BOARD MEETING AGENDA
January 29, 2020 | Meeting No. 233
State Board for Community and Technical Colleges | Cascade Conference Room
1300 Quince St. SE | Olympia, WA 98504

9:00 a.m. **Welcome and Introductions**
- Ice Breaker Question: When someone finds out what you do for a living, what question do they always ask you?

9:15 a.m. **Chair's Report** **1**
- Consent Agenda (Action)
  - o November 20, 2019 Minutes

9:30 a.m. **Google Pathways Presentation** **2**
Angela Crocker, Google

10:30 a.m. **Break**

10:45 a.m. **TAP** **3**
Eric Wolf, Workforce Board
- Approve Plans to be Released for Public Comment (Action)
- Approve Local Plan Guidance for 2020 (Action)

12:00 p.m. **Working Lunch**

12:30 p.m. **Workforce Board 360 Review**
Kelly Johnston, Clarity Consulting
Tom Moore, Mass Ingenuity

1:00 p.m. **ABAWD and BFET Overview** **4**
Shavana Howard, BFET Administrator, DSHS

2:15 p.m. **2020 Legislative Session Update** **5**
Nova Gattman, Workforce Board

2:45 p.m. **Break**

3:00 p.m. **Employer Survey** **6**
Chris Dula, Workforce Board

3:30 p.m. **Executive Director's Report** **7**

3:45 p.m. **Meeting Wrap-Up and Evaluation**

4:00 p.m. **Adjourn**

Tab 1

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Tab 1

MINUTES OF MEETING NO. 232
November 20, 2019

Board Members Present:

Perry England, Chair
Lee Anne Caylor, Representing Business
Larry Brown, Representing Labor
Creigh H. Agnew, Representing Business
Jane Hopkins, Representing Labor
Mark Mattke, Representing Local Government
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Chris Alejano, Representing Underserved Populations
Suzi LeVine, Employment Security Department
Robert Hines for Cheryl Strange, Department of Social and Health Services (DSHS)
Rick Anderson for Lisa Brown, Department of Commerce

Board Staff Present

Eleni Papadakis, Executive Director

Welcome and Introductions

Mr. Perry England called the meeting to order at 9:15 a.m. at the Junior Achievement Center in Auburn.

Chair's Report

Mr. England called for a vote on the consent agenda. He also updated the Board on the Governor's Office's offer to provide funding to hire a professional consultant to help the Board gain clarity on its role through a 360-degree review of its responsibilities and mission.

Motion 2019-232-01: Ms. Creigh Agnew moved to approve the minutes for the September 11, 2019 Board Meeting and Partner Agency Budget Requests as presented. Mr. Larry Brown seconded the motion, and it passed unanimously.

Tab 1

Executive Director's Report

Ms. Eleni Papadakis provided the Board with a written Executive Director's Report prior to the meeting. Her report summarized numerous items, including an update on the Credential Transparency Initiative, the Board's partnership with the Washington Chamber of Commerce Executives to engage local chambers in TAP Planning, the Behavioral Health Workforce Initiative, and the Future of Work Task Force.

Workforce Board Mission Vision Values Statement

Ms. Kelly Johnston, Clarity Consulting, was contracted to assist the Board with the process of developing their mission/vision/values statement. As part of that work, she conducted interviews with each Board member. However, she was contracted before the Board decided to conduct the 360-degree review, and the Board decided it did not make sense to update the mission/vision/values statement before the 360-degree review was completed. Ms. Johnston took the opportunity to review the themes that came out of the member interviews, and in doing so, engaged the Board in a discussion surrounding where they are and the direction they want to move in. The group then discussed various forms of Board structure and focus areas. They also discussed some of the challenges they face in implementing their vision.

Talent and Prosperity for All Planning

Mr. Eric Wolf led a discussion regarding the TAP planning process. He reviewed the public engagement partnership the Board has entered into with the Washington Chamber of Commerce Executives. The goal of the partnership is to meet with Chamber of Commerce executives across the state, and engage in a conversation about the TAP plan and gather input. The goal of these meetings is to focus on the business community, and get a broad-based understanding of where TAP has hit the mark for them. More importantly, we want to identify where the plan is missing the mark in hopes of making course corrections to better fit the business community's needs.

Perkins Planning Process

Mr. Eric Wolf updated the Board on the Perkins planning timeline. He also informed the Board on the Comprehensive Local Needs Assessment (CLNA) progress. The CLNA process must include an examination of local labor market conditions—before addressing how an institution's career and technical education (CTE) offerings align—to result in high-demand industry growth. He reported that the Perkins planning team participated in a multi-state workshop convened by Advance CTE. In some sessions, the participants shared an overview of state planning processes, and received targeted feedback from their state peers in breakout sessions, as well as additional guidance from national CTE experts. During the workshop, the team was able to develop the draft CLNA guidelines.

Tab 1

Following that meeting, the CLNA was shared with Perkins program providers across the state in technical assistance visits made by both OSPI and SBCTC staff. SBCTC's Tim McClain drafted a Perkins V Comprehensive Local Needs Assessment—Washington State Guidelines and Resources document.

Mr. Wolf provided the Board with a document listing specific decision points under the purview of the Board.

➤ Performance indicators and targets
➤ "Size, Scope, and Quality" definitions for Perkins Programs
➤ Special populations—performance inconsistency and strategies to narrow gaps
➤ Funding options for the Perkins State Leadership reserve funds – Investing our Perkins resources
➤ Programs of study
➤ Basic Funding – Secondary – Postsecondary split

The Board discussed the value of a three-party team with staff from OSPI, SBCTC, and the Workforce Board to develop initial recommendations for all of these decision points for consideration at the January Workforce Board meeting.

Future of Work Update

The Board received a status update on the Future of Work Task Force (Task Force): a task force compromised of labor, business, and legislative members, designed to make Washington the "shared prosperity" state and "futurize" Washington's workers and businesses. Those recommendations focused on the following five issue areas:

➤ Comprehensive Worker Upskilling and Lifelong Learning
➤ Use and Adoption of Technology in the Workplace
➤ Improved Labor Market Data and Credentialing Transparency
➤ Modernized Worker Support System
➤ Equal Access to Economic Development Resources Across Washington

The Board discussed the Task Force's policy recommendations, and discussed the possibility of folding the mission of the Task Force into the work of the Board, and how this might be organized and resourced. The Board asked that this be considered as part of the 360 Review.

Meeting Evaluation and Wrap Up

The Board reviewed the meeting before adjourning for the day.

The meeting adjourned at 3:00 p.m.

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Tab 2

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Workforce Board Recommendation/Presentation
Google Pathways Presentation

PRESENTER NAME: Angela Crocker

BOARD MEMBER SPONSOR NAME:

BOARD MEETING DATE: 1/29/2020

DISCUSSION TIME ALLOTTED:

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** Learn more about a new partnership with Google that connects the Career Bridge website with Google Pathways to help Washington residents find education and training programs that lead to in-demand jobs. This new tool went live in Washington this month. It is designed to drive more customers to training programs that advance their employability, while also enhancing the discoverability of the 6,500+ education programs on CareerBridge.wa.gov. Once on Career Bridge, users can link to a wide range of system programs and services.
TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.	**SUPPORTS TAP STRATEGIC PRIORITY:** This supports the access and technology goal: • Identify and encourage local pilot programs that use technology as a means of facilitating and improving an integrated service delivery for customers, including programs that are designed to improve access to the system.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** Google is a top search engine with a huge audience. Since launching Google Pathways in January, when Washington residents use Google to search for "jobs near me" or jobs in a local area, their search results show training programs that lead to in-demand jobs in their area. This includes links to Career Bridge to get more detailed information on thousands of Washington education programs. Google Pathways just went live in Washington and Indiana. Another pilot project is also underway in a portion of Virginia, and one is planned for Texas.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** Provide Board members and meeting attendees with more information about how Career Bridge is becoming an even more pivotal education and training hub and a multiplier of system outreach and recruitment through partnerships such as Google Pathways.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this	**RELEVANT BACKGROUND INFORMATION:** Workforce Board staff have been meeting with Google as part of a pilot project the tech giant is launching in several parts of the country, including Washington, to connect jobseekers with job training programs. The concept is that when people use Google to search for jobs in their local area, they also receive information about education and training programs. The Workforce Board provided Google with data

recommendation?	from Career Bridge to populate the education and training search results, and show the performance of the programs, including employment and earnings data of recent graduates. When users click on a link to show more information about the program, it sends them to Career Bridge's already robust "Education Details" pages. Once on Career Bridge, users find easy access to a wide range of programs and services offered by the public workforce development system.
STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of this recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** N/A
FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** N/A at this time.
RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** Help popularize this new tool with others, driving more jobseekers to Washington education and training programs, and the workforce development system.

Tab 3

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Tab 3

TAP 2020 Update – January Meeting

PRESENTER: Eric Wolf

BOARD MEMBER SPONSOR: Perry England

BOARD MEETING DATE: 1/29/2020

DISCUSSION TIME ALLOTTED: 1.5 hours

ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	THE ISSUE/OPPORTUNITY IS: 1) Board members will hear highlights about the update to the strategic, operational and partner-plan sections of the state *Talent and Prosperity for All* workforce plan, and release the draft plan for public comment; 2) Board members will finalize guidance for the local planning process; 3) Board members will have an opportunity to discuss and weigh in on specific decision points related to the draft state Perkins plan.
TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.	SUPPORTS TAP STRATEGIC PRIORITY: The four strategic priorities in TAP have remained consistent since 2016: integrating service delivery; strengthening business engagement; increasing access to services for all; and ensuring performance accountability. This updated version of TAP reflects the Board's direction to "stay the course" on these priorities and the underlying goals while the Board examines its role and priorities within the state's workforce system over the coming year in its 360-degree evaluation.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	IT IS SIGNIFICANT BECAUSE: The 2020 TAP Plan is an opportunity to recommit to goals we believe as a system will change outcomes for job-seekers and employers, or to revise or eliminate priorities that the Board no longer feels are an effective prescription for the system today.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	MY IDEAL OUTCOME OF THIS DISCUSSION IS: The Board will: (1) Ask questions related to TAP and release the draft plan for 30 days of public comment, including the Perkins plan component; (2) Finalize guidance for the local planning process; (3) Have an opportunity to discuss and provide guidance on specific decision points related to the draft state Perkins plan.

Tab 3

| BACKGROUND:
Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation? | **Board Packet Materials**

A pre-meeting briefing video orienting Board members on the materials for this section and updates in the TAP and Perkins plans will be released before the weekend of January 25-27 to packet recipients via email. Before the Board meeting, please view the overview video on the Workforce Board's YouTube page on the TAP and Perkins plans' contents. Packet recipients will receive an invitation and email link to view the video upon release.

Your Board packet contains the following materials for this meeting:
1. An 11-page reference summary of the TAP Plan's four strategic priorities;
2. A reference guide to the workforce system programs and services embraced by the plan; and
3. A draft of the Local Planning Process Guidelines for program years 2020-2024 for feedback and eventual adoption in final form at the January Board meeting.

Reviewing the New Draft TAP Plan
TAP 2020 is split into three portions for ease of navigation: Strategic; Operational; and Partner Plans.

1. The **Strategic** portion of the plan outlines the state's vision and goals for the workforce system, encompassing the Board's four strategic priorities. It also contains a "snapshot" of economic conditions in Washington, updated to reflect today's economy, and identifies the demographics and components of the workforce system.
2. The **Operational** portion of the plan outlines how the state's workforce system partners will align behind the strategic goals and coordinate services to jobseekers and employers. Partners must also address how educational institutions and economic development organizations will be engaged in the workforce system, among other details of service integration.
3. The **Partner-Plan** portion of TAP pulls together the individual operating plans of each partner program within TAP.

All three portions of the plan will be available for downloading and review at: https://www.wtb.wa.gov/planning-programs/washington-state-workforce-plan/

As of the Board packet's release on January 22, 2020, the **Strategic** portion of the plan has been completely updated. The **Operational** plan elements still require updating from Temporary Assistance for Needy Families (TANF) and Basic Food Employment and Training (BFET) partners. Finally, **Partner Plans** from TANF, BFET, and Department of Services for the Blind are still being refined with stakeholders and are not yet updated from 2018. Board staff anticipates that the remaining partner plan submissions will occur before the weekend of January 25-27 and packet recipients will receive notice when the draft plan available online is supplemented with material from these partners.

