on high school retention and dropout prevention.

P.1b(4) Key Supplier, Partner and Customer

Communication methods: The Workforce Board regular meetings are attended by all major partners and stakeholders. These public meetings (held six times a year) provide a direct way for stakeholders to share and hear ideas and perspectives. Similarly, the Interagency Committee meets every three weeks. Other key means of communications include:

- Public forums, such as those associated with the development of state’s workforce development plan, the Carl Perkins Plan, and other reports;
- Regular attendance by Workforce Board staff at meetings held by partners and stakeholders;
- Conference presentations;
- A weekly e-mail newsletter to 3,000 workforce development professionals;
- Publications and website.

P.2 Organizational challenges

P.2a Competitive Environment

P.2a(1) Competitive Position: The Workforce Board is responsible for managing performance accountability for the workforce development system, including programs under the federal Workforce Investment Act and the Carl Perkins Career and Technical Education Act. The Workforce Board develops and approves the state’s comprehensive strategic workforce development plan.

The Workforce Board’s competitors are those entities whose issues compete with the Board’s state workforce development plan, known as *High Skills, High Wages*. While not a budget document, the plan suggests investment priorities for state and other resources, which can conflict with the budget priorities of other agencies—including those within the workforce development system. In most cases, our partner agencies view the Board’s endorsement of strategic priorities as support for their efforts. Since the Workforce Board is not a direct training and education service provider, we don’t compete for the same state money or other budget dollars. Our funding advocacy efforts are largely dedicated to programs managed by these other entities.

Other competitors include organizations that advocate for aspects of workforce development, such as business and labor organizations and client advocacy groups. The “competition” comes when they promote policies or priorities that conflict with *High Skills, High Wages*. Because the Workforce Board seeks a shared consensus and partnership with “competitors” on issues and funding priorities, competitive success often takes the form of collaboration and partnership.

The Workforce Board uses collaborations and partnerships to focus the resources of in-state organizations against competitive threats from outside Washington, most notably outside competition for skilled jobs, workers and successful

employers. Other states pose a competitive challenge to the Workforce Board because of their potential to attract our jobs away and bolster their own firms' competitiveness.

The Workforce Board also competes with other entities for private foundation and federal grants.

P.2a(2) Key Success Factors: The principal factor in determining the Workforce Board's success is whether we achieve legislative and budget goals outlined in *High Skills, High Wages*.

The Workforce Board measures its own success by the products and services it provides, key programs and systems it helps put in place, and the long-range outcomes or ultimate results of the workforce system. Desired outcomes include whether program participants (workforce development customers) complete their programs, whether they continue their education and training, whether they are hired and how much they earn after leaving the programs.

As state and federal funding become more scarce, workforce development system success will rest on how the system satisfies demand through improved efficiency, greater innovation and new funding streams.

The Workforce Board has pursued greater efficiency by fostering closer alignment with other organizations and planning processes. For instance, the Workforce Board executive director and staff worked closely with the Higher Education Coordinating Board to ensure key elements of the strategic workforce development plan were included in the higher education master plan. Also, the executive director of the Workforce Board now serves as a non-voting member of the state's Economic Development Commission.

The Workforce Board pursues research and development, seeking out promising practices and promoting their adoption. The Workforce Board has pursued private foundation funding for new programs, developing them and moving them to other entities, thus freeing up Workforce Board resources to take on new projects. For example, the Workforce Board is currently developing an employer-matching education program called Lifelong Learning Accounts with the intent of moving the program to an appropriate organization to manage the statewide rollout. Through its annual "Best Practices Awards," the Workforce Board encourages and honors innovation, identifying and promoting these practices statewide.

P.2a(3) Comparative and Competitive Data: The Workforce Board has developed a widely accepted set of performance measures for measuring progress for workforce development system programs. These measures rely on federal, state and third-party contracted resources. The Workforce Board is a recognized leader in the country in performance measures that provide a true assessment of the state's workforce development system. The state's core measures served as a model for the National Governor's Association recommendations to Congress on workforce development system performance measures.

In addition, the Workforce Board has recently approved a wide range of performance measures that monitor the agency's progress in implementing its strategic plan and targets specific steps outlined in the plan.

P.2b Strategic Context: To ensure relevancy in the state and national discussion on workforce development issues, the Workforce Board must stay current on emerging issues and trends. This means balancing work between traditional activities that remain relevant and developing new substantive policy initiatives—a task made more difficult in the face of decreased funding from traditional sources and higher expectations brought on by new challenges.

The Workforce Board must maintain its leadership in workforce development planning and innovation. To do this, the Workforce Board must continuously innovate and improve on the state's strategic workforce development challenges as outlined in *High Skills, High Wages*.

A tightening economy offers both advantages and challenges. While a down economy raises the profile and importance of worker retraining, public funding also becomes more scarce—making it more difficult to fund pilot projects and expand promising ones. The Workforce Board's challenge will be to raise the profile of workforce development issues on the state and federal level, paring ineffective programs and finding ways to invest in successful ones. Research and development will involve the challenge of building credibility and trust with private foundations willing to fund pilot projects that are consistent with the Workforce Board's mission.

Washington's workforce is aging and growing increasingly diverse. Tapping the full potential of our workers has never been more important—or more challenging. Our supply of young workers is shrinking relative to the general population, while our older workers are working longer and need education and training to stay on top of new skills and changing technology. At the same time, workers from minority groups are accounting for a greater slice of Washington's labor force. Education levels, wages and employment rates among minority workers continue to lag behind whites—troubling problems that have far-reaching implications for our economy as a whole.

P.2c Performance Improvement System:

The Workforce Board staff recently adopted a team approach that reflects the five goals identified in the agency's workplan. These goals are aligned with the state's workforce development plan, *High Skills, High Wages*. The teams are: youth, adults, industry, research and leadership. These teams are designed to promote success and identify gaps in the agency's ability to pursue *the High Skills, High Wages* plan. The teams collaborated on performance measures for meeting the strategic objectives listed within each goal.

Category 1 – Leadership

How do your senior leaders lead? How do you govern and address your social responsibilities?

a. How do Senior Leaders set organizational Vision and Values?

In setting the agency's vision and values, the Workforce Board used a collaborative process involving agency staff and stakeholders to develop a working draft. This process involved reviewing the agency's statutes and the Governor's executive order. The draft statements were reviewed by the Interagency Committee, presented to the Workforce Board for comment and public feedback and approved by the Workforce Board in 2004. They were later updated slightly in 2006.

Goals associated with the vision and mission statement were recently reset through a collaborative, team-driven process that aligned the **agency** strategic plan with its **state** plan for Washington's workforce development system, *High Skills, High Wages*. The leadership team recognizes that with its new team structure and the passage of time, the agency's mission, vision and values may require revision. No decision has been made as to when or what process will be followed in conducting this review. Such a review will likely begin with assignments made to the policy teams to review the mission in light of the *High Skills, High Wages 2008-18* and the newly aligned agency strategic plan.

The Workforce Board also invested in leadership assistance from the Olympia-based Organizational Resource Group, Inc. This consultant assisted the agency in a review of our organizational climate and areas of success and areas requiring additional emphasis. The assessment recommended that we more fully integrate policy, research and program functions. We are looking at how our new team structure, which brings together staff from all sections of the agency, achieves that objective. Another recommendation was to provide more support to our Private Career School program to allow for more proactive work with the regulated community. We allocated a support person to that program which allowed expertise and ultimately some efficiencies to develop.

b. How do Senior Leaders communicate with and engage the entire workforce? The Workforce Board conducts all-staff meetings every month. In these meetings, each policy team, including the leadership team, reports out their activities and news, allowing for discussion and information sharing.

The executive director announces all personnel changes and other personnel issues by all-staff e-mails. New personnel are introduced at all-staff meetings or special event staff meetings. The director also assigns time to each staff meeting to discuss office and personnel issues.

The leadership team meets at least once a month to identify issues that need to be communicated with all staff. Leadership also meets with team leaders regarding progress on the agency's strategic plan.

News releases, clippings of the agency in the news or of other relevant news and important non-agency materials are routinely shared with all staff by e-mail.

Also, with leadership support, staff organizes monthly office lunches. While these events are social in function with no formal business conducted, they do serve to increase communication and teamwork.

c. Describe how your organization addresses its responsibilities to the public and ensures ethical behavior. Workforce Board staff identifies its responsibilities to the public through the agency's strategic plan, communicating those responsibilities through its website, correspondence, and board meetings. Each staff person's individual responsibilities are defined by performance agreements and professional development plans developed in collaboration with their supervisors.

Every year, the agency's chief operating officer provides paper copies of the state's ethics law and supporting materials to all staff at an all-staff meeting. These meetings dedicate sufficient time to explain major features of the law and to allow discussion, providing opportunities to clarify ambiguities.

This year, the agency conducted ethics training, provided by the Attorney General's office, for all staff. The four-hour training session "Ethics in Public Service Act, RCW 42.52 and WAC 292-110-010 Use of Resources rule" included these performance objectives:

- Apply the Ethics in Public Service Act in the workplace.
- Identify appropriate and inappropriate ethical conduct.
- Understand appropriate use of state resources.
- Navigate the ethics website and Board guidance.

