

Handout Summary
Workforce Board Meeting
November 20, 2019

Economic Security for All (EcSA) One Pager: A general overview from the Employment Security Department on EcSA. EcSA is a competitive grant initiative to reinvent local poverty reduction systems in Washington State.

Letter to the State Board of Education: Letter dated October 11, 2019 providing comment on the proposed rule language regarding Career and Technical Education.

Future of Work Handout: Summary of Draft Policy Recommendations.



ECONOMIC SECURITY FOR ALL

FACT SHEET

Economic Security for All (EcSA) is a competitive grant initiative to reinvent local poverty reduction systems in Washington State. Local awarded partnerships will work together to streamline access to benefits and services to help more families receiving Supplemental Nutrition Assistance Program (SNAP) benefits move out of poverty.

Why EcSA?

Currently 26% of Washingtonians are living in poverty – that’s 1.9m people. This is the number of people below the Supplemental Nutrition Assistance Program (SNAP) eligibility standard of 200% of the federal poverty level (FPL). That standard is below most measures of self-sufficiency, so it is a conservative estimate. Helping people move out of poverty has a high return on investment, and it is possible. Significant poverty reduction has been achieved in many parts of the world and in several instances in US history.

EcSA Overview

The Governor’s office awarded \$5.9 million in federal WIOA funds to implement and test 4 locally developed pilot models to comprehensively address poverty in target communities. Awards were made to local Workforce Development Councils (WDC) to coordinate local agencies and providers, including WIOA funds and locally identified leveraged resources, to streamline access to benefits and services. Primary indicators: Move families above 200% FPL and reduce total poverty in targeted communities.

Each EcSA Pilot Model includes:

- People experiencing poverty in the design, planning, and implementation
- A focus on racial and cultural equity, based on needs identified in the target community
- Partnership between the WDC, DSHS Community Services Office, and local organizations serving individuals in poverty
- Mentors from the community, so individual success is seen as community success
- Consider personal trauma, historical trauma, and behavioral health to help individuals build the necessary foundation for success
- Assistance to help participants access all eligible benefits to build a financial foundation for success

2019 EcSA Awards

The first round of EcSA funding resulted in awards to Spokane, the South Kelso and Highlands neighborhoods in Cowlitz County, the Salishan/Eastside Tacoma communities in Pierce County, and the city of Connell in Franklin County. These four communities are building comprehensive poverty reduction models that will help 895 families (around 2,700 people) move permanently out of poverty over the next 2.5 years. Awardees do not accomplish this with the EcSA funding alone. Rather, the EcSA funding is a catalyst for communities to reorganize how they use their larger existing funding streams and work together as a coordinated poverty reduction system. The intention is to create new models that measurably achieve poverty reduction—specifically designed for replication in more communities. We intend for future rounds of funding to replicate these models in more communities, help more families move permanently out of poverty, and gradually accelerate poverty reduction across the state.





Number of SNAP/SNAP-eligible households moved to household income above 200% of FPL



EcSA Local Pilot Models

EcSA – Spokane

Will build upon ongoing efforts that recently led to the creation of the Spokane Resource Center (SRC). The goals of the SRC are to provide resources and support designed to reduce poverty, address and prevent homelessness; to give greater access to healthcare, substance abuse, and mental health services; and to cluster many services in one place designed to help families step into self-sufficiency. This EcSA model will serve families in West Central, Downtown, East Central, and parts of Northeast Spokane. EcSA Spokane will create additional capacity to serve recipients of SNAP benefits in the target area, providing participant navigators and supporting coordinated holistic assessment and intensive and personalized services necessary to transition into careers with a family-sustaining wage.

EcSA – Longview/Kelso

Will serve families in Cowlitz County’s South Kelso and Highlands neighborhoods in a public-private partnership with the local manufacturing industry and additional private investments. This model takes a new approach to enhance and connect a wide array of community partnerships and link previously disparate programs to provide the necessary targeted services for individuals to work their way out of poverty. Efforts will focus on engaging local government and industry to promote changes to policies, practices, and workplace culture that lead to more equitable and inclusive workplaces; targeting outreach to under-employed individuals; and providing jobsite access to partner services to support hiring, training, and job retention.