Board members may find that their time is best served focusing on the **Strategic** chapter of the plan, as it outlines the Board's vision of system coordination and its priorities and goals. The Strategic chapter has been updated to reflect the most recent economic data snapshot captured by the Workforce Board's research staff, as well as a |

Tab 3

demographic snapshot of the system's programs from the most recent program year in which comprehensive data is available. Additionally, the goals within the four strategic priorities have been altered in three key ways:

PRIORITY AREA	OLD GOAL 2016/2018	NEW GOAL 2020
Integrating Service Delivery	• Increase the number of designated navigators available within the One-Stop system.	• Improve Washington's workforce system staff capabilities to navigate customers to the resources they need to advance on their individual career pathways.
Business Engagement	• Train at least 30 percent of the workforce system's staff on the implementation of sector partnerships.	• Train workforce system staff on business engagement.
Access and Technology	• Implement universal wireless Internet access in high-traffic areas of all comprehensive one-stop centers in Washington by 2020.	• n/a – Goal was accomplished in 2018.

The **Operational** chapter provides a more discrete snapshot of how each TAP partner program will align services and coordinate among partners to achieve the strategic vision; most of the overarching policy questions posed in this section (for instance, "How will partners align services to improve engagement with businesses?") are addressed individually by each partner program. Partner programs have updated these sections as appropriate, but they reflect largely the same operational commitments expressed in the 2018 edition of TAP. Additional sections of the plan's Operational chapter lay out the state Board's current membership and speak to the Board's role as the coordinating body for the state workforce system. Finally, the Operational portion addresses how the state has invested statewide activities funds ("WIOA 10% money") over the past two years, including the Upskill-Backfill project, the Economic Security for All initiative, and Career Connect Washington.

Finally, the full operating plans for each TAP partner program are included in the **Partner-Plans** section of the plan. Consult the **2020 Workforce System Partners and Services** guide in your Board packet for a concise look at which programs are embraced by TAP and their roles within the workforce system.

Local Planning Process Timeline
Immediately following the state strategic planning process, local Workforce Development Councils are expected to develop local strategic plans in alignment with the goals and priorities of the state plan. The Governor certifies local WDC strategic plans on the advice of the Workforce Board.

At the September 2019 Board meeting, the following timeline was approved for local plan submission and review:

❖ January 2020: State Workforce Board will release draft guiding principles for local planning process and review of local plans.
❖ April 10, 2020: Draft local plan due to Workforce Board and Employment Security Department (ESD).

Tab 3

❖ April 17, 2020: State comments on draft local plans transmitted to LWDBs following review.
❖ May 15, 2020: Final, signed local plans due to the Workforce Board and ESD.
❖ May 27-28, 2020: Workforce Board takes action on local plans on behalf of the Governor.
❖ June 2020: Local plans approved by the Governor.
❖ June 30, 2020: Local Chief Elected Officials and LWDBs notified by Workforce Board of Governor approval of their local plans (official correspondence to follow).

Your packet for the current meeting contains specific guiding principles for local plans to demonstrate alignment with the state plan. This guide was adapted from the guide and template used previously by the Board in 2016. Following your November meeting, a new appendix has been added asking local plan partners share their diversity, equity, and inclusion strategies.

Perkins V Plan Update
The Perkins Plan team has completed a draft of the Perkins V state plan to integrate into TAP. Perkins V requires the plan to be submitted for 30 days of public comment, which the Board will be asked to do at this January meeting. A link to the draft Perkins V plan can be found here: https://www.wtb.wa.gov/about-us/carl-perkins-cte/

The pre-meeting orientation video for this meeting will specifically cover important highlights of the Perkins plan and focus on the Board's role in administering the Perkins Act and particular aspects of the law. Specifically, the pre-meeting video will cover:
• The newly developed Perkins Plan mission, vision, and values;
• An overview of the system's programs of study;
• How the Perkins V plan addresses equity and inclusion;
• A reintroduction to the Comprehensive Local Needs Assessment and related guidance materials;
• An overview of the performance indicators in Perkins V and the performance targets recommended by partner programs;
• How the plan aligns with Career Connect Washington; and
• Remaining decision to be made on funding Perkins programs.

Perkins Funding
Perkins Plan partners are particularly keen on gaining direction from the Board on the scope and prioritization of Perkins fund investments as the system moves into implementation of Perkins V.

Perkins federal funds are split into three categories: basic grant funds (which are currently split 56-44 between the postsecondary and secondary partners, respectively, and of which 10% are currently set aside as a "reserve" for state-level activities), leadership funds, and administrative funds. The Board will make a determination both on this split level, and on setting the reserve set-aside up to 15% of the basic grant.

The Office of Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), and the Workforce Board staff recommend that the Board jointly establish a workgroup to develop proposals for any change in the basic grant split for future years' funding based on a data analysis that looks at the quantitative effects of adjusting the split *and* to refine recommendations to strategically leverage leadership, administrative, and reserve funds to build system capacity.

Even in the event the workgroup recommends to the Workforce Board that the basic grant split be maintained at 56/44, partners will develop a rationale and "business rules" that

Tab 3

specify the reasons for maintaining the split level and criteria for adjusting it in the future. The workgroup will be made up at a minimum of OSPI, the Workforce Board, and SBCTC, but the Workforce Board may elect to include other stakeholders as mandatory participants, and encourages broad stakeholder engagement. Analysis of the split and creation of a "business rules" manual will take into account, at a minimum: FTE/headcounts for CTE students served at both secondary and postsecondary; CTE revenue; current CTE investments; and the impact of changes on sub-recipients, especially rural institutions.

The workgroup will meet between July 1 and September 30, 2020 and will report to the state Workforce Board their recommendations for the next years' split, their rationale and criteria for future split discussions, and recommendations for strategically leveraging leadership and reserve funds at a fall meeting of the Workforce Board.

Questions for the Board:
- Is the funding workgroup proposal acceptable?
- Are there other stakeholders the Board would like to have as part of the conversation on the split?
- What factors would be important for Board members to know/consider before a future split conversation? (i.e., how does changing the split affect rural recipients vs. urban recipients?)

Basic Grant and "Reserve" Funding
For the Program Year beginning July 2020 and continuing through June 2021, Perkins Plan partners are recommending to the Board that the 56/44 split of basic grant funding be maintained for the next program year and then adjusted in future years based on the criteria recommended by the funding workgroup.

Within the basic grant funds, the Workforce Board has the authority to set a portion of those funds aside as a "reserve." Under previous versions of Perkins, states were able to set aside up to 10% of their basic grant for reserve uses; Perkins V allows states to potentially move up to 15% reserve of the basic grant. States may strategically leverage these reserve funds and identify priorities and focus Perkins dollars on those areas. The focus can change area every year if the Workforce Board elects, though Reserve funds can typically only go to colleges and school districts that qualify as rural or having a high percentage of CTE students. Reserve flexibility allows states to think broadly about the most important needs in the state and align the reserve fund with other federal, state and local resources to make a significant impact.

Perkins partners are recommending that the state maintain the 10% reserve set-aside for the current year and then return to the Board with a proposal in September on whether the reserve rate should be maintained at 10% or increased to 15% in future years, as well as proposing uses that align with the workgroup's recommendations on leveraging leadership and administrative funding.

Questions for the Board:
- What would be useful to know as we think about holding an additional 5% of the grant money in Reserve to use strategically as a state?

Leadership and Administrative Funding
Perkins also sets aside money to sustain "Leadership" and "Administrative" activities at the state level to support local grant implementation. States may not spend more than 5 percent of their Perkins grant on administrative activities and not more than 10 percent of their award on state leadership activities described in the legislation.

Ten percent of the total money appropriated to Washington each year is set aside for

Tab 3

Leadership uses. Leadership funds may be used strategically; the uses are flexible and may be deployed in novel ways year over year. The Workforce Board as the state CTE Board has the authority to determine priorities for the spending of Leadership funds each year.

For the coming program year, partners have identified the following priorities for strategically leveraging Leadership funds:
1. Adapting Existing Programs to respond to employment trends in automation, AI, etc.
2. Incenting the Development of "High-Quality" CTE Programs, specifically by investing in partnerships to establish regional and statewide articulation agreements aligned with programs of study.
3. Improving Access and Outcomes for "Special Populations"
4. Supporting Staff Professional Development
5. Supporting Statewide and Regional Partnerships, through supporting and incenting regionalization in the CLNA process and facilitating career pathway development statewide.

The funding workgroup convened by the Board will additionally return to the Board in September with recommendations to strategically leverage Leadership funds in future years to align with emerging state priorities.

Perkins V also includes a 5 percent set-aside for State Administration of the law. Perkins administrative funds *must* be matched by non-federal money by state recipient in order to be used. Over the past decade, the Board lost an explicit appropriation from the state General Fund made by the Legislature to achieve the Administrative match required by Perkins. Since the Workforce Board annually receives a relatively small appropriation of state funds to provide match, Board staff has had difficulty spending down the Administrative fund pool since the match appropriation was removed, and has worked with OSPI and SBCTC to either identify match opportunities at the subrecipient level or to convert the Administration funds to basic grant money that can be dispersed to colleges and school districts. Nonetheless, the administrative responsibilities of the grant remain in the event the Board is unable to identify match funding and must be absorbed by other means in the Board's budget, placing particular strain on our ability to leverage state funding that is typically more flexible than federal funds.

Questions for the Board:
• Is the Board in agreement with the proposed Leadership fund priorities for the coming year? Are there any missing priorities?
• Is there interest in a combined request from partners to restore the administrative match appropriation from the Legislature in a future year?
• Would the Board like more detailed information on the historical uses of Leadership funding?

Tab 3

STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK: Partners have updated their respective portions of the operational and partner-plan portions of TAP. The Washington Workforce Association also provided comments on the strategic portion of the plan, which have been addressed or integrated in the course of staff edits.
FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?	THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE: n/a
RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?	THE RECOMMENDATION AND/OR REQUESTED ACTION IS: 1. That the Board asks questions related to the draft Perkins Plan, discusses the questions above, and provides guidance on the funding group proposals. 2. That the Board releases the draft TAP plan for 30 days of required public comment, including its partner plan components, and that Board staff is charged with collecting comments, coordinating responses to comments, and making edits to the draft TAP plan as appropriate for the Board's anticipated final approval at the March meeting. 3. That the Board approves and release to local workforce development councils the guidance document for the local planning process over the next local planning cycle.

Talent and Prosperity for All

Washington's New Strategic Plan: Our Customers Drive Everything We Do

Washington's workforce system is far-reaching, and brings together employers, educators, and community leaders that work together to develop worker skills, enhance economic development, and help businesses find the qualified workers they need to succeed. This talent development pipeline starts as early as kindergarten, and moves through elementary, middle, and high school, through postsecondary education and training, including short-term certificates, two- and four-year degrees, on-the-job training, internships and apprenticeships. Each step brings rising wages, lower unemployment, and, ultimately, economic self-sufficiency.

Making connections between education and employment seamless and accessible to workers of every age and ability helps Washington workers advance in their careers, while providing employers with a skilled and educated workforce. In our state, a dual-customer focus puts Washington's workers and businesses at the heart of the state's workforce system, and undergirds the state's new strategic plan for workforce development. Our customers drive everything we do and touch every aspect of this new plan—from aligning services, to improving outcomes, to evaluating results. The plan was approved by the Workforce Board in the spring of 2016 and is now in the beginning steps of being implemented at the ground level.

> **Washington's Workforce System**
>
> The workforce system helps supply an appropriately skilled, educated, and able workforce that allows businesses to:
>
> - Thrive and grow
> - Be more competitive in a global economy
>
> The workforce system brings together workforce development, education and training, and human services to help people, including those with barriers, to:
>
> - Get and keep jobs
> - Grow along lifelong career pathways.

Historic Opportunity to Strengthen System

The state's workforce plan empowers individuals, communities, and businesses to realize their full potential through a universally accessible workforce system that continually improves and adapts to changing economic conditions and workforce demands. This new plan comes with a new name—*Talent and Prosperity for All: The Strategic Plan for Unlocking Washington's Workforce Potential.* We like to call it TAP.

After the passage of the federal Workforce Innovation and Opportunity Act (WIOA) in 2014, Washington seized the opportunity to improve integration and coordination to better deliver programs and services at the federal, state, and local levels, allowing the workforce system to build on previous successes and overcome remaining obstacles. In a broader sense, the new federal act offers an opportunity to expand the system's reach and strengthen the satisfaction of both

businesses and jobseekers, with an emphasis on seamlessly integrating programs and braiding funding streams to better serve people and businesses.

Business Engagement a Significant Focus of State's New Plan

Woven throughout this historic reset of our state's workforce system was a renewed focus on serving Washington's business community. For the state's economy to thrive, businesses need workers with the right mix of skills, education, and aptitudes to increase productivity and profitability. At the same time, it's vital that the business community sit at the table as true partners, or co-investors, in the workforce system. By shaping training programs that meet their needs, businesses ensure workers have the specific skills and education that drive business success, while also advancing their careers. Success for all means prosperity for all, both for businesses and individuals and their families.