The private career school licensing and veterans program approval unit staff are routinely in the public eye, requiring high professional and ethical standards. Any ethical issues will likely emerge through our public complaint and investigation process. In addition, the veterans program undergoes an annual self-evaluation and an annual assessment by the federal regional office.

Because of the federal funded programs, particularly WIA and Carl Perkins, the Workforce Board is subject to occasional federal and state audits. While these audits are not frequent enough to use as performance measures, they serve as good indicators of the agency's compliance with the federal regulations and provide direction for improvement. For example, monitoring by the state Employment Security Department identified that we did not have the latest policy and procedures in place for the Workforce Investment Act.

Our general fund state audits have come back "finding free" for many years.

Category 2 - Strategic Planning

What are your key strategic objectives and actions plans?

Our core product is the state’s plan for workforce development, *High Skills, High Wages*. This strategic plan addresses the state’s workforce development needs and lays out a blueprint on how the various state agencies and resources can work together to improve the system.

In developing its latest agency strategic plan, the Workforce Board staff aligned its objectives and strategies with its new team structure and the objectives of the state workforce development strategy, *High Skills, High Wages*.

<p>Key Strategic Objectives – Youth Team</p> <ol style="list-style-type: none"> 1. Advocate for, facilitate, and promote effective secondary level career & technical education pathways. 2. Advocate for, facilitate and promote policies and programs that increase high school graduation rate. 3. Advocate for, facilitate and promote policies and programs that reduce the unemployment rate for Youth (including Young Adults roughly defined as 18 to 24 year olds).
<p>Key Strategic Objectives – Adults Team</p> <ol style="list-style-type: none"> 1. Advocate for, facilitate, and promote greater access to postsecondary workforce education and training. 2. Advocate for, facilitate and promote improved retention and success in postsecondary workforce education and training programs. 3. Advocate for, facilitate and promote career advancement and self-sufficiency for adults with barriers to education and training, and employment success. 4. Improve services and results for customers in workforce development programs by integrating services.
<p>Key Strategic Objectives – Industry Team</p> <ol style="list-style-type: none"> 1. Guide the workforce development system to better match industry’s needs. 2. Coordinate workforce development with economic development.
<p>Key Strategic Objective – Research Functions Team</p> <ol style="list-style-type: none"> 1. Maintain and improve performance management system for workforce development.
<p>Key Strategic Objectives – Leadership and Operations</p> <ol style="list-style-type: none"> 1. Engage business, labor and public partners in the on-going continuous improvement of the state’s workforce development system. 2. Align agency resources with priorities of the Board. 3. Continue to improve the quality of agency operations. 4. Make the Workforce Board an attractive and satisfying place to work.

Each of the objectives listed in the latest agency strategic plan contain specific strategies to achieve the state

objectives, thus indentifying what needs to be done and guiding the respective teams in their formation of team work plans.

How do your strategic objectives address your strategic challenges and strategic advantages?

Goals, objectives and strategies outlined in *High Skills, High Wages* address key issues for youth, adults (including those with barriers such as limited English proficiency, low literacy and low education levels) and industry. These issues are made more challenging by Washington’s changing economy and demographics. The state plan identifies the programs and the systems that need to be built and enhanced to respond to these and other challenges.

For example, *High Skills, High Wages 2008-18* and the latest agency strategic plan address the demographic challenges in the following ways:

- 1) We target youth to ensure that all of our emerging workers graduate high school and are prepared for further education and work.
- 2) We target adults with barriers to employment, including those new arrivals where language may be a barrier.
- 3) We target incumbent workers to ensure their skills stay sharp and up-to-date.

We address our changing economy with strategies that tie our education and training system more closely to the needs and input of employers, particularly emerging and successful industries considered to be regional economic drivers. For example, we foster development of Industry Skill Panels throughout the state, which bring together business people, educators, and other leaders to create industry-recognized credentials specific to their region’s industry clusters.

Furthermore, by focusing on service improvement and integration and economic development, we emphasize efficiency and job growth in a time of tight budgets and slow economic growth.

The Workforce Board’s staff crafted its agency strategic plan based on the challenges identified in *High Skills, High Wages 2006*. This process began in 2007 with the formation of three new primary teams: youth, adults and industry. (Each staff person participates in at least one team.) The agency’s strategic plan emerged in 2008.

The teams reviewed *High Skills, High Wages* for the objectives related to their area, refining the objective statements and building a list of policy, program, research and communication strategies designed to address those objectives. Because the *High Skills, High Wages* plan involves programs and services of other entities, the Workforce Board staff teams categorized each strategy as either a “primary” or “assisting” activity for the agency. Then team leaders met with our leadership team to refine the list and to determine which strategies could be implemented with the resources available. Some lower

priority strategies were pruned or shifted to a later time frame—though we may need to do more shifting based on our self-assessment and employee survey.

This planning process ensured that the agency’s strategic plan focused on key priorities established by *High Skills, High Wages*.

For example, the *High Skills, High Wages* plan identifies high school dropouts as a challenge to workforce development. Youth Objective 2, in the agency’s strategic plan, identifies the agency’s role in advocating for programs and policies that increase high school graduation rates. Specific strategies under that objective include advocating for expansion of the Building Bridges Program, a comprehensive dropout prevention and intervention system for at-risk youth and dropouts, and working on policies that promote combining General Equivalent Degree completion with occupational skills training.

Under Adults, *High Skills, High Wages* identified the need to increase the number of adults who have at least one year of postsecondary education or training which lines up with the first objective listed under Adults from the agency’s strategic plan.

Every objective and supporting strategy lines up with a goal or objective in the *High Skills, High Wages* state strategy. The agency strategic plan consists of 15 objectives and 183 strategies.

How do you deploy action plans throughout the organization to achieve your key strategic objectives?

The Workforce Board formally adopted the agency’s strategic plan in July 2008. Each team and its leader are responsible for taking action to achieve the strategies identified in the plan for that team. Because the teams involve members from across all disciplines and agency sections, team leaders may not be the direct supervisor of team members. However, team leaders work with the direct supervisor to ensure that each team member’s performance agreement and professional development plan include any assigned responsibilities resulting from the team’s work.

Performance agreements between supervisors and employees are aligned with the agency plan’s strategies. The agreements show what needs to be completed by each three-month period to accomplish the strategies. Regular meetings between the leadership team and the team leaders allow emerging issues and overall progress to be tracked and discussed. Each objective in the agency strategic plan has at least one performance measure assigned. Workforce Board staff developed several of these performance measures to align with the agency’s strategic plan while other measures already existed.



Category 3 - Customer and Market Focus

A. How do you capture customer-related information (i.e. requirements, needs and expectations)? How do you determine which requirements are most important?

Our agency's most public means of stakeholder input are the Workforce Board public meetings conducted six times a year and held throughout the state. With representation from several key stakeholders including business, labor, special populations and education as well as partner agencies, the Workforce Board is a platform for sharing and debating ideas regarding the direction of workforce development in Washington. Business and labor, the two key customers of the workforce development system, hold a strong voting majority and represent customer interests on the Workforce Board.

Surveys, designed and contracted by the Workforce Board, help to feed and foster the Workforce Board's deliberations and public input:

- Core measures, targets and benchmarks for the workforce development system bring about regular review of the system's performance. As part of the core measures, we survey participants of the 12 most active workforce development programs to determine their satisfaction with the program and identify unmet needs. We also survey employers of program participants.
- We conduct a statewide employer survey every two years to determine employer demand for job applicants. We find out how many of our employers are having difficulty recruiting workers, and at what education level they need their workers to achieve. Employers report on how their business is affected by not being able to recruit a skilled workforce. Board members compare that data to previous years and consider economic conditions when deliberating over the implications of the results.

The results of these surveys as well as other performance results are shared with the Workforce Board staff and members as well as the agencies that manage the workforce development programs. These results enliven discussion about funding priorities and can drive innovation. For example, feedback from customers of the Adult Basic Education programs found that if adult basic education integrated with occupational skills training, it could lead to better employment and satisfaction outcomes. This evidence led to a change in policy and expansion of such integrated programs.

The board establishes priorities by adopting *High Skills, High Wages*, the agency's strategic plan, and resolutions directing staff to pursue initiatives and assignments. The process of developing *High Skills, High Wages* involves considerable public process, with a particular focus on customers. For instance, in developing the most recent edition of *High Skills, High Wages*, Workforce Board

members chaired three subcommittees: Youth, Adults and Industry and conducted up to three meetings each with service providers, businesses and target population advocates. These subcommittees produced recommendations which were then vetted through a series of 10 public meetings throughout the state.

The Workforce Board has surveyed participants in other initiatives, most notably its skill panel program designed to bring industry, community leaders, education and workforce professionals to the table around a specific industry need.

Key agency products and services have feedback mechanisms. For instance, for several years all major publications contained a postage-paid return card asking whether the document was useful, clearly written, contained sufficient detail and was the right length. The card also solicited suggestions for how to make the document more useful. However, the small number of card returns has prompted us to move to a web-based survey. The agency also solicits the suggestions and measures the satisfaction level of attendees of its annual conference using a web-based survey.

