Benchmarking Synthesis

Workforce Training and Education Coordinating Board 360 Review | August 2020

About this synthesis

Background

As part of the overall 360 Review project for the Washington State Workforce Board in 2020, the project team conducted a benchmarking effort to learn from equivalent boards in other states. The purpose was to collect comparison data and promising practices and ideas from these state boards to inform the overall analysis and recommendations for the project.

Methodology

During the interview/discovery portion of the project, the project team asked stakeholders at the local, state and federal level for recommendations for states to review. This list was compiled and reviewed with the Executive Director and Board Chair for finalization. The project team conducted an on-line review of every state identified, including a review of by-laws, Board representation/structure, other authorizing documents such as Executive Orders, Board focus, goals and other available information.

In addition, the executive director for each state's workforce board was invited to participate in a 1-hour phone interview with members of the project team. Ten people agreed to do that. The project team provided questions and a brief summary of the Washington State Board ahead of time and then conducted interviews.

The names of interviewees and questions are in the appendix.

Synthesis vs. Analysis

This document provides a synthesis of the learnings. It is intended to provide a summary of what was learned and what is happening with workforce boards across the nation. The final report contains an analysis and recommendations that is based on all sources of project information: interviews, survey, literature review and benchmarking.

Benchmarking States
Bold = phone interview

1. **Colorado**
2. **Hawaii**
3. **Idaho**
4. **Indiana**
5. **Illinois**
6. **Massachusetts**
7. **Michigan**
8. **Oregon**
9. **Rhode Island**
10. **Texas**

11. California
12. Connecticut
13. Florida
14. Kentucky
15. New York

This report is organized by topic area vs. by state. This allows for similar concepts to be considered together.

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Report Language and Terms Used

Names and terminology across states vary quite a bit. For ease of reading, we've used Washington terms to reference similar things. For example:

- **Executive Director** refers to the lead staff person for the Board. Titles vary. In some cases, this person is the head of an agency, a Governor appointee, or an employee in a larger agency.
- **Workforce Board** refers to the state's version of their WIOA board. Some call them councils, and many have additional language.
- When possible, the Washington State agency name for the comparable state agency was used for clarity. For example, OSPI to reference state K-12 governing agencies. Sometimes it was not an equal comparison, so at times the agency's name in their state was used.
- Spotlights on specific states are not intended to suggest that WA state mimic it. They are intended to share interesting practices from around the nation to expand thinking. See the final report and recommendations for specific recommendations for Washington.

Focus Area 1: Board Role and Priorities

Identified Need:

State Workforce Boards must determine the role they will play in the state system that is distinct from other operators. Workforce Boards need to be effective in fully leveraging their role for the benefit of the state.

Primary Role: Policy

Every state in the benchmarking interviewees were clear that their main role as a Board was in making policy recommendations, usually directly to serve the Governor. Combined with policy recommendations was setting overall direction for the workforce system.

Additional Roles

States identified some other roles as well:

- Measuring/Reporting: All states recognize this role.
- Investment: Some states have specific investment funds where the Board directs their use. Boards use these to drive specific priorities and engage business members who appreciate having some financial authority.
- Convening: Most states discussed the value of a convening role – bringing broad coalitions to the table for integrated actions across the workforce system.
- Marketing/Education: Some states felt that one of their roles was in promoting the public workforce system and educate employers, job seekers and students on the resources and services available through the system.

Non-Board Roles

There were some roles that benchmarking states said were not in their scope. These included:

- Regulatory: None of the states interviewed included a regulatory function. Some of these states are housed in a larger agency and the agency has regulatory functions provided by different staff/units. For others, the regulatory function is in a different agency.
- Programmatic: Most state boards feel that delivering programs is not part of their scope.

WIOA and CTE

Washington State is fairly unique in combining the WIOA and CTE responsibilities into one. Indiana also does this, but for most states these are separate roles. Several benchmarked states indicated that one of their current priorities is integration between the Workforce Board and post-secondary education.

How Other Boards Describe Their Role

Colorado: *Board exists to set statewide strategy for talent development.*

Oregon: *Understand the talent and development needs the sector has. Leverage stakeholders to look at the data and better understand what the system can do to meet the needs of that sector.*

Hawaii: *Responsible to advise the governor and legislature on workforce development. Assist governor to develop the state plan, gov designated the workforce council to oversee implementation of WIOA.*

Massachusetts: *Board is tasked with overall oversight of the public workforce system.*

Texas: *Role of the Council is to promote the development of a well-educated and highly skilled workforce. Be an advocate to address employer and worker needs. Independent advisory commission.*

Focus Area 1: Board Role and Priorities, continued

Board Priorities Identified by State

Only showing states for which priorities were available.

WA	• Performance accountability • Integrated and streamlined customer service • Accessible, technically savvy system • Strengthened business engagement
CA	• Fostering demand-driven skills attainment • Enabling upward mobility for all Californians • Aligning, coordinating and integrating programs and services
CO	• Sector strategies • Career pathways • Work-based learning • Expanding access
FL	• WIOA • Sector strategies
KY	• New Skills for Youth Kentucky • Apprenticeship • Kentucky Career Centers • Career Pathways/Sector Strategies • Work Ready
IN	• Post secondary attainment • Wage gap and household income
NY	• Governance • Service delivery • Accountability

IL	• Accelerate and streamline communication and services with business partners • Optimize the effectiveness of the one-stop system for all customers • Establish sustainable methods for high quality data collection and accessible reporting • Increase board effectiveness through high quality training and resources for the State Board and Local Workforce boards • Promote board and board member accountability
OR	• Create a culture of equitable prosperity • Increase understanding and utilization of the system • Position Oregon as a national leader • Identify and align strategic investments • Create a board culture that is resilient, and adaptable and flexible to a changing economy
RI	• Implement a demand-driven, sector-based strategy • Advance a career pathway strategy • Align policy and leverage existing government structures and resources • Use data to inform policy-making decisions, guide investments and evaluate performance to measure return on investments

Focus Area 1: Board Role and Priorities, continued

Diversity, Equity and Inclusion Priorities

Special Note:

Several states have identified a priority around diversity, equity and inclusion. Many states are now re-evaluating their approaches and looking for ways to be more impactful.

Illinois *is making a direct linkage between diversity, equity and inclusion and business engagement – says they cannot do these separately. An equity task force will kickoff in Sept 2020.*

Colorado *is releasing an equity agenda this year with specific targets. An example would be increasing the % of blacks under 22 from 36%-44% enrolled in post-secondary education by end of year.*

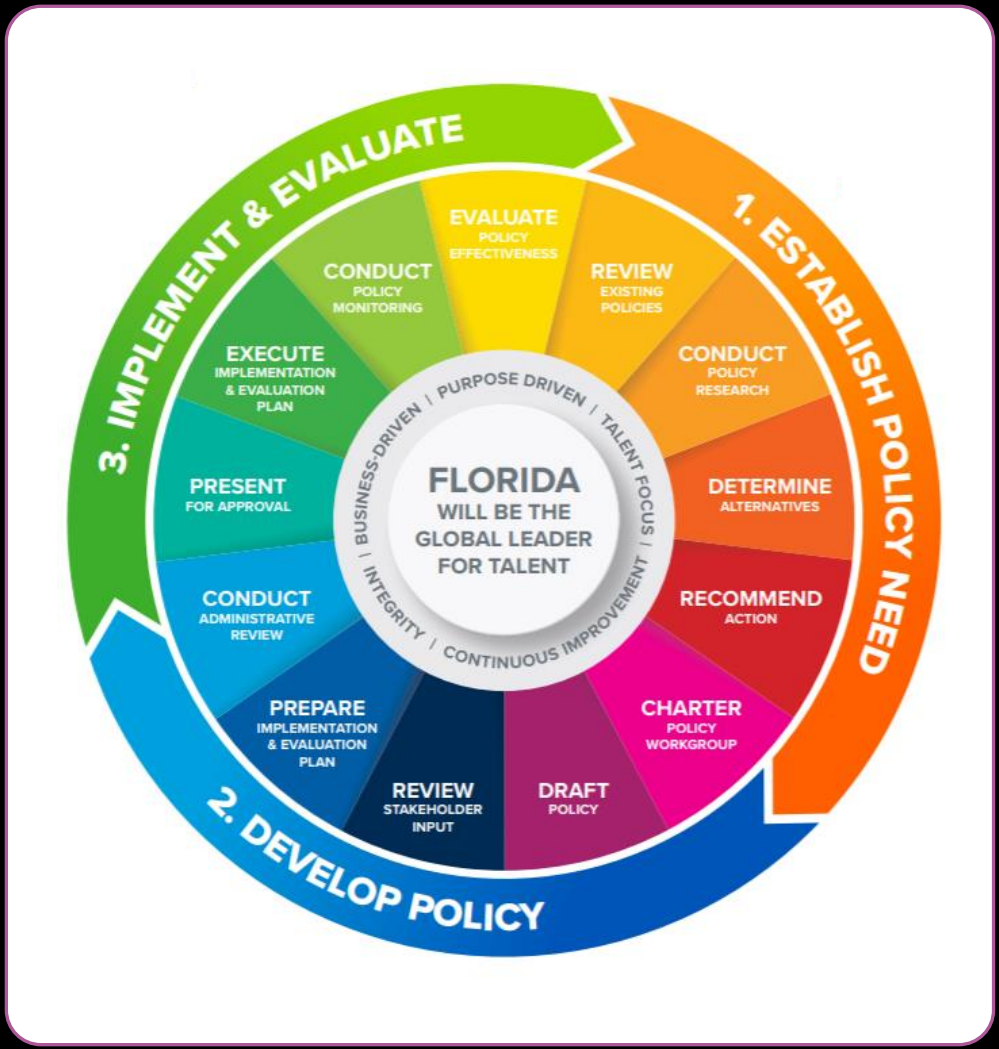
Massachusetts *is looking to the Board to set policy direction, goals and targets for equity and diversity.*

Florida's Policy Development Framework

Excerpt from the Florida Policy Framework:

Policy development and implementation is a critical aspect of managing organizational performance. Systematic identification of the need for policy, a structured policy development process, an effective policy evaluation and approval process and consistent approaches for effective outreach, communications and training are essential components of a comprehensive policy framework.

Organizations with sound approaches for the development and deployment of strategic and administrative policies are better positioned for successfully executing strategy and conducting effective and efficient day-to-day operations. This framework describes how strategic and administrative policies are developed and approved and provides alternatives to formal policy.



Sample framework related to Benchmarking finding: Main role as a Board was in making policy recommendations, usually directly to serve the Governor. Combined with policy recommendations was setting overall direction for the workforce system.

Focus Area 2: Board Focus

States with a Board strategic plan: Illinois, Oregon, Idaho

Identified Need:

Many states grapple with the sprawling landscape of workforce development. State Boards have federal and state responsibilities. The Project Team heard from many executive directors about their Board's role and their efforts to define and clarify the Board's focus.

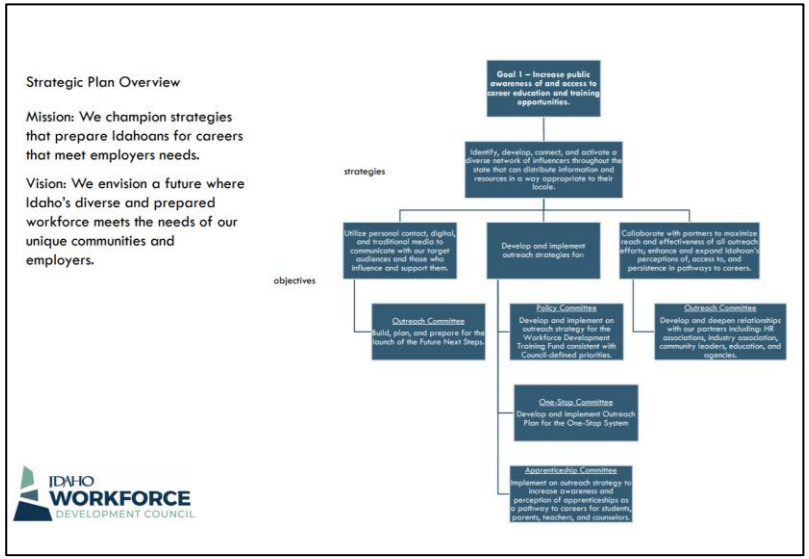
Solution: Board Strategic Plan

Three states reported that they used a strategic planning process specific to the Board. This was the Board's strategic plan – not the workforce system's plan. These states emphasized how transformational this has been for their Boards. It has brought clarity around focus and activity, improved execution and strengthened relationships with partners as other members of the system know what the Board is focused on.

Boards with a strategic plan also find that business representatives on the Board find it very helpful. It provides them with clarity using a process most are familiar with.

When asked what advice he would give Washington State, the Illinois representative said, "If they haven't done a Board strategic plan, do it."

In Idaho, the Governor identified three goals for the workforce system. The Board set strategies for each of these goals, and then each committee provided objectives they would meet in support of the strategies and goals.



The system is so big and so complex – we tried to be everything to everyone like a Walmart. We had paralysis by analysis. We decided to use the strategic plan and task forces to get really focused. We used to have so many conversations about what is our role, what are we supposed to do, what do the agencies need from us? The strategic plan solved that.

-Oregon

Oregon's Workforce Talent and Development Board Strategic Plan

2020–2021 Strategic Plan

Vision

Equitable prosperity for all Oregonians

Mission

Advance Oregon through meaningful work, training, and education by empowering people and employers

Position

The Oregon Workforce and Talent Development Board (WTDB) enables meaningful work for all Oregonians by:

- Leading and communicating a long-term vision for Oregon that anticipates and acts on future workforce needs;
- Advising the Governor and the legislature on workforce policy and plans;
- Aligning public workforce policy, resources, and services with employers, education, training and economic development;
- Identifying barriers, providing solutions, and avoiding duplication of services;
- Promoting accountability among public workforce partners; and
- Sharing best practices and innovative solutions that are scalable statewide and across multiple regions

Values

- **Inclusive –** We invite and represent all voices to strengthen our workforce system
- **Collaborative –** We proactively engage all stakeholders as a hub for consensus-building
- **Bold –** We courageously take risks to influence and persuade action

Reputation

- **National leaders –** We are innovative role models who set and share best practices
- **Conveners –** We bring all stakeholders together to solve our most pressing challenges
- **Connectors –** We anticipate and respond to all of Oregon's communities (tribal, rural, urban, and others)
- **Results –** We connect our initiatives to outcomes
- **Accountable –** We communicate transparently with easy to understand and agreed upon metrics

Imperatives	Objectives	Initiatives
Create a culture of equitable prosperity	• Increase participation in all programs • Increase upward mobility including true wage	• Identify and provide resources to organizations that are already successfully moving underrepresented groups into the workforce • Create a true wage calculator indexed by region • Utilize disaggregated data to drive policy decisions and improve impactful results • Develop a plan to increase problem-solving and critical thinking skills in response to the Oregon Talent Assessment
Increase understanding and utilization of the system	• Increase user (individual, employer, stakeholder/organization, and local board) awareness • Increase utilization by workers and employers	• Update the definition of the "system" to better reflect current and future needs • Coordinate and streamline our system so job seekers and employers find what they need more efficiently • Deepen engagement and improve consistency with local workforce boards' initiatives
Position Oregon as a national leader	• Increase number of speaking engagements at national conferences • Increase state-wide convening meetings • Increase progress toward achieving Adult Attainment Goal	• Expand state-wide convenings to include more targeted follow-up and sharing of best practices that promote action • Increase engagement with other boards including HECC and the Board of Education • Create and recognize industry-driven certifications, including essential employability skills
Identify and align strategic investments	• Increase public-private partnerships • Increase funding	• Identify all resources available in the system, including those that support underrepresented populations, and align for greater results • Align K-12, community colleges, universities, workforce, and employers with legislative strategy and changes, including essential employability skills
Create a Board culture that is resilient, and adaptable and flexible to a changing economy	• Increase Board participation in meetings • Increase Board engagement	• Align Board structure, including existing committees and future task forces with strategic plan • Assign each Board member to a local board and a committee or high impact task force

Focus Area 3: Board Structure

States with a committee/task force or similar: All

See next page for description of committees around the country.

See Focus Area on Board capability for description of Oregon's approach to task forces.

Identified Need:

State Workforce Boards need to ensure strong Board member engagement, identifiable and impactful results, and balance broad representation with high engagement.

Many Executive directors that were interviewed pointed to committee structures as the way they accomplish this.

The Structural Toolkit

Boards have several options in their toolkit to get a smaller group of Board members engaged. The most common are:

- Committees are small groups that meet regularly with a specific focus. Committees reflect Board priorities.
- Task Forces are usually for a defined period of time to accomplish a specific goal.

See list to the right for a full list of options.

Membership and Meeting Routines

Some states limit committee/task force membership to Board members only. Some encourage other stakeholders to broaden representation. Others are chaired by strategically selected Board members and composed of non-Board members.

Regardless of composition, most meet monthly, some every other month. They are, by purpose, designed to drive for timely execution.

Keys to Success

Common themes emerged around the keys to success for this type of approach:

- Limit membership. Some are as small as 5 people, others may have up to 12. Committees are designed to be high-engagement venues, so they stay small.
- Focus on meaningful work. Everyone cautioned against standing committees without focus or meeting "just to meet." Those who felt most successful had tied committees to meaningful work.
- Empower with decision-making responsibility. While most Boards retained true decision-making at the full Board level, committees were encouraged to make decisions and bring those recommendations to the full Board.

The Executive Committee

The Executive Committee is a structural tool for most Boards. The Exec Committee is authorized to make decisions when the full Board can't meet, so timely action can be taken. Membership conveys priorities:

- Idaho was originally only allowed to have business members, but are now adding labor
- Some have all committee chairs as members of Exec to promote integration

Structural Options

Focus Area 3: Board Structure, Cont.

Committee Focus Conveys Priorities:

While some states have specific committees codified into their by-laws or authorizing legislation, most states adjust committees from time to time in order to reflect emerging Board priorities.

Committees, then, serve to drive for execution on clear priorities and also to convey those priorities across the system.

Some categories for committees:

- Industry Sectors
- Employer/Business Engagement
- Military/Veterans
- Performance Measures/Accountability
- Investment Funds
- Apprenticeship
- Youth
- Communications
- Education
- Pathways: Career, Adult, Youth
- Artificial Intelligence
- Essential Employability
- Policy

Spotlight On: Oregon

For decades, Oregon heard from employers that they struggled to hire people with basic employability. They decided to tackle this through their Essential Employability Task Force. The Task Force is co-chaired by members from the private sector and has a good mix of private sector representatives at the table, thoughtfully picked to get the needed expertise. The task force is leveraging best practices, creating pilots and other opportunities/options to improve employability skills for our state. They will provide policy and program recommendations to the Governor and Legislature in the form of report later this year.

Oregon believes this will be transformational for the state in coming years.

But don't committees create a staffing burden?

States were asked how they handle the impact of committees on staff. States acknowledged that the committees required staffing, but most felt it was a good investment because committees drive so much execution and engagement.

- Colorado requires all employees to staff committees as part of professional development (see page 20)
- Idaho has a standing meeting schedule, eliminating a lot of scheduling logistics. One staff members spends about 75% of their time on meeting logistics.