TAP: The Result of Large Scale Planning, Statewide Visioning

After many months of collaboration and consultation among Washington's workforce development program leaders and their teams, leaders in business and organized labor, local elected officials and local Workforce Development Councils, and other workforce system stakeholders, the following key strategic priorities were adopted by the state's Workforce Board:

1. **Customers Receive Integrated Services that Lead to Employment and Careers:** Customers need to be able to find and navigate the career pathway that is best for them. This means Washington's richly complex system must help customers move beyond prescribed, "cookie-cutter" solutions to make informed choices that pull from a full menu of services.

2. **Increase Business Engagement with a Clearly Defined Workforce Value Stream**: Just 8 percent of Washington's businesses utilize the public workforce system when hiring. This stark fact underscores the sometimes limited interaction between businesses and workforce development service providers at all levels. Businesses need simple paths to the workforce system, both online and in person, and workforce professionals need to be better able to explain the benefits, from statewide job posting opportunities to professionally vetted resumes that ensure a good employer-employee fit.

3. **Universal Accessibility to the System through Technology and Other Barrier Removal:** This plan embraces barrier removal and universal accessibility of workforce development services—both physical and programmatic—as core priorities. The system's promise to those with barriers is to help employees realize their individual talents and to help all workers realize their full potential in the workplace.

4. **Next Generation Performance Accountability System that Shows Outcomes, Identifies Gaps:** While Washington's workforce system has been a national leader in performance accountability, new federal legislation and its mandates create the opportunity to improve performance measures to better support a more integrated and coordinated service delivery system. The new federal workforce law acknowledges that many participants are served by

Washington Workforce Training and Education Coordinating Board

multiple programs. A new performance accountability system will tell us how well service integration is working.

The Workforce Board offered additional opportunities for public input, including a web portal and community forums in eight cities across Washington state, guaranteeing that TAP was guided by the voices of the system's business and worker/job-seeker customers.

Great Expectations: A Plan Aligned with the Workforce System's Mission and the Governor's Goals

The previous four goals form the backbone of TAP. But the plan also was shaped, in part, by goals set forth by Governor Jay Inslee to maximize the state workforce development system's impact:

- Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations;
- Close skill gaps for employers, with a focus on in-demand industry sectors and occupations;
- Work together as a single, seamless team to make this happen.

Critical Steps: From Planning to Implementation

The Workforce Board approved the TAP plan in early 2016 and the plan has received final approval from all participating federal agencies, including the U.S. Department of Labor and U.S. Department of Education. The workforce system is now in the plan implementation phase, putting into action the recommendations of the plan as we work together to achieve TAP's goals.

The following pages provide an outline of the progress the workforce system is making to deliver on TAP's goals. They also provide a context for the changes the workforce system is committed to making and how implementing these changes will lead to better outcomes for customers.

A Plan Designed to Respond to Our Changing Economic Climate

Economic Recovery has Arrived and Businesses Need Skilled Workers

As productivity continues to rise in the U.S. and Washington and the economy recovers from the Great Recession, the business community has a great opportunity to engage with the workforce development system and meet their needs for a continuous supply of skilled workers. Despite large numbers of jobseekers, companies still have difficulties finding workers with specific skills. To better measure the needs of industry, the Workforce Board administers and publishes an Employer Needs and Practices Survey. The most recent survey, conducted in 2012, featured responses from 2,800 employers. According to the survey, over half of firms hired new employees, but among those attempting to hire, about one-fifth experienced difficulties. Just over half of high-tech companies reported hiring difficulties, more than any other industry. Construction and agriculture also reported a high degree of hiring challenges. This underscores the need to forge better connections to businesses that require skilled workers, and the need to provide workers with the necessary skills to be competitive in the marketplace. It is estimated by 2020 that two-thirds of all jobs will require education that goes beyond high school. It's also clear that more highly educated workers have lower

Washington Workforce Training and Education Coordinating Board

unemployment rates and higher incomes. Since the Great Recession, this divide between higher educated and lower educated workers has only grown wider and continues even as the economy recovers. Education matters when it comes to landing a job. In 2013, those without a high school diploma or equivalent faced unemployment rates four times higher than those with a bachelor's degree or higher. With living-wage jobs difficult to come by for low-skilled workers it's more important than ever to help them find pathways into career-focused postsecondary education.

Focus on Youth Employment

Of particular concern are younger workers. Labor force participation for 16-19- year-olds fell from 45.8 percent to 36.1 percent between 2007 and 2014. Those with less than a high school diploma face significant hiring difficulties and poor labor participation rates. This information, along with other indicators outlined in the Workforce Board's economic and workforce analysis chapters (online) helped focus the need to provide guided pathways to employment for all sectors of our population, but particularly for those with barriers, including disconnected youth. Nearly 15 percent, or approximately one in six youth in Washington, aged 16-24, were not in school *and* not working, as recently as 2014. Persistent unemployment and disconnection from the world of work places our state's youth at a competitive disadvantage. As this problem has grown more pervasive, both in Washington and nationally, policymakers have addressed it through WIOA, which requires a much higher percentage of available state and local youth funds go toward out-of-school youth—75 percent versus 30 percent under WIA, the predecessor act. WIOA also raised the age for out-of-school youth eligibility to age 24, (up from 21). This new focus on "disconnected" or "opportunity" youth is encouraging local Workforce Development Councils to invest in out-of-school youth services. An ongoing challenge is sustaining participation in such services. National research from the MDRC suggests that successful strategies will need to incorporate financial incentives and opportunities for paid training and work, along with opportunities to feel connected to caring adults and to the community, among other elements.

WIOA Designates Key Populations with Barriers

Youth aren't the only ones with employment challenges. Under WIOA, 14 populations are designated as facing employment barriers that make it challenging to achieve economic self-sufficiency and prosperity. These populations are as diverse as the state's workforce system.

The 14 populations designated as "populations with barriers" under WIOA include:

Populations with Barriers under WIOA	
Displaced Homemakers	Youth in, or formerly in, Foster Care
Low-income individuals	English Language Learners
Native Americans, Alaska Natives, and Hawaiians	Migrant/Seasonal Farmworkers
Individuals with Disabilities	Individuals within Two Years of Exhausting TANF
Older Individuals	Single Parents/Pregnant Women
Ex-Offenders	Long-Term Unemployed
Homeless Individuals	Veterans
"Other Groups" Designated by the Governor	

These "priority populations" will require training and services targeted to meet their particular needs while also ensuring better, more universal, access to the system. WIOA encourages work-based learning strategies as one way to better serve low-income individuals, and those with barriers. This allows participants to earn an income while also receiving training and developing key job skills. WIOA also does away with a "sequence of service" requirement from the previous federal workforce act. This allows participants to more directly access training they need right away, rather than navigating sometimes unnecessary layers of services. New accountability measures are being created to evaluate earnings and employment gains for each of these groups to better measure performance.

WIOA Brings More Federal Programs into One Performance Accountability System

Under WIOA, additional federal programs were brought under the umbrella of a single performance accountability framework. Employment and training services for disadvantaged youth and adults, and for dislocated workers, are joined with Vocational Rehabilitation for people with disabilities, Basic Education for Adults, which addresses the needs of those with low literacy and skill levels, and the Wagner-Peyer Act, which helps jobseekers and those accessing a wide range of services in our state's WorkSource career center system. WIOA also created clearer requirements for other workforce programs to work in concert with the system's core programs to improve outcomes for all.

TAP is Broader, More Far-Reaching than WIOA

WIOA greatly increased the scope of coordination among workforce development programs, but Washington's strategic plan for workforce development, TAP, goes further and binds together all programs designated by state statute to be part of the talent development pipeline. It's helpful to think of Washington's *Talent and Prosperity for All* plan as an umbrella that folds in WIOA's key programs and requirements but uses the federal act as a starting point for a far more ambitious state workforce plan that ultimately pulls together 22 distinct programs and funding streams.

Washington's TAP Plan Includes 22 Separate Workforce Programs

What programs are part of *Talent and Prosperity for All*?	
Programs Included in Federal "Combined" Plan	*Programs Included in State Strategic Plan Only*

• **WIOA Title I**
   • Disadvantaged Adult
   • Youth
   • Dislocated Workers
• **WIOA Title II:** Basic Education for Adults
• **WIOA Title III:** Wagner-Peyser Services
• **WIOA Title IV:** Vocational Rehabilitation
 	
WIOA "Partner" Programs
• **Temporary Assistance for Needy Families (TANF)/WorkFirst**
• **Trade Adjustment Act**
• **Veterans Employment and Training**
• **Unemployment Insurance Services**
• **SNAP Employment & Training**
• **Senior Community Services Employment**
• **Community Development Block Grant**
• **Community Services Block Grant**
	• **Carl Perkins Act (secondary and post-secondary)**
	• **Worker Retraining Program**
	• **Training Benefits Program**
	• **Apprenticeship**
	• **Private Vocational Schools**
	• **Second Chance Act**
	• **Job Skills Program**
	• **Customized Training Program**

Accelerating TAP Implementation

The Workforce Board has formed six TAP implementation committees including those focused on:

- System Accessibility and Barrier Solutions
- Integrating Service Delivery
- Developing a Streamlined, Common Intake Process
- Performance Accountability and Data Sharing
- Business Engagement
- Professional Development

Governor Inslee has invested $3 million from WIOA discretionary funds to make faster progress on accomplishing TAP's goals. These "TAP Accelerator" funds are aimed at helping the state invest in activities and monitor progress on efforts to help more Washington workers secure living-wage jobs that grow into lifelong career pathways while providing Washington industry with the skilled and educated workers they need to thrive. Funds are being distributed via competitive grants, geared toward testing innovations that leverage WIOA's new emphasis on building strong "upskill-backfill" relationships with businesses. The upskill-backfill strategy helps current employees move up the career ladder through targeted training, while, at the same time, opening up lower-level positions to be "backfilled" by new workers.

Goal 1: Improving the Customer Experience

Streamlining and integrating the way our system delivers services to customers—jobseekers and businesses—is the first step in helping all of the state's current and future workers gain a foothold in Washington's economy. Some jobseekers will pass through the system with minimal support required, while others will require multiple resources to find a path to economic self-sufficiency. Service delivery integration means current and future workers can quickly and efficiently access the state's workforce system, at any level throughout their lives, and can obtain the right mix of services to propel them to economic self-sufficiency.

> **Serving all seamlessly**
>
> The system's goal is to ensure every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency, and receives wraparound services needed to pursue his or her career pathway.

Service Delivery Integration

So how do we do that? It starts with customer choice and asset-based programming. Integration honors the assets and interests of customers at every stage of their experience within the workforce system. Customers help shape their individual pathways to achieve their employment goals, with periodic check-ins to help keep their progress on track. Each customer comes with their own strengths and experiences. Building on these assets helps customers achieve economic success by tapping their talents and interests.

Career Pathway Approach

TAP proposes to help customers achieve success through a career pathway approach connecting levels of education, training, counseling, support services, and credentials to specific in-demand occupations. This helps customers reach their career goals through thoughtful planning and targeted wrap-around support. This approach also involves the business community, with employers encouraged to help shape education and training to meet their workforce needs and provide their employees with career advancement opportunities.

Intake, Assessment, Case Management…and More

By serving each customer in a more strategically aligned way, individuals can get the services they need right away. In the past, customers typically travelled through a prescribed "sequence of services" that delayed services until they had checked each box. This new approach provides a much more direct route to employment and training services, and also calls for providing additional support services and case management when customers need it. This new approach also calls for a streamlined intake and assessment system that can share necessary data among providers as the customer moves through the system. In the past, customers have had to largely navigate the system on their own, fill out duplicate forms, and essentially start from scratch each time they attempted a new training course, delaying achievement of their education and career goals.

Improving the Customer Experience Goals

- Increase the number of designated navigators available within the WorkSource system.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.
- Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.

Goal 2: Engaging Business for Better Results

When Washington's workforce system effectively engages with the business community to build sustainable partnerships, it's a win-win for workers and employers. By working closely with firms to determine talent challenges and by implementing effective solutions, the workforce system helps both businesses and workers prosper.

> **Better engagement, more satisfaction**
>
> The more businesses engage in designing programs, curriculum, and services, the better our system can respond to business needs. Business satisfaction will rise as business becomes a true workforce system partner.

Aligning and Coordinating Across the System

An easily accessible, coordinated business engagement approach that conveys the full strengths of the system increases the likelihood employers will realize value from the system. Too often, programs work in isolation to build relationships with employers. The end result is a patchwork business engagement approach where some businesses are asked the same questions over and over, and others are left completely out of the conversation.

Engaging Business through Sector Partnerships

Industry sector-based strategies bring together employers from one industry along with government, education, labor, community leaders, and other partners to hammer out solutions to common challenges, such as employee training needs. While Washington is a recognized leader in the sector strategies arena, the state needs to advance this work into sustainable "sector partnerships" where businesses are no longer simply customers of the workforce system but active participants in the design and creation of workforce solutions.