B) How do you enable customers to seek information, conduct business, and make complaints? These are your key access mechanisms.

Because the Workforce Board achieves many of its strategic objectives through partnerships involving organizations who can be customers of the Workforce Board, the most common way a customer does business with the Workforce Board is through direct contact with the board or staff. Collectively, staff members attend hundreds of meetings and events annually, providing opportunities to provide in-person feedback to the Workforce Board. Just about every service, product and program managed by the Workforce Board is done through a consciously collaborative process where customers often sit at the table and help design the initiatives. For instance, a partnership designed to establish an employer-employee matching fund for education in Washington engages the public and private partners through routine meetings and subcommittee activities. Below is the list of the participants in the Lifelong Learning Account partnership.

Lifelong Learning Accounts (LiLA) Partnership
➤ Office of the Governor
➤ Workforce Training & Education Coordinating Board
➤ Association of Washington Business
➤ Pacific Mountain Workforce Development Council
➤ Health Work Force Institute
➤ Higher Education Coordinating Board
➤ Department of Community, Trade and Economic Development
➤ State Board for Community and Technical Colleges
➤ Washington State Labor Council
➤ Council for Adult and Experiential Learning

The agency's website and weekly e-mail newsletter provide convenient ways to connect with customers. Because of the information they provide, both the website and the newsletter provide a context for stakeholders to communicate with the Workforce Board staff. In recent months, we increased the number of hyperlinked e-mail addresses on our website, resulting in a jump in newsletter subscription requests, further increasing our connectivity to website viewers.

C) How do you determine customer satisfaction, dissatisfaction and loyalty?

As mentioned earlier, the Workforce Board conducts surveys to measure satisfaction of participants of the 12 major workforce development programs and the employers of participants. These surveys are taken on a regular basis and used to measure satisfaction with individual workforce development programs as well as satisfaction on a system-wide basis.

Satisfaction with Workforce Board publications has been measured by response cards. This was replaced this year with a web-based survey instrument using the agency's 3,000 newsletter subscription list. In addition, we track new subscriptions and website visits as a way of measuring whether the Workforce Board's activities are remaining relevant to people.

The Workforce Board also surveys members of the Private Career School Advisory Committee, which includes private career school owners, after meetings to gauge satisfaction with materials and agency performance. In our veteran's approval program, staff meet routinely with school personnel that handle veterans affairs locally to determine customer needs and service.

In previous years, the Workforce Board has conducted phone interviews with the executive directors of the state's 12 regional Workforce Development Councils. The feedback from those interviews was valuable in the Workforce Board's scheduling of activities and conduct of initiatives. Those interviews have given way to more frequent face-to-face meetings between Workforce Development Council executive directors and their council chairs and the members of the Workforce Board.

When the Workforce Board launches its new website providing consumer information on training and education programs, it will use a survey instrument to determine the type of visitors and their satisfaction with the new site. This new site also will use techniques to identify and segment key audiences, such as Career and Technical Education administrators, counselors and instructors for the purpose of nurturing a stronger relationship.

Category 4 - Measurement, Analysis and Knowledge Management

a. How do you select, collect, align, and integrate data and information for tracking daily operations and for tracking overall organizational performance?

Prior to the Workforce Board's creation in 1991, Washington did not have an accountability system for workforce development. There was no consensus on measurable goals for the system as a whole, no common performance measures, and no standards for collecting consistent data from agency to agency.

The Workforce Board adopted its current accountability system in January 1996. The accountability system identifies five desired outcomes. These outcomes dictate what needs to be collected and tracked.

- **Employment:** Percentage of former participants with employment recorded in employment records and other administrative records during the third quarter after leaving the program.
- **Earnings:** Median annualized earnings of former participants based on employment and administrative records during the third quarter after leaving the program.
- **Skills:** Percentage or number of program participants leaving the program who achieved appropriate skill gains or were awarded the relevant educational or skill credential based on administrative records.
- **Customer Satisfaction:** 1) Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses and 2) Percentage of former participants who report satisfaction with the program as evidenced by survey responses.
- **Return on Investment:** 1) The net impact on tax revenue and social welfare payments compared to the cost of the services and 2) Net impact on participant earnings and employer provided benefits compared to the cost of the services.

These Workforce Core Measures are tracked for the 12 major workforce development programs representing over 90 percent of the workforce development budget. All of these measures can be viewed systemwide and statewide. Most of the measures can be viewed by workforce development area and by provider.

The core measure data is pulled from program records, employment and wage data, satisfaction surveys and a once-every-four-year study that determines the return on investment for the public and the program participant. The information is gathered and organized by the Workforce Board's research section.

These core measures and results are regularly presented to the Interagency Committee and the Workforce Board during its public meetings, allowing customers and providers to work through questions raised by the data and identify ways to improve future results.

The Workforce Core Measures served as inspiration to model workforce development system measures endorsed by the National Governor's Association. These model measures may influence changes on the national level towards a standard measure for workforce development programs.

As mentioned previously, the Workforce Board has developed an agency strategic plan that implements the state's plan for the workforce development system, *High Skills, High Wages*. As a part of developing the agency's strategic plan, staff identified data and measures that could provide guidance on overall performance toward the strategies and objectives in the strategic plan.

The agency's teams (youth, adult, industry, research and leadership) are responsible for bringing the data together and tracking results using the agency's strategic plan for purposes of aligning the results with the agency's objectives.

b. How do you review organizational performance and capabilities?

Team leaders and the leadership team meet monthly to review the agency's strategic plan, its performance measures and to consider resource needs. Currently, the team leaders and leadership team are ensuring that staff performance and development plans are aligning with agency strategic plan and team expectations. The goal is to move toward regular quarterly performance reviews of team results which will also function as our GMAP sessions. At these sessions, the reporting team will share the latest results on the performance measures listed in the agency strategic plan that apply to that team. At these sessions, agency leadership and all staff will have the opportunity to ask questions about the reporting team's performance and discuss opportunities for improvement.

Workforce development system performance is reviewed by the Workforce Board at public meetings using the Workforce Core Measures as described previously. Before the core measures are shared with the Workforce Board, they are sent to the agencies operating the programs that are being measured for feedback.

c. How do you make needed data and information available? How do you make them accessible to your workforce, suppliers, partners, collaborators, and customers, as appropriate?

Performance measures and other relevant data and information, not protected by a confidentiality agreement, are available to all staff through the agency's computer network ("the shared drive").

The agency's strategic plan and performance measures have been approved by the Workforce Board in a public meeting. Future progress reports to the Workforce Board in public meetings are expected. All Workforce Board materials, including its strategic plan and eventually the plan's performance measure results, are posted on the website. The agency's weekly e-mail alerts roughly 3,000 stakeholders to the Workforce Board's meeting materials and new research products.

The Workforce Core Measures are published biennially and shared with the Workforce Board's stakeholders through a printed publication and webpage called *Workforce Training Results*. The Workforce Board is moving toward website distribution of the bulk of this data, saving printed materials for an executive summary with a dashboard view for each of the major programs. Those core measures that can be produced annually and quarterly (employment and earnings) are shared with service providers when they are available.

Previous GMAP presentations and Balanced Scorecard data are posted on our website and highlighted (when updated) by our newsletter.

All this information is also presented to legislators both individually as well as at legislative committee meetings.

d. How do you manage organizational knowledge to accomplish the collection and transfer of workforce knowledge?

The Workforce Board envisions the new team structure as a way to identify information gaps, collect information and share with others, targeted to the agency's three key issues: youth, adults and industry. Each of these teams includes a cross section of staff: policy, program administration, and research. This mixture provides for a rich cross fertilization of knowledge and ideas. In addition, the leaders of these teams, plus the leader of the research team, meet monthly with the Deputy Director to keep abreast of the major developments in each team.

Our new research director has instituted a project management system which features a template that allows our researchers to record risks and issues for each project, mitigation strategies for those risks and issues and the success of those mitigation strategies or rather lessons learned. This project management system is designed to be a record for future staff to follow the very complicated steps necessary to collect and analyze our data. We also envision that this system will offer opportunities to measure our research process performance.

Category 5 -Workforce Focus

How do you encourage your workforce to achieve organizational and personal success?

a) How do you determine the key factors that affect workforce engagement and workforce satisfaction? How do you assess workforce engagement and workforce satisfaction?

Each employee collaborates with his or her supervisor every year on a professional development plan. One of the purposes of these plans is to identify factors that affect the employee's ability to perform and enjoy their job.

The Workforce Board also conducts an annual employee survey based on the survey used by the Department of Personnel. Results of the survey are shared with participants in our annual agency self assessment.

While previous mention of our team system has focused on our three primary issue teams, there are teams formed around technology, social activities, research and staff support. These additional team activities provide the setting and opportunity to bring out issues dealing with motivation, workplace barriers, workload concerns, and more.

The leadership team routinely meets to discuss organizational needs, including staff engagement and individual employee satisfaction. These leadership meetings are expanded regularly to include team leaders and the issues associated with implementing the agency's strategic plan.

b) How does your workforce development and learning system address your core competencies, strategic challenges, and accomplishment of your action plans?