Focus Area 3: Board Structure, Cont.

Board Location

Within state government, Boards are typically located in the following ways:

- As part of a larger agency, with the Board being one function of many. In these cases, the Board lead staff person (executive director) is usually a senior leader in the larger organization and reports to the head of the agency.
- As a stand-alone, attached in some way to the Governor's Office.

For interviewees that are part of a larger agency, the expressed appreciation for having a larger set of resources available – both in funding and staff to implement strategies and in support through shared services.

Interviewees attached to the Governor's office in some way expressed appreciation for the authority they felt that brought, along with a sense of independence from the agencies they provide direction to.

There was no clear consensus that one approach was better than another.

We're like a central planning service for the agencies. Our audience for the strategic plan are the 5 agencies. Our customers are the Governor, Legislature and state agencies. The influence we can leverage through the agencies is how the Council helps citizens. Most Texans don't know we exist. I like the spot of being in the Governor's office. How can we sit inside a workforce agency that we have to evaluate and tell them what to do. Council is very independent. Ability of the council to do very strong work depends on support from the Governor's office, which we have. The Council Chair and I must leverage influence through relationships.

-Texas

We're housed within the Department of Labor and Employment. Functionally I report to the Executive Director who is a Governor-appointed Cabinet member. I value having HR, Finance, Procurement to lean on. This does create extra hurdles to appear neutral. I report to my agency and still have to show that I can be neutral and supportive of leaders in other departments/areas.

-Colorado

Focus Area 4: Board Composition

Identified Need:

All states strive to create a Board with well-balanced representation that will have credibility and authority for its actions. Most states follow the WIOA requirements for their Board membership. (See next page for WIOA requirements.)

Several executive directors shared that getting their Board composition right was a key source of their authority and also effectiveness.

Board Size:

Because most states follow the WIOA requirements, Boards are larger in size. In the benchmarking study, Board size ranged from 19 – 50 with an average of 34. Some Boards had recently shrunk in order to increase effectiveness (one had previously had 65 members).

Board Membership

Boards participating in the benchmarking have some unique approaches to membership:

- Ethnically diverse membership is a priority for some Boards. In Oregon, they maintain a 25% membership from communities of color.
- Business majority is important to many Boards. All of the benchmarked states except Texas follow the WIOA guidelines and have a business-majority Board. Several Executive Directors find this to be valuable in setting priorities that are relevant and important to the workforce system.
- Alignment with the local Boards came through. This includes aligning business reps with sector work at the local level and assigning state Board members advocacy roles with the local level.
- Some Boards have added various ex-officio government representatives. Oregon added the Oregon Health Authority and said that has been instrumental in guiding an effective response to Covid.
- Some executive directors highlighted the membership of state legislative representatives as instrumental to their policy work. Colorado added legislative reps to their Board so they have two from each chamber, representing each party. They feel the bi-partisan representation provides a lot of support.
- Governor alignment. Executive directors emphasized the need for the Governor to view the Board as carrying out her or his policy agenda. They work to ensure the appointment process allows the Governor to identify Board members aligned to his/her priorities.

> "When we're making policy recommendations, I feel very confident that this is a state-wide recommendation. It is not a Denver-driven policy because when we are making this decision, we had equal geographic representation from across the state. If you don't expand to 44 people, and there's good reason not to, then consider other avenues for bringing in voices."
>
> *-Colorado*

Focus Area 4: Board Composition, continued

Authority

When asked about authority, states primarily identified four sources:

- Authority derived from their federal and state legislative mandate.
- Authority derived from the Governor. Several states have the Governor or Governor's representative on the Board, increasing authority.
- Authority derived from funding. Some states have developed specific funds for the Board to direct, primarily composed of state dollars. Rhode Island increased the authority of the Board to direct federal and state dollars in order to better drive integration between the workforce system and post-secondary.
- Authority derived from Board composition – primarily through strong business representation and broad geographic representation.

Board Type

Washington State serves as both the WIOA Board and the CTE Board. It does not appear that any of the benchmarked states serve a dual role, although Indiana and Michigan expressed that integration post-secondary attainment was a top priority.

Indiana has CTE with Gov workforce cabinet (WIOA is with the Dept of Workforce Dev). This is still very similar to WA, and very different from other states which typically house CTE director in Dept of Ed.

Business Engagement

Strong business engagement is considered a priority for most Boards. Some strategies:

- Seek people on the Board – credibility, responsibility and active participation
- Ensure small business representation
- Make sure the Board has meaningful decisions to make
- Make sure the Board has interaction with senior level government representatives
- Use committees/task forces for small group engagement
- Provide the Board with money they can invest in priorities – many business people associate financial responsibility with authority

Spotlight On: Idaho
In Idaho, they purposely use the term "employer" as opposed to industry. Industry is often associated with manufacturing, while employer is more inclusive. The Executive Director reminds all Board members (including government representatives) that they are all employers. Sometimes she will ask Board members to take off their "institution" hat and think about a topic as an employer.

Focus Area 4: Board Composition, cont.

WIOA Board Representation Requirements

The WIOA legislation has certain requirements for membership for the WIOA Board. Washington State was grandfathered in with its current Board composition.

- Governor
- Member of each chamber of the State legislature
- Majority of members be business representatives
    - Be an owner, CEO, COO or have optimum policy-making or hiring authority
    - Provide employment in in-demand industry sectors or occupations
    - Nominated by state business orgs and business trade associations
- At least 20% be workforce representatives
    - MUST: reps of labor organizations, nominated by state labor federations
    - MUST: 1 or more reps of a registered apprenticeship program
    - MAY: 1 or more reps of community-based organizations that address employment, training or education needs of individuals with barriers to employment, including orgs that serve veterans or integrated employment for individuals with disabilities
    - MAY: 1 or more reps addressing employment, training or education needs of eligible youth
- Representatives of the government
    - Lead state officials with primary responsibility for core programs
    - Chief elected officials representing both cities and counties
- MAY: include other representatives the Governor designates:
    - State agency officials that are 1-stop partners not already identified
    - State agency officials responsible for economic development or juvenile justice programs
    - Individuals representing a tribal organization
    - State officials responsible for education, including CEOs of community colleges or other higher ed
- Represent diverse and distinct geographic areas, including urban, rural, suburban

Comparison Table of State Board Membership

	WA	CA	CO	CT	FL	HI	KY	ID	IN	IL	MA	MI	NY	OR	RI	TX
Size	14	50	44	24		41	27	37	27	37	33	24	49	34	23	19
Size up/down			⇧			⇧			⇩		⇩	⇩				
Governor on Board?	N	N	N	Y	Y	Y	Y	Y	N	N	N	N	Y	N	N	N
Local Electeds	N	Y	Y	Y	Y	Y	N	Y		N	Y	Y	Y	Y	N	N
State Electeds	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Economic Development	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	N	N	Y
Local WDCs	Y		N	Y	N	Y	N	N/A	Y	N	N	N	N	N	Y (2)	N

Focus Area 5: Government Coalition

Identified Need:

States are working to create government coalitions that provide integration, particularly when a government entity isn't represented on the Board.

Horizontal Integration

State Boards have varied approaches to ensuring integration across the state:

- Adding ex-officio members, including: corrections, health authorities, community development, K-12, human services
- Co-locating employees. In Idaho, the Workforce Board Communications Director is co-located at their K-12 agency for the explicit purpose of building relationships and integrating work. In Indiana, Board staff are housed with Corrections and Human Services
- Use of coalitions. Several states have created structures and processes that encourage a broad state coalition (like a sub-cabinet or integrated branding). Examples include the Idaho Leader Group and the Colorado coalition. See next page for a description of Texas's effort to create a coalition.

Vertical Integration

States are working to create integration with the federal and local levels. Examples include:

- Most state boards are very purposeful about aligning their vision, mission and values to the Governor, or creating those in partnership with the Governor's office
- Some states had separate state and federal Boards which they combined.
- Michigan expects Board members to champion state priorities at the local level
- Illinois enlists local Board members in business engagement which also creates a pool for future state leaders
- Illinois focuses on service integration – they have a defined shared outcome, and local partners are measured against a framework that assesses if they're working toward service integration

Spotlight On: Indiana

- Indiana sought and received a waiver to make the chair of their Board the Commissioner of Higher Education. This was done to promote integration between the two to achieve a goal related to post-secondary attainment
- The Executive Director of the Workforce Board (top staff person) also serves as the Governor's policy advisor for workforce issues, providing alignment with the Governor.

Spotlight On: Rhode Island: RI created a Board committee exclusively focused on the local WDCs. When they had to submit a plan, they had to present to the committee. Then the committee could ask questions like, how do you ensure people of color will get these dollars? How will you connect with your K12? The Board treated it like a legislative hearing – the Board didn't tell them what to do with the money but put them on the hot seat to answer questions.

Focus Area 5: Government Coalition, continued

Spotlight On: Texas

Texas has spent several years developing a strong government coalition. This focus on horizontal integration at the state level has led to some significant policy successes.

The Council has made a significant impact over time. In 2003, we made the shift in the strategic plan to move up to a 30K foot level. Previously, the agencies didn't talk to each other and didn't see their inter-dependencies. The Governor's chief of staff helped us launch a group called the System Integration Technical Advisory Committee. This included representatives from all of the agencies/ The Council acted as chair and a Governor's representative sat on it. Ran this group every month for two years and then shifted quarterly. Purpose was to build an identity for the workforce system in Texas – culture, identity and accountability. We created a strategic plan that had agencies responsible for action items – they would come before this committee to report out on what they were doing. People learned about what other people were doing and could build on that. Took awhile to get through that and it was significant in bringing the system together as a system. That has helped agencies and programs moving forward. When we did the 2015 strategic plan, the system then had an identity and could stop meeting. We struck down the committee and started using task forces – a more agile strategy. One task force was charged with defining the process and method by which Texas employers would validate the value of industry-based certifications or middle-based STEM certification. The Task Force recommended a strategy that would answer the question: If all other things are equal in terms of knowledge and experience, and 2 job applicants sit in front of you – if one has this certificate, does that give the applicant an advantage in the hiring? That report is now an essential resource to help the 5 member agencies achieve the objective of increasing industry certifications.

We're like a central planning service for the agencies. Our audience for the strategic plan are the 5 agencies. Our customers are the Governor, Legislature and state agencies. The influence we can leverage through the agencies is how the Council helps citizens. Most Texans don't know we exist. I like the spot of being in the Governor's office. How can we sit inside a workforce agency that we have to evaluate and tell them what to do. Council is very independent. Ability of the council to do very strong work depends on support from the Governor's office, which we have. The Council Chair and I must leverage influence through relationships.

Focus Area 6: Board Capability

States with purposeful capability building: Oregon, Idaho, Colorado

Identified Need:

All successful organizations have some key capabilities at their core: things they do better than others and have become part of their organizational DNA. These capabilities are not dependent on any one person. Rather they're sustained and reinforced by organizational processes, language and culture. These capabilities drive effectiveness across the organization, and newcomers quickly learn and adapt to model these same capabilities.

Several executive directors were able to identify a specific capability that they had purposefully developed in their Board. These distinctive capabilities provide advantages for their Boards to work efficiently and effectively.

OR: Project Management

Removed committees and moved solely to task forces. Task forces each have charters, deliverables and deadlines. Task forces are sponsored by Governor, Agency heads and key stakeholders. Task forces reflect Board priorities as defined in their Board strategic plan.

ID: Board Ownership

Executive Director intentionally set out to create ownership within the Board. Pushed responsibility for decisions and direction to Board, routinely reviews committee work to ensure there are meaningful decisions happening there.

CO: Decision-Making

Large board meets quarterly for 2-days. Decision-making capability created for more effective Board meetings. Board uses a standardized briefing format that is sent out prior to Board meetings, Board members sit in clusters for discussion and then quickly move to decision.

CO: Meeting Design and Facilitation

Colorado uses an extensive committee structure to engage Board members and execute on priorities. This creates a significant staffing burden. All employees of the Board are expected to design and facilitate meetings as part of their professional development. Meeting design – topics, flow, decision-making approach, room layout – is considered part of this capability.

Focus Area 6: Board Capability, continued

Spotlight On: Colorado

Colorado has developed a strong capability for Board meeting design, facilitation, engagement and decision-making. Here is a description of how they combine these things:

With our meetings, we're seeking to educate, learn, give space for discussion. Designing an agenda for a 2-day meeting we're thinking about how much time for discussion, how to set up the room. We set up the room in pods of 7-8 people for people to talk. We use technology and analog forms of facilitation to ensure everyone is heard and can give voice. It is an effective and engaging experience. We use a pre-work process prior to every Board meeting for our Board members. We avoid straight-up discussion without prep. We send the 6-page draft for a policy out 3 weeks before the meeting so they can review it, submit questions on-line, address key questions, share new info, etc. If we can't get to a vote, we know how to delegate down to a task force.

We branch out from there to a committee approach. Committee gets to lower level. Committees can do more granular work and bring recommendations back to full Board. Committees meet to make decisions and bring things back.

Coalition – bring community members, other leaders to generate activity. Moves to action but also provides a grassroots perspective to come back up. An example is working on the career pathway system vs. career pathway program. We've done a lot of work on these. Looked at what pathways exist, develop framework, take this to practitioners and asked them what could be gained by investing time in a guidebook. In this case, the coalition said a guidebook wouldn't be useful, so we were able to let it go. The coalition includes CTE heads, vocational rehab partners, community college staff, local WDC boards, local WDC staff, and other community-based organizations.

We approach our office like a consulting firm – consultants and associates providing technical assistance to the talent development network. We create opportunity for all members of our team to build their skills in facilitation and convening. We need a deep bench of people who can go out and facilitate because we have a lot going on. We do have subject matter experts in specific areas of expertise. This puts them in the project sponsor role for some initiatives, project manager role for others, leaned on by different peers to support the work.

Focus Area 7: Integrated Branding and Marketing Efforts

States with integrated branding: Massachusetts, Rhode Island, Michigan, Kentucky
States with intentional marketing strategies: Idaho, Oregon

Identified Need:

All states make a significant public investment in workforce development. These investment dollars include both federal and state resources. While these investments may be coordinated at the state level, they are distributed by multiple state agencies and some local agencies. Several of the states in the benchmarking shared the concern and challenge they experience in helping students, job seekers and employers understand the public workforce system, how to access it and how they might benefit. The local "one-stops" are one attempt to provide a single entry point for people to access a variety of resources and services, but several states felt that was not enough.

What is Integrated Branding?

Some states have selected to create a single "brand" for a suite of services that may be provided by different agencies. There is usually a single name: "MassHire" (MA), "REAL" (RI) and Pure Michigan. (In Michigan, the brand is connected to tourism and economic development.) This brand is used to create a cohesive on-line presence and present a coordinated approach for the customer. States that are using this also report that it assists in creating an internal identity for government employees who have a shared set of customers but may report into different agencies.

Spotlight On: Massachusetts
Massachusetts recently completed a year-long branding effort. This culminated in a brand charter (see next page) shared by all members. The branding process was led by an advisory group with a large coalition, and the Governor served as the final decider.
Organizations include: local workforce development boards, career centers, state workforce board, labor and state workforce agency. Several partners include: administrator of welfare benefits, adult education, vocational rehab. There is a high degree of permeability between MassHire and MassHire partners. They share a vision, mission and values. On MassHire Day, employees from across the state receive awards based on demonstration of those shared values.

Spotlight On: Rhode Island
Rhode Island has three programs with shared branding:
REALJobs: Puts employers at the center of job training
REALPathways: provides a strategic approach to serving individuals with high barriers to employment
REALSkills for Youth: prepares students for success in college and career. It is linked to a larger action plan for helping students in Rhode Island called PrepareRI.
Each program has clear strategies associated with them that show the path to impact and outcomes. These programs use braided federal and state funding.

Focus Area 7: continued

States with integrated branding: Massachusetts, Rhode Island, Michigan
States with intentional marketing strategies: Idaho, Oregon

Intentional Marketing

Some states are tackling the challenge of cohesion and clarity related to the public workforce development system with intentional marketing strategies. These states take a page from the private sector and allocate resources to creating a marketing strategy and approach for their state system.

In both states that described their marketing, they have reinforced this approach with a structure behind it that allows for high engagement/high execution outside of the formal Board meetings. Idaho has an Outreach Committee, while Oregon has a Website Improvement Task Force.

Spotlight On: Idaho

Idaho's Outreach Committee meets monthly. The 16 members include Board members and other key stakeholders. When Governor Otter added career engagement and education as a Board responsibility, the Outreach Committee took that on and have funds allocated to this purpose. Some projects include:

- $250,000 for a new state website similar to Washington's Career Bridge
- $400 for a bus to take a group of high school students to a career fair in another town.

"We have massive flexibility and can do what's right for the state."

Focus Area 8: Performance Measures and Accountability

Identified Need:

WIOA Boards are expected to measure performance of the workforce system. The need is to generate a set of meaningful performance measures that readily communicate information to help the Board and system stakeholders assess what action is needed.

Measuring for Impact

Some states talked candidly about the difficulty in measuring the Board's impact. While they could produce activity measures showing how much and what kind of activity happened, and also some outcome measures showing the end result (x people hired at x wage), they find it hard to measure impact: whether a certain activity is directly linked to a particular outcome. At least three states are actively working on this challenge. In Texas, they are moving toward an evidence-based grant funding model. They are starting with a small group of funds and planning to expand it to all of WIOA and Perkins funds if successful.

Links to Enterprise Performance Reporting Systems

Indiana and Oregon use their statewide performance management system to report results. Linking to the statewide system gives them a process, structure and staff support for reporting.

WIOA Requirements Seen as Limited

Some states feel that the WIOA performance measures are a good start but limited in how helpful they are in determining how Board's should change policy, investments and other actions. Both Massachusetts and Idaho prefer to set state priorities based on state needs and then align WIOA requirements to those.

"We have a training policy that requires program providers to send 50% of their training dollars in high growth industry that pay a good wage. We are "at or exceeds" performance on this. But, so what? Is this a measure of impact? Board wants to look at all of our policies to assess impact. Raises question of short term and long-term impact. Example: we did a 5 year look back at people who went into same occupation through 5-year period. Ones who got training through our program retained their position longer and had higher wage gain. So now we can explore what we did to make this difference? Able to stay in training longer? Able to establish stronger employer relationship?"

-Illinois

"We're establishing an accountability framework for the workforce system above and beyond federal requirements. When we developed the state plan, we established state-driven performance metrics. So we're going to collect info and report out and use this to drive policy development."

- Massachusetts

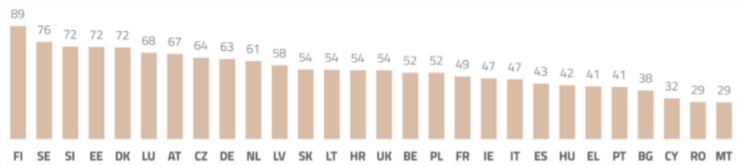
Use of Indices

The European Union has developed an index designed to allow for country comparison across three areas: skill development, skills activation and skills matching. See next page for an example.