EcSA – Pierce

Will serve families in the Salishan/Eastside Tacoma community, combining best practices from the following models: South Sound 2-1-1, Centers for Strong Families, Guided Pathways, Family Self-Sufficiency from Tacoma Housing Authority, and CRED (Career Readiness, Education & Development) training. Services will be provided to clients directly in their community at the Salishan Association Family Investment Center, helping them enroll in training/education, successfully pursue employment, increase assets, and mitigate personal or financial barriers. EcSA funds will be leveraged with local resources to ensure comprehensive services are provided to all participants.

EcSA - Connell

Will serve families in the city of Connell in Franklin County, building a partnership around four pillars of support: transportation, healthcare, childcare and employment. EcSA - Connell will establish regular transportation to connect residents of Connell to opportunities and resources in the Tri-Cities; provide access to physical and mental healthcare; support access to affordable, reliable, and quality childcare; and focus employment and training efforts on cohorts tied to high-demand occupations in the Tri-Cities.

Interested in connecting with EcSA?

More information, reach out to one of the contacts below, or visit our website at: wpc.wa.gov/grants/EcSA-initiative-information

EcSA – Connell:

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EcSA – Pierce (Salishan/Eastside Tacoma):

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EcSA – Longview/Kelso:

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EcSA – Spokane:

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October 11, 2019

State Board of Education
PO Box 47206
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Olympia, WA 98504-7206

Subject: Proposed Language Regarding Career and Technical Education Graduation Pathway

Dear State Board of Education members and staff,

I write to request your reconsideration of proposed rule language to establish a new career and technical education (CTE) graduation pathway in response to HB 1599 (2019). The State Board of Education's proposed rules related to CTE graduation pathways do not reflect the intention of the statute, will weaken Washington's investments in meaningful CTE programming, and will exacerbate inequalities in our education system.

The proposed rule would permit a Washington student to complete any two credits of CTE to qualify for this graduation pathway, throwing open the door for students to achieve "ready to graduate" status while mixing CTE courses from across different CTE program areas and levels of intensity (see Proposed Rules, WAC 180-51-230(5)(h)). As State Board of Education members have mentioned, this means a student could combine a credit in cosmetology with a credit in welding and meet the requirement of this graduation pathway.

This approach misses the point of the legislation: to provide access to postsecondary training and education, careers, or apprenticeship through a "sequenced progression of multiple courses that are technically intensive and rigorous." (RCW 28A.700.030, emphasis added.) Allowing students to take any two CTE courses, irrespective of their alignment in content or skills progress, frustrates the legislative intent to build pathways relying on a "sequenced progression." The mix-and-match approach advanced in the proposed rule undermines meaningful CTE pathways that already provide access for students to employment and/or training after high school. Sequenced progression along a career pathway, represented by an established program of study, provides the firmest foundation for students to cultivate industry-needed skills and maximize their ability to contribute in the workforce. The proposed rule also makes it possible for a student to take two entry-level courses in different fields, foreclosing an opportunity for the student to experience "technically intensive and rigorous" coursework contextualized to the student's career interests. Contextualized experiential learning is a proven

methodology to accelerate student progress and persistence for many young people who do not learn best in traditional classroom setting.

Moreover, the proposed rule also undermines the advancements made through such initiatives as Career Connect Washington, the Work-Integrated Learning Advisory Committee (WILAC), and local public-private partnership programs designed to build career awareness and prepare students for further education and employment in high employer-demand fields. Just one example: a mix and match approach would not qualify as a Career Launch program, the ultimate goal of Career Connect Washington.

Finally, allowing two credits of any intensity or subject-matter to count as a CTE Graduation Pathways may exacerbate inequities for students of color, students with disabilities, and students from low-income communities, if they are led to believe that the proposed path will lead to economic success. Washington has been intentional and progressive about changing the perspective of CTE from a track for “other” students who can’t “make it” in academic programs to a respected, rigorous pathway to meaningful engagement and contribution in the economy and community. CTE is also learner-centered and can accommodate multiple learning styles and abilities. Let’s work to help all students benefit from high-quality CTE pathways rather than diluting their options.