Make Workforce Services More Transparent, Accessible, and User-Friendly

Businesses often find it difficult to navigate the vast array of available workforce services, especially when individual programs compete to be "the" solution. Instead, the system must simplify the menu of services, hire cross-trained business navigators to find the best fit for businesses, translate programs into "plain talk" that businesses can understand, and train job counselors to better understand the needs of business.

Business Engagement Goals

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system.
- Increase the number of businesses reporting satisfaction with workforce services by 5 percent each year.
- Develop at least one sector partnership in each of the state's 12 workforce regions.
- Train at least 30 percent of workforce system staff on implementing sector partnerships.
- Increase resources for work-based learning, such as on-the-job training, internships, apprenticeships, and job shadows, with a particular focus on skilling up existing workers.
- Increase work-based training, including a focus on existing workers, through on-the-job training, apprenticeships, job shadows, and internships.

Goal 3: Accessibility and Technology

A key priority for Washington's workforce system is ensuring universal access for all customers seeking to benefit from the entire array of education, training, and support services. Every Washington resident should have the opportunity to progress along a clearly defined career pathway that leads to economic self-sufficiency, regardless of employment barriers.

Ensuring access to everyone

Every Washingtonian needs universal, barrier-free access to our state's workforce system. Technology is a powerful tool that can reduce obstacles to access. However, it's clear that technology will not solve all accessibility issues. Tailored approaches to different populations and geographies are required.

Removing Workforce System Barriers

Local advisory committees are forming to work on solutions to accessibility barriers, in conjunction with the Workforce Board's advisory committee on barrier solutions. Barriers are wide-ranging, including economic, geographic, physical, language and cultural, and skills, among others. Best practices will be collected and shared, partnering with local Workforce Development Councils.

Advances in technology offer one way to provide both remote and universal access to the state's workforce system.

Identifying and Removing Barriers to Workforce Services

The federal Workforce Innovation and Opportunity Act (WIOA) spurred our system to break down barriers to better connect all Washingtonians to education and career pathways and living-wage jobs. The federal act specified 14 "populations facing barriers to employment." (See page 4.) The Workforce Board and stakeholders saw this as a chance to improve service delivery across the state, across an even broader range of populations.

Secure Wireless at Washington's WorkSource Career Centers

The TAP plan proposes expanding wireless Internet connectivity at WorkSource employment centers, which could pay off for many customers, especially for the blind and low-vision community who rely on screen readers. One area is piloting a "paperless" experience, making materials remotely accessible for customers facing transportation and childcare challenges, or other difficulties getting to WorkSource.

Accessibility and Technology Goals

- Implement secure, wireless Internet access at all WorkSource centers by 2020.
- Establish statewide advisory committee on accessibility and barrier solutions. Ensure the designation of local advisory committees during first two years. By the fourth year, ensure state-level group receives annual progress reports on WorkSource center accessibility.
- Identify and encourage local pilot programs to use technology that facilitates integrated service delivery, including programs improving system access.

Goal 4: Next Generation Performance Accountability

To meet the combined demands of a competitive economy and a changing labor force, Washington's workforce system must continuously improve its performance. While Washington's workforce system has been a national leader in performance accountability, new mandates from WIOA create the opportunity to improve performance measures and better support a more integrated and coordinated service delivery system.

> **New measures for a new federal act**
>
> New measures will help determine whether, and how far, the economic needle is moving on 14 populations with barriers.

New measures will provide a system-level, cross-agency assessment of overall progress. This will provide a clearer picture of customer progress rather than individual program results.

Overview of Washington's Workforce Development Accountability System

Washington has been a national leader in implementing a workforce development accountability system since the Legislature created the Workforce Board in 1991. Core Measures were created to answer the following questions:

- *Did workforce program participants get needed skills?*
- *After leaving a program, were they employed?*
- *How much did they earn?*
- *Were program participants and their employers satisfied?*
- *Did the participant and public get a good return on investment?*

These Core Measures have been successfully used to evaluate programs across Washington for nearly 15 years, and helped shape the federal evaluation requirements now mandated by WIOA.

WIOA Promises Better Integrated, More Coordinated System

WIOA places a new emphasis on connecting the customer to a full range of services as quickly as possible. This is a departure from the previous federal act which required customers to proceed through increasingly "intensive" levels of assistance. Because of these changes, the performance system must be able to measure results when participants are served by multiple programs at once.

A Commitment that Goes Beyond Federal Requirements

The Workforce Board is committed to developing a cross-agency assessment of overall progress, beyond federal requirements. This will help create a performance approach that addresses how partners are collectively serving all populations within the workforce system and will provide aggregated data by population type, in unduplicated counts across core programs.

Next Generation Performance Goal
- Develop a system to accurately measure the collective success of all WIOA partners in serving workforce populations.

Workforce System Partner	Services
Apprenticeship (Department of Labor and Industries)	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.
Carl D. Perkins Vocational and Technical Education Act	Aims to increase the quality of technical education at both the secondary and postsecondary levels and provide students with academic and technical skills for in-demand, living wage careers that advance the economy.
Community Development Block Grant (Department of Commerce)	The state Community Development Block Grant (CDBG) program, administered by the state Department of Commerce, awards funds to rural local governments for locally-prioritized activities, such as economic development, construction, and public services activities. These funds are awarded based on a competitive grant process for eligible CDBG recipients. This funding is administered federally by the Department of Housing and Urban Development (HUD).
Community Services Block Grant (Department of Commerce)	The state Community Services Block Grant (CSBG), administered by the Department of Commerce, awards state and federal funds to local eligible entities to provide services to low-income individuals and households at or below 125% of the federal poverty level (FPL). With approval from the CSBG State Lead Agency, eligible entities determine how funding will be used to support allowable activities, such as employment and training activities. This funding is administered through the State General Fund and federally by the Department of Health and Human Services (HHS).
Customized Training Program (State Board for Community and Technical Colleges)	A training institution delivers dedicated customized employee training as requested by the business. The level of customization ranges from existing training curriculum delivered at the job site to fully customized training curriculum developed exclusively for the business.
Higher Education (Community and Technical Colleges, Four-year Colleges and Universities, Private Career Schools)	Education and training, customized training, incumbent worker training, certification, apprenticeship related supplemental instruction (RSI), education and career counseling, small business resources.
Job Skills Program	Prospective and current employees of a business receiving a Job Skills Program (JSP) grant are eligible for

Workforce System Partner	Services
(State Board for Community and Technical Colleges)	training. Eligible businesses and industries include private firms and institutions, groups, or associations concerned with commerce, trade, manufacturing, or service provisions. Public or nonprofit hospitals are also eligible.
Title I Youth, Adult and Dislocated Worker programs (Various state and local service providers)	Workforce development workshops, assessment and career guidance, resources for worker training, on-the-job training, support services.
Title II Adult Literacy (Community and Technical Colleges)	Adult basic skills training, English as a Second Language training, GED
Title III Wagner-Peyser (Employment Security Department)	Jobseeker assessment, job matching, and other business services. Washington labor market information.
Title IV Vocational Rehabilitation (Division of Vocational Rehabilitation and Department of Service for the Blind)	Training, retraining of individuals with disabilities, identification and support for the implementation of assistive technologies for jobseekers and businesses, job placement, job development, community rehabilitation providers.
Temporary Assistance for Needy Families (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations, Employment Security Department, Department of Commerce, Department of Early Learning)	Assessment, case management, job placement, education and training, work study, workfare, support services, and job development.
Senior Community Service Employment (Department of Social and Health	Provide subsidized, part-time, community service work-based training for low-income people age 55 or older who have poor employment prospects. Through this program, older workers have access to the SCSEP services

Workforce System Partner	Services
Services and Community-Based Organizations)	as well as other employment assistance available through WorkSource, the state's one-stop career center system.
SNAP, E&T (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations)	Food stamps, assessment, education and training, job search, job search skill development, and support services.
Trade Adjustment Assistance (Employment Security Department)	A federal program that helps workers who have lost jobs due to foreign trade to gain the skills, resources, and support they need to become reemployed.
Training Benefits Program (Employment Security Department)	Training benefits pay up to 52 times a participant's unemployment weekly benefit amount, minus any regular unemployment benefits received. These additional benefits are available to eligible dislocated workers in a full-time vocational training program approved by the unemployment insurance (UI) program.
Veterans Employment and Training	Workforce development workshops, assessment and career guidance, resources for worker training, on-the-job training, support services for veterans.
Worker Retraining Program (State Board for Community and Technical Colleges)	Serves the unemployed or those facing imminent layoffs. Community and technical colleges provide training in basic skills and literacy, occupational skills, vocational education, and related or supplemental instruction for apprentices. Qualified students may receive financial assistance to help with tuition, other costs. Private career schools and colleges enroll a small number of students.

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Talent and Prosperity for All

Integrated Workforce Plan Guidelines for Regional and Local Plans -
Program Years 2020-2024

WASHINGTON Workforce
Training & Education Coordinating
Board

Draft - November 2019

TABLE OF CONTENTS

[DRAFT – NOVEMBER 13, 2019] [DRAFT – NOVEMBER 13, 2019] [DRAFT – NOVEMBER 13, 2019]

PLAN SUBMISSION INSTRUCTIONS

Timeframes and Submission of Documents

❖ September 2019 – May 15, 2020: Local planning period.

❖ November 2019: State Workforce Board will release guiding principles for local planning process and review of local plans.

❖ March 1, 2020 – March 31, 2020: Public comment period on local plans.

❖ April 10, 2020: Draft local plan due to Workforce Board and ESD.

❖ April 17, 2020: State comments on draft local plans transmitted to LWDBs following review.

❖ May 15, 2020: Final, signed local plans due to the Workforce Board and ESD.

❖ May 27-28, 2020: Workforce Board takes action on local plans on behalf of the Governor.

❖ June 2020: Local plans approved by the Governor.

❖ June 30, 2020: Local Chief Elected Officials and LWDBs notified by Workforce Board of Governor approval of their local plans (official correspondence to follow).

Please submit your draft and final plans electronically in both Word (.doc) and Adobe (.pdf) format to Eric Wolf at eric.wolf@wtb.wa.gov.

Local Workforce Development Board (LWDB) Contact Information

When submitting your draft and final plans, please provide the name, title, e-mail address, and phone number of the person we may contact with questions regarding the plan:

• Contact Name and Title:

• Mailing Address:

• E-Mail Address:

• Phone Number:

BACKGROUND

Guidelines for Developing 2020-2024 Local Integrated Workforce Plans

One of the new features of Public Law 128-113, the Workforce Innovation and Opportunity Act of 2014 (WIOA), is the implementation of workforce regions. Workforce regions are intended to provide an opportunity for local areas to collaborate more formally to serve regional economies where they exist. Workforce regions recognize that while there are strong and effective programs in workforce areas, industries recruit and people commute for work across local area boundaries. In some cases industry sectors or special initiatives can be more effectively served when several workforce areas leverage their strengths and coordinate appropriate services.

WIOA requires the state to identify workforce regions consisting of one or more local workforce areas. Local Workforce Development Boards (LWDBs) are required to develop plans that detail policies, procedures, and activities they will carry out to implement the law. Because all LWDBs are part of workforce regions, whether these are single local area or multi-area regions, all LWDBs must address both regional and local planning requirements described in the law. LWDBs that are part of a multi-area workforce region must submit a single regional plan that includes a description of how the LWDBs in the region will address seven regional planning elements and followed by local plans for each local area in the planning region. LWDBs in a region consisting of a single area will submit a single plan that includes a description of how the LWDB will address seven regional planning elements, followed by their local planning elements. All plans must support the strategy described in the State Plan developed per WIOA Sections 102 and 103 and otherwise be consistent with the State Plan. Identification of workforce planning across multiple regions should in no way be construed to reduce the authority, autonomy or allocation of local areas, LWDBs or the chief local elected officials that govern them.

WIOA requires the development of four-year plans, to be revisited/revised after the first two years. In an effort to reduce duplication of processes, the Workforce Board will use the regional/local plan as a mechanism to address as many of the criteria for LWDB certification as possible. LWDBs must be certified once every two years. An approved plan will serve as evidence that each LWDB is addressing the 13 required functions of local boards. A table has been added to this document for LWDBs to address board membership requirements that are part of the certification process. LWDBs will be provided the opportunity to update components of their plans once every two years as part of the board certification process, but will not be required to undertake a major plan modification each time they update information for the purpose of board certification.

WIOA regulations direct LWDB to submit their regional/local plans to the Workforce Board and ESD for review. Once reviews are completed, the Workforce Board, in consultation with ESD, will make a recommendation to the Governor regarding approval of each regional/local plan.