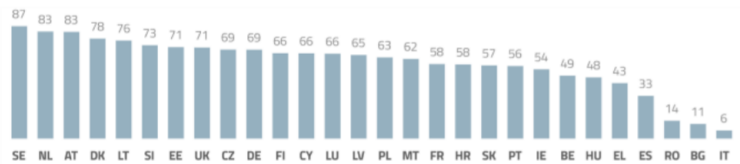
The index can be turned into a heat map to quickly communicate need areas and also point to best practices. The project team did not find any state using an index to show comparison across local regions, but Kentucky was the closest with an interactive tableau-based site.

European Center for the Development of Vocational Training

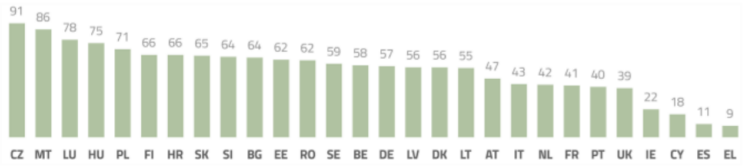
Skills development



Skills activation

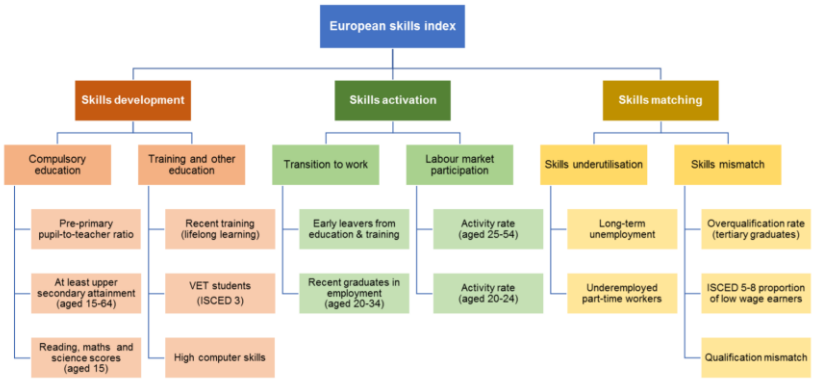


Skills matching



Source: Cedefop (2018). European skills index.

FIGURE 2: EUROPEAN SKILLS INDEX STRUCTURE



Source: Cedefop (2018). European skills index.

State Examples of Performance Reporting

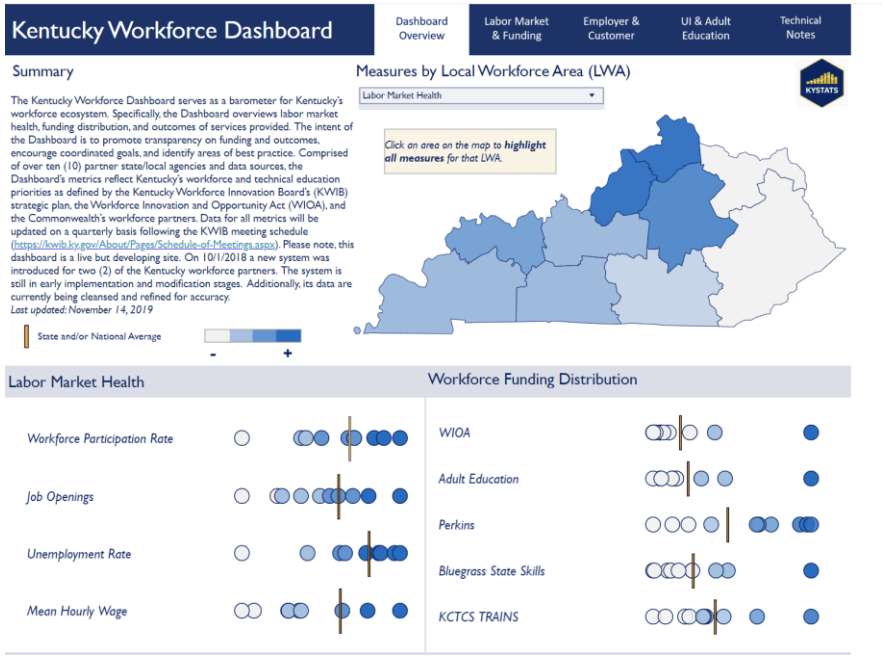
Oregon

**While most of the WTDB Performance Indicator buttons are updated with current rates according to data found on Quality Info, the other two performance indicator buttons will go live as data become available.

***Definitions found on this page are a generalized summary. For complete definitions, please click here.

Kentucky

Tableau-based so interactive.
Can review by topic, local region, etc.



State Board Committees

- **Committees:**
- **Q = quarterly**
- **M = monthly**

	Committees & Cadence	Other
CO	Executive (Q) Sectors Steering Committee Education & Training Steering Committee Advocacy Steering Committee	
FL	Executive Finance Strategic Policy & Performance	
HI	Employer Engagement Committee (M) Executive Committee (Q) Finance Committee (Q) Military and Veterans Affairs Committee (Q) Performance Measures and Accountability Committee (Q) Youth Services Committee (M)	
ID	Constituent Support (M) State Strategic Plan (M) Industry (M) Policy (M) Youth (M)	
IL	Executive (twice/mo) Business Engagement (M) Continuous Improvement Committee (M) Workforce Investment Board Leadership (M) Apprenticeship (Q)	Equity Task Force (starting in Sept 2020)
MA	Adult Pathways Committee MassHire Performance Committee Workforce Intelligence Committee Youth Pathways Committee	
OR		Task Forces: Artificial Intelligence Essential Employability Website Improvement
RI	Exec (M) Strategic Investments and Evaluation (M) Education and Employment (M) Career Pathways (M)	Task Forces – ad hoc

Notes for Perry and Eleni:

- Primary focus is to get the Board to the “north star” conversation quickly. North star is for the workforce board.

- 1:15 – 2:30
  - 5 min intro (Perry)
  - 10 min timeline/resources (Perry)
  - 20 min north star examples and ideas (Tom/Kelly)
  - 20 min Board break outs
  - 30 min Board discussion
- 3:35 – 4:50
  - 20 min land on “north star” if possible – perhaps a poll, further discussion?
  - 15 min Board initial discussion on gap analysis
  - 20 min Board break outs to surface most important Board changes, other info
  - 20 min Board back together to report out and determine next steps

  Kelly/Tom: set up as additional Zoom hosts for building polls if necessary

1:15 – 2:30 PM

Workforce Board Review, Part 1

Purpose and Desired Outcome from today's Workforce Board Discussion

(Perry)

Timeline Recap for the 360

Original Project Timeline

February
- Project kickoff, set schedule, plan interviews and survey

March - April
- Interviews, survey, lit review, benchmarking

May
- Synthesis of information provided to Board
- Board retreat to reflect and set recommendations

June
- Draft final report

July – Aug
- Socialize recommendations
- Final Report (Aug)

Current Project Timeline

February
- Project kickoff, set schedule, plan interviews and survey

March - May
- Interviews slowed
- Pivot to Covid response for all
- Survey launched in April

June
- Survey closed mid-June

July
- Interviews completed
- Interview/survey synthesis provided
- Benchmarking conducted

Aug
- Benchmarking synthesis provided to Board
- Board work on recommendations
- Final Report (TBD)

September
- Board retreat
- Board finalize recommendations by 9/3

Resources for Developing Recommendations

Interview and Survey Synthesis (Jul 8)

Benchmarking Synthesis (Aug 7)

Consultant Analysis and Recommendations (best timing?)

Board Processing and Recommendations Development

(today – Sept 3)

- Board Recommendations to Governor's Office
- Board changes implemented by Board

Inputs **Processing** **Outputs**

Purpose: Board decide the strategic direction for the Workforce Board overall

Share examples and ideas from the 360 information gathered

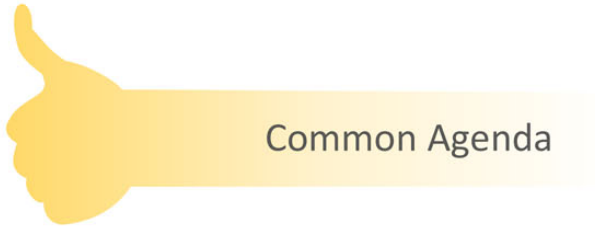
Board small group discussion and then large group discussion

“North Star” discussion

5 Conditions for Collective Impact

Developing a Common Vision for Change

All dedicated partners have a common agenda, understanding of the problem and a joint approach to solving it through agreed upon actions. (Kania & Kramer, 2011)

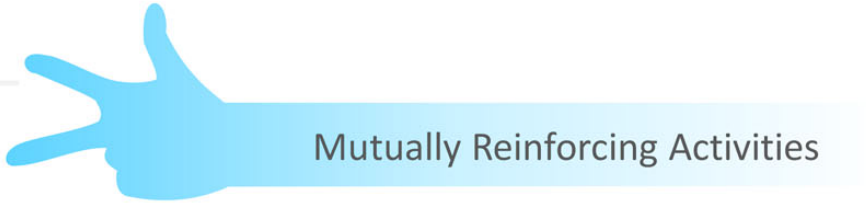


Agreed Upon Methodology for Measuring Success

The ability to measure success in a collective impact initiative is essential. Collecting data and measuring results consistently across all organizations ensure efforts are aligned and partners are accountable to each other.

The Action Plan

Diversity is the key! It is not the uniformity of partner contributions that make a difference, it is the coordination of their differentiated activities working towards a common goal that creates impact.

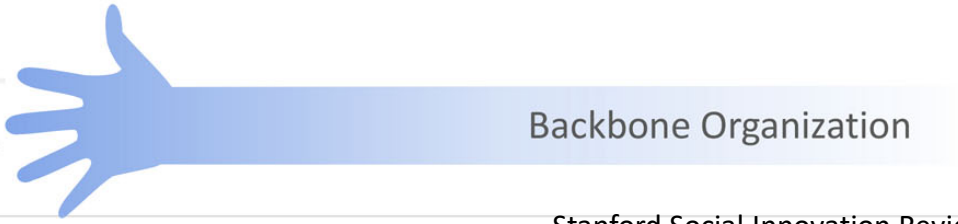


Build Trust with Continuous Communication

To build trust, strengthen relationships and ensure project integrity, strong communication norms must be in place that is understood and endorsed by all partners.

Backbone Support Organizations

Chosen organization(s) provide the infrastructure and dedicated staff to support the initiative for all partners.



Stanford Social Innovation Review: Collective Impact 2011

Benchmarking Examples

- Indiana: post-secondary attainment
- Michigan: post-secondary attainment and equity
- Idaho: career promotion
- Colorado: increasing access to /effectiveness of talent dev network, increasing use of industry led strategies.
- Texas: system strategic plan to drive collective impact across agencies
- Oregon: equitable prosperity for all Oregonians (with 5 imperatives)

Benchmarking Ideas from in state

Data:

- long-term vision about collecting data, evidence-based decision-making, measuring for impact, strengthening evaluation

Future of Work:

- new technology, new frontiers, proactive, looking at trends, "Putting Washington on a forward-learning posture to meet the future."

Living Wage:

- economic health measure, upskilling, promoting new workforce needs like portable benefits

High Demand Sectors:

- leading on emerging workforce needs, clear sector strategies that move the needle

Diversity, Equity and Inclusion

Break Out Groups

- Board members will go into small groups
- Identify top 3 choices for the Workforce Board's "north star"
  - What was most compelling for you in what you heard today or in previous information shared?
  - What is your personal recommendation?
- Be prepared to share your top three

Board Ideas for Focus

Ideas from breakout groups

Idea

Idea

Idea

Idea

Emerging Shared Idea

25 Million Worker Presentation

1:15 – 2:30 PM

Workforce Board Review, Part 2

Board Ideas for Focus

Ideas from breakout groups

Idea

Idea

Idea

Idea

Emerging Shared Idea

Pick up from where we finished before break.
If only a few options emerging, then use a poll to take a pulse check.

Gap Analysis Discussion

Based on the 360 information so far and what you know, what changes or opportunities do you see for the Workforce Board in order to successfully focus on the north star?

The pre-work questions provided after the July Board meeting may be helpful to consider here.

Placeholder for notes:

Break Out #2: Gap Analysis

- In break out groups, discuss:
  - What is rising to the top for you in terms of needed changes to the WTB?
  - What additional information would you find helpful?
  - Is there a particular state you would find helpful to hear directly from?

Suggestions for changes

What changes should the WTB consider?

Idea

Idea

Idea

Idea

Additional information desired and next steps

Closing

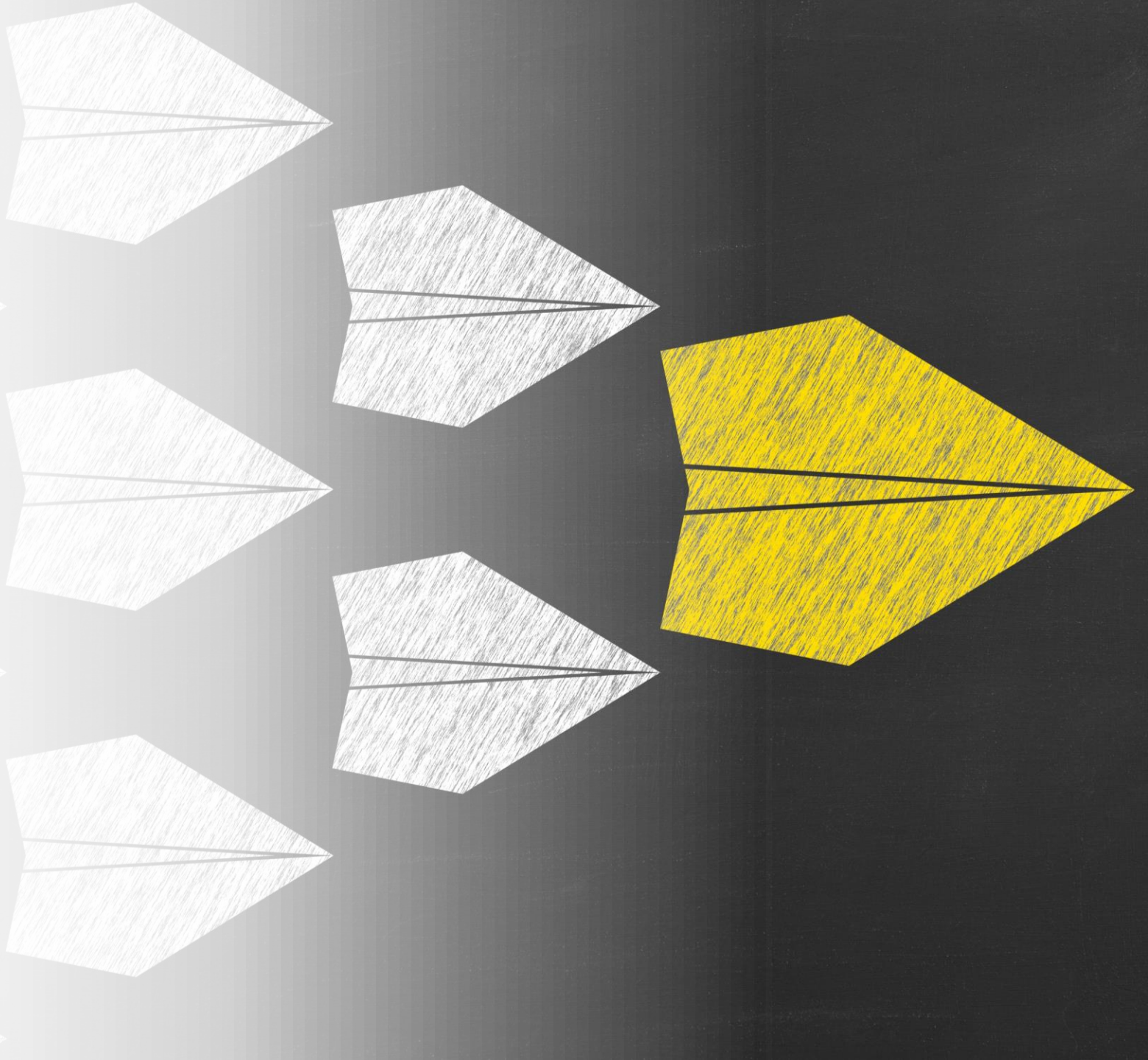
Hip Pocket

For Reference

Workforce Board 360 Assessment

March - July 2020

Completed by Clarity Consulting Partners



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360 Activities for Board Meetings

June

- Project Update
- Initial economic recovery themes

July

- Draft Interview Synthesis and Survey Synthesis

August

- Final synthesis and consultant recommendations
- Benchmarking complete
- Engage in recommendations for change
- Plan for socializing ideas/ recommendations

September Retreat

- Finalize recommendations
- Legislative action plan (if needed)

Mindsets

Where we're at

Brain Responses

Watch out for the overly vigilant amygdala!

THREAT

External Stimuli

Note: Brain treats social threats the same as physical

REWARD

- Prefrontal cortex resources decrease
- Less oxygen and glucose for working memory – inhibits linear processing
- Diminished cognitive resources
- Generalize more
- Small stressors more likely to be perceived as large

- Increase in dopamine, stimulates interest and learning
- Better collaboration
- Wider field of view = better non-linear problem-solving

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SCARF Model

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360 Mindsets

- Assume good intent
- Two common mistakes:
  - Accepting something as true too quickly
  - Rejecting something as false too quickly
- Do not assume you know the source of a particular comment
- Surprises and “ouch”es are often blind spots – pay close attention to those
- Change and discomfort are part of growth
- This is the start of processing the info – let it soak. One set of inputs for a strategic conversation in next couple of months.

Recommend bringing a growth mindset to processing information.