Supervisors consult with team members to ensure that each employee's professional development plan includes assignments related to the team's work and for the agency overall. The new team structure provides another mechanism for identifying agency skill and knowledge gaps and strategies for filling them.

Staff members, while working at the Workforce Board, have been able to pursue additional certification and academic degrees. The Workforce Board budget, until the recent round of cuts, included dollars for conference participation and training.

c) How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Monthly meetings with team leaders and the leadership team provide a forum for identifying needs necessary for accomplishing the agency's strategic plan.

Annual performance and development plans evaluate performance and detail expectations. The plans are

converted into performance agreements with quarterly timelines to reflect completion of specific projects.

Category 6 - Process Management

a) What are the organization's core competencies and how do they relate to your mission, competitive environment, and action plans?

The Workforce Board developed core competencies for supervisors and staff some time ago. Since then, the agency underwent a reorganization focused on new team alignments. In addition, while the core competencies are important work values, they do not provide in sufficient detail the skills and knowledge necessary to fulfill the Workforce Board's key work processes. For instance, our

work processes speak for the need in policy and quantitative analysis, writing, event planning and possibly legal experience.

The agency realizes that it needs to put more attention to this area and will in 2009 start an all-staff initiative that will review and refine our stated understanding of our work processes and the core competencies necessary to handle those processes. We expect this initiative to lead us to a better understanding of what measures and indicators can help us improve our performance with these processes.

Agency Required Core Competencies for All Staff	
Respect & Courtesy	Consistently treats everyone with respect and courtesy, even when the other person is discourteous or unreasonable. Demonstrates an ability to place themselves in the position of customers or coworker. Listens fully to, is respectful of, and demonstrates understanding of all staff's needs, concerns, opinions, and styles.
Accountability	Gets the job done. Meets deadlines, or lets supervisor know immediately when deadlines might not be met, and recommends alternatives. Takes responsibility for communicating issues as they arise to supervisor or team members. Works on tasks in order of importance. Makes sure all parts of a job are completed in full. Accepts personal responsibility for the quality and timeliness of his or her work, and keeps commitments. Acknowledges and corrects mistakes.
Dependability	Reports to work every day on time. Is fully prepared and adheres to assigned work hours and schedule. Notifies supervisor immediately when unexpected problems cause absence, lateness, or the need to leave early. Makes arrangements to ensure workload is covered. Provides adequate notice for planned leave.
Team Work	Cooperates with and offers assistance to coworkers. Supports and focuses on the achievement of the agency's vision, mission, and goals. Contributes to the development, cohesion, and productivity of the agency.
Safety	Complies with all safety regulations, emergency preparedness, and understands why they are important. Performs work in a safe manner at all times, including, while operating a vehicle or working offsite. Maintains a hazard free work area, and reports unsafe conditions promptly. Maintains and uses personal protective equipment, where required. Attends all required safety and health training.
Agency Required Core Competencies for Supervisors/Managers	
Managing for Results	Establishes performance expectations and goals for his/her team that are specific and measurable and accepts personal responsibility for results. Assures that each member of his/her team has the resources and tools to meet performance expectations. Asks for feedback on his/her performance from work team members and supervisor and makes efforts to improve. Explains how the work team's actions make a real difference in meeting the needs of clients, customers, and fellow employees. Meets regularly with team and talks about team performance and ways to improve.
Leadership	Communicates clear and high expectations. Creates an environment in which people can be successful. Generates commitment to the team's contribution and to the agency's mission. Sees the potential in people, opportunities, and events. Takes appropriate risks to improve performance or reach a challenging goal. Exercises sound judgment, knowing when to compromise, and when to take a stand. Actively seeks new ideas and opportunities to improve.

Communication	Presents ideas effectively, clearly, and concisely in formal and informal situations. Listens well and asks good questions. Communicates well, orally and in writing. Keeps supervisor and co-workers informed. Shares complete and accurate information with others.
People Management	Meets regularly with each employee to set and clarify expectations and provide feedback, coaching, and recognition. Uses formal and informal methods to monitor and track each employee's performance. Actively works to identify and retain talent. Deals promptly with performance issues by working with staff to diagnose problems, develop solutions, and monitor progress. Identifies employees' development needs and provides meaningful development opportunities. Conducts performance and development plans (PDP) completely, and on time. Recognizes and appropriately responds to each employee's differences and unique qualities.
Relationship-building	Builds voluntary cooperation through credibility, expertise, influence, and persuasion. Demonstrates an ability to build effective relationships and partnerships with a wide variety of individuals, both inside and outside the agency, and goes out of his/her way to maintain them.

b) What are your organization's key work processes? How do these relate to your core competencies?

Our key work processes involve the development of our workforce development strategy, the production of policies and research that support our strategy, the support and staffing of our board, the execution of our programs and the planning of our conference and other public forums. An essential ingredient in all these process is the close communication and contact we foster with all our customers and stakeholders. This deliberative and inclusive approach is embedded in all that we do.

Strategic Planning & Policy Development

- **High Skill, High Wages Workforce Development Strategy** – Our workforce development strategy is produced through a highly deliberative process. Our board members take a hands-on approach by leading subcommittee or team meetings of our stakeholders on the three topics (youth, adult and industry). Several meetings produce an outline of key steps which are then refined and then released to a broader audience. A series of forums are held throughout the state followed by a final draft presented to the board for final consideration.
- **Federal compliance with Workforce Investment Act and Perkins Career and Technical Education Act** – While the specific requirements for each act differ, the processes include preparing and adopting a state plan, adopting the annual state-level budget, tracking state-level program expenditures, approving subrecipient plans, adopting program policies, establishing statewide program performance targets, tracking and posting the performance of training providers, certifying local area Workforce Development Councils (for WIA), submitting annual reports to the federal administrators including annual performance results, and monitoring subrecipients for federal and state compliance.
- **Legislative Package** - In implementing the state workforce development plan, *High Skills, High Wages*, the Workforce Board routinely proposes legislation and supports legislation. This requires a work process that

delivers materials required by the Office of Financial Management for reviewing and approving agency legislation as well as a process for identifying, reviewing and supporting legislation consistent with *High Skills, High Wages*.

Oversight, Advocacy and Public Information

- **Private Career School regulation** – Licensing private career schools includes reviewing applications, and performing fact checks as necessary. This program also involves a complaint adjudication process and a process for school closure including the disbursement of tuition refunds when appropriate.
- **Veteran Program Review:** Managing the list of approved veteran programs requires routine program inspections and application review
- **Eligible Training Provider List** – Maintaining the Eligible Training Provider List involves setting standards for program performance, collecting data on program performance and publishing the results.
- **Annual conferences and other events** – The Board puts on a workforce development conference in collaboration with the Department of Community, Trade and Economic Development. While the two agencies alternate as the lead each year, the work process and staff engagement is largely the same from year to year. The work process includes securing a facility, accommodations, speakers, support materials, promotion, registration, and other event needs.
- **Board Meeting Facilitation** – Preparing the Workforce Board for its meetings involves regular Interagency Committee meetings that lead to a creation of agendas and materials. The packet is reviewed internally on a tight timeline so that materials can be distributed prior to the meeting date. The Workforce Board meeting needs to meet all standards for a public meeting including ADA access, sound recording, and technical capability for presentations and receiving public comment.

Performance and Accountability

- **Workforce Training Results and other research** – Our quantitative research is produced by our team of researchers working closely with outside contractors and partners such as the Washington Employment Security Department. Final product research is reviewed internally and then approved by the Board before being published and/or released on our website.

Research and Demonstration

- **Skill Panel and other contract management** – Our industry team has established a process for promoting, assisting, and reviewing grant applications as well as drafting, approving and monitoring the subsequent contracts. This process is replicated for other contract activities.

c) What are the key requirements for these processes?

Aside from the obvious office space and technology needs, the Workforce Board needs stakeholders who are willing and capable of handling their side of the participation, whether it's reviewing data or helping arrange meeting facilities. The Workforce Board also, on occasion, needs legal support for its regulatory and legislative responsibilities.

As stated above, an essential element to completing this process is communication with partners and stakeholders. The Interagency Committee, the committee's work groups, e-mail and direct communication are essential requirements to these processes.

d) What are your key performance measures or indicators and in-process measures used for the control and improvement of your work processes?

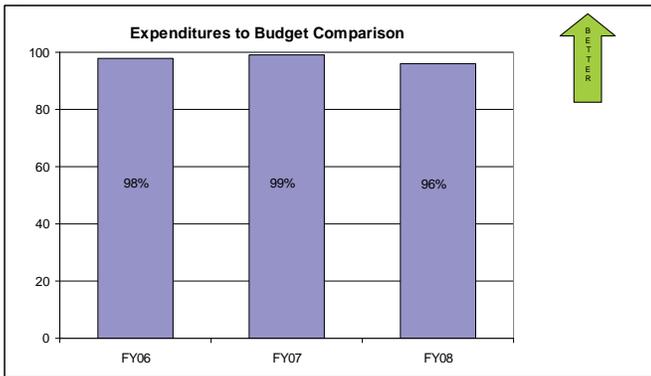
Our new research tracking system will provide us with a way to track actual completion dates with projected completion dates. Rather than be another performance measure, this system will help us analyze what resulted in the delay and what were the risks and issues associated with the project. As we get more experience with this tool, we will look at how it can be applied to our other processes.