2020-2024 Local Integrated Workforce Plan Goals

A. Articulate a vision for the local area's workforce development system.

B. Develop goals, objectives, and strategies to increase skill levels, employment, earnings, customer satisfaction and return on workforce development investments.

C. Develop a blueprint to utilize the area's strategic workforce assets to meet the requirements of the changing economy.

D. Create a planning process, managed by LWDBs, that assures meaningful opportunities for business, labor, local chief elected officials, program operators, WorkSource partner agencies, and others to communicate their needs, offer perspectives and expertise, and participate in the process. The review and comment process for developing the local integrated workforce plan is transparent and dynamic, with opportunities for interested parties to comment as the plan is developed.

E. Create a plan that is focused on the unique needs and resources of the local area and is consistent with the state's strategic plan for workforce development, *Talent and Prosperity for All.*

F. Broadly share goals, objectives, and strategies that:

- Represent the priorities of the LWDB and its partners.
- Reflect stakeholder input.
- Offer guidance and propose approaches that benefit customers of the workforce development system (employers, jobseekers, workers, students, and out-of- school youth).
- Are supported by current and specific economic and demographic data and needs assessment.
- Take into account existing workforce development programs and services.
- Are informed by program performance.

G. Describe the local area's WIOA Title I operational plans.

H. Document WIOA Title I compliance through the use of an assurances checklist.

How is the "Local Workforce Development System" Defined?

The "Local Workforce Development System" means programs that use private and/or public (local, state, and federal) funds to prepare workers for employment, upgrade worker skills, retrain workers, or provide employment or retention services for workers or employers.

The "Local Workforce Development System" includes, but is not limited to:

- Secondary vocational education, including activities funded under the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006;

- Community and technical college vocational education programs, including activities funded under the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006;

- Private career schools and private college vocational programs;

- Employer-sponsored training;

- Youth, Adult, and Dislocated Worker programs and activities funded by Title I of the Workforce Innovation and Opportunity Act (WIOA);

- Work-related adult basic education and literacy programs, including programs funded under the federal Adult Education and Family Literacy Act (WIOA Title II);

- Programs and activities funded under the federal Wagner-Peyser Act (WIOA Title III);

- Registered apprenticeship programs;

- The One-Stop System [as described in WIA Section 121(b)];

- State workforce education programs administered by the public community and technical college system (Job Skills Program, Worker Retraining Program, Customized Training Program, Centers of Excellence);

- Training Benefits Program;

- Vocational rehabilitation programs administered by the Department of Social and Health Services (DSHS) Division of Vocational Rehabilitation and the Department of Services for the Blind (WIOA Title IV);

- Programs offered by private and public nonprofit organizations that provide job training or work-related adult literacy services;

- May include other state- and federally-funded workforce development programs (consult the Workforce Board's Workforce Program Directory);

- May include locally-funded workforce development programs; and

- May include other privately funded workforce development programs and initiatives.

SECTION I

Regional Designation

- Workforce Region Name:

- For each Workforce Development Area Comprising the Workforce Region please list:

  - Workforce Development Area Name and Number:

  - County or Counties Comprising Service Delivery Area:

  - Fiscal Agent/Entity Responsible for the disbursal of grant funds:

SECTION II

Regional Component of Plan

This section presents the vision, goals, objectives, and strategies for the workforce development system within the region and addresses the seven required regional planning elements. The plan should articulate strategies that respond to the needs of the regional economy. In addition, the plan should align with the state's Strategic Plan for Workforce Development, *Talent and Prosperity for All*. Accordingly, the plan should encompass selected objectives and strategies to address the state's strategic goals. The information should provide local and state leaders a current picture of the workforce development programs in the region and show what the LWDB in the region plans to do to continually refine and improve that system.

The State Board and ESD view regional planning "as a work in progress" and do not assume that workforce regions will have fully developed strategies for all regional planning elements. LWDB in a planning region are asked to identify the current status of their regional work, and define where they intend to be at the end of two years and possibly at the end of the four-year planning period if they are ready to do so. The State Board and ESD will be looking for progress along a continuum in future plan submissions.

Please note that there is no expectation that LWDBs in a multi-area region create a regional coordinating board or some other "super-structure." LWDBs engaged in multi-regional planning are free to manage coordination among themselves in any manner that makes sense to them. The development and submission of the regional components of the plan should in no way be construed to reduce the authority, autonomy or allocation of a local area, the Local Workforce Development Board (LWDB) or the Local Elected Official that govern it.

Please provide a response to questions 1 through 7. Each of the 12 regions is required to coordinate planning with at least one (1) contiguous region. This coordinated planning will identify at least one common problem or opportunity and the partnering regions should develop coordinated strategies to solve the problem and/or benefit from the opportunity. If responses incorporate attachments, please reference them within the narrative using active hyperlinks or as appendices.

1. **Regional analysis.** Provide an analysis of regional economic conditions, including:
   a. existing and emerging in-demand industry sectors and occupations, and their employment needs;
   b. demographic characteristics of the current workforce, including the educational and literacy levels, with emphasis on youth, adults in transition, and individuals with disabilities. Describe how the local area's demographics are changing and the planning implications for the anticipated workforce of the future;
   c. knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations;
   d. analysis of the workforce in the region, including current labor force employment/ unemployment data, labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment;
   e. analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region;

   Note: The regional labor market analysis should provide the framework for the development of goals, objectives, and strategies in the region. Plan writers are encouraged to review information on the state's economy and workforce in the state's strategic plan for workforce development.

2. **Regional Sector Strategies.** Identify which in-demand industry sector(s) or occupation(s) the region is serving and why. For each in-demand sector or occupation, use the Sector Partnership Framework (Attachment A) to describe the current status of regional collaboration in support of the sector/occupation, and identify anticipated next steps and timelines for at least the first two years of plan implementation. Please provide one completed framework for each in-demand industry sector or occupation/occupational grouping the region intends to prioritize.

3. **Regional Service Strategies.** Based on the regional analysis, identify and describe which populations and/or service strategies and/or services will be developed on a regional basis to affect a challenge or opportunity. If this will be a multi-regional effort, identify the partner region(s) and describe how this multi-regional focus was determined. Describe the strategies or tactics that will be employed, the goals of this multi-regional approach, a

baseline from which to measure improved service for job-seekers and businesses, and how progress will be measured. Please use the Regional Service Strategies Framework (Attachment B) to describe the current status and anticipated next steps during the planning period. The completed framework will serve as the regional cooperative service delivery agreement once the plan is approved.

NOTE: There is no expectation that all service strategies will be multi-regional, or that regions will have fully-developed strategies in place at the start of the planning timeline. This plan provides the baseline. LWDBs are expected to make a good faith effort at exploring options to better integrate multi-region service delivery, as it makes sense over time.

4. **Coordination with Regional Economic Development Organizations.** Identify regional economic development services and providers in the region and describe how the LWDB(s) will coordinate services with these services and providers. Please complete the framework in Attachment C to describe the current state of coordination with economic development and the anticipated next steps during the four-year plan period.

    NOTE: it is anticipated that workforce regions may have more than one economic development organization, and that LWDBs will continue to work with economic development organizations that are not regional in nature.

5. **Coordination of Transportation and/or Other Support Services, *as Appropriate*.** As part of the regional service delivery strategy, describe *whether transportation or other support services need to be coordinated* across the region based on the regional analysis, and if so which services and how.

6. **Multi-Regional Cost Arrangements, *as Appropriate*.** Describe any multi-regional cost or resource-sharing or resource leveraging arrangements associated with items 1 through 5 above, which **may** include the pooling of administrative costs. Additional options **may** include: each LWDB manages its costs separately for common goals; coordination of some or all costs among LWDBs in the multi-region; or the creation of a resource pool for some or all multi-regional costs. (*Note:* Regional cost arrangements are not to be confused with one-stop infrastructure cost sharing MOUs and RSAs.)

7. **Regional performance negotiation and evaluation. *Single area regions may describe the process currently used to negotiate performance.*** Describe **how** a region will collaboratively negotiate and reach agreement with the Governor on local levels of performance and report on performance accountability measures. For multi-regional efforts, describe how the partnering regions will evaluate the partnership, including governance and decision-making, efficient use of resources, community perceptions, and sustainability of the partnership.

NOTE: There is no requirement that a region negotiate a single level of performance on any measures. The requirement is that the region agrees on how it will manage the negotiation with the Governor, which can include each LWDB negotiating separately.

SECTION III

LWDB Specific Component of Plan

Use the following outline to guide your responses. If responses incorporate attachments, please reference them within the narrative using active hyperlinks or as appropriately labeled appendices. LWDBs within a multi-area region should respond to the following questions individually and attach responses to the regional section of the plan.

LWDB should reference the regional section of the plan for any items that are already addressed in that section, rather than repeating the response.

1. Describe the LWDB's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers), in order to support regional economic growth and economic self-sufficiency.

2. Describe actions the LWDB will take toward becoming or remaining a high-performing board.

3. Taking into account the regional analysis, describe the local board's strategy to work with the entities that carry out WIOA core programs to align resources available to the local area and achieve local strategic vision and goals.

   a. Describe the workforce development system in the local area, using Attachment D to specifically clarify the one-stop system and availability of Adult, Dislocated Worker services in the area.
   b. Describe how each partner program fits into the local workforce development system, how the local area's workforce development system serves youth, adults in transition (e.g., job seekers, dislocated workers, under-employed), and individuals with disabilities, and the public and private workforce initiatives underway.
   c. Taking into account the regional analyses, describe the strategy to work with core programs to align local resources to achieve the strategic vision. Additional local data may be provided to clarify where the strategy meets local needs not identified in the regional analysis.
   d. Describe how the LWDB will work with entities carrying out core programs and other workforce development programs to support alignment to provide services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), to support the strategy identified in the state and local plans.
   e. Describe how the LWDB, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals.

4. Describe your local area's efforts to provide targeted outreach to eligible individuals with barriers to employment, in particular veterans and eligible spouses (including any special initiatives to serve the veteran population), Unemployment Insurance Claimants, older workers, at-risk youth, low-income adults, dislocated workers (including the long-term unemployed and under-employed), and individuals with disabilities. In addition, WDAs 3, 8, 9, 10, and 11 must further describe outreach to Migrant and Seasonal Farm Workers (MSFW) to connect them to services in the local one-stop system.

5. Describe how the LWDB will coordinate education and workforce investment activities in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

6. Describe how the LWDB will facilitate development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

7. Describe how the LWDB will (i) facilitate engagement of employers, including small employers and employers in demand industry sectors and who have demand occupations, in workforce development programs; (ii) support a workforce development system that meets the needs of local businesses; (iii) better coordinate workforce development programs and economic development; and (iv) strengthen linkages between the one-stop delivery system and the state's Unemployment Insurance program. LWDBs that intend to use sector strategies for this engagement should complete the sector rubric in Attachment A for each sector prioritized

8. Describe how the LWDB will implement initiatives such as incumbent worker training, on-the-job training, customized training, industry and sector strategies, career pathways, utilization of effective business intermediaries, and other business services and strategies to meet the needs of employers in the region.

9. Describe how the LWDB will ensure continuous improvement of eligible providers of services and ensure that providers meet the employment needs of local employers, workers and job seekers.

10. Describe how the LWDB will develop an implementation timeline and strategy for wireless Internet access at comprehensive one-stop centers.

11. Describe how the LWDB will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

12. Describe how the LWDB, operators, and partners within the local one-stop delivery system will comply with Section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

13. Assess the type and availability of adult and dislocated worker employment and training activities in the local area. Please use Attachment D to list and describe adult, dislocated worker and training activities in the local area.

14. Assess the type and availability of youth workforce investment activities in the local area, including activities for those with disabilities. Identify successful models of such youth workforce investment activities. Please use Attachment D to list and describe youth workforce investment activities in the local area.

15. Describe how the LWDB will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.

16. Describe how the LWDB will coordinate workforce investment activities carried out in the local area under Title I with the provision of transportation, including public transportation, and other appropriate supportive services in the local area.

17. Describe plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system to improve service delivery and avoid duplication of services.

18. Describe how the LWDB will coordinate workforce investment activities in the local area carried out under Title I with the provision of adult education and literacy activities in the local area carried out under Title II, including a description of how the LWDB will carry out, per WIOA Section 107(d)(11) and Section 232, the review of local applications submitted under Title II.

19. Describe the cooperative agreements between the LWDB, any local entities that serve individuals with disabilities (101(a)(11)(B) of the Rehabilitation Act of 1973) and local Division of Vocational Rehabilitation and Department of Services for the Blind offices. The agreements and descriptions should describe how all parties will improve services to individuals with disabilities and will also include descriptions of joint activities. Examples include but are not limited to, cross training of staff, providing technical assistance, information sharing, cooperative business engagement, and other efforts to improve coordination.

20. Describe the competitive process to be used to award sub-grants and contracts in the local area for activities carried out under Title I.