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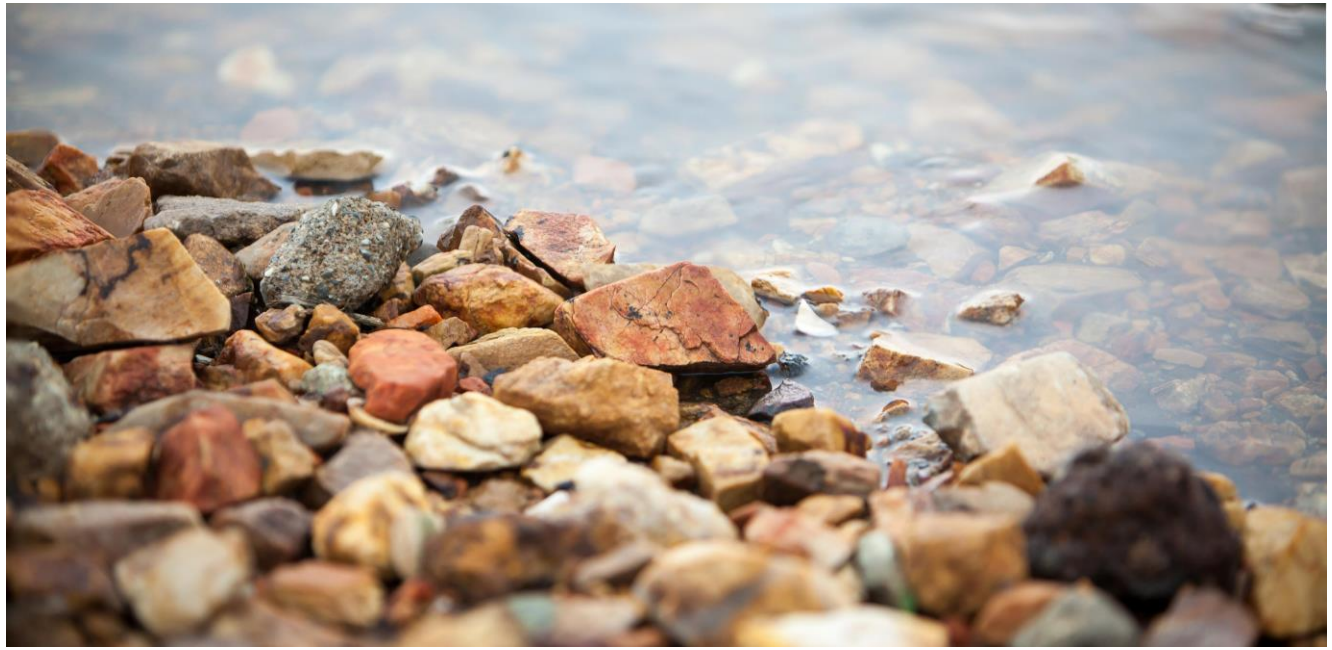

Leading Systemic Change

Three capabilities:

- Ability to see the larger system – people usually see only from their vantage point
- Fostering reflection and generative conversation (holding up the mirror)
- Shifting focus from reactive problem-solving to co-creating the future

"The Dawn of Systems Leadership," Senge, Hamilton, Kania

Project Scope and Methodology

Where we're at

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Four primary workstreams

- Interviews
- Literature Review
- Survey
- Benchmarking

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Interviews

- 54 Interviews
- Blend of level of familiarity with Board
- See Appendix for Interview names and questions

Authorizing Environment	Government	Business	Labor	Stakeholders/ Partners	Staff
8	11	9	8	11	7

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Survey Design and Method

Design Principles

- 69 questions, designed for in-depth responses
- Only demographic questions mandatory, allowing people to skip questions
- Ability to complete on a mobile device
- Qualitative question for every survey category

Content

- Purpose and Role
- Influence and Authority
- Staff
- Priorities, including each task in the RCW

Survey outreach

- Board
- 130 (app) direct invites
- WTB newsletter
- Board member direct outreach to business and labor
- Open for 8 weeks

Methodology for Processing Data

177 survey responses

- 14% business
- 8% labor
- 42% state government

Used four filters when processing survey

- Government
- Business
- Labor
- Other

Survey charts

- Used judgment to present most relevant information; all data is available if desired
- Watch the "N" on charts – many people skipped questions, so sometimes the sample is small. For some filters, business and labor had 10-13 responses.

Qualitative data

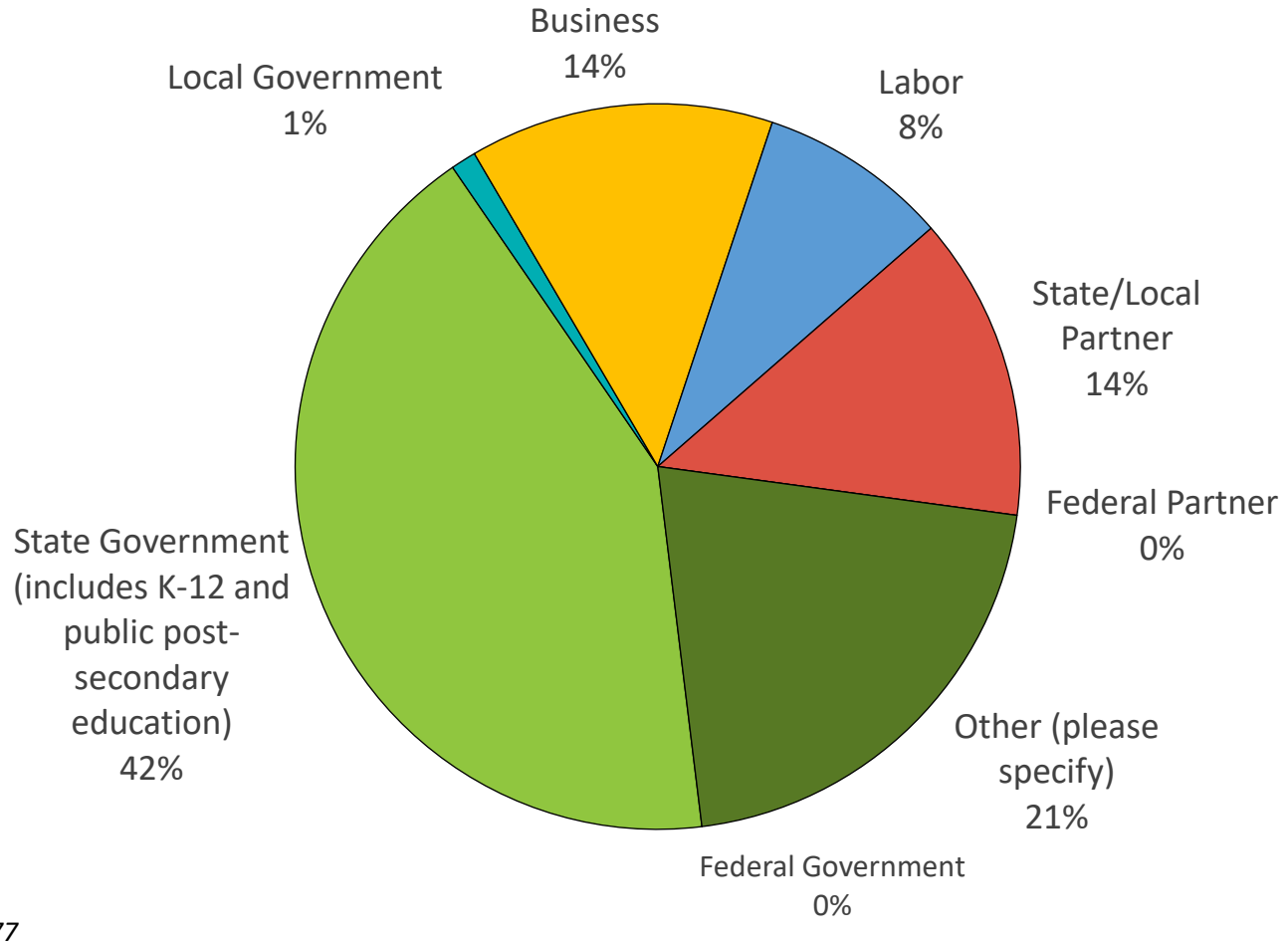
- Combined qualitative data for both interviews and survey
- Used a modified "Q-Sort" method
- Coded 919 lines into 14 categories

Comments regarding individuals

- Will be shared with appropriate people
- Not included in this synthesis

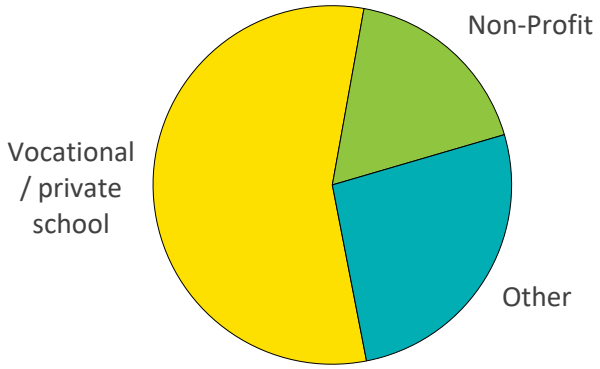
Which sector do you represent?

Choose one.



N=177

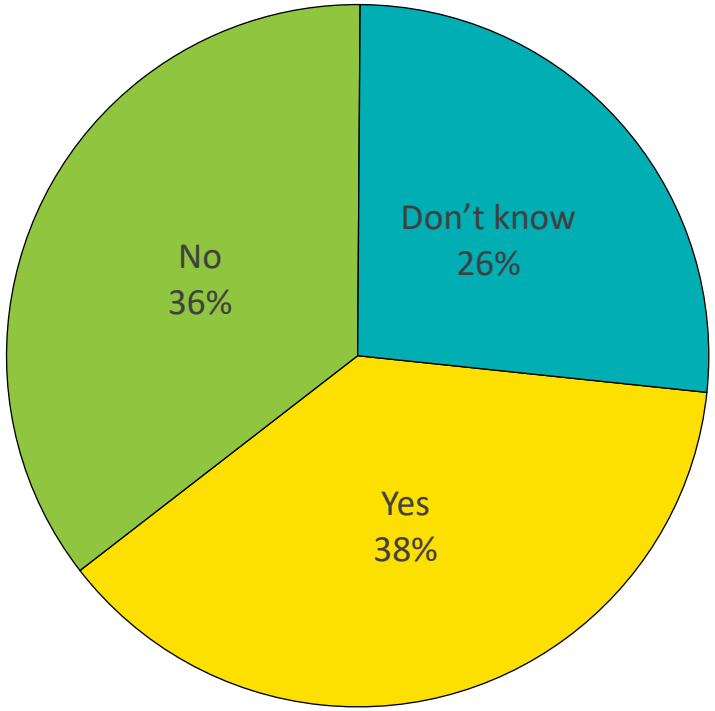
"Other" category representation



N=37

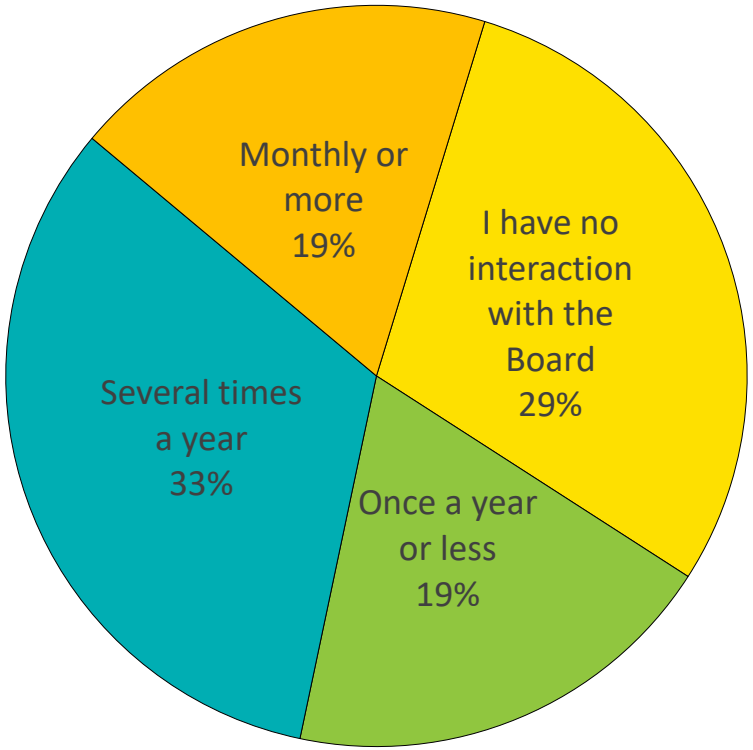
Survey Demographics, continued

Do you represent an organization that is represented on the Board?



N=177

My interaction with the Board is:



N=177

Categories for review:

1. Board Performance
2. Board Authority
3. Board Role
4. Desired Impact and Goals
5. Board Representation
6. Board Priorities and Duties
7. Staff

Summary slide provided for each category.

Executive Summary

Survey and Interview Data

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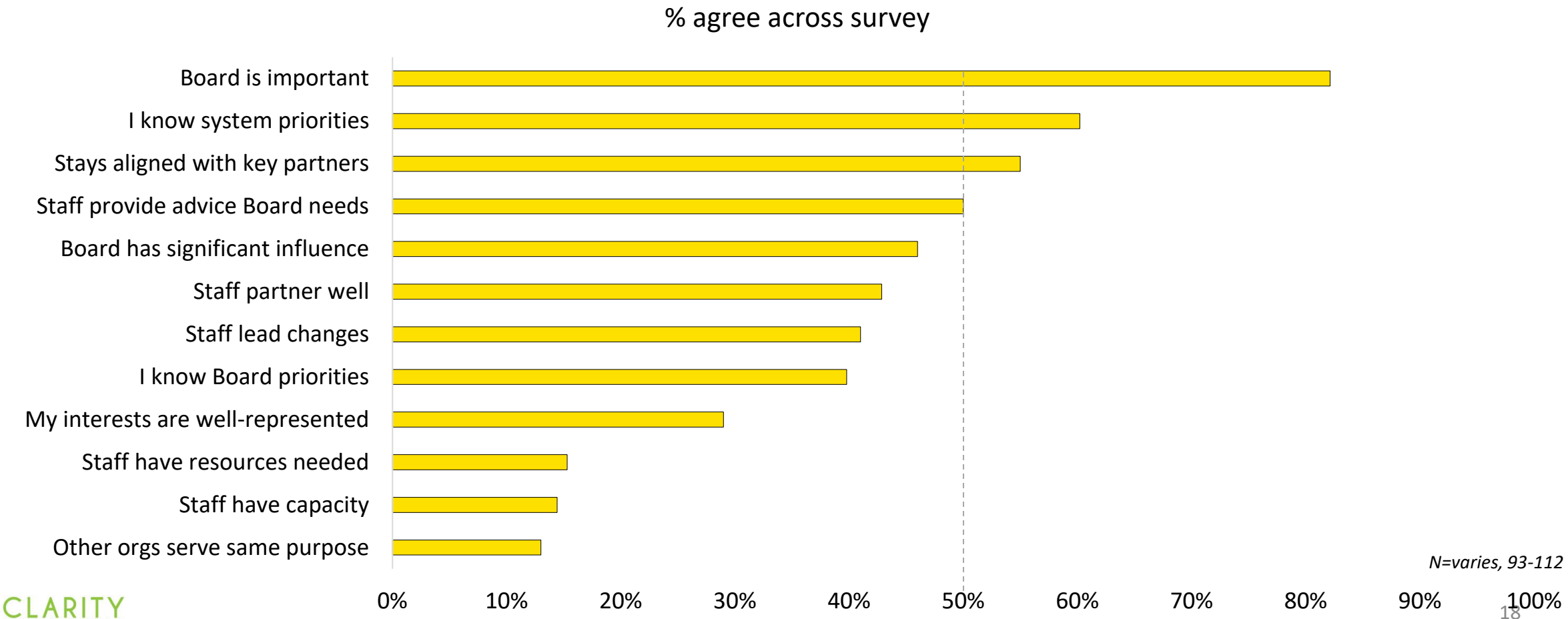
Synthesis Summary

Some themes we heard in interviews and survey responses. These are not consensus themes – don't reflect 100% agreement between data sources.

- Board is recognized as important but not living up to its potential
- Board is not appropriately influential and often not providing the big picture thinking and guidance others seek
- Board is limited in authority and resources, which respondents feel limits its effectiveness
- Board does not credibly represent the business community; many feel it disproportionately reflects government voice
- Desire for Board to drive the system, provide clear direction
- The breadth of requests for role, representation, goals and focus areas for the Board reflects the variation and inconsistency in what others want from the Board – it is an impossible set of requests and needs either the Board or the Governor to resolve

Comparison Chart Across Survey Questions



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Performance

Survey and Interview Data

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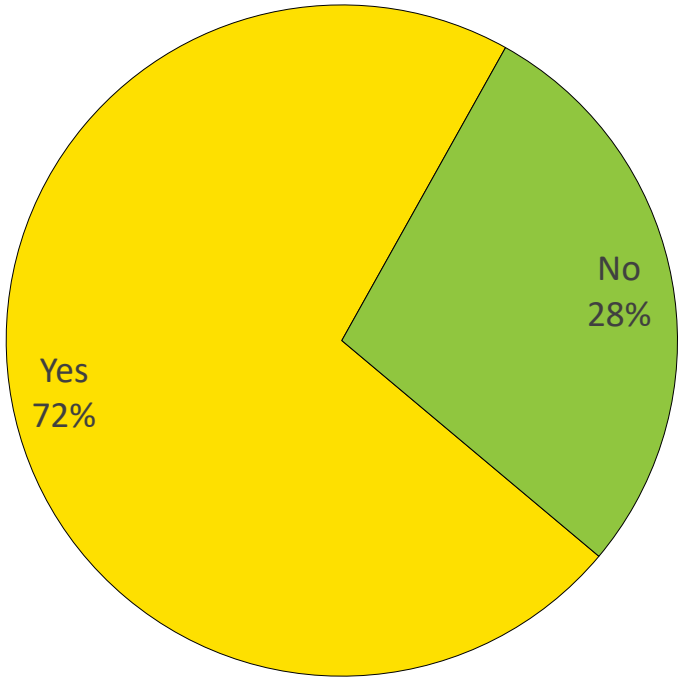
Board Performance Summary Slide

- Clear agreement that change is needed
- Some themes:
  - Board is seen as needed, but not influential
  - Board is not go-to resource
  - Board is moderately aligned with partners
  - Desire for meetings to shift focus
  - Some feel that resource constraints may be linked to lower performance

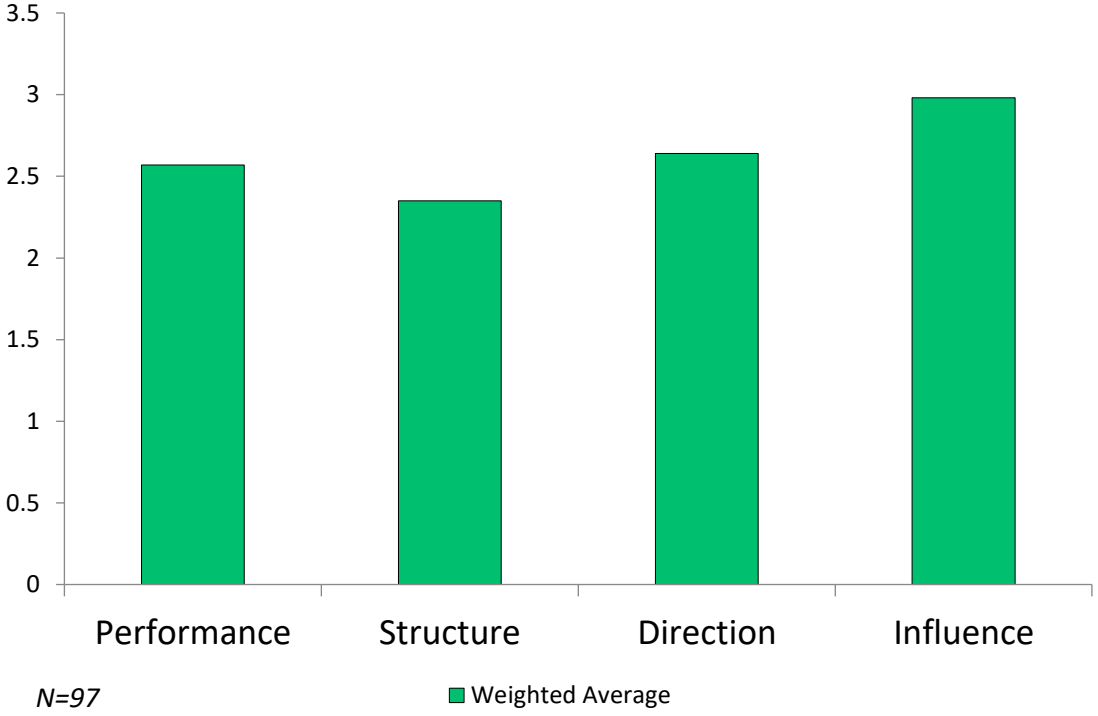
Should the Board change?

