

Board Meetings Arc

April 15

- Identify immediate policy needs
- Develop business outreach approach

May 12 Special meeting

- Review policy recommendations/approve
- Review business outreach info, identify priority focus areas
- WIOA Performance Targets

May 20

- Economic Recovery Plan
- Continue policy efforts



June Special Meeting

- Review Economic Recovery Plan

July 8 Meeting

- TBD

August/Sept (Retreat)

- 360 Review

Economic recovery plan: Workforce system

What we need from Board

- ⑩ Overall vision and/or goals for plan
- ⑩ Timeline for completion
- ⑩ Who to involve in the plan development and how
- ⑩ Planning assignments and deliverables

Plan components

- Vision
- Current economic and demographic complexion of WA
- Economic near-term projections
- Gap analysis: economic recovery service infrastructure, current service infrastructure, additional resource needs
- Stakeholder engagement and buy-in

Policy Recommendation Prep Teams

Purpose: Prepare the policy recommendation for WFB review

Broadband Access	Future of Work	Equity/Disparity Lens	Title 1 Enrollments	On-line apprenticeship	Childcare Facilities
<ul style="list-style-type: none">• Board Sponsor: Rick Anderson• Grant Rodeheaver, SBCTC	<ul style="list-style-type: none">• Board Sponsor: Jan Yoshiwara• Larry Brown• Mark Mattke• Gary Chandler• Becky Wallace• Darby Kalkkonen	<ul style="list-style-type: none">• Board Sponsor: David Stillman• Jane Hopkins• Chris Alejano• Jan Yoshiwara• Kendrick Stewart, Commerce• Cecil Daniels, Commerce• Rebecca Stillings, Commerce	<ul style="list-style-type: none">• Board Sponsor: Gary Kamimura• Mark Mattke• Eric Wolf	<ul style="list-style-type: none">• Board Sponsor: Mark Martinez• Perry England• Laura Hopkins, SEIU• Jody Robbins, LNI• Peter Guzman, SBCTC	<ul style="list-style-type: none">• Board Sponsor: Perry England• Amy Anderson, AWB• Jill Bushnell, Commerce• Cheryl Smith, Commerce• Nicole Rose, DCYF• Becky Wallace, OSPI• Karma Hugo, OSPI

Policy recommendations summary for Child Care

Problem statement

- The child care policy initiative has two areas of immediate and sustained attention:
1. Fragmented access to affordable, high-quality child care – A System Capacity and Demand Issue
 2. Undervalued as a pillar of our economy – A Workforce Development Issue

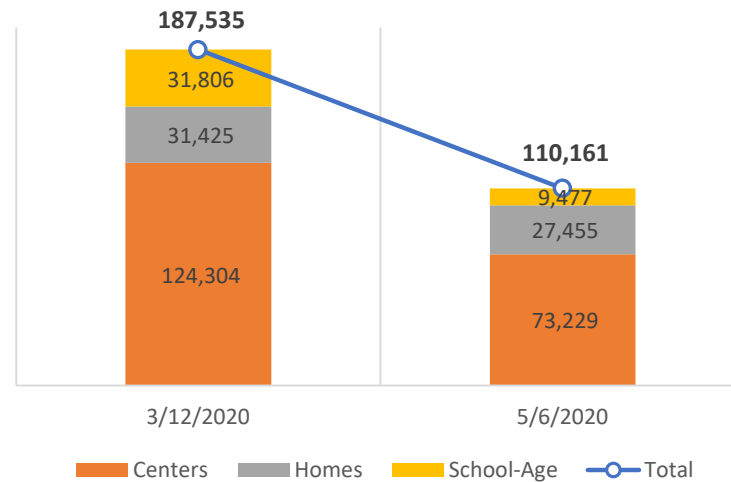
Problem Substantiation

System Capacity and Demand Issue

63% of Washingtonians live in a child care desert, 6th worst among states.¹
The pre-COVID child care capacity gap is increasing.