21. Describe how adult and dislocated worker training services will be provided, including, if contracts will be used, how the use of such contracts will be coordinated with the use of individual training accounts and how the LWDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

22. Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for WIOA programs and programs carried out by one-stop partners.

23. Please use Attachment E to provide a list of current workforce board members and indicate how the membership of the board complies with either the requirements of WIOA or those of an alternative entities requesting certification as an LWDB. Alternative entities must show that they have filled their membership categories, and that the categories are substantially similar to those in WIOA. Describe your efforts to broadly recruit new and replacement board members from across the Local Area.

Section IV

Performance Accountability

LWBDs must include information on performance accountability for the local area's workforce development system. The adjusted levels of performance on (1) federal common measures must be included in Appendix A of the plan. Future years' performance targets will be appended to the local plan at an appropriate later date. The Workforce Board will supply LWDBs with available performance information.

The plan must address each of the following overall goals for performance accountability:

1. How performance information on workforce development programs informs local strategic planning.

2. How performance information is used to oversee WorkSource system and WIOA Title I.

3. How WorkSource system and WIOA Title I performance information is used by program operators to inform continuous quality improvement in their day-to-day management.

4. How performance information is used to conduct performance-based intervention. LWDBs will be held accountable for the results of WIOA Title I through a system of performance-based interventions, and will share in accountability for career and technical education (CTE) and adult education (ABE/ESL) results.

The Workforce Board will issue performance targets once negotiations are complete as Attachment I to this plan.

![Workforce Training & Education Coordinating Board]

Attachment A: Sector Partnership Framework

Washington Industry Engagement Framework or Sector Partnership Framework

Sector partnerships are **partnerships** of companies, from the same industry and in their natural labor market region, with education, workforce development, economic development and community organizations that focus on a set of key priority workforce and other issues identified by the target industry.
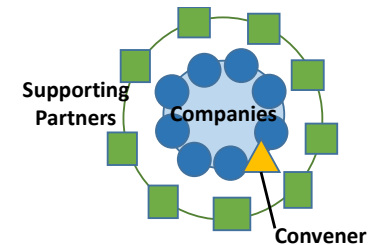
Supporting Partners — Companies — Convener

Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education and economic development leaders for ongoing joint decision-making
- Inventory current sector partnership or industry–targeted efforts
- Decide on initial roles & responsibilities – who has the credibility to lead a sector partnership, what support can partners commit to
- Commit to looking at LMI data together

Sample measures of progress
- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine target industries

- Determine growth sectors to investigate
- Ensure relevance for the region
- Evaluate against 10+ consideration relating to growth, relevance to economic development activities, and other key factors

Sample measures of progress
- Data provided
- Partners select key industries to explore

Phase III: Inventory and Analyze

Goal: build baseline knowledge of industry

- Conduct a baseline review of demand-side (employer) and supply-side (labor pool) data
- Analyze industry trends, review existing research
- Analyze data and develop a brief industry "report" or "snapshot" to start the engagement with employers
- Identify business champions to bring industry to the table

Sample measures of progress
- Industry "snapshot" or "report" ready for first meeting
- Industry champions identified
- Companies invited

Phase IV: Convene

Goal: build industry partnership, prioritize activities

- Prepare support team and set expectations for the meeting – business talking to business
- Hold event to find out what's new in industry, growth opportunities, and related needs
- Ask industry to Identify and prioritize key issues
- Determine whether additional resources are needed

Sample measures of progress
- Plan for action developed
- Task forces identified
- Staff and chairs identified/assigned

Phase V: Act

Goal: Implement initiatives

- Develop Operational Plan
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress
- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress
- New projects identified
- New resources added

Evaluate — Adjust — Improve — Report — Tell Your Story

Directions: Complete the table below to describe current and future activities for at least the next two years for each sector partnership. Please start at the appropriate phase based on the current status of the sector partnership. Please complete one table per sector.

Attachment A: Sector Partnership

Sector to be served: _____

Check one: ____Regional   _____Local

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for sectors that will be served in a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team *Goal: build buy-in & support*				
Phase II: Investigate *Goal: determine target industries*				
Phase III: Inventory and Analyze *Goal: build baseline knowledge of industry*				

Phase IV: Convene *Goal: build industry partnership, prioritize activities*				
Phase V: Act *Goal: Implement initiatives*				
Phase VI: Sustain and evolve *Goal: grow the partnership*				

Attachment B: Regional Service Coordination Framework

Washington
Regional Service Coordination Framework

Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education and economic development leaders for ongoing joint decision-making
- Inventory current regional service strategies
- Determine initial roles & responsibilities of partners - who will lead, what support can partners commit to
- Commit to looking at regional data analysis together

Sample measures of progress
- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine options for coordinated service delivery

- Identify customers who could be better served by a regional approach based on the regional analysis
- Identify services that could be worth coordinating
- Ensure relevance for the region and the partners participating

Sample measures of progress
- Data reviewed
- Potential customers/services identified for coordinated approach

Phase III: Inventory and Analyze

Goal: build baseline knowledge

- Conduct a review current services and strategies
- Analyze trends, review outcome data and existing research
- Develop a brief "report" or "snapshot" of the current state to engage current and potential partners
- Identify champions, resources and resource gaps

Sample measures of progress
- "Snapshot" or "report" ready for first meeting
- Champions identified
- Partners invited

Phase IV: Convene

Goal: build partnership, prioritize activities

- Hold event or meeting to find discuss the analysis and develop options for addressing the challenges
- Identify a goal and strategy to address it.
- Prioritize key issues
- Determine whether additional resources are needed and how to bring these to the table

Sample measures of progress
- Plan for action developed
- Task forces identified
- Assignments made

Phase V: Act

Goal: Implement initiatives

- Develop plan for implementation
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress
- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress
- New projects identified
- New resources added

Evaluate   Adjust   Improve   Report   Tell Your Story

Directions: Complete the table below to describe current and future activities for at least the next two years for any service strategies to be coordinated across the region. Please start at the appropriate phase based on the current status of the regional. The completed table will serve as the Regional Cooperative Service Delivery Agreement required by Section 107(d)(11) once the plan is approved.

Attachment B: Regional Cooperative Service Delivery Agreement

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team *Goal: build buy-in & support*				
Phase II: Investigate *Goal: determine options for coordinated service deliver*				
Phase III: Inventory and Analyze *Goal: build baseline knowledge*				
Phase IV: Convene *Goal: build partnership, prioritize activities*				
Phase V: Act				

Goal: Implement initiatives				
Phase VI: Sustain and evolve *Goal: grow the partnership*				

Attachment C: Regional Economic Development Framework

Washington
Regional Economic Development Framework

Phase I: Prepare your team

Goal: build buy-in & support

- Build a team of workforce, education leaders for ongoing joint decision-making
- Inventory current regional economic development organizations and strategies
- Determine initial roles & responsibilities of partners - who will lead, what support can partners commit to
- Commit to looking at regional data analysis and economic development plans together

Sample measures of progress
- Partners identified
- Meetings held
- Agreements developed
- Resources committed

Phase II: Investigate

Goal: determine options for coordination with economic development

- Identify opportunities for collaboration based on regional analysis
- Identify services and strategies that could support economic development goals
- Ensure relevance for the region and the partners participating

Sample measures of progress
- Data reviewed
- Potential opportunities for coordinated approach identified

Phase III: Inventory and Analyze

Goal: build baseline knowledge

- Analyze trends, review outcome data and existing research
- Identify champions, resources and resource gaps
- Identify topics for discussion
- Identify what information is needed to engage

Sample measures of progress
- "Snapshot" or "report" ready for first meeting
- Champions identified
- Partners invited

Phase IV: Convene

Goal: build partnership, prioritize activities

- Hold event or meeting to discuss the analysis and develop options for addressing the challenges
- Identify a goal and strategy to address it.
- Prioritize key issues
- Determine whether additional resources are needed and how to bring these to the table

Sample measures of progress
- Plan for action developed
- Task forces identified
- Assignments made

Phase V: Act

Goal: Implement initiatives

- Develop implementation strategies
- Execute plans, monitor progress
- Provide status reports to partnership, task forces, stakeholders
- Identify road blocks and address them

Sample measures of progress
- Metrics specific to project identified and reported

Phase VI: Sustain and evolve

Goal: grow the partnership

- Identify next opportunities
- Start the process over again at the appropriate phase
- Grow the partnership

Sample measures of progress
- New projects identified
- New resources added

Evaluate   Adjust   Improve   Report   Tell Your Story

Directions: Complete the table below to describe current and future activities for at least the next two years regarding regional coordination with economic development. Please start at the appropriate phase based on the current status of the regional.

Attachment C: Regional Economic Development Coordination Plan

Phase	Timeline for each phase	Activities anticipated for each phase to be implemented. Please indicate how each LWDB will participate for a multi-area region.	Anticipated outcome(s) for each phase	Measure(s) of progress for each phase
Phase I: Prepare your team *Goal: build buy-in & support*				
Phase II: Investigate *Goal: determine options for coordinated service deliver*				
Phase III: Inventory and Analyze *Goal: build baseline knowledge*				
Phase IV: Convene *Goal: build partnership, prioritize activities*				

Phase V: Act *Goal: Implement initiatives*				
Phase VI: Sustain and evolve *Goal: grow the partnership*				

Attachment D: Local Area Profile

Please complete the following three sections for each Local Area in the Region and submit the information as part of the plan.

1. Local One-Stop System

List all comprehensive, affiliate, and connection one-stop sites in the local area, along with the site operator. If the operator is a partnership, list all entities comprising the partnership.

Site	Type of Site (Comprehensive, Affiliate, or Connection)	Site Operator(s)
Add more rows if needed		

[continues]

2. WIOA Title I Service Providers

Dislocated Worker Program List all current and potential service providers in the area	Indicate service(s) provided by each			WIOA funded?
	Basic	Individualized	Training	
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Comments regarding the adequacy and quality of Dislocated Worker Services available:

Adult Program List all current and potential service providers in the area	Indicate service(s) provided by each			WIOA funded?
	Basic	Individualized	Training	
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Comments regarding the adequacy and quality of Adult Services available:

Youth Program	Indicate service(s) provided by each	WIOA	Services for

List all current and potential service providers in the area	Basic	Individualized	Training	funded?	youth with disabilities?
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

Comments regarding the adequacy and quality of Youth Services available:

Attachment E

Local Workforce Development Board Membership and Certification

LWDBs must complete one of the two tables below. The information in the appropriate table will be used to certify LWDBs pursuant to WIOA Section 107(c)(2) and in the second and subsequent certifications pursuant to Section 106(e)(2). Data regarding performance and fiscal integrity will be added at the time of certification. The labels in the first column represent minimum criteria for certification. Please add lines as needed.

Complete this table to demonstrate Board membership in compliance with WIOA:

Required categories	Name/Title/Organization*	Nominated by
Business majority (greater than 50% of all members)		
1. Business		
2. Business		
3. Business		
4. Business		
5. Business		
6. Business		
7. Business		
8. Business		
9. Business		
10. Business		
Workforce (20% of members. Majority must be nominated by organized labor)		
1. Labor		
2. Labor		
3. Apprenticeship		
4. Other workforce		
Education		
1. Title II Adult Ed		
1. Higher Education		
Government		
1. Wagner-Peyser		

1. Vocational Rehabilitation		
1. Economic Development		
Add more rows if needed		

* LWDBs must provide evidence of recruitment for any empty seats on the board.

Complete this table if your LWDB qualifies as an alternative entity.

Categories	Name/Title/Organization* (please list one per line and add lines as needed)	Nominated by
Business majority (>50%) - Please indicate the total number of seats available for this category:____		
Workforce/Labor - Please indicate the total number of seats available for this category:____		
Education - Please indicate the total number of seats avail Please indicate the total number of seats available for this category:____		
Government/workforce programs (may include		

economic development) - Please indicate the total number of seats available for this category:____		
Add more rows if needed		

__ LWDBs must provide evidence of recruitment for any empty seats on the board.__*

The table should identify how an alternative entity serving as a Local Workforce Development Board is substantially similar to the local entity described in WIOA Section 107(b)(2), by indicating membership in each of the 4 categories listed above.

Attachment F

Local Integrated Workforce Plan Assurances Instructions

This section of the plan is a "check-the-box" table of assurance statements, including the legal reference(s) corresponding to each assurance. Note: Boxes can be electronically populated by double-clicking the check box and selecting "checked" as the default value.

By checking each assurance and signing and dating the certification page at the end of the Local Integrated Workforce Plan, the LWDB and local chief elected official(s) certify that (1) the information provided to the State in the following table is accurate, complete, and meets all legal and guidance requirements and (2) the local area meets all of the legal planning requirements outlined in WIOA law and regulations and in corresponding State guidance. By checking each box and signing the certification page, the LWDB and local chief elected official(s) also assure the State that supporting documentation is available for review upon request (e.g., state or federal compliance monitoring visits).