Do you think the Board needs to change ? (Change could be in performance, structure, direction, etc.)



N=100

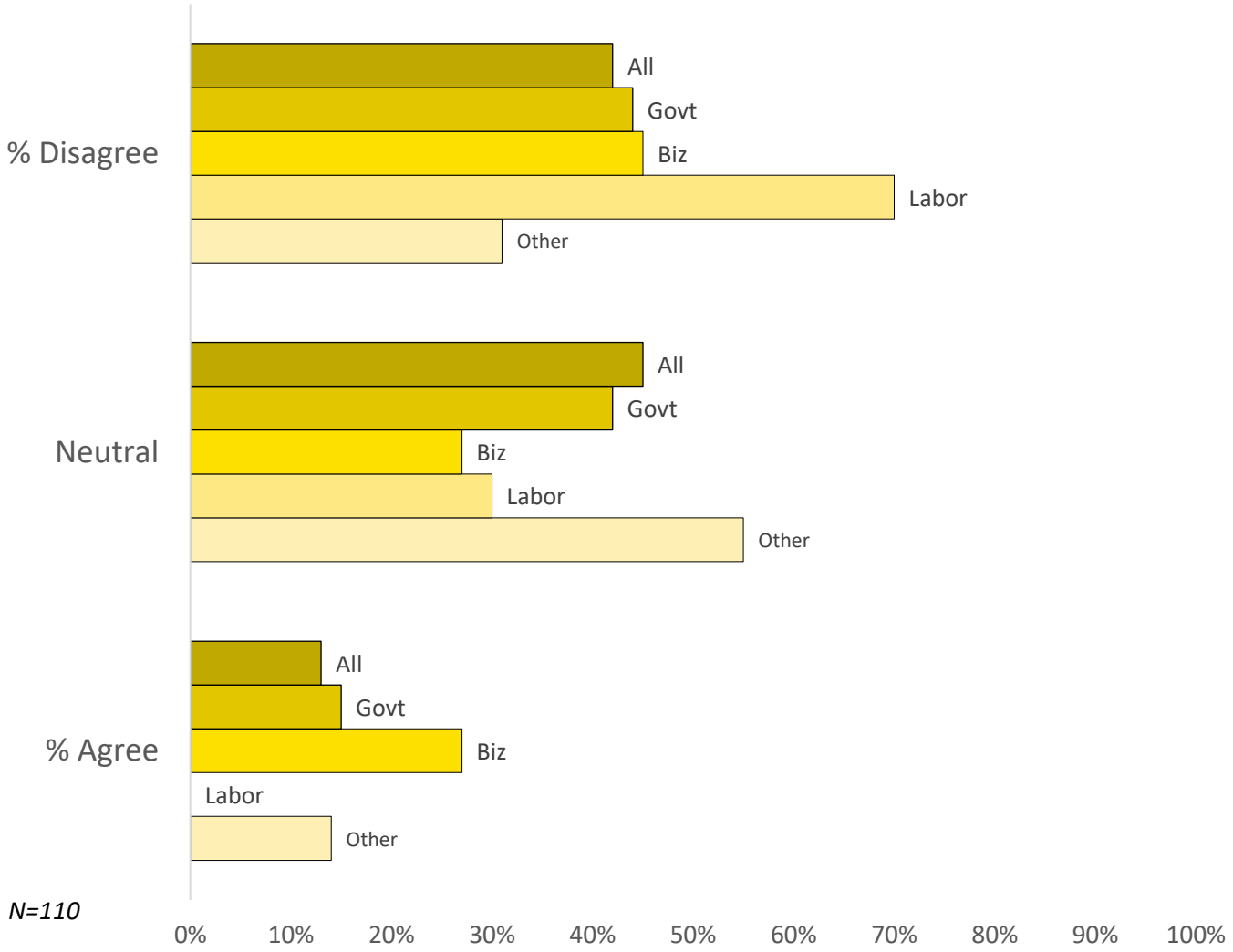
What are the most pressing categories for Board change?



N=97

Is the Board redundant?

There are other orgs. that serve the same purpose as Board and do it better.



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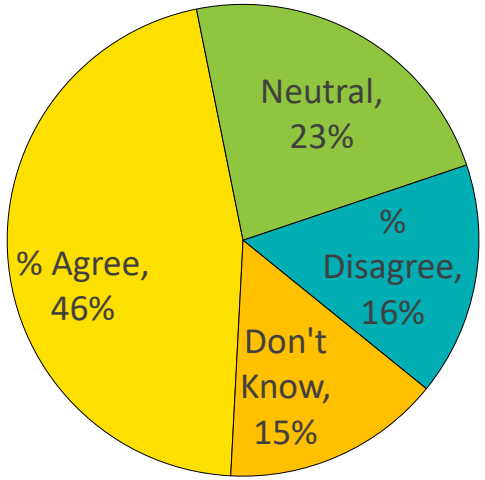
Board Influence

The Board currently has significant influence on the workforce development system in Washington State.



N=100

How could the Board have greater influence?

Green = Top 2 (Labor had 4 second place, so only show #1)

Red = last choice

	All	Govt	Biz	Labor	Other
No change needed – it is influential as is					
Don't know					
Other (please specify)					
Same activities, but better performed					
Different authorizing legislation					
Greater responsibility for funding allocation					
Different representation on the Board/Board composition					
Different focus/activities that the Board does					

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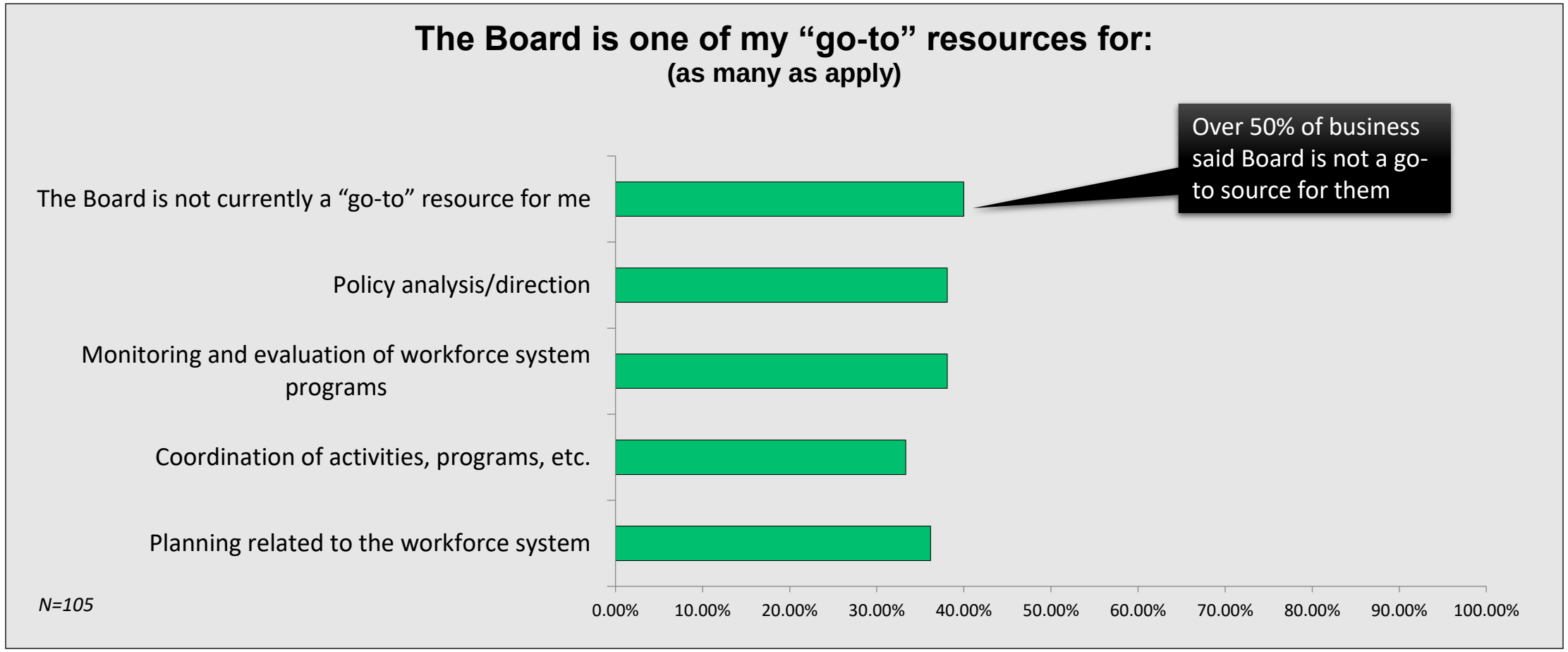
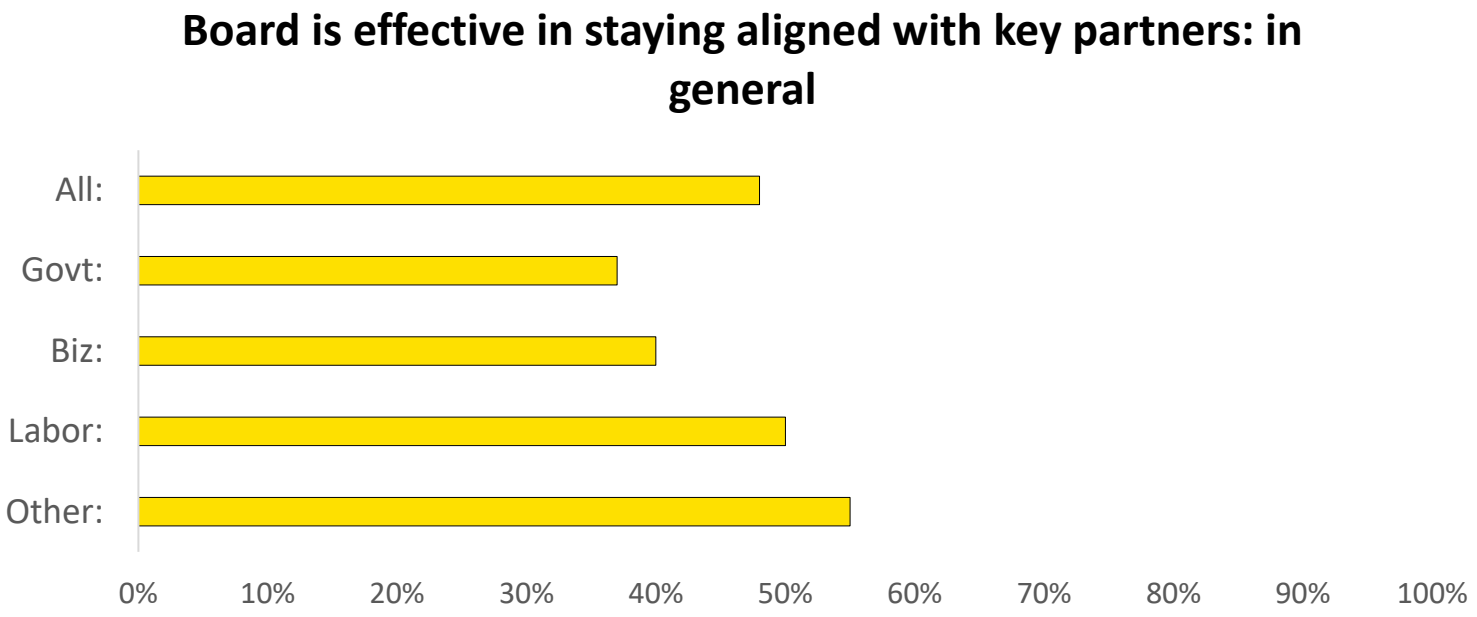
Is the Board seen as an excellent resource?



Alignment with Partners



"WTB isn't meeting the needs of industry so industry turns to Commerce or other Chambers to start programs."

"What we hear from business is that there are gaps in listening and finding solutions in rural areas; there is a lack of understanding of needs across the state."

"There isn't a truly aligned response to workforce issues actually led by the Board."

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Board Meetings

Heard dissatisfaction with meetings

- Too operational
- Rubberstamp

Desire for meetings to be more strategic, system-wide focus

- More meaningful decisions
- Difficult discussions

Want meetings to be a forum to hear from others

- Variety of system representatives
- CEOs

Performance: sample of comments

Positive:

- *High marks for ability to get into market data, workforce data and employer perception*
- *WTB does serve interests of workers/job seekers; systems they have set up, ability they have to support workers, especially those who are looking for different types of opportunities.*
- *WTB does good job for people that need assistance, such as veterans, young, people with disabilities*
- *I think this board does an excellent job, and glad they open the board meetings to those of us who have an interest in current and future direction of the workforce in WA.*
- *I think the board does a great job of staying connected, having passion around the mission and working together to make a difference.*

Negative:

- *Sometimes confusing where and when the Board wants to weigh in and where they stay silent. I take silence as a lack of confidence.*
- *They are a policy board, but they don't come up with strong policies, changing or compelling policies.*
- *Highly regarded outside of the state, not highly regarded inside the state.*
- *It doesn't often seem like the right hand knows what the left is doing. There is a tremendous amount of miscommunication that seems to weaken the board's influence and standing.*
- *I'd give us a 3 or 4 (out of 10) in the true spirit of serving business as a customer. As far as serving job seeker/worker, more in the 7 or 8 range.*

Resources

- Two main perspectives:
  - Not enough resources to do what is being asked
  - Enough resources available, but they need to be redeployed
- Need to explore IT: how it is resourced and managed
- Reliance on ESD for resources, many of which are federal dollars – this may influence focus on federal activities
- Few resources for pilot programs and high touch engagement
- Sense that disparate duties and lack of unifying structure/purpose means resources are spread too thin to be meaningful

"Give this Board more juice, funding, control to do what they're charged with doing now and then you'll see something."

"Should be a redeployment of resource more than needing additional. We do not have one centralized place for business/workers to invest their time and measurably influence the policy direction for state and local policy makers. Not a clear nexus for what state and local boards are doing, and not a clear nexus for state and state policy makers."

"Underfunded and understaffed to fulfill our true purpose."

Board Authority

Survey and Interview Data

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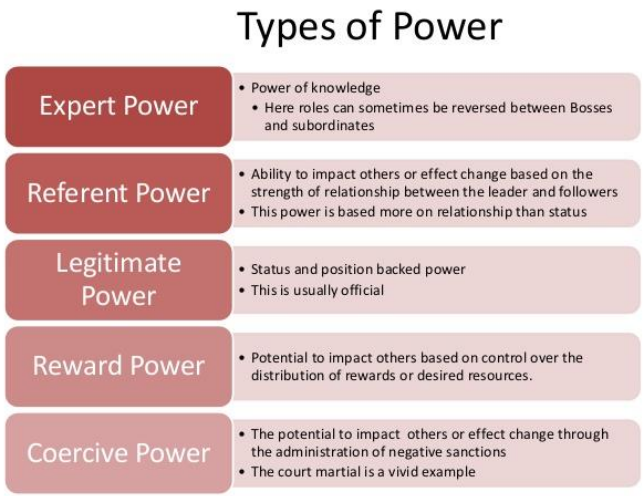
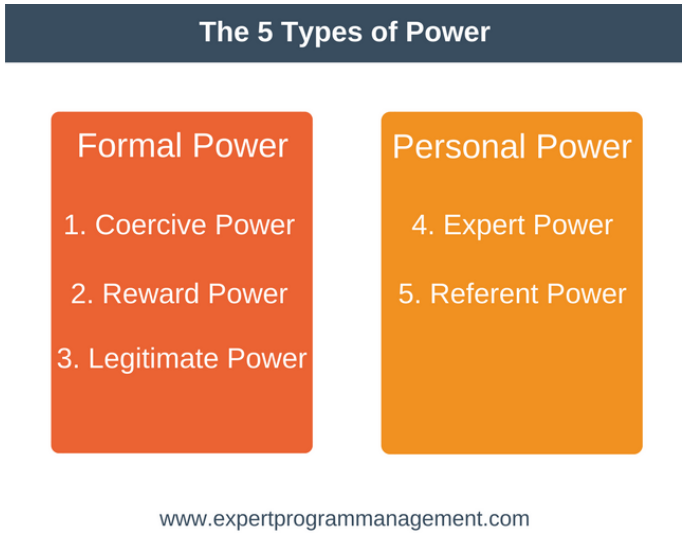
Board Authority Summary Slide

- Agreement that Board appropriately uses existing authority
- Majority agreement that the Board does not have adequate authority
- Sources of authority seen as Governor, resource allocation, statutory, independence from other agencies
- Variety of remedies offered but no clear consensus
- Some uncertainty about Board role with state agencies and local WDCs

Lacking Authority

- About 80% of the interview and survey comments were about the Board lacking needed authority
  - Lack of Governor support
  - Dependency on agencies for resources they are meant to influence
  - No meaningful purse strings ($17B in education, Board has $20M)
- A few felt the Board could establish/utilize the authority needed through policy guidance, especially with some strengthened statutory authority
- The relationship between Board, ESD and WDCs is unclear – is this a healthy tension or friction that slows results?
- Suggestion that the WTB should be a Cabinet agency