Category 7 - Organizational Results

A1. What are your current levels and trends in key measures or indicators of financial performance, including aggregate measures of financial return, financial viability or budgetary performance as appropriate.

As a government agency, our financial indicator is our expenditures to budget comparison. However, as a planning and oversight body, our taxpayer return on investment is linked to our achieving key milestones such as the completion of the latest *High Skills, High Wages* plan, the *Workforce Training Results* report, and our Workforce Development Directory.

Figure 1



A2. How do your key performance results compare to competitors or others in your industry?

We're not aware of how comparing our expenditures to budget would be of value. We set performance targets for each budget cycle.

B1. What are your results for the measures or indicators of ethical behavior, regulatory and legal compliance?

Our key indicators in this area are the audits conducted on our federal programs. While these audits are not frequent enough nor of the type that can be used as a measure, any finding is taken seriously. Since 2004, we have been reviewed, assessed, monitored and/or audited as follows:

- Annual Perkins Act reviews with two site visits;
- Annual Veteran Affairs regional office and agency self-assessments each year;
- Annual Employment Security Department WIA monitoring visits each year; and
- Two State Auditors Office audits.

In that stretch of time, we have had only one minor finding which we acted on promptly.

As for ethics, all but two of our active employees have taken the Ethics Board training in the last six months. We will have 100 percent completion by March 2009.

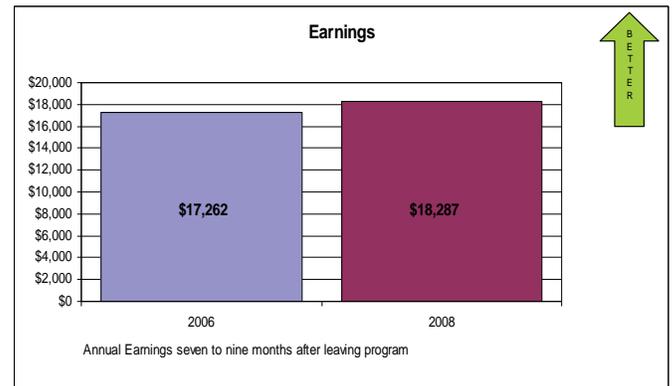
B2. How do your key performance results compare to competitors or others in your industry?

We are not aware of how this could be done and welcome guidance.

C1. What are your results for key measures or indicators of accomplishment of your organizational strategy and action plans?

The three key measures we used to measure how we are progressing towards our goal of ensuring that residents get good skills and good jobs are: earnings, employment and skill attainment. We maintain and report these measurements for many of the programs within the workforce development system. The WIA programs particularly are closely monitored and compared to benchmarks. Year-to-year comparisons are complicated by changes in reporting standards. The manner in which this data has been collected on a systemwide basis means that we can only properly compare 2006 to 2008.

Figure 2



While we discourage comparison between programs because they serve very different populations, we can look at how individual programs within the system compare from year to year.

Figure 3

	97-98	99-00	01-02	03-04	05-06
CTC Job Preparatory	\$23,031	\$24,771	\$23,661	\$23,897	\$ 24,509
Private Career Schools	\$18,788	\$22,119	\$21,548	\$20,058	\$ 21,791
Apprenticeship	\$32,244	\$37,053	\$34,759	\$35,361	\$40,457
Worker Retraining	\$24,853	\$27,473	\$23,979	\$24,955	\$27,212
WIA DW	\$27,174	\$27,516	\$29,129	\$29,721	\$29,937
ABE/ESL	\$18,120	\$17,506	\$16,730	\$16,191	\$16,925
WIA Adults	\$17,532	\$17,741	\$18,761	\$19,529	\$20,373
Vocational Rehabilitation	\$14,224	\$15,001	\$13,786	\$11,802	\$10,616
Services for the Blind	--	--	\$22,160	\$23,158	\$17,134
WorkFirst	--	--	--	\$11,631	\$12,488
Secondary CTE (not in school)	\$11,395	\$11,724	\$11,469	\$10,679	\$11,767
WIA Youth (not in school)	--	--	\$9,097	\$10,402	\$8,766

*Wages are adjusted to first quarter, 2007 dollars.

A decline in real wages does not necessarily indicate that the program is performing under par. It may mean, as in the case of the Division of Vocational Rehabilitation that the program is now reaching harder to serve clients with more severe barriers to work than previously. These types of issues are discussed in public at Workforce Board meetings.

Figures 4 and 5 show how the workforce development system performs on a systemwide basis in terms of earnings of those

who leave the system and the satisfaction of employers with former participants of workforce development programs.

Figure 4

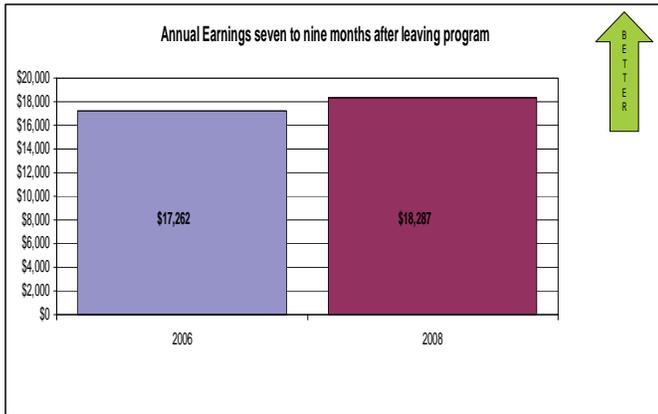
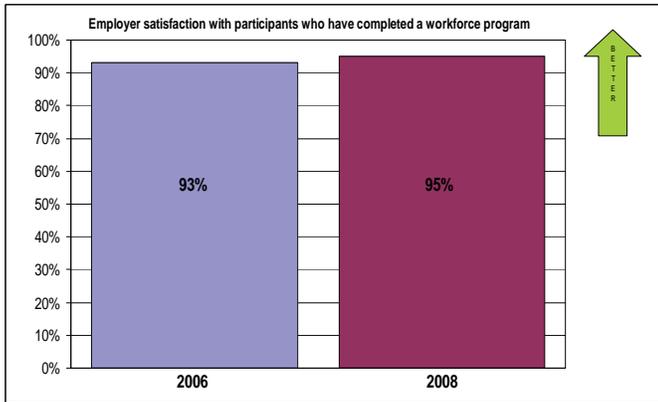
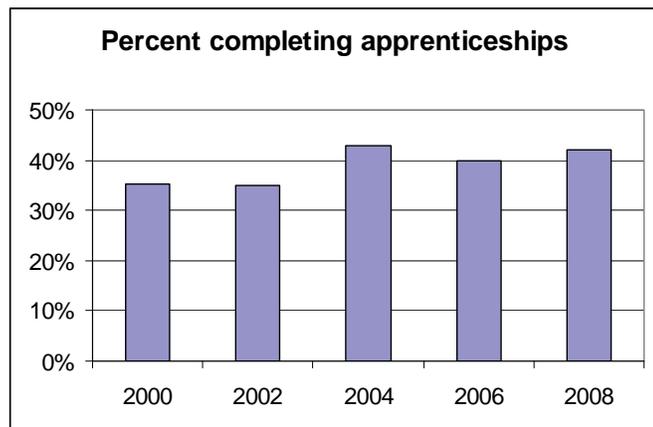


Figure 5



Another measure of program success in skill attainment is the percentage of completion. Because of the length of the program and the tendency to get hired before completion, apprenticeships have the lowest completion percentage.

Figure 6



As stated previously, our state strategic plan *High Skills, High Wages* and our agency strategic plan are organized into three categories: Youth, Adult and Industry. These teams have been

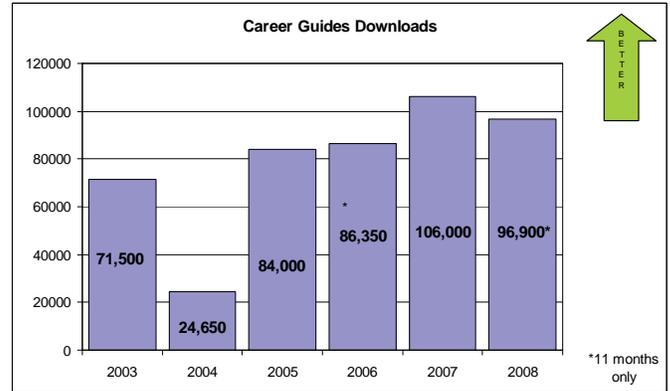
identifying existing measures and developing additional measures to monitor our progress.

Youth Measures

The Youth team has the widest range of measures of our three teams.

As an output measure toward our goal of promoting a comprehensive career guidance system, we track downloads of *Where Are You Going? Career Guide* from our website.