If a local board is unable to provide assurance for a specific requirement, it must promptly notify the staff contact in ESD's Employment System Administration and Policy Unit to provide the reason for non-compliance and describe specific actions and timetables for achieving compliance. Identified deficiencies within the assurances may result in additional technical assistance and/or a written corrective action request as part of the State's conditional approval of the Local Integrated Workforce Plan.

2020-2024 Local Integrated Workforce Plan Assurances

Planning Process and Public Comment	References
☐	1. The local board has processes and timelines, consistent with WIOA Section 108(d), to obtain input into the development of the local plan and provide the opportunity for comment by representatives of business, labor organizations, education, other key stakeholders, and the general public for a period that is no less than 30 days.	WIOA Sections 108(d); proposed 20 CFR 679.550(b)
☐	2. The final local plan is available and accessible to the general public.	Proposed 20 CFR 679.550(b)(5)
☐	3. The local board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.	WIOA Section 107(e); proposed 20 CFR 679.390 and 679.550
Required Policies and Procedures	**References**
☐	4. The local board makes publicly-available any local requirements for the public workforce system, such as policies, including policies for the use of WIOA Title I funds.	Proposed 20 CFR 679.390
☐	5. The local board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local workforce investment board or entity that they represent, and provides for the resolution of conflicts.	WIOA Section 107(h); proposed 20 CFR 679.410(a)-(c); WIOA Title I Policy 5405; WIOA Title I Policy 5410
☐	6. The local board has copies of memoranda of understanding between the local board and each one-stop partner concerning the operation of the one-stop delivery system in the local area, and has provided the State with the latest versions of its memoranda of understanding.	WIOA Section 121(c); proposed 20 CFR 678.500-510; WorkSource System Policy 1013
☐	7. The local board has written policy or procedures that ensure one-stop operator agreements are reviewed and updated no less than once every three years.	WIOA Section 121(c)(v); WorkSource System Policy 1008 Revision 1
☐	8. The local board has negotiated and reached agreement on local performance measures with the local chief elected official(s) and Governor.	WIOA Sections 107(d)(9) and 116(c); proposed 20 CFR 679.390(k) and 677.210(b)
☐	9. The local board has procurement policies and procedures for selecting One-Stop operators, awarding contracts under WIOA Title I Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision under WIOA Title I in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIOA.	WIOA Sections 121(d) and 123; proposed 20 CFR 678.600-615 and 681.400; WIOA Title I 5404; WIOA Title I Policy 5613
☐	10. The local board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIOA Title I individual training accounts and to train dislocated workers receiving	WIOA Sections 107(d)(10), 122(b)(3), and 123; Proposed 20 CFR 679.370(l)-(m) and 680.410-430; WIOA Title I

	additional unemployment insurance benefits via the state's Training Benefits Program.	Policy 5611
☐	11. The local board has written procedures for resolving grievances and complaints alleging violations of WIOA Title I regulations, grants, or other agreements under WIOA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts.	WIOA Section 181(c); proposed 20 CFR 683.600; WIOA Title I Policy 5410; WorkSource System Policy 1012, Revision 1
☐	12. The local board has assurances from its one-stop operator that all one-stop centers and, as applicable, affiliate sites have front-end services consistent with the state's integrated front-end service policy and their local plan.	WorkSource System Policy 1010 Revision 1
☐	13. The local board has established at least one comprehensive, full-service one-stop center and has a written process for the local Chief Elected Official and local board to determine that the center conforms to the definition therein.	WIOA Section 121(e)(2)(A); proposed 20 CFR 678.305; WIOA Title I Policy 5612
☐	14. The local board provides to employers the basic business services outlined in WorkSource System Policy 1014.	WorkSource System Policy 1014
☐	15. The local board has written processes or procedures and has identified standard assessment objectives and resources to support service delivery strategies at one-stop centers and, as applicable, affiliate sites.	WorkSource System Policies 1011 and 1016; WTECB State Assessment Policy
☐	16. All partners in the local workforce and education system described in this plan ensure the physical, programmatic and communications accessibility of facilities, programs, services, technology and materials in one-stop centers for individuals with disabilities.	WIOA Section 188; 29 CFR parts 37.7-37.9; 20 CFR 652.8(j)
☐	17. The local board ensures that outreach is provided to populations and sub-populations who can benefit from one-stop services.	WIOA Section 188; 29 CFR 37.42
☐	18. The local board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partner development, and numeric goals.	WIOA Section 188; 29 CFR 37.42
☐	19. The local board complies with the nondiscrimination provisions of Section 188, and assures that Methods of Administration were developed and implemented.	WIOA Section 188; 29 CFR 37.54(a)(1); WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☐	20. The local board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188.	WIOA Section 185; 29 CFR 37.37; WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☐	21. The local board complies with restrictions governing the use of federal funds for political activities, the use of the one-stop environment for political activities, and the local board complies with the applicable	WorkSource System Policy 1018; 2 CFR Part 225 Appendix B; 2 CFR Part 230 Appendix B; 48 CFR 31.205-22; RCW

	certification and disclosure requirements	42.52.180; TEGL 2-12; 29 CFR Part 93.100
☐	22. The local board ensures that one-stop MSFW and business services staff, along with the Migrant and Seasonal Farm Worker program partner agency, will continue to provide services to agricultural employers and MSFWs that are demand-driven and consistent with ESD's mission.	WIOA Section 167
☐	23. The local board follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIOA, and applicable Departmental regulations.	WIOA Sections 116(i)(3) and 185(a)(4); 20 USC 1232g; proposed 20 CFR 677.175 and 20 CFR part 603
	Administration of Funds	**References**
☐	24. The local board has a written policy and procedures to competitively award grants and contracts for WIOA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process.	WIOA Section 108(b)(16); proposed 20 CFR 679.560(a)(15); WIOA Title I Policy 5601; WIOA Section 134(c)(3)(G); proposed 20 CFR 680.300-310
☐	25. The local board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to insure proper disbursement and accounting of WIOA adult, dislocated worker, and youth program and the Wagner-Peyser Act funds.	WIOA Section 108(b)(15), WIOA Title I Policy 5230; WIOA Title I Policy 5250
☐	26. The local board ensures compliance with the uniform administrative requirements under WIOA through annual, on-site monitoring of each local sub-recipient.	WIOA Section 184(a)(3); proposed 20 CFR 683.200, 683.300, and 683.400-410; WIOA Policy 5230
☐	27. The local board has a local allowable cost and prior approval policy that includes a process for the approval of expenditures of $5,000 or more for equipment requested by subcontractors.	WIOA Title I Policy 5260
☐	28. The local board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities.	WIOA Section 184(c); 20 CFR Part 652; proposed 20 CFR 683.410(a), 683.420(a), 683.750; WIOA Title I Policy 5265
☐	29. The local board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIOA funds, including property purchased with JTPA or WIA funds and transferred to WIOA, and that comply with WIOA, Washington State Office of Financial Management (OFM) and, in the cases of local government, Local Government Property Acquisition policies.	WIOA Section 184(a)(2)(A); proposed 20 CFR 683.200 and 683.220; OMB Uniform Administrative Guidance; Generally Accepted Accounting Procedures (GAAP); WIOA Title I Policy 5407

☐	30. The local board will not use funds received under WIOA to assist, promote, or deter union organizing.	WIOA Section 181(b)(7); proposed 20 CFR 680.850
	Eligibility	**References**
☐	31. The local board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIOA-funded basic career services and qualifications for enrollment of adults, dislocated workers, and youth in WIOA-funded individualized career services and training services, consistent with state policy on eligibility and priority of service.	Proposed 20 CFR Part 680 Subparts A and B; proposed 20 CFR Part 681 Subpart A; WorkSource System Policy 1019, Revision 1
☐	32. The local board has a written policy and procedures for awarding Individual Training Accounts to eligible adults, dislocated workers, and youth receiving WIOA Title I training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized.	WIOA Section 134(c)(3)(G); Proposed 20 CFR 680.300-320; WIOA Title I Policy 5601
☐	33. The local board has a written policy and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services and, as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIOA Title I programs.	WIOA Sections 129(c)(2)(G) and 134(d)(2); proposed 20 CFR 680.900-970; proposed 20 CFR 681.570; WorkSource System Policy 1019, Revision 1
☐	34. The local board has a written policy for priority of service at its WorkSource centers and, as applicable, affiliate sites and for local workforce providers that ensures veterans and eligible spouses are identified at the point of entry, made aware of their entitlement to priority of service, and provided information on the array of employment, training and placement services and eligibility requirements for those programs or services.	Jobs for Veterans Act; Veterans' Benefits, Health Care, and Information Technology Act; 20 CFR 1010; TEGL 10-09; Veterans Program Letter 07-09; WorkSource System Policy 1009 Revision 1

Attachment G

Local Integrated Workforce Plan Certification

This section of the Local Integrated Workforce Plan serves as the LWDB's certification that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and must be signed by authorized officials.

Please customize this signature page to accommodate your CLEO structure (i.e., local areas that require more than one local chief elected official signature).

The Local Workforce Development Board for _____
certifies that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and plan development guidelines adopted by the State Workforce Development Board. The LWDB also assures that funds will be spent in accordance with the Workforce Innovation and Opportunity Act, Wagner-Peyser Act, and their regulations, written U.S. Department of Labor guidance implementing these laws, Office of Management and Budget circulars, and all other applicable federal and state laws and regulations.

_____
Local Chief Elected Official(s)

_____
Date

_____
Local Workforce Development Board Chair

_____
Date

Attachment H

Public Comment

Describe the Council's public review and comment process. The description should specify the public comment duration and the various methods used to seek input (e.g., web-posts, newspapers, e-mail, web-posting, events/forums and plan development workgroups. Also include any comments that represent points of disagreement with the plan.

Attachment I

Performance Targets

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Tab 4

Overview on Basic Food Assistance Employment & Training (BFET) and Able-Bodied Workers without Dependents (ABAWD) – January Meeting

PRESENTER: Babs Roberts, CSD Director, DSHS; Shavana Howard, BFET Administrator, DSHS

BOARD MEETING DATE: 1/29/2020

BOARD MEMBER SPONSOR: Perry England   **DISCUSSION TIME ALLOTTED: 1.25 hours**

ISSUE/SITUATION: Concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** a. The Board will receive an overview of the Basic Food Assistance Employment & Training (BFET) program and its role as a component of Washington's workforce system; and b. The Board will explore emerging policy issues related to BFET and supplemental nutrition assistance programs (SNAP), identifying questions Board members would like to explore further in future meetings.
TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.	**SUPPORTS TAP STRATEGIC PRIORITY:** As a combined plan partner, BFET has been an active participant in crafting the goals and strategic priorities within TAP.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** BFET services are provided through contracted community & technical colleges and/or community based organizations (CBO). BFET is an important part of the state's comprehensive workforce development system, helping low-income individuals, displaced workers, and employers reach their human potential by encouraging economic well-being through skill acquisition, personal responsibility and gainful employment.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** The Board will identify questions they would like to explore further in future meetings.
BACKGROUND: Short history of how this	**RELEVANT BACKGROUND INFORMATION:** Through a 50% reimbursement program with 29 community-based organizations (CBOs),

Tab 4

recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	34 community and technical colleges, and DSHS's Office of Refugee and Immigrant Assistance (ORIA), the Department of Social and Health Services (DSHS) administers the BFET program, a partner in the Combined state plan, *TAP*. The program provides job search, job search training, self-directed job search, educational services, skills training, help with development of self-employment microenterprises, post-employment support services, and other employment and self-employment opportunities to Basic Food recipients not participating in the state's TANF program. Washington's E&T Program, called Basic Food Employment and Training (BFET) began as a pilot in 2005 in the White Center community. BFET provides assistance to Basic Food recipients on a voluntary basis to assist in employability. Eligible individuals have the ability to receive the following services through contracted services offered at local community based organizations (CBO) and community and technical colleges (CTC): • **Adult Basic Education/English Language Acquisition** including education activities provided to participants with low reading, writing or math skills in order to raise their overall employability. High School Equivalency (formerly GED), High School Completion, Adult Basic Education (ABE), and English Language Acquisition (ELA). • **Case management** including coaching, navigation, and referring clients to available community resources. • **Job Search** activities assisting participants while looking for employment. This may include access to job listings, email, fax, telephone or assistance in preparing applications and resumes. • **Job Search Training** activity is education and assistance provided to participants to secure employment. This may include education in a career setting, like Washington's I-BEST, assistance in preparing applications, resume writing, interview skills, and general computer instruction related to seeking employment. • **Support Services** are ongoing supplemental assistance to assist clients during the transition to education and/or employment approved activities. This can include: transportation, child care, housing, clothing, books, educational supplies, tools, emergency assistance, etc. • **Vocational Education** or instruction in specific skills and abilities required in an occupational field. This may include occupational assessment, remedial and entry level job skills training, customized and institutional skill training, and upgrade training. Federal regulations require certain individuals receiving basic food assistance such as BFET to meet work requirements in order to continue receiving benefits beyond the first three months. These requirements affect individuals identified as ABAWDs (Able Bodied Adults without Dependents). In Washington, ABAWDs living in non-exempt counties must work or participate in work related activities if they are not working or have approved exemptions. As outlined in WAC 388-444-0030, ABAWDs are a subpopulation of Work Registrants who: 1. Are ages 18 through 49; 2. Not receiving any food benefits for minor children in their household; 3. Reporting no exemptions and not identified as an exempt work registrant (more information under exemptions below); and 4. Able to work and have no physical or mental disabilities, injuries, or health issues that prevent them from working.