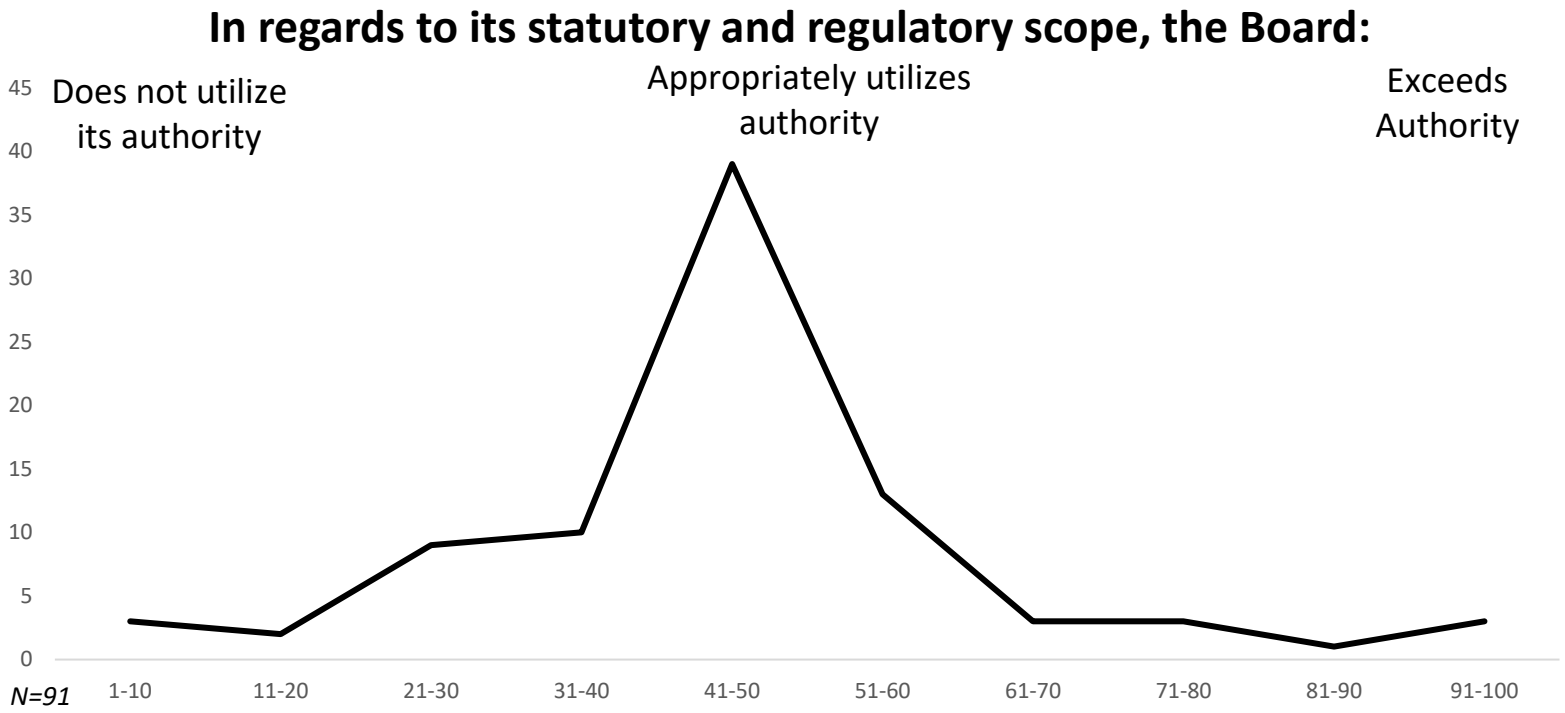


Studies in Social Power, French and Raven, 1959

Lacking Authority: sample of comments

1. *Authority – structurally not working. Their one big boss is the Governor and the Governor doesn't back the state Workforce Board.*
2. *The change is in the authority vested in the Workforce Board. It's mission – more proactively serve the system and its customers. Part of it is advising the Gov and Leg more. The Board's voice needs to be much louder. State of WA does not have workforce dev funds to say – everyone of our competitor states have funds for this. In our state it goes to CTE, but not the same as funding the system to innovate and do a better job. Gov and Leg needs to hear that – workforce Board's role is to be that voice.*
3. *They're not going to move the system. I have 8 regulators to worry through and a $20M agency is not one of them.*
4. *Sometimes I feel like the tail is wagging the dog. At the end of the day, the board minimal influence, and ESD/OSPI/SBCTC have too much.*
5. *If WTECB is to be the state's strategic workforce board -- and the strategic direction it sets on behalf of Governors is to be honored -- it must have modest statutory authority over those entities represented on the Board that have their own independent governance structures separate from Governors' cabinet and subcabinet agencies.*
6. *The staff does an amazing job with limited resources. It does not make sense to have a director trying to coordinate activities of cabinet level agencies when the WTECB is not part of the cabinet level of leadership.*
7. *Strikes me that the Workforce Board has responsibility for system change but not the fundamental authority needed.*

Use of authority



- Most felt the Board appropriately used the authority it has but concerned that it doesn't have the proper authority for its purpose.
- *"While the board appropriately utilizes its authority, its authority is limited and should expand to cover broader workforce areas, incorporate more representatives of sectors to help inform need and allow for testing and evaluation of new deliveries, assessment, public/private partnership, etc."*

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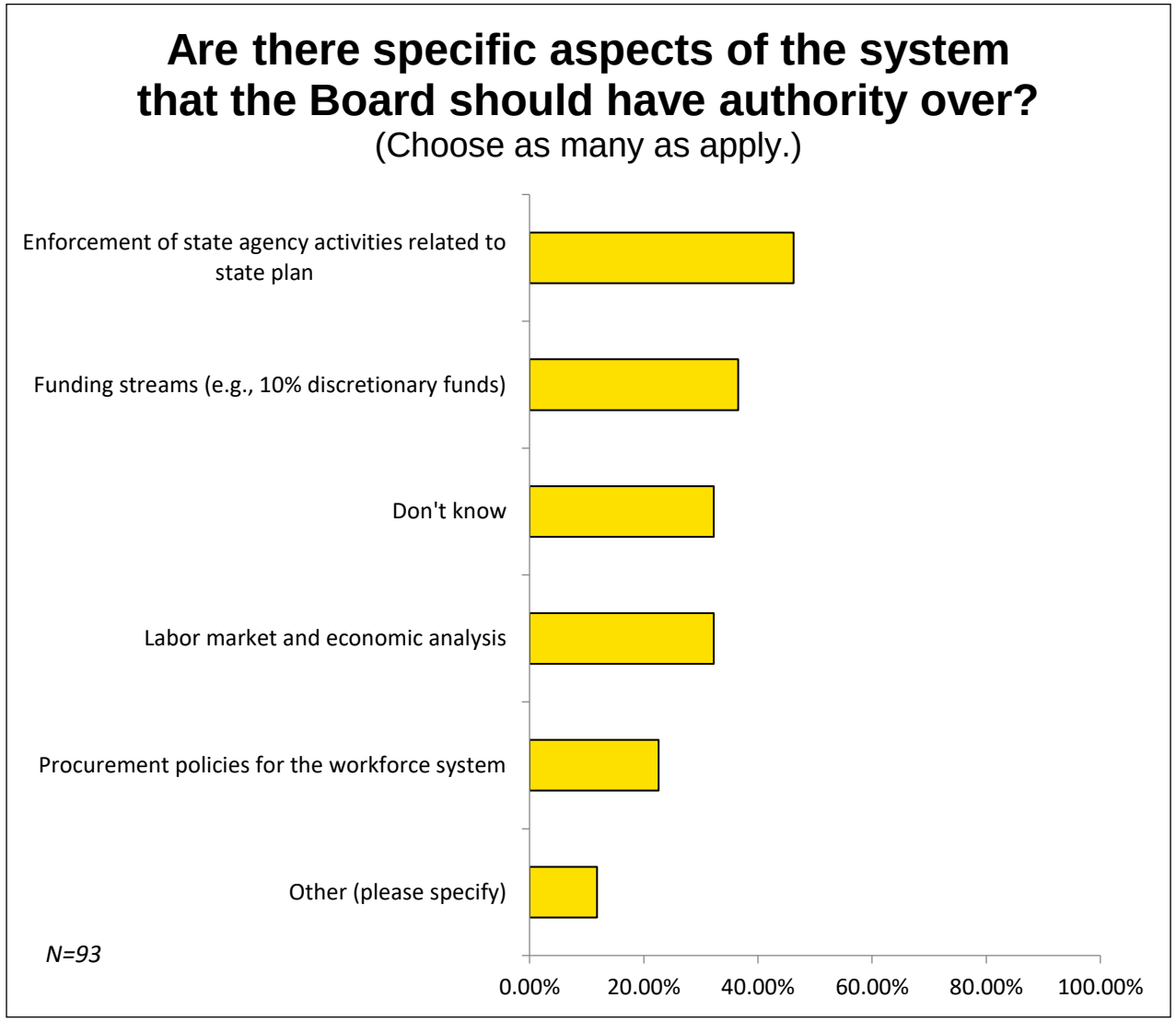
Suggestions for increasing authority

- Money
- Cabinet level agency
- Formal directive with ways and means committee
- Change in statutory authority
- Governor extend authority



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Role

Survey and Interview Data

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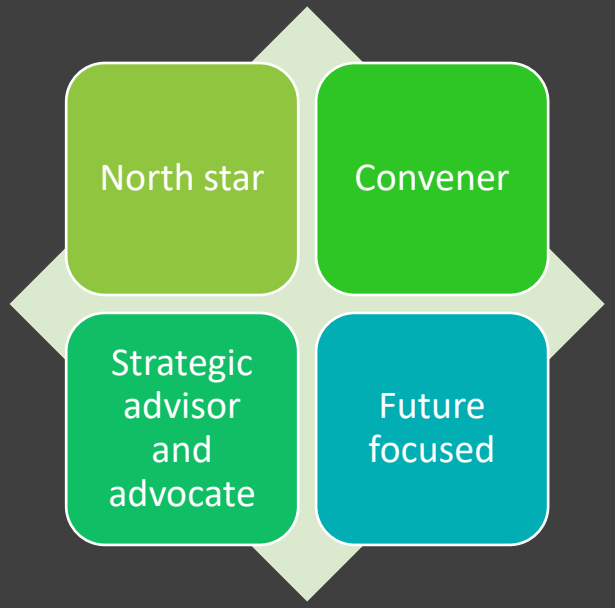
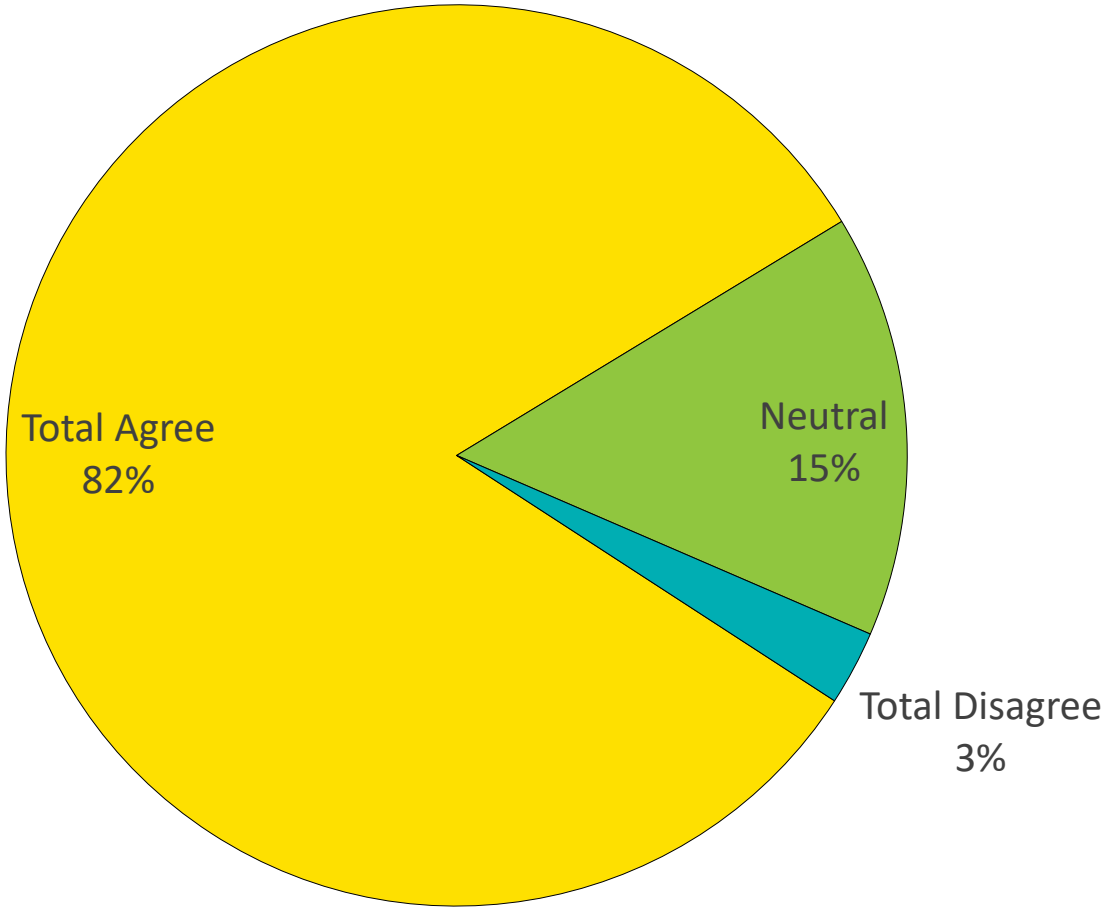
Role Summary Slide



- Clear agreement that the Board is important
- Many participants expressed desire for Board to focus more on providing clear guidance and direction, act as convener
- Many participants indicated a desire to do less operational, regulatory and compliance activity
- The spectrum of answers to the role for the Board demonstrates the variety of expectations and challenge of meeting them all

Board Importance

The Board is important to the state workforce development system.

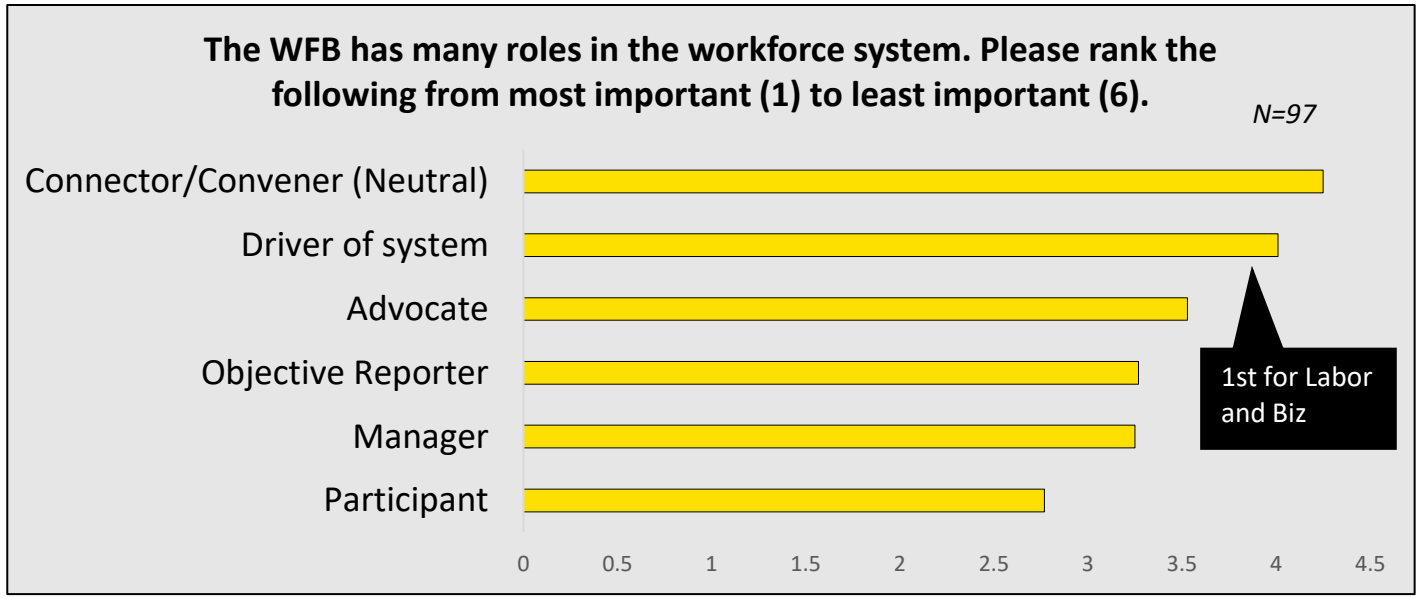


N=112

Desired role

"If we continually pick and choose what the Board focuses on, it feels like whiplash every single year."

a. Policy shaping, driving and north star
b. Convener to gain higher level input and many voices; leverage existing interactions
c. Strategic advisor, advocate, ombuds, conduit and communicator
d. Future focused: think tank, anticipate research, analyze, forecast, publish
e. Hub and spoke: directive on collective action priorities
f. Provide essential supports
g. Align system money to vision
h. Set high standards, measures lead/lag, incentives and monitor effectiveness across system
i. Framework shaping
j. Best practices hub
k. Program creator
l. Operate state labor market data system



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Desired role, cont.

m. Gaps identification and solutions connector

n. Model and create accountability structures

o. Strong connection with, support to, implement through WDCs

p. Lead collaborative efforts

q. Depend on agencies for stakeholder engagement and operations

r. Identify and remove unanticipated barriers

s. Align systems and processes for seamless customer experience

t. Promote programs

u. Align programs to needs

v. Reinforce continuous improvement

w. Mentor and coach

x. Link to Federal level

”WTB should be tracking progress toward the Governor's three priorities and coordinating the agencies to work together to accomplish them.”

Board should do more of…

"We need vision, culture, aspirations and action plans"
"Define and provide collective impact support for 1-2 major cross-agency initiatives"

- Future oriented, proactive, systems approach
- Skin in the game for Board
- Concrete
- Data driven, research and evidence based
- Focus
- Strategic policy work
- Advocacy
- Authority
- Speed and agility
- Deeper dialogue
- Difficult conversations
- Meetings: Big decision making
- Pull vs push

- Regional strategy assistance
- Holistic beyond ed and labor
- Experiment in large scale change by motivating, incentivizing and leading
- Innovation
- Open forum and hearing voices
- Balance of 4 year and CTE
- Ed updates beyond Perkins
- Clear communication of what's happening at ground level
- Clarifying roles and partnership with agencies
- Quality assurance
- Local decision making
- Industry skills panels beyond Healthcare

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Board should do less of the following:

- Compliance
- Regulatory
- Operations
- Program delivery focus
- Meetings: No rubberstamp, less information sharing
- Unfunded mandates
- Low impact work
- Solving problems of current system
- Pilot projects

- Agency-centered state
- Each entity protecting their own
- Dictating
- Deploying IT
- Framing pathways around institutions rather than programs

"Rather than viewing the Board as *above* the system; it has representatives *from* the system"

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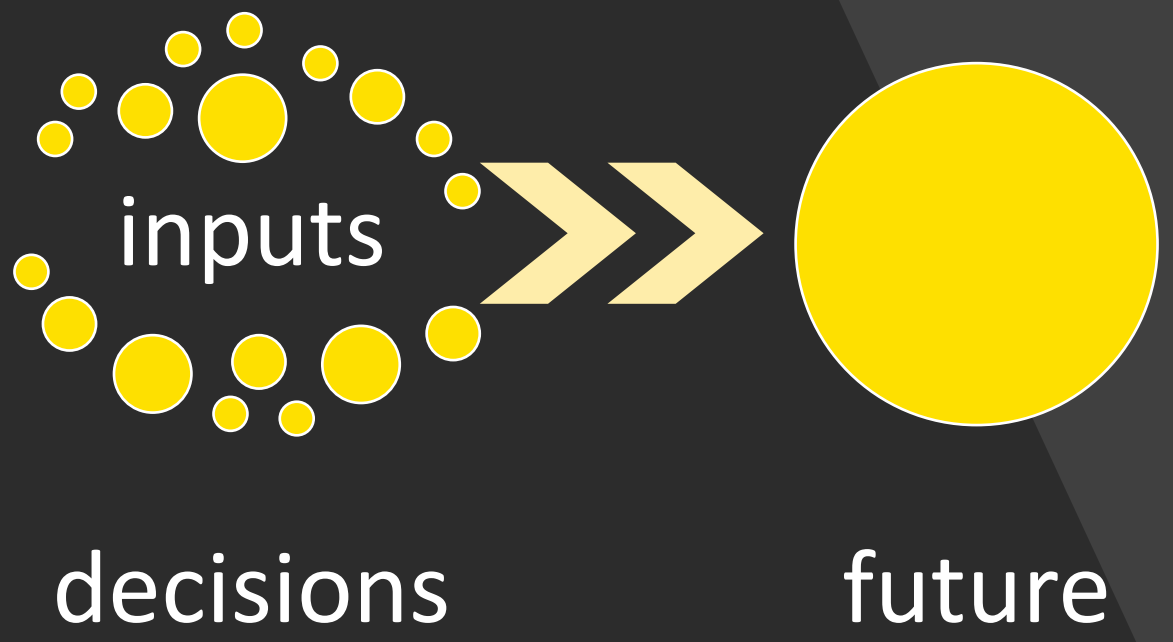
Approach to change role

"We need to get this done in a year – we don't have five years."