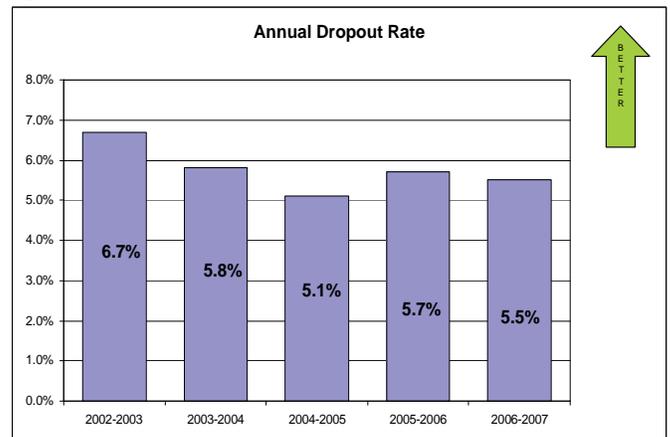
Figure 7



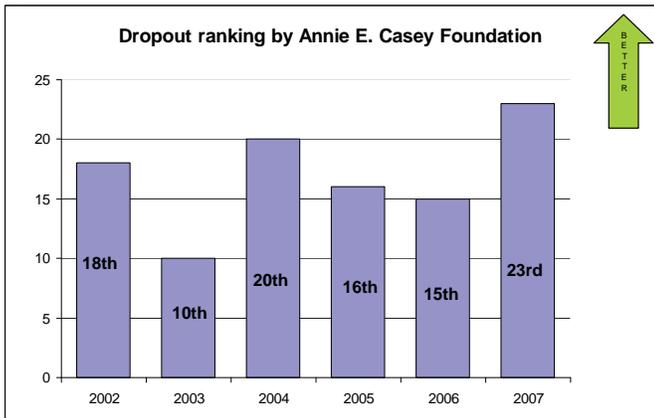
In January 2009, we will launch a new website that will provide detailed information on performance results of eligible education and training programs in Washington. This site will be an interactive companion to the Career Guide. Our intent is to track the number of K-12 students using it.

In regard to gauging our accomplishments with our goal of improving graduation rates, we are tracking the percent of students who drop out in the 9th, 10th and 11th grades; the on-time and extended high school graduation rates. This dropout rate is rolled up into a state rate shown in Figure 8.

Figure 8



Below shows how our state's dropout rate ranks nationally.
Figure 9

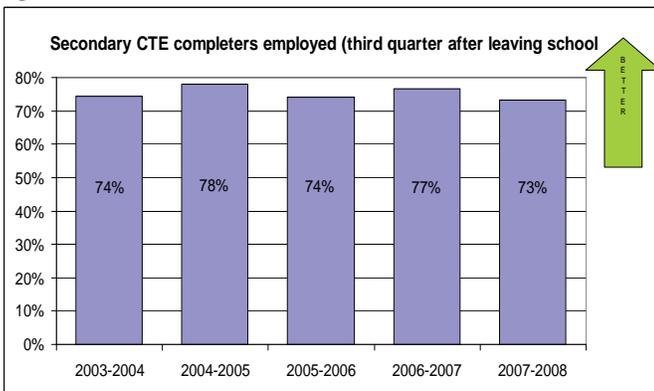


As a way of measuring progress toward career and technical education pathways, we have a number of new measures of which we are in the process of collecting data, including:

- Percent of high school students who concentrate in Career and Technical Education (CTE).
- Number of CTE Programs of Study enrollees, including pre-apprenticeships.
- Number of dual credits earned in secondary CTE that are used during college.
- Number of CTE courses adopted as an academic equivalent.
- Graduation rate among CTE concentrators.
- Percent of CTE concentrators enrolled in college or an apprenticeship in the third quarter after high school graduation.

Figure 10 is an existing measure from our Workforce Core Measures that shows the percentage of CTE completers who have gotten jobs three quarters after graduation.

Figure 10



A recently established objective in our state and agency plan is reducing the unemployment rate for 18-24 year olds. It is difficult to get numbers that cover 18 to 24 year olds but we

are able to get data for 20 to 24 year old. Also, we are looking at how we can get beyond the overall unemployment number to target populations and education levels.

Figure 11

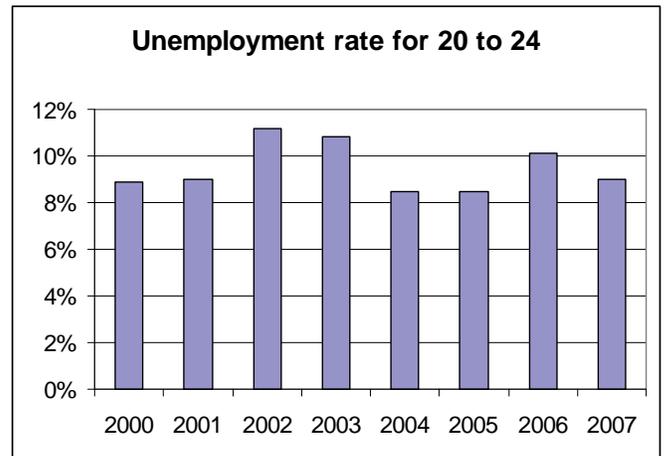
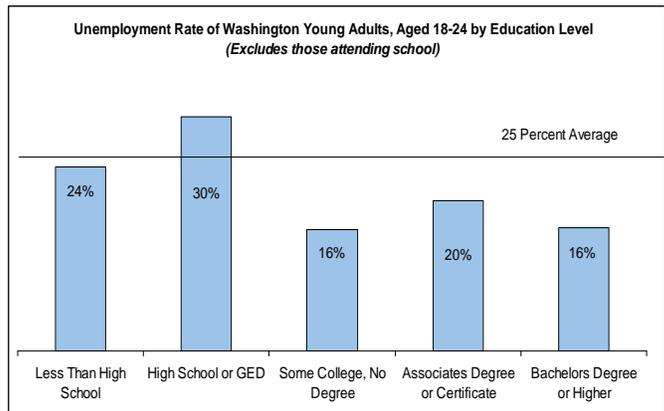
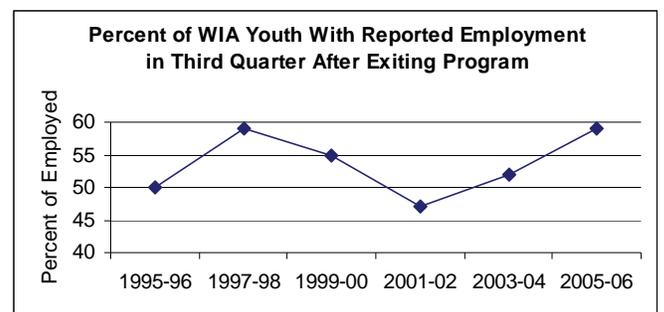


Figure 12



Some programs, by virtue of the clients they serve, make it easy to track their progress with employment, as with the Workforce Investment Act Youth program, Figure 13.

Figure 13

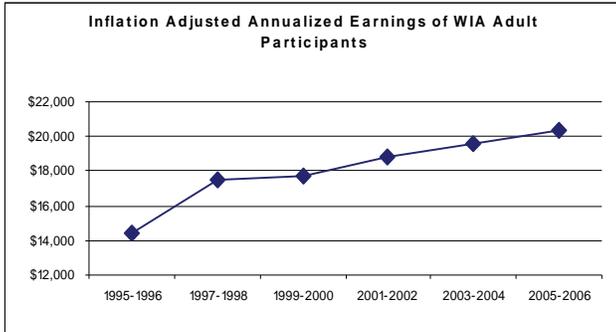


Adults

As with the overall system measures, success with adults is ensuring that participants acquire skills that lead to a good-paying job. These measures are sensitive to economic and

budget changes, making it difficult to link progress to the workforce development system. Figure 14 identifies another example of our earning measure for a specific, adult-focused workforce development program.

Figure 14



Our Adult Team also reviews measures based on ethnicity and gender.