We request you amend your draft rules to more specifically mirror the language in the bill and the reference to RCW 28A.700.030; eliminate the language permitting mixing-and-matching of CTE courses; and require the CTE courses to be a sequenced progression. Attached, you will find suggested amendatory language for this section of the proposed rules to accomplish these stated aims.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eleni', written in a cursive style.

Eleni Papadakis, State CTE Director
Workforce Training and Education Coordination Board

Proposed Rule WAC 180-51-230

h) **Career and technical education course sequence.** Complete a sequence of career and technical education courses.

(i) For this subsection, "sequence" is defined as: Two or more high school credits of career and technical education courses in a **sequenced** progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's high school and beyond plan. A student's sequence of career and technical education courses to satisfy this pathway ((~~may~~)**must**) be comprised of courses within the same career and technical education program area ~~or courses within more than one career and technical education program area, as determined relevant by the student's high school and beyond plan in consultation with school personnel.~~ A student's career and technical education course sequence ((~~may~~)**must**) include courses leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education.

(ii) Satisfying this pathway does not require a student to take any courses that are part of a career and technical education preparatory program as described in RCW [28A.700.030](#).

(iii) Each sequence of career and technical education courses must include at least one course that meets the requirements in (h) (i) (A) or (B) of this subsection:

(A) The minimum criteria identified in RCW [28A.700.030](#):

(I) Either:

- Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or

- Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;

(II) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(III) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

(B) The curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing.

(iv) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (a) through (f) of this subsection.

(v) A course that is used to meet graduation pathway requirements may also be used to meet credit subject area requirements, including career and technical education course equivalencies per RCW [28A.700.070](#).

Policy Area	Recommendation
Comprehensive Worker Upskilling and Lifelong Learning	<ol style="list-style-type: none"> 1. (a) Support the Workforce Board’s request for additional funding for incumbent worker training. (b) Extend SBCTC’s Customized Training Program. (c) Establish a worker-management oversight body to provide a worker voice in the design, implementation, oversight and evaluation of new or incumbent worker training programs utilizing public funds. (d) Monitor and evaluate outcome metrics on Job Skills Training (JSP) and Customized Training Program (CTP). 2. Remove the six-credit eligibility requirement for students co-enrolled in High School+ and I-BEST who do not have a high school diploma or GED from the Washington College Grant program. 3. (a) Fund the Lifelong Learning Accounts (LiLA) program as written in state statute (RCW 28C.18.180). (b) Provide funds to establish a career and education counseling network to support LiLA account holders and other workers who are planning for professional development and economic opportunity.
Use and Adoption of Technology in the Workplace	<ol style="list-style-type: none"> 1. Perform a worker-impact audit on the selection and adoption of Artificial Intelligence (AI) and other advanced technologies within Washington State government. 2. Develop a methodology for assessing and evaluating advanced technology within state government.
Improved Labor Market Data and Credentialing Transparency	<ol style="list-style-type: none"> 1. Extend and utilize the Workforce Board’s Career Bridge-Credential Engine project as a learning laboratory among the higher education community. 2. Add a new occupation data field to Unemployment Insurance Wage Reports, provided by employers for each W-2 employee.
Modernized Worker Support System	<ol style="list-style-type: none"> 1. Analyze the impact of existing worker benefit and support structures, and provide recommendations to better support workers as the nature of work changes.
Equal Access to Economic Development Resources Across Washington	<ol style="list-style-type: none"> 1. Prioritize the use of economic, workforce and community development resources spent by the state to create and generate family wage jobs with a focus on rural vitality. 2. Continue funding rural broadband efforts and seek out similar initiatives that may constitute best practices in other areas of the nation. 3. Enlist libraries to become greater community training, credentialing, and entrepreneurship/small business development hubs. 4. Fund the development of accessible collaborative applied research (CAR) models that will bring 2- and 4-year college faculty and students together with small and midsize businesses and their workers to invent or adopt new technology or processes. 5. Develop a state office of employee ownership.