- Gov office clarifies role, concrete metrics, cascade
- Align WTB staff with core purpose
- Reorient relationship and role with external audiences
- Align authority with responsibility



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Desired Impact and Goals

Survey and Interview Data

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Impact and Goals Summary Slide

- Want Board to have a higher impact through clear vision, 1-3 goals
- Multiple focus areas named – no consensus or agreement on vision or goals
- Want more direct engagement and impact for business
- Some feel Board is overly focused at federal level and not enough at state and local
- Interest in understanding Board's role within overall system – Board should impact system while others work to impact different constituencies
- Some comments indicate a desire for greater emphasis on diversity, equity and inclusion

Higher Impact Needed

- *“Washington needs to work. This group could deal with so much more high impact stuff. We don’t have healthcare workforce. What would you expect to see as an outcome? Alignment and movement across various agencies (OSPI, DSHS, HCA, Commerce), a path from getting from point A to point B. Concrete. 5 key things that we need to accomplish over the next five years to get to a working WA. Get each agency to fulfill the roles they already serve. Instead of circular conversations.”*
- *“We’re not going to make things happen through that Board right now. My view of effectiveness is you get bigger or smaller to get more effective.”*

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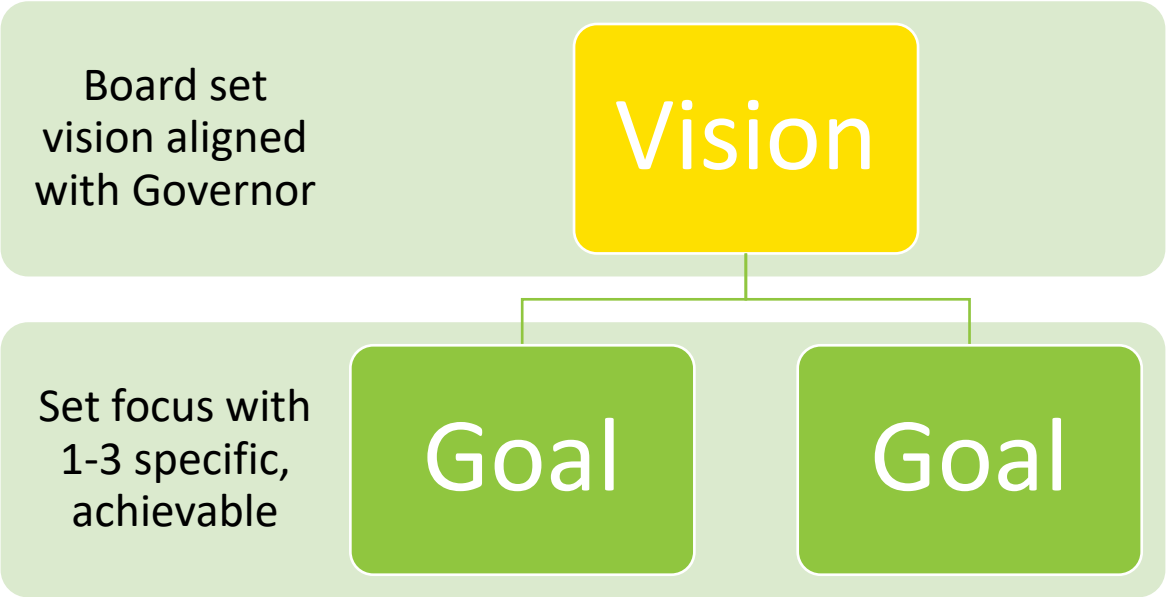
Desire for vision and focus



"Clear vision and strategy that is woven into private and public sectors."

"Seems like we could be more strategic with the TAP plan – these four goals aren't all strategic. Right now it is a mish mosh and most Board members can't keep track."

"Need to have a vision for what the workforce should be and how it meets the needs of employers. How does it align with different employers in the State. How far out should the vision be? Probably a ten year vision."

"Re-chartering the agency and defining the purpose will lead to mtgs that have more of the decision-makers. Move things forward faster. And, focus on the 2 things we're doing this year."

"Duties are too disparate now. Should establish focus on just 1 to 3 goals and coordinate the system to achieve just those."

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Vision
Destination, Purpose, Values

- Imaginable: It paints a picture of the desired future.
- Desirable: It appeals to people that are striving to reach it and customers they are serving.
- Feasible: It is aspirational yet achievable.
- Focused: It provides concentrated direction.
- Flexible: It is broad in scope and allows for modification in a dynamic environment.
- Communicate: It is easy to articulate to others without much explanation.

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Suggested focus areas

- Living Wage
- Future of Work
- CTE, especially apprenticeships
- High barrier populations
- Career paths
- Data to drive investment: forecasting, system performance

"I wonder about focus – if their purpose is 30 different things, that is a wide scope. Does that impact how effective it is?"

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Comments on focus areas

CTE

- *Lack of integration with the best workforce development training program there is – apprenticeship.*
- *Better communication to parents of K-12 about spectrum of options for children other than 4 year*

Data

- *We know that data are powerful in program improvement, continuous improvement, policy change. Challenge is looking at birth – workforce. How do we get kids in right pathways, degree you want to pursue and labor markets and community you want to live in. Better public access to that type of data. Both state and regional level data. This is both demographic and outcome data. Demographic data and breaking it down to certain occupations… looking at equity and access to opportunity. Getting some of this today but not from state entities. All through non-profits and grantees.*

Future of Work

- *Opportunity for Board to have an impact – future of work. Owning the work, compiling the data and responding to it. I'm concerned about the gap of having a separate commission.*
- *Proactively looking at emerging workforce trends and helping the system respond accordingly: The Future of Work. Putting Washington on a forward-learning posture to meet the future.*

High Barrier Populations

- *Provide better access to board by high barrier groups through intentional outreach and inclusion, not collecting community input through staff run committees that is filtered/shaped before sending to board.*

Desired Impact with Business

"How business and govt approach a problem are very different. Based on Board structure, WFB has an opportunity to be a translator between the two. They could bridge some gaps. If biz community speaks Spanish and Govt speaks French, the WFB could be the bilingual entity."

"Develop talent that I can hire: building engineers, state licensed in refrigeration and boilers with some technical abilities."

"Biz should look at us and say I have a talent deficiency/need, want to attract new talent – should see local workforce centers as place to get those services. Can it be applied across multiple businesses? Can we bring it all together?"

- WTB is seen as one of the few state entities that can represent business
- At the local level, business is asked to engage in multiple different settings, creating redundancy (for biz) and time suck
- WTB can bridge the gap between government and business.
- Improve talent development directly beneficial to business
- Provide forecasting for future needs so investors (philanthropy and legislature) know where to put resources
- Specific issue: childcare

Federal-State-Local

"Again, WTECB's purpose and role as the state board for workforce development and the federal board for WIOA are distinct and I don't believe board members uniformly know the difference and when they are acting as one or the other."

"What is the weird relationship between ESD, local WDCs, and WTB – whole things need to be re-racked."

- Sense that the Board is more focused on federal level activities to the detriment of state needs
- Desire for Board to have more influence and provide greater guidance and coordination at state level
- Desire for Board to provide more direction and coordination to WDCs

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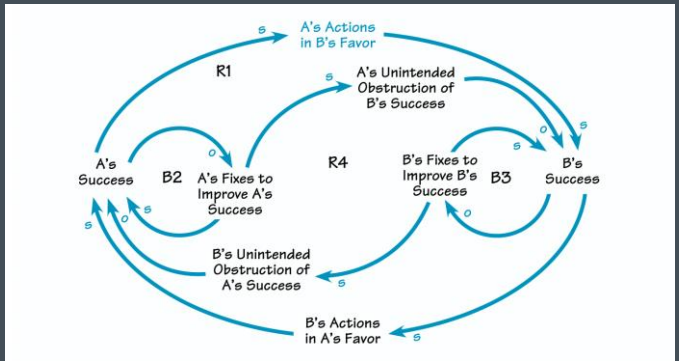
System Perspectives

- System seen as big and fragmented
- Somewhat shared understanding of system
  - Most agree on a core set of agents/activities
  - Wide-range of what else should be considered part of the system
- Desire for Board to see system as its customer
- Systems archetype “accidental adversaries” may be in effect between government agencies – can explore in future meeting



“Businesses exist on the ground, in their community. Don’t exist at the state level. Board can more actively and vigorously promote and advocate for the local workforce system and the services delivered by that local system. Lack of Board engagement in helping businesses understand that in their local community there is a staff person to help them. The system and the Board sees things at the state level, but that isn’t where the action is. Need to understand the work at the local level – where service takes place should be highlighted, championed, and supported at the local level.”

There is an inherent conflict built into the workforce board. The evaluation of the effectiveness of workforce programs is "uncomfortable" for the agencies that administer the programs, policymakers are not always cognizant of this inherent conflict. It is a healthy conflict that should be respected.

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Diversity, Equity and Inclusion

A sampling of suggestions:

- Help to remove barriers to assist marginalized communities
- Require equity analysis when allocating money
- Increase commitment to equity

"With today's issues – we should be thick in dialogue about diversity and equity."

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Representation

Survey and Interview Data

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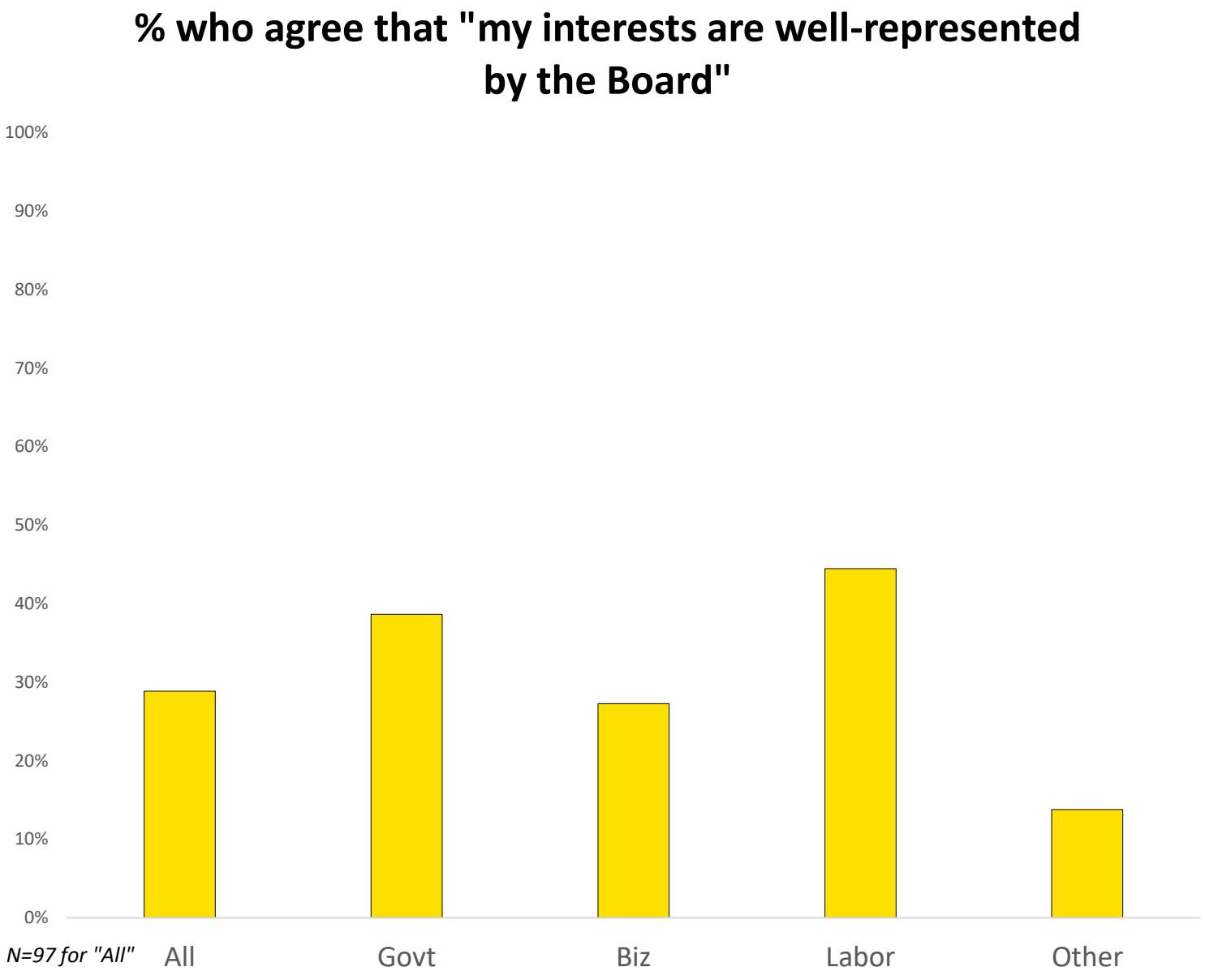
Representation Summary Slide

- People don’t feel their interests are well-represented
- Some expressed desire for business-led board
- Shape business representation on Board to include people more directly involved in business (with appreciation for current members)
- Many comments requesting increased participation from principals in Board activities
- Interest in adding representation but hesitation at expanding Board
- Representation could be enhanced through channels/settings outside of Board meetings or Board membership

Interests Represented



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Representation: business

- Ensure members are active in business and connected to ground level
- Continue AWB representation, consider adding NFIB (WA Small Business Assoc)
- Mix of:
  - small, medium, large
  - East and western WA
  - Industry, e.g. retail
- Engage business through other existing avenues:
  - ESD
  - DSHS
  - DOL
  - Commerce
  - Higher Ed Advisory Council

Barriers to business involvement

- Programs offered don't always align to their current needs
- Small business time is too limited

"We are an agency-led board, not a business led board."

"There is a whole spectrum of what business means – individual entrepreneur, sole proprietor, larger mid-size business, huge business. Make sure we're meeting the needs of small, medium and large, service providers, manufacturers, other areas of business that are sometimes ignored."

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Representation: labor and government

Labor

- Increase job seeker advocacy
- Increase voice of current workers

Government: add members

- Gov's office
- DSHS
- Commerce
- L&I apprenticeship
- Services for the Blind
- 4-year institutions

"I think we need to increase the voice of workers in the "labor" representation."

"There are significant organizations that aren't voting members and feel disconnected."

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Representation: additional voices

- Students
- Teachers
- Consumer rep
- Labor ed research center
- Social enterprise
- K-12 beyond Puget Sound area
- Barrier populations e.g. those served by TAP
- Private and post-secondary training provider
- More economists on board or staff

"Government tries to speak for the barrier populations versus having their voice there."

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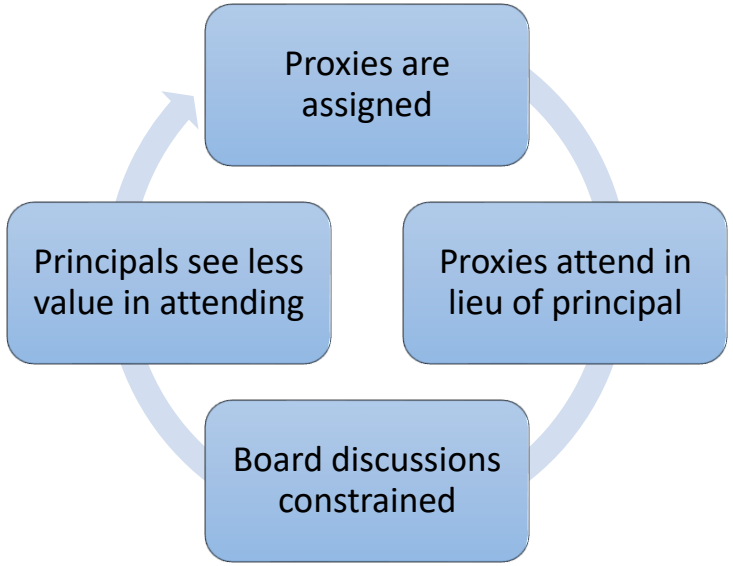
Representation: participation

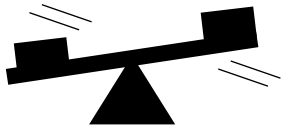
"I get it – people are super busy – but if you want to be on the Board BE ON THE BOARD."

"Proxies are being sent which signals that WTB isn't a priority"

Some themes:

- Principals rather than delegates
- Represent constituency, not own organization
- Increase "working" activities





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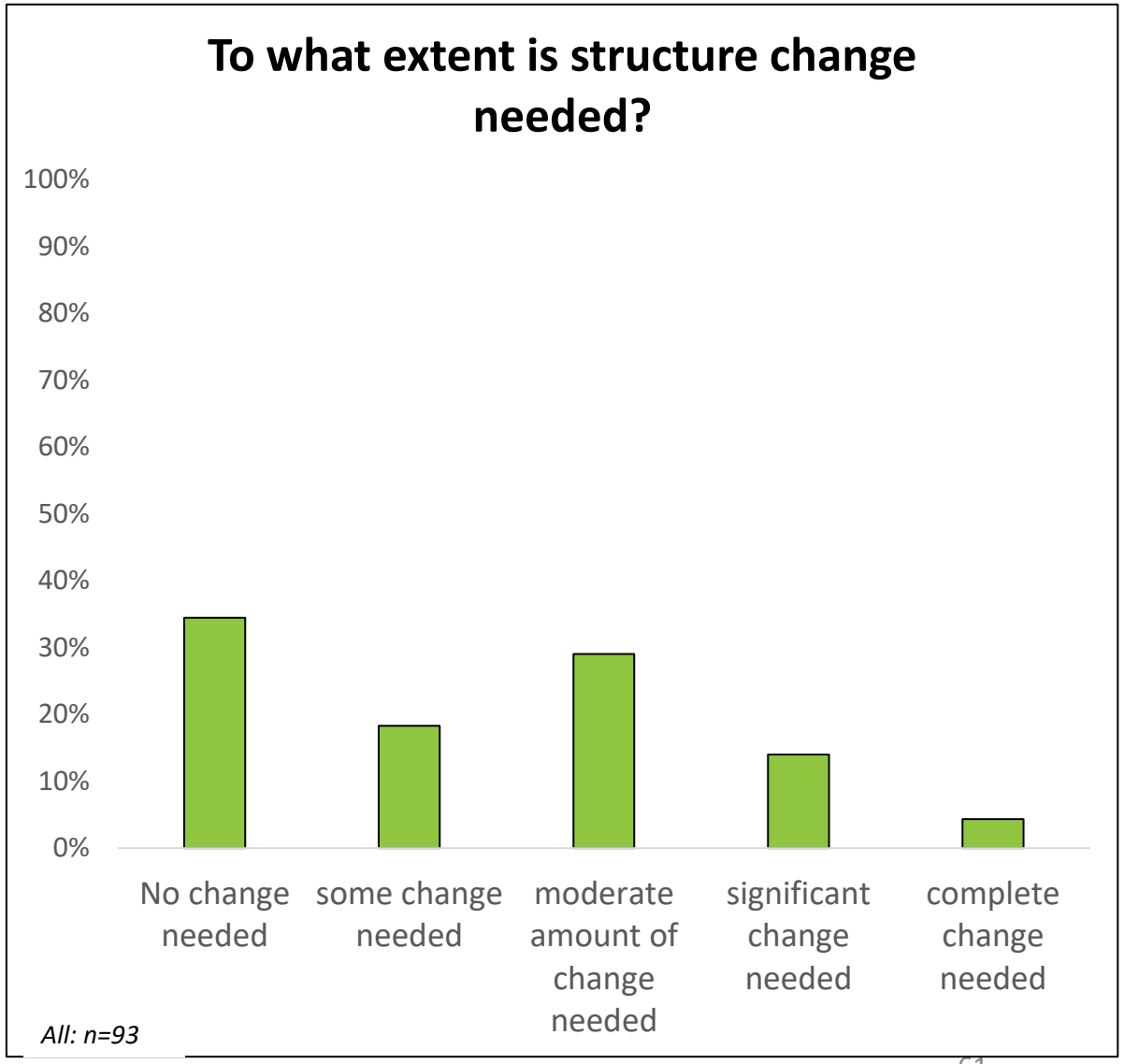
Representation: structure

Some thoughts shared:

- Add WTB to Exec Cabinet
- Tripartite
  - critical and effective
  - increase membership to 12 and keep tripartite
  - tripartite not aligned with 51% business like WDCs; voting chair
- Keep strong business and labor partnership
- Right chair and board members
- Rotate membership: voices and duration
- WTB should have local board members to help elevate, recommend and keep a local voice
- Improve relationship with WDCs

"Law clearly says the voice of business should be the driver. Since the dawn of WIA or WIOA this has been the expectation and we've never been in compliance."