Figure 15

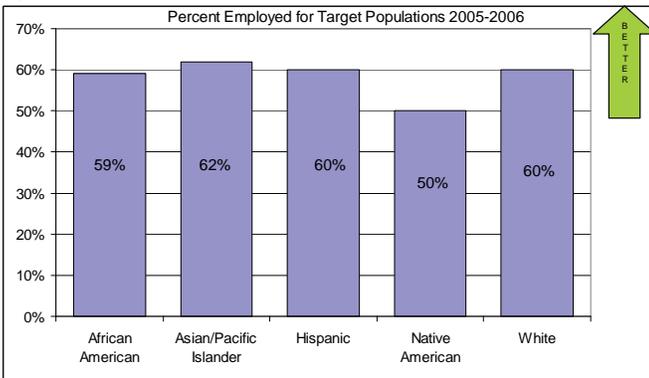
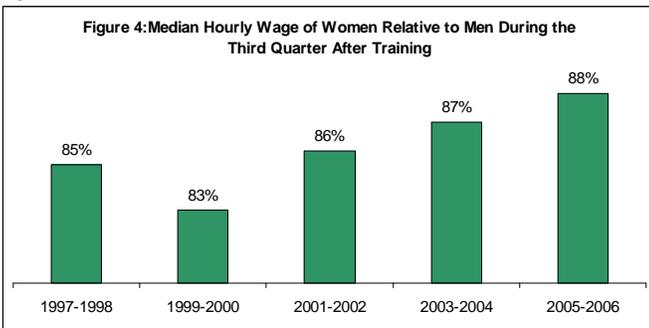


Figure 16

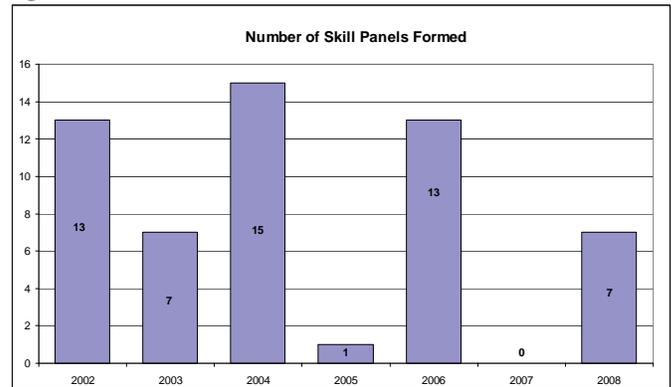


Industry

We are still working on measures for success with aligning workforce and economic development. We monitor the number of skill panels, industry engagement at our annual conference and satisfaction with workforce development services, but none of these measures quite get to the issue of how workforce and economic development align. Most of our indicators are anecdotal, regarding connections between

workforce and economic development organizations, and the resulting partnerships.

Figure 17



The above measure shows the arc of the skill panel concept which brings business and education together around particular industry sectors. While skill panels are still a powerful organizing tool for regional workforce and economic development, many of these skill panel communities have moved into more mature industry sector and cluster development strategies. Therefore, the decline in skill panel formation is not necessarily a reflection of a decline in performance but rather a signal that our economic development strategy is maturing.

D1. What are your current levels and trends in key measures or indicators of product and service performance that are important to your customers?

Our surveys measure participant satisfaction with our major workforce development programs. One part of our survey provides participants the opportunity to identify specific needs that were not met by their participation in the program. This provides highly valuable information specific to the program and allows us to track how these programs are doing in relation to meeting those specific needs. The Workforce Board has provided this information back to the respective programs, which in turn have shown progress in reducing the unmet need. Figure 18 rolls up the results by unmet need while Figure 19 rolls everything up into a systemwide measure on unmet needs.

Figure 18

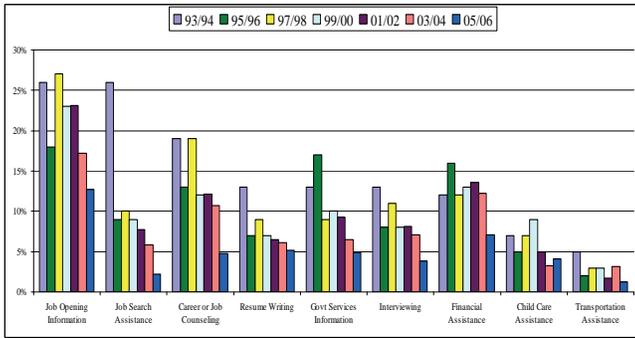
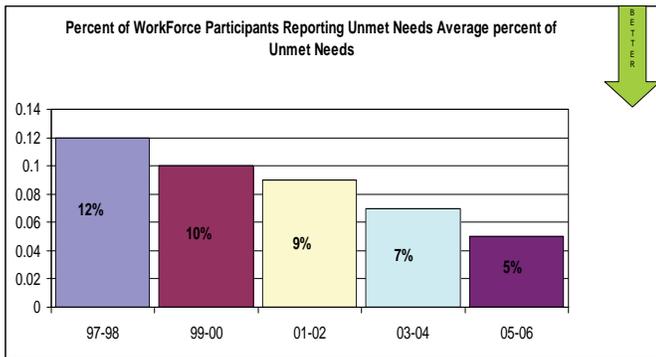


Figure 19



Every four years, the Workforce Board contracts with UpJohn Institute for Employment Research to conduct net benefit and cost-benefit evaluations of our major workforce development programs. The results of these individual evaluations are included in our Workforce Training Results publication. For the cost benefit analysis, Upjohn calculates the value of the net impacts on participant earnings, employee benefits, social welfare benefits and taxes and compares to program costs. The average ratio of training participants’ net earnings and benefits to program public costs was 4.1 to 1 for 1999-2000. That ratio declined to 3.57 to 1 for 2004 participants. The 2008 figure is not ready yet.

Another valuable indicator that is important to our customers is how our state is doing in meeting the “skill gap.” We conduct a forecast on what our state’s projected mid-level skill gap will be in six years based on current enrollment levels.

This gap measure is a planning tool for gauging how many postsecondary slots should be available to meet demand for skilled workers. Our six-year mid-level skill gap was at 77 percent in 2000, closing to 84 percent in 2004 and to 92 percent as of this year. While that gap closure suggests a positive story, it could also mean that our earlier forecasts were off and/or economic conditions were different than forecasted. Our research staff is looking at ways to parse this process in a manner that can measure our performance.

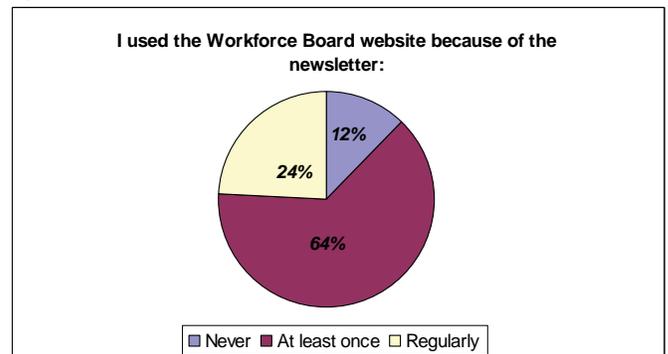
A more specific gap measure that is very important to our customers is our gap measure as it relates to specific occupations. Figure 20 is less a measure than another tool to identify our specific training program gaps.

Another indicator of whether we are providing meaningful services to our customers is the use of our website. This year, we instituted weekly e-mail newsletters to draw more attention to our reports and research available through our website. A recent survey to measure satisfaction with our newsletter also measured whether recipients were going to our website as a result of something they read in our e-mail newsletter. (Figure 21) While initial results are positive there is room and opportunity for improvement.

Figure 20

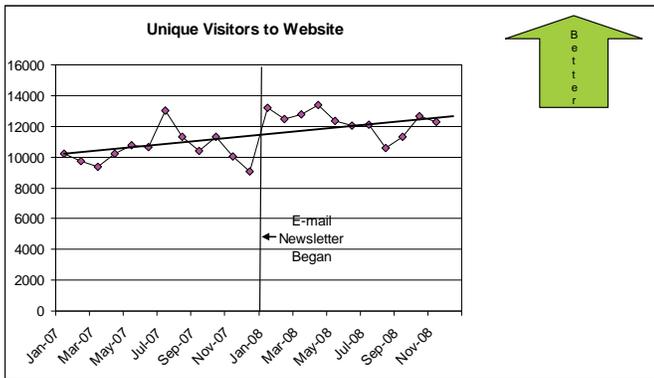
Selected Major Occupational Groups	Demand Met
Construction	80%
Auto Diesel Mechanics	72%
Transportation	64%
Installation, Maintenance, and Repair	63%
Health Care Occupations with Shortage	54%
Early Childhood Educ., Teaching and Library Asst	42%
Manufacturing, Production	96%
Protective Services	99%
Accounting and Bookkeeping	40%
Aircraft Mechanics and Technicians	33%
Science Technology	24%

Figure 21



Another measure of whether the newsletter is serving its intended objective is to track unique web visits on a monthly basis. While new website traffic is increasing, it’s too early to determine whether the increase is greater than the normal growth web usage.

Figure 22



D2. How do your key performance results compare to competitors or others in your industry?

There are no standard measures that allow for accurate comparisons between states on workforce development. The Workforce Board’s work with the National Governor’s Association in developing model measures may ultimately produce these national standards next time Congress addresses workforce development.

E1. What are your current levels and trends in key measures or indicators of customer satisfaction and dissatisfaction?

Our surveys of employer and participant satisfaction with workforce development programs monitor how these programs are doing in meeting our customer expectations. This information is shared with our stakeholders both through our website and at Workforce Board meetings. Figure 23 and 24 roll up the individual program satisfaction results into a systemwide measure.