41% Decline in Open, Licensed Child Care Capacity due to COVID-19³



Workforce Development Issue

- 40% of WA's child care workforce earns poverty-level wages and relies on public assistance.⁴ Early childhood educators rank in the 3rd percentile of occupational wages.⁴ Early childhood education majors have the lowest projected lifetime earnings of all four-year college grads.⁴
- 43% turnover rate among WA child care center assistants estimated in 2014.⁵ Low wages, less stable work environments, low training levels, and high levels of work stress contribute to high turnover among child care staff.⁶

Sources:

1. [Center for American Progress, 2018](#)
2. Calculated from [OFM Estimates of April 1 Population, 2019](#), with the assumption 60% of households with young children have all adults working (from [2018 ACS 5-Year Estimates Detailed Tables](#))
3. DCYF Administrative Data, 2020
4. [Child Care Collaborative Task Force, 2019](#)
5. [DEL 2015 Market Rate Survey](#)
6. [DCYF 2018 Early Start Act Report](#)

Guiding Principles

- Support the work of the state's child care leaders: the Collaborative Child Care Task Force (Commerce), Department of Children, Youth and Families, and OSPI, in their efforts to sustain and grow the network of high quality child care providers across the state during the peri-COVID and post-COVID economic recovery periods.
- Close racial and ethnic disparities in the existing and future provider network, by ensuring that culturally and socio-economically diverse populations have equitable access to education and training opportunities that prepare them to enter and advance within the child care profession.
- Whenever possible, as new child care capacity is developed, fill vacant or soon-to-be-vacant spaces in downtowns, business districts, shopping malls, or other areas with relatively high access to public transportation.

Policy Recommendations

A. The Workforce Board should play an active, sustained role in child care policy development.

1. The Workforce Board (Board) should support the Child Care Collaborative Task Force (Task Force), by contributing to child care workforce research and policy analysis.
2. Partner with the Collaborative Child Care Task Force to advance relevant child care policy issues for Board consideration and to engender a reciprocal exchange of information, enabling the Board to:
 - Bring workforce interests/voice to the child care access development table.
 - Amplify the message that child care is an economic issue, supporting our current and future workforce, as well as our businesses.
 - Identify opportunities to bolster the child care workforce pipeline and career pathways.

B. Advocate for guidance and support to child care providers to increase accessibility during the Governor's phased reopening process.

1. Ask OSPI to encourage districts to open their doors to/provide space for community organizations willing to offer safe and healthy child care in the summer. OSPI should provide guidance and technical assistance to help eliminate any barriers to such partnership.
2. Ask OSPI and DCYF to jointly develop guidelines for integrated education and care of children to support remote and hybrid learning seamlessly and without undue burdens for schools, child care, and informal caregivers while children through age 12 are expected to learn outside the classroom.

Policy Recommendations Cont'd

C. Work with the Board's workforce development partners to scale up career pathway opportunities for child care workers and recruit dislocated workers into the profession.

1. Ask administrators of relevant services and funding pools to consider ways to support dislocated workers to train for and prepare for career success in the child care industry.
2. Support efforts to scale up child care career pathways by conducting research to understand which strategies are most effective for retention and wage growth.

D. Support providers to implement social distancing and hygiene practices to protect the health of adults and children in care.

1. Recommend that state purchasing of PPE should include child care providers and children in their estimates.

Policy recommendations summary for Broadband

Problem statement

Availability and Access:

- Meeting statutory broadband goals will be very expensive.
- Not everyone will have access even when availability and performance goals are met.

Problem Substantiation

Availability: Meeting statewide broadband goals may cost up to \$1b

Access: 16% of King County residents don't have access. Residents earning <\$50K are 5.5 times less likely to have internet.

Proposed Policy Changes

Availability: Advocate for increased funding for broadband infrastructure, including mapping of service availability areas, including free services.

Access: Advocate for increased funding for:

- Devices (laptops, Mobile Hot-Spots, etc.) for students, faculty and participating individuals.
- Local anchor institutions to provide instruction and skill-building
- Incentives for Internet Service Providers to offer low income customers free or reduced rates.
- Wide distribution of broadband programs available for Washington residents.

Impact

Eliminating availability and access issues will allow all residents to connect to education, health care, and employment through the internet. Rural and under-served populations will not experience significant "lags" in economic recovery as compared to urban areas.

Policy Recommendations:

The WFB recommends that the Washington State Legislature enact a policy that will fund broadband infrastructure and digital equity in order to allow more people to access education, job-skill trainings, and other critical services through the internet in response to COVID.