Representation: structure

A sampling of ideas

"Best work is done through work groups outside of the board"

- Increase importance and prestige
- Look for natural collaborators and culture builders
- Seek passionate businesspeople who are connectors and action oriented
- Some board members are jointly evaluating each other and are beneficiaries of the decisions of the board
- Engage policy makers who are not on the board
- Maybe have different voting members by topic
- Sector specific view
- Create an advisory board for WTB

- Multi level perspective: boots on ground, mid level, executive
- Process to hear voice and build advocacy for different populations
- Institutionalize a method for gathering input
- Create workgroups outside of the board
- Principals of board focus on strategic level; operational table of people charged with doing the work
- Licensing agencies need to be more connected; licensee notices that DOL is often left out on important information
- Use technology to gather input rather than only in-person Olympia meetings

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Board Priorities and Duties

Survey and Interview Data

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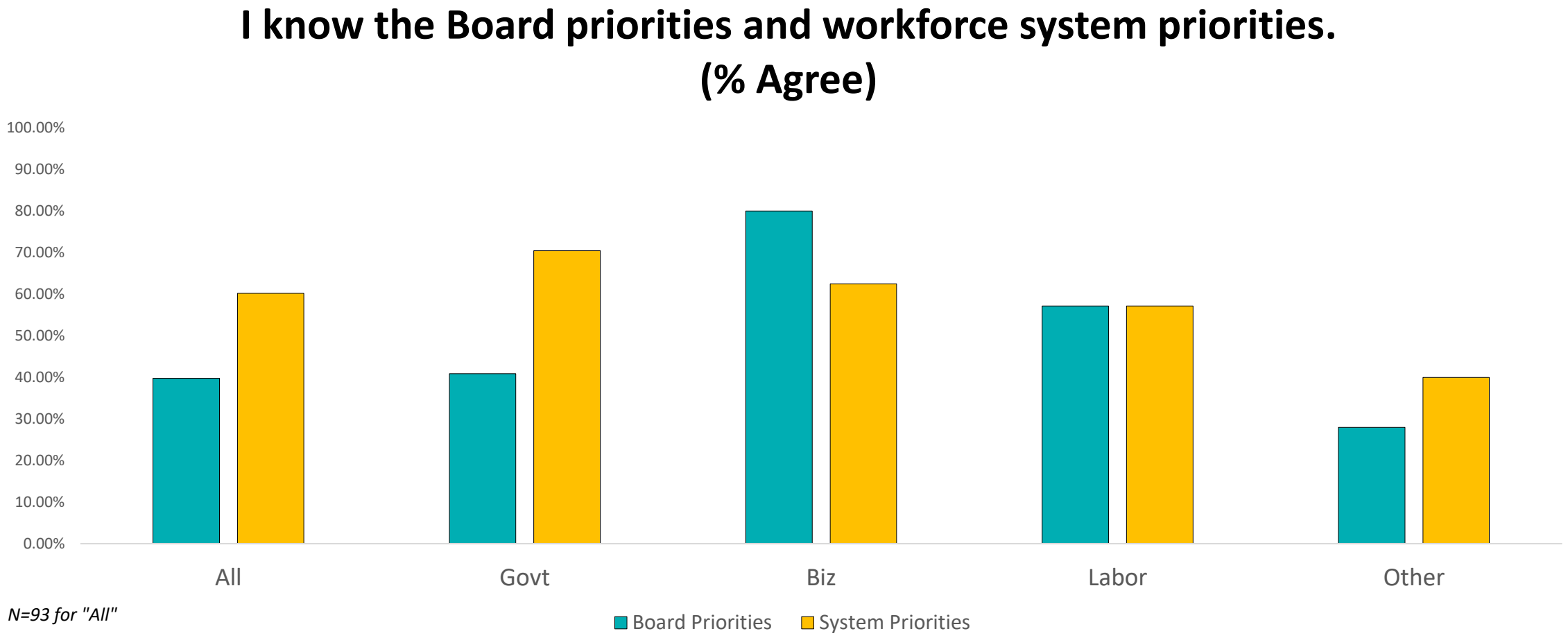
Board Priorities and Duties Summary Slide

- **60%** feel they understand the priorities of the system
- **40%** feel they understand the priorities of the Board
- **All duties** seen as valuable (no agreement on which ones to eliminate)
- **Board seen as effective** in performing 22/38 duties

Understanding of priorities



N=93 for "All"

"Duties" Methodology

- On survey, separately listed every duty provided for in the RCW
- 38 total
- Asked people to rate each duty for how valuable it was and how effective the Board was in performing the duty
  - 1 = not very valuable/not very effective
  - 2 = somewhat valuable/somewhat effective
  - 3 = very valuable/very effective
- Responses >2 indicate majority felt it was valuable/effective
- Responses <2 indicate majority felt it was not valuable/not effective

Board Duties Results

- 22 Duties rated higher than a 2 for Board effectiveness
- All 38 duties rated higher than a 2 for valuable
- This conflicts with desire expressed for Board to narrow focus – if all duties are valuable and Board narrows focus, then duties would have to be performed by other entities
- Every duty was rated higher on valuable than effectiveness
- Two biggest gaps:
  - Facilitate the location of support services, including but not limited to, childcare, financial aid, career counseling, and job placement services, for students and trainees at institutions in the state training system, and advocate for support services for trainees and students in the state training system
  - Provide for coordination among the different operating agencies and components of the state training system at the state level and at the regional level
- Handout will be provided showing duties in order by:
  - Board effectiveness
  - Most valuable
  - Gap between value and effectiveness

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New duties

- Theme of no new duties until current ones are performed well
- Suggestions – all only offered by one response.
  - Develop an optional branch of licensing that is a DOE recognized accrediting agency.
  - Industry sector analysis of specific workforce needs, track changes as state moves more into technology-induced future of work. Should also help lead a transition to competency-based learning with business and labor.
  - Ensure regional WDCs are addressing the needs of all counties and communities under their purview, not just the ones with the largest companies.
  - Disaster recovery planning

Staff

Survey and Interview Data

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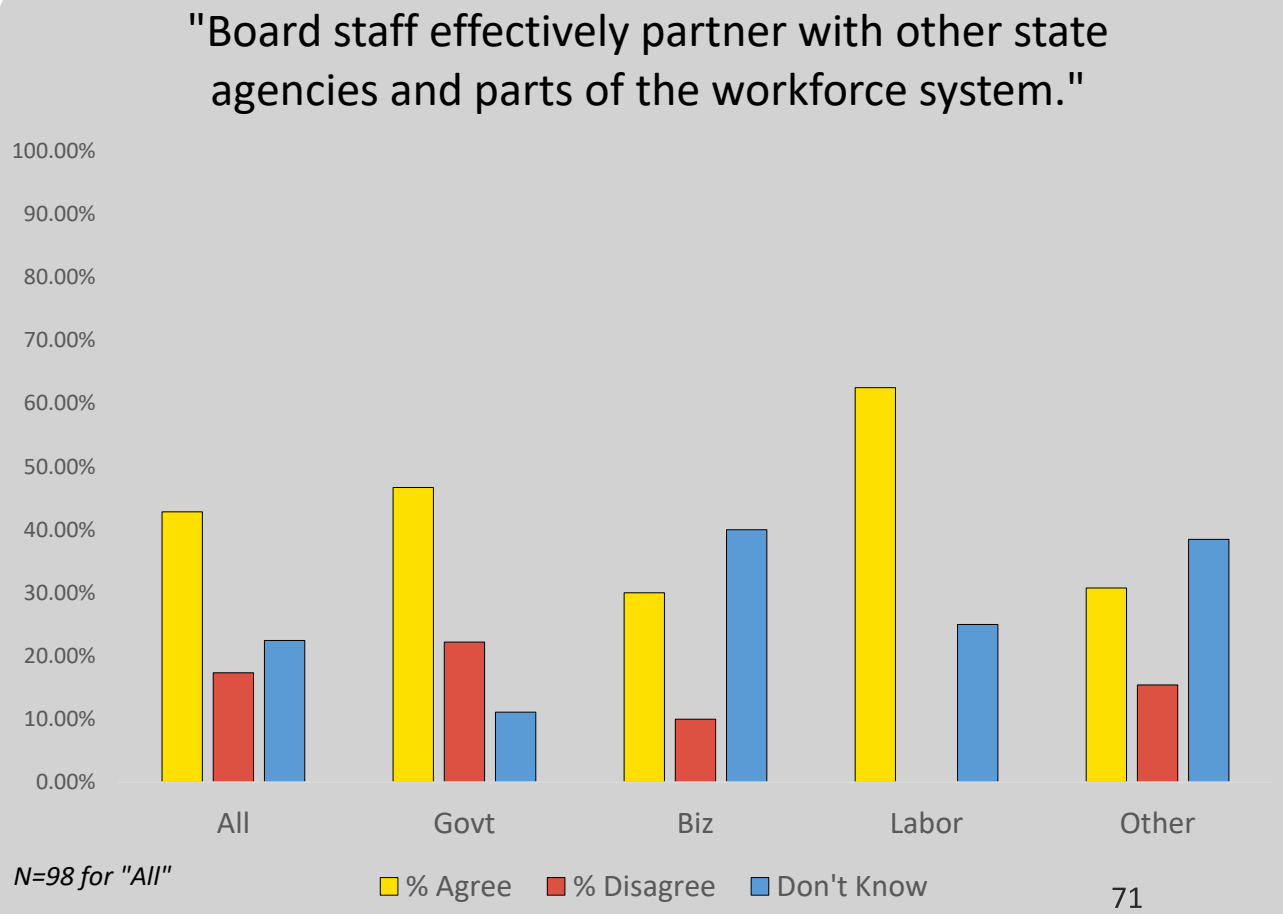
Staff Summary Slide

- **Working Well**
  - Staff pleasant, enjoyable, collaborative
  - Staff highly credible, talented, knowledgeable
  - Staff are available, consultative
- **Opportunities**
  - Clearly under-resourced
  - Broaden focus to more strategic areas, spend less time on reports and meetings
- **Concerns**
  - Staff leads Board, not other way around
  - Not enough credibility with Governor's office and legislature to influence, garner resources and move things forward

Effectiveness

"Always good interactions, great commitment and good representatives of tenants for systems alignment and vision. Competent individuals."

- Strong theme around expertise and credibility in the subject area
- Appreciation for the efforts to collaborate, be available.
- Several comments around being nice, pleasant to work with
- No majority agreement from all with any survey question related to staff.



N=98 for "All"

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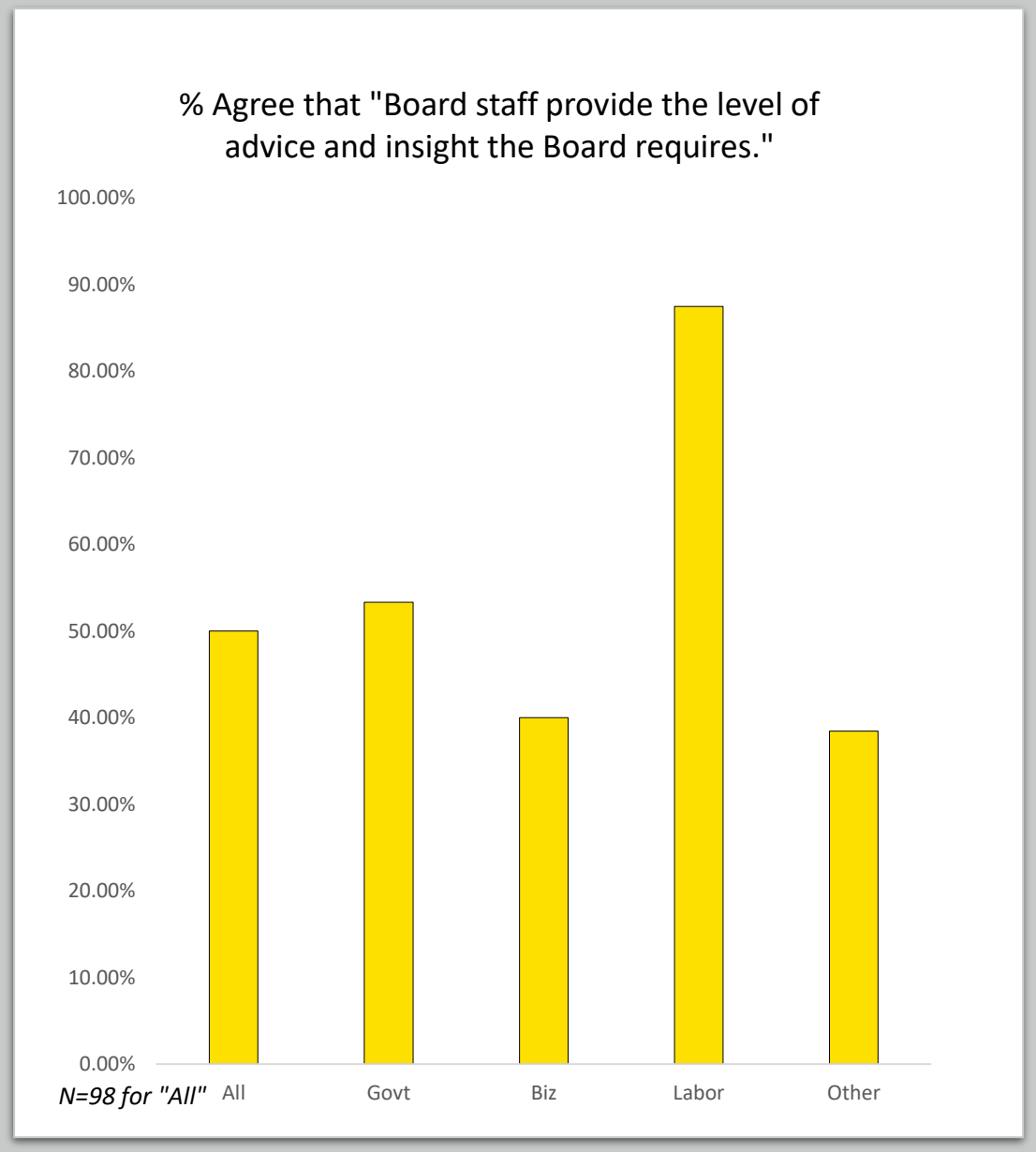
Staff Role

- Significant theme that staff directs the Board and not the other way around.
  - *"Board staff often seem to be directing the Board on what projects should be undertaken and often after they have already begun. Staff should be following the lead of the board and not directing the Board."*
  - *"The purpose is to collaborate across partners to bring solidarity to the system. The staff to the Board should be supporting that work and not operating separately from the directive and plan of the Board."*
  - *"Thus far, it has felt like agency staff is coming to the Board and telling the Board things – hasn't felt like the Board is an entity driving the agency or the agenda for the state."*
  - *"Feel staff is more disengaged from the Board, because the Board isn't inspired. When they're not inspired, staff are not inspired."*



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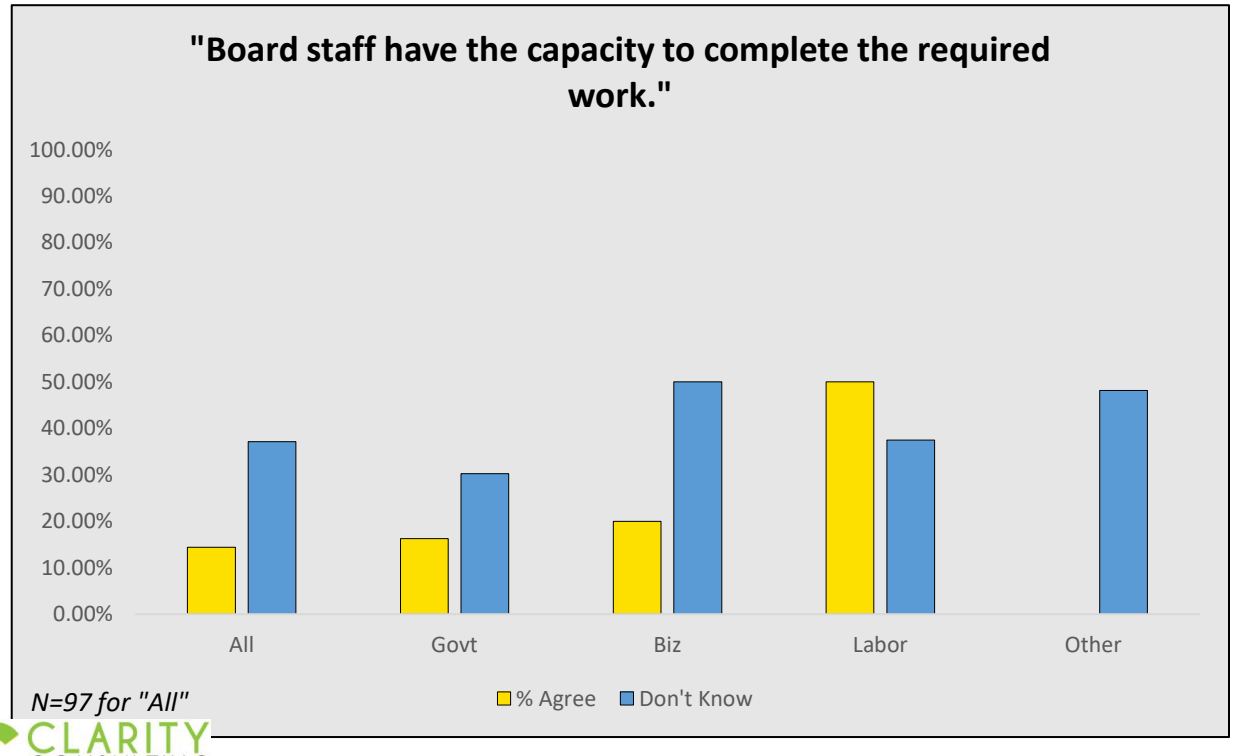