Figure 23

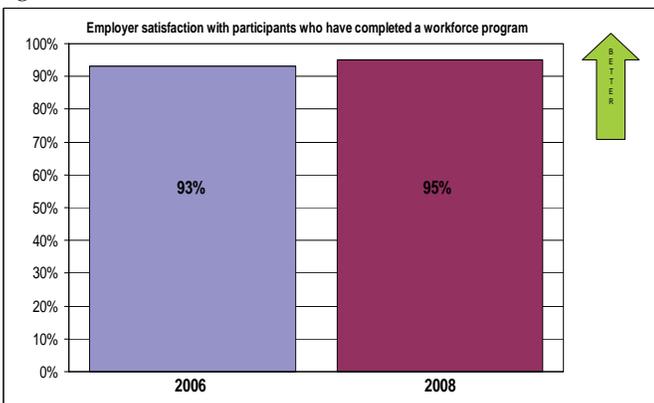
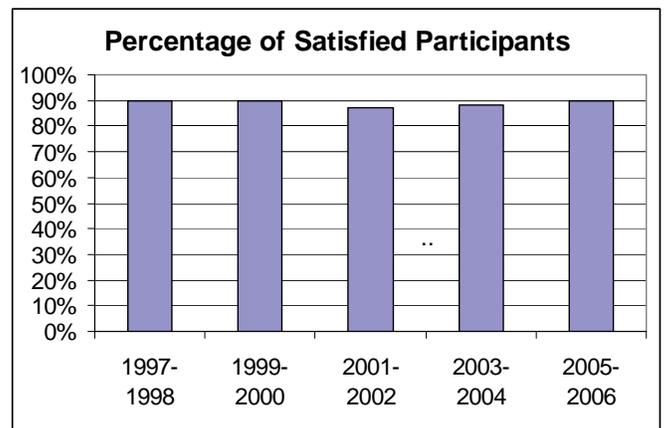
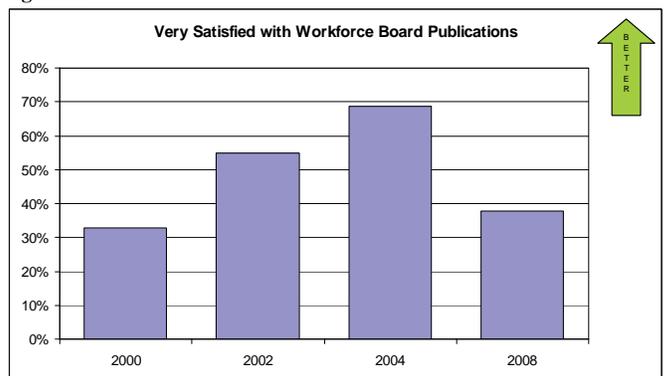


Figure 24



Our publications play an important role in providing our stakeholders and customers the information they need to improve the workforce development system. Previous to 2008, we used return cards that had to be removed from the publication and mailed back to the agency. The number of response cards each year has been relatively small compared to the number of readers. This year, we used our newsletter of 3,000 stakeholders and customers to invite readers to a survey asking about our publications. This table attempts to bring the 2008 data to a level that can be compared with the response card data. We believe the decline in responses of “very satisfied” is partly due to the larger sample group; however, we are playing close attention to the specific open-ended responses we received. Perhaps more telling however is that the online survey offered an additional choice for survey takers of “not familiar.” We were surprised to learn that over 35 percent (not included in the next figure) said they were not familiar with our Workforce Directory and Career Guide. Sixteen percent were not familiar with our signature document, *High Skills, High Wages* state strategic plan.

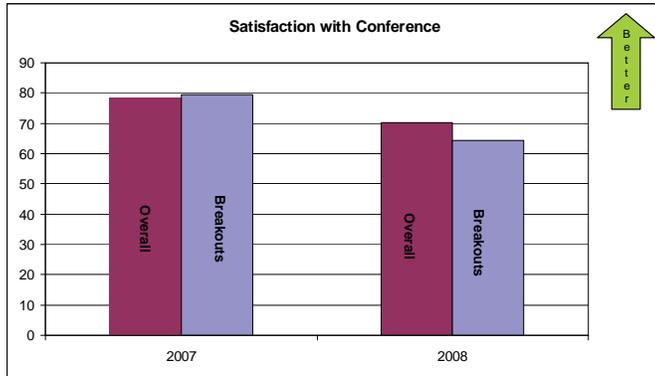
Figure 25



Starting in 2006, our annual conference was merged with the state’s economic development conference requiring close collaboration with Department of Community, Trade and Economic Development (CTED). In 2007, we were the lead

on the planning and in 2008, we supported CTED as it took the lead. Another complication is that on even years, the conference is the “Governor’s conference” which involves the Governor’s office in scheduling and planning.

Figure 26



As mentioned previously, we conduct surveys of employers and program participants to get an understanding of how well those programs are performing for customers. Figure 27 rolls the numbers up by each program.

Figure 27

Percentage Satisfied* with Program (Core State Measure)					
	97-98	99-00	01-02	03-04	05-06
CTC Job Preparatory	90	92	87	90	91
Private Career Schools	--	85	77	83	83
Apprenticeship	89	87	87	83	84
Worker Retraining	--	--	84	92	90
WIA DW	88	87	85	83	89
ABE/ESL	86	91	86	84	96
WIA Adults	88	87	86	85	85
Vocational Rehabilitation **	--	--	69	63	63
Services for the Blind **	--	--	81	87	89
Secondary CTE	96	97	96	96	96
WIA Youth	--	94	95	94	93

*Average of percents met education objectives and overall satisfaction with program.
 **Based on overall program satisfaction only.

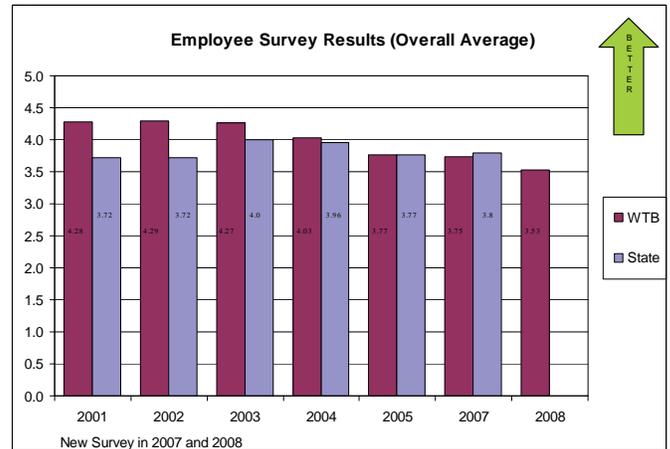
E2. How do your key performance results compare to competitors or others in your industry?

There are no standard measures that allow for accurate comparisons between states on workforce development. The Workforce Board’s work with the National Governor’s Association in developing model measures may ultimately produce these national standards next time Congress addresses workforce development.

F1. What are your current levels and trends in key measures or indicators of Workforce Engagement, Workforce Satisfaction, Workforce Development and Workforce Capability and Capacity (including staffing levels, retention and appropriate skills).

We conduct annual employee surveys and then discuss the results with our staff. The most recent results have prompted us to consider a more serious approach in response to declining numbers on specific questions.

Figure 28



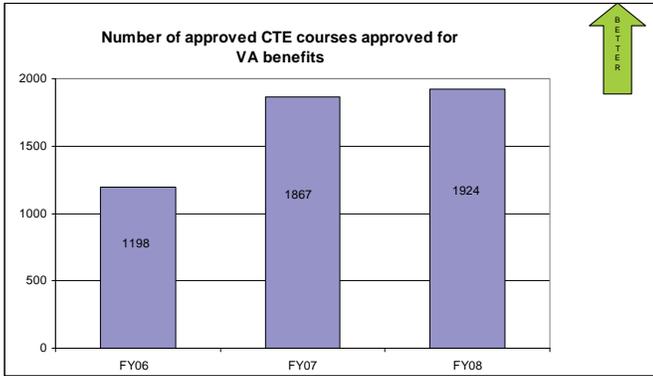
F2. How do your key performance results compare to competitors or others in your industry?

We use state averages to the same survey as a way to compare how we are doing.

G1. What are your current levels and trends in key measures or indicators or the operational performance of your key work processes? G2. How do your key performance results compare to competitors or others in your industry?

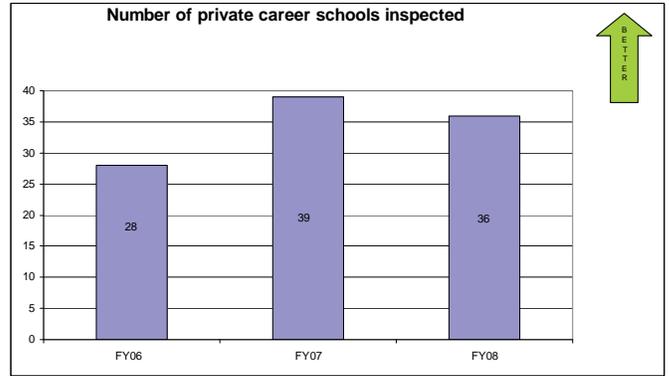
We have measures for our two most active processes. The unique nature of our work has not presented options for comparing our results to others. Figure 29 shows the number of CTE courses approved for VA benefits which speaks to our efficiency in working with these programs in getting them approved.

Figure 29



The other active process we conduct is our private career school regulation. Figure 30 indicates our effectiveness in inspecting schools. While we conduct inspections based on complaints, we also proactively inspect schools on a schedule based on the school's size. Our ability to conduct these inspections efficiently increases consumer protection and helps schools better understand our regulations.

Figure 30



As noted in Category 6, the Workforce Board would like to use the opportunity of its reorganization to pursue a comprehensive review of its work processes, the core competencies needed and the measures and indicators that will indicate performance level.