Tab 4

STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** n/a
FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** n/a
RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** There is no anticipated action from the Board at this time, except to direct staff and partners to gather follow-up information as a result of the presentation.

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Tab 5

Workforce System Legislative Update

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 1/29/20

DISCUSSION TIME ALLOTTED: 30 min

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** Board staff will provide an update on the legislative session as it relates to the state's strategic plan for workforce development – *Talent and Prosperity for All* (TAP).
TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.	**THIS IS IMPORTANT TO THE WORKFORCE SYSTEM BECAUSE:** A coordinated and effective approach to the Board's statutory role to provide advocacy for the workforce system requires a thorough understanding of legislative initiatives and changes relating to the workforce system.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	Information about the agency's legislative activities are located at: https://www.wtb.wa.gov/about-us/workforce-board-legislative-tracker/
RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?	**THE RECOMMENDATION AND/OR REQUESTED ACTION IS:** Information and discussion only. Board members may request additional information on bills or budget items that relate to workforce development.

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Tab 6

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Tab 6

Workforce Board Recommendation/Presentation
2019 Washington Employer Survey

PRESENTER NAME: Christopher Dula   **BOARD MEETING DATE: 1/29/20**

BOARD MEMBER SPONSOR NAME: **DISCUSSION TIME ALLOTTED:**

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.	**THE ISSUE/OPPORTUNITY IS:** Provide an overview of key findings from the 2019 Washington Employer Needs and Practices Survey.
TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.	**SUPPORTS TAP STRATEGIC PRIORITY:** Employer engagement remains a top TAP priority as the workforce system reaches out to business and industry to help guide workforce strategies and investments to produce the skilled workers employers need. The Workforce Board has regularly produced an Employer Survey to get direct feedback on challenges and opportunities facing Washington's employers. However, agency staff hit the pause button on the survey for several years to retool and freshen it. This survey is the first the Board has produced since 2012 and offers insight from employers of different sizes from across the state.
POTENTIAL IMPACT: Effect on people, businesses, communities. What is better or different from other existing strategies?	**IT IS SIGNIFICANT BECAUSE:** The Workforce Board's Employer Survey offers on-the-ground insight on what is working in our workforce system for our state's employers and what needs to be improved.
OPTIMAL NEXT STEPS: What do you really want to happen as a result of this discussion with the Workforce Board?	**MY IDEAL OUTCOME OF THIS DISCUSSION IS:** Develop data driven recommendations on how to improve service delivery for workforce policy and programs to our state's employers. Highlight the substantial return on investment from research efforts that identify how to better meet the needs of the system's employer customers.
BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?	**RELEVANT BACKGROUND INFORMATION:** Improving employer engagement is an ongoing Board initiative. The Workforce Board's Employer Survey is also mandated by RCWC.18.060 (4) and (10). Survey results are reported annually as part of the federal Workforce Innovation and Opportunity Act (WIOA) report. Because of budget limitations during the recession and the need to update and retool the survey to address current workforce needs, several years passed since the most recent survey was conducted in 2012.

Tab 6

STAKEHOLDER ENGAGEMENT, PROS AND CONS: Which stakeholders have been engaged in the development of this recommendation? What are the pros and cons of this recommendation? According to whom (which stakeholder groups)? Are there viable alternatives to consider?	**STAKEHOLDERS HAVE PROVIDED INPUT AND THEY THINK:** Board members, along with the Association of Washington Business and Washington Chamber of Commerce Executives, supported the survey effort in an advisory capacity. Program and policy recommendations based on survey results are expected in the coming year.
FINANCIAL ANALYSIS AND IMPACT: What will it cost to enact this recommendation? What resources will be used? Are new resources required? How much? Where will existing or new resources come from? Are there savings to be gained from this investment? Over what period? Are there other returns on investment to consider?	**THE COST AND RESOURCE NEEDS OF THIS RECOMMENDATION ARE:** The cost of the survey ranges from $150,000 to $200,000 every two years.
RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?	THE RECOMMENDATION AND/OR REQUESTED ACTION IS: Discussions concerning program and policy recommendations based on survey findings in conjunction with other research.

2019 Washington Employer Workforce Needs and Practices Survey
Identifying challenges and opportunities for continued long-term economic growth

Issue Brief | January 2020

Key Points

- Almost 70 percent of Washington's 200,000+ employers with two or more workers experienced workforce challenges in the past 12 months

- 12% more goods-producers than service providers reported recruitment as their biggest workforce challenge

- Small employers, those with less than 20 employees, reported recruitment as their biggest workforce challenge 10% more frequently than larger employers

- 17% of small employers reported forgone business opportunities when recruitment was their biggest workforce challenge compared to 2% of larger employers.

- Small employers use fewer recruitment tools than larger employers, and are less likely to report helpful actions taken in response to workforce challenges

- Medium-sized and large employers use workforce system services more often than small employers on average, including easy to use resources like WorkSourceWA.com

- Employers reported increasing recruitment efforts, lowering job requirements, and automating certain functions were helpful actions taken in response to recruitment as their biggest workforce challenge

- 27% of medium-sized and large employers reported turnover and retention as their biggest workforce challenge compared to 14% of small employers

- 11% of employers reported forgone business opportunities when turnover and retention was their biggest workforce challenge

- Employers reported increasing training and professional development efforts and using state workforce system services were helpful actions taken in response to turnover and retention as their biggest workforce challenge

- 36% of employers are unaware of state workforce system services, the bulk of which is composed of small employers

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Tab 7

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Tab 7

Workforce Training and Education Coordinating Board
Executive Director's Report

Meeting No. 233
January 29, 2020

1. **360 Board Review Consultant Chosen**

Following the Board's November discussion on a 360-degree review of the Workforce Board's statutory authority and mandates, a competitive request for proposals process was organized by Board staff and a successful bidder was chosen by Board Chair Perry England and the Office of the Governor. We're excited to announce a familiar face to our Board was the successful applicant: Kelly Johnston of Clarity Consulting, who facilitated the Board discussion on vision, goals, and values in November. Kelly will partner with Tom Moore of consulting firm, Mass Ingenuity, in order to complete the work in a short timeframe. Tom and Kelly will have a place on each Workforce Board meeting agenda to discuss the design, implementation, and progress of the evaluation, as well as to gather feedback on important issues highlighted through their research. Working with the full Board, Kelly and Tom will facilitate the development of recommendations on the Board's leadership role in the continuous improvement of the state's workforce development system.

2. **Partnership with the Washington Chamber of Commerce Executives (WCCE)**

The Workforce Board has completed a contract with the WCCE to host and facilitate community engagement forums around the state. Through this new partnership, the WCCE will support our TAP 2020 planning process by increasing engagement with local business leaders, host a roadshow of the *Talent and Prosperity for All* draft plan, and solicit comments on its update from a wide range of business-community voices. These engagement sessions are meant to be both a listening opportunity and a wide-ranging conversation about how industry is changing rapidly, with an eye to identifying barriers that keep the state system from being a better resource for all. Dates, locations, and times are being organized right now and will be announced as soon as possible. We're excited to deepen this partnership and engage the business community in a targeted way!

4. **Behavioral Health Workforce**

In partnership with the University of Washington Center for Health Workforce Studies, our staff completed the first phase of our latest behavioral health workforce project, which culminated in the publication of the Phase I Report and Recommendations to the Legislature and Governor. This project was funded by budget proviso in the 2019 Legislative Session. Our Behavioral Health Policy Analyst, Julia O'Connor, is leading this work, in close consultation with Nova, who previously staffed health workforce issues for the Board. The report can be found at: http://bit.ly/BHworkforce

This first phase focused on two barriers faced by the behavioral health workforce, licensing reciprocity and background checks, and included five actionable policy recommendations. Phase II began earlier this month, and will expand the workgroup's inquiry to include all five barriers identified in the proviso language: reimbursement and incentives for the supervision of interns and trainees; supervision requirements; competency-based training; licensing reciprocity; and background checks. As with the initial report, Phase II will culminate with a report and recommendations to the Legislature and Governor by December 1st of this year.

Tab 7

5. **Future of Work Report Released**

The Future of Work Task Force has released its report to the Governor and Legislature**.** The tri-partite task force reviewed mounds of research, reports, and articles, gathered input from hundreds of stakeholders across the state, and interviewed numerous futurists and policymakers from around the world. The Task Force deliberated during eight public meetings over a 15-month timeframe to come to consensus on priorities for action and further exploration if all our communities, businesses, and workers are to prosper through technological upheaval. The report discusses five broad policy areas and offers 17 specific recommendations. The full report can be found at: http://bit.ly/wtb2019futureofwork

6. **Congressional Presentation of the Future of Work Report**

We had a tremendous opportunity last month to showcase the Future of Work Task Force report on the national stage. We were invited to share our findings to the U.S. House Subcommittee on Higher Education and Workforce Investment. Nova represented the Board at this hearing, along with Seth Harris, Former Acting U.S. Secretary of Labor; James Paretti, Treasurer of the Emma Coalition; and Brad Markell, Executive Director of the AFL-CIO Working for America Institute. Nova provided a five minute opening statement to the committee, and then joined the other panelists in answering questions from committee members, including responding to Representative Pramila Jayapal from our state's 7th Congressional District. Representative Jayapal also introduced Nova to the Committee prior to her opening statement.

Nova's written testimony, and a recording of the full hearing, can be found here: http://bit.ly/WTBcongressionalTestimony

7. **Snohomish County Workforce System Redesign**

Staff from the Snohomish County Executive's Office met with staff from the Governor's Office, the state's Employment Security Department (ESD), and the Workforce Board to express a desire to reconfigure workforce services within their local workforce development area to foster tighter alignment with other Snohomish County services. County Executive Dave Sommers has prioritized improved employment outcomes for the region, and is taking a holistic approach to developing new service models. Following a period of transition this spring, the county itself is expected to take on the fiscal agent responsibilities for WIOA funds, and a new WIOA local board will be appointed before the end of the program year this summer. Workforce Snohomish will continue to operate as an independent 501(c)(3) non-profit serving the Snohomish County community. Staff from the state's Workforce Board, ESD, and the federal Department of Labor have met repeatedly with staff from both Snohomish County and Workforce Snohomish to offer guidance during the transition process, including with the designation of a new WIOA-compliant local Board. An interagency workgroup focused on providing support during the transition process has been convened by ESD and will continue to serve as a primary point of contact for partners in Snohomish County as the transition proceeds.

We want to express our gratitude to Workforce Snohomish CEO, Erin Monroe, and her talented staff, who were strongly engaged partners in the development and implementation of TAP. Erin, who has stepped down from her CEO role in order to facilitate the transition to the county-led structure, was always willing to bring on new partners and test new service models—always working towards better performance outcomes for business and jobseeker customers.

8. **ESD Convenes Working Group on Ongoing Boeing 737-MAX Displacements**

Tab 7

Much of the Puget Sound region has closely followed the ongoing odyssey to return Boeing's 737-MAX jet to service. With the recent news that the main 737-MAX production facility in Renton would temporarily suspend production and that workers would be reassigned to other facilities around Puget Sound (and some further afield, as far as southern California), a working group, led by ESD, has been convened to coordinate support services and messaging as the production shutdown continues. The working group is meeting approximately weekly to share out updates and information from the ground related to the displacement of workers and the ripple-effects, including how the work stoppage is affecting businesses in the surrounding communities.

9. **Credential Advisory Committee Forms**

We are pleased to have contracted with Rich Rhodes (Future of Work Task Force member) to coordinate the next stage of Washington's credential transparency initiative. Rich's work includes garnering the support of over 300 educational institutions to translate and upload about 3,800 programs from Career Bridge to the Credential Engine Registry. Rich will also convene a Credential Advisory Committee comprised of representatives from across the higher education spectrum and secondary CTE. The committee will use the Career Bridge pilot as a learning laboratory and help shape recommendations on how the state can move towards full credential transparency in the near future.