Policy recommendations summary for Future Work

Problem statement

COVID-19 has resulted in an unprecedented economic downturn. As social distancing requirements are phased out, the economy will begin to recover. Key questions for WF development system:

- What occupations will be in demand as the state moves into economic recovery?
- Where should the WF training system focus its efforts? Which programs, populations, employers?
- What incentives can be provided to help unemployed people upskill for those jobs, and employers with their workforce needs?
- How can the state's WF education system increase capacity to serve more unemployed workers?

Problem Substantiation

Data sources examined: UI claims, including COVID related claims, demand occupation projections, AWB employer survey data, Future of Work task force findings, outcomes for Worker Retraining, and Training Benefits programs, college enrollment 2008-2012, Commissioner Approved Training process

Proposed Policy Changes

1. Focus WF education capacity on regional higher demand and emerging industries: health care, IT, business services, construction and skilled trades, manufacturing
2. Focus incumbent worker training resources regionally on workers, occupations, industries most impacted by COVID and by automation: food /hospitality services, office support, retail/wholesale sales, personal care, manufacturing, agriculture, transportation. Medical?
3. Streamline policies that support unemployed people, especially lower wage workers without college credentials in vulnerable occupations/industries to enter and complete training programs.
4. Support career and educational pathways for workers

Impact

- Occupational skills demands will accelerate as result of COVID and automation.
- Industry rather than occupation approach supports career pathways for workers.
- Training program completion leads to higher employment rates, wages and wage gains over time with biggest gains for low wage workers without college degrees.

Policy Recommendations:

1. The WFB recommends that the workforce education system, including SBCTC, WDCs, and OSPI focus workforce education capacity on regional higher demand and emerging industries: health care, information technology, business services, construction and skilled trades, manufacturing, and align program delivery with the needs of students, in order to align education and training capacity with the needs of the state's economy in response to COVID.
2. The WFB recommends that the workforce education system, including SBCTC, Commerce, WDCs, and universities, focus incumbent worker training resources regionally on vulnerable workers, occupations and industries most impacted by COVID and by automation: food/hospitality, office support, retail/wholesale sales, personal care, manufacturing, agriculture, transportation, health care in order to help workers upgrade their skills and credentials to stay employed and employers more viable in a changing business environment in response to COVID.

Policy Recommendations:

3. The WFB recommends that ESD and DSHS streamline policies that support unemployed people from vulnerable occupations and industries, especially lower wage workers without college credentials, to enter and complete college training programs through Commissioner Approved Training, Training Benefits and other state managed financial supports for unemployed people, since people who complete college credentials have higher employment rates, higher wages and better wage gains over time than people who don't complete.
4. The WFB recommends that AWB, WSLC and WTECB support funding for educational and career pathways for Washingtonians through programs such as Lifelong Learning Accounts by providing technical assistance and information to workers about financial supports available to them in order to increase opportunities for workers to continue to earn college credentials and career advancement over time.

Policy recommendations summary for Equity & Diversity

Problem statement	<p>The magnitude and duration of the economic recovery is expected to be severe and long-term. With the steep rise in unemployment, emerging estimates show that poverty could reach its highest level in 50 years and significantly deepen racial and geographic inequality. Without intentional investments to build an inclusive, equitable economic recovery, deeply rooted demographic and geographic inequalities that existed prior to COVID-19 will intensify and put an unprecedented number of Washingtonians at risk of poverty and its intergenerational consequences.</p>
Problem Substantiation	<p>Poverty in the United States is expected to significantly increase as a result of the impact of COVID-19. Families and individuals of color are already disproportionately represented in the “poverty rate”; and even optimistic projections suggest poverty levels will equal those experienced during the Great Recession.</p> <p>Parolin, Z. & Christopher Wimer (April 2020) Forecasting Estimates of Poverty during the COVID-19 Crisis. Center on Poverty and Social Policy at Columbia University Policy Brief available for download at https://static1.squarespace.com/static/5743308460b5e922a25a6dc7/t/5e9786f17c4b4e20ca02d16b/158698878821/Forecasting-Poverty-Estimates-COVID19-CPSP-2020.pdf See also: https://www.brookings.edu/blog/future-development/2020/05/06/turning-back-the-poverty-clock-how-will-covid-19-impact-the-worlds-poorest-people/</p>
Proposed Policy Changes	<p>Create a definition and measure(s) of equitable economic recovery based for inclusion in policy and program decision-making. Establish state accountability toward an equitable economic recovery that results in all Washingtonians having their foundational needs met, access to the building blocks of opportunity and pathways needed to reach their full potential, and shared prosperity.</p>
Impact	<p>A measure of equitable economic recovery should be informed by communities that have historically not benefitted from economic growth and are the first and worst hit by economic downturns. Such a measure can be used in decision-making related to the state’s economic recovery efforts, including in Governor Inslee’s Economic Recovery and Safe Start Planning Groups, as well as executive and legislative branch policy, program, and funding decisions. As these efforts are just emerging, it is important to align them and embed a strong commitment for action on equity and the inclusion of people most affected by the COVID-19 crisis in decision-making.</p>

Policy Recommendations:

The WFB recommends that the legislature amend RCW 28C.18.060, to require the WFB to develop, in cooperation with its partners and stakeholders, a measure of economic health that includes, but is not limited to, a combination of low unemployment, low poverty, and no geographic or racial inequity in order to guide and prioritize workforce investment and funding decisions.

Policy recommendations summary for Supporting Online Apprenticeships

Problem Statement

Registered Apprenticeship, the workforce training model that produces highly skilled workers for diverse industries is comprised of two fundamental principles: first, extensive paid on-the-job training supervised by a skilled Journey-level worker; and second, rigorous related supplemental instruction (RSI) that combines theoretical classroom instruction and hands-on training with the materials and tools utilized by the apprentice on the jobsite.

The current outbreak of the COVID-19 contagion and the subsequent need for social distancing, sanitation, PPE, among other requirements as proscribed by the CDC, Governor, Washington Department of Health, and L&I/DOSH has forced registered apprenticeship programs to curtail the normal hands-on training and challenge the program sponsors and their education training partners to find innovative means to continue the apprentices' advancement through their training while delivering the quality education that is expected of the registered apprenticeship system in Washington State.

Problem Substantiation

Major challenges: access to hardware to get online; replicating hands-on learning in a virtual format; reconfiguring how RSI (related supplemental instruction) is offered. Programs have a particular need for PPE due to the need for some social contact.

Policy Change

Main Barriers faced: Access and Use of Technology, both by staff and by registered apprentices, to complete training. Are policy *changes* needed, or additional Board advocacy for PPE, access to technology?

- Need to more alignment between registered apprenticeship stakeholders and ongoing credential transparency and online learning quality standards discussions
- Must work with the community college system to address adequate PPE and social distancing standards can be implemented in ways that allow registered apprentices to access RSI
- Simply need more resources for PPE, training, online learning tools.

Impact

Registered apprenticeship is a vital component of Washington's education and training pipeline. The system works well because it leverages the expertise and investment of business, community colleges supporting RSI, and labor organizations often providing the organizational support for the program. Registered apprenticeship often requires hands-on application of skills, requiring a different degree of social contact than many training programs, a serious logistic barrier to solve in an era of social distancing.

Policy Recommendations:

The WFB recommends that the State Apprenticeship Council enact rulemaking and guidance in order to address questions that have arisen about workplace supervision requirements in a virtual environment, necessitated in response to COVID.

- Virtual workplace supervision of registered apprentices will not go away entirely even after COVID-19 crisis ends; impact could be huge in healthcare, for instance, as the embrace of telehealth is NOW
- Requires review and possible WAC 296-05 revision – additional definition(s) for Virtual Supervision, Competent Instructor, additional committee responsibilities.

Not so much a policy recommendation, but broad agreement among all partners...

- Competency-based education models and creating an environment of credential transparency for registered apprenticeships was identified as by all partners as a critically important conversation for everyone around the table in the future. WTB is already convening conversations in these spaces and will redouble engagement with registered apprenticeship stakeholders
- Continuing deep partnership is critical to fueling the Board's advocacy role with the legislature and Congress: much broader access to PPE is needed to effectively provide related skills instruction (RSI) to registered apprentices, but this will take resources from somewhere (and will take effort to ensure the need is surfaced and prioritized as part of reopening the education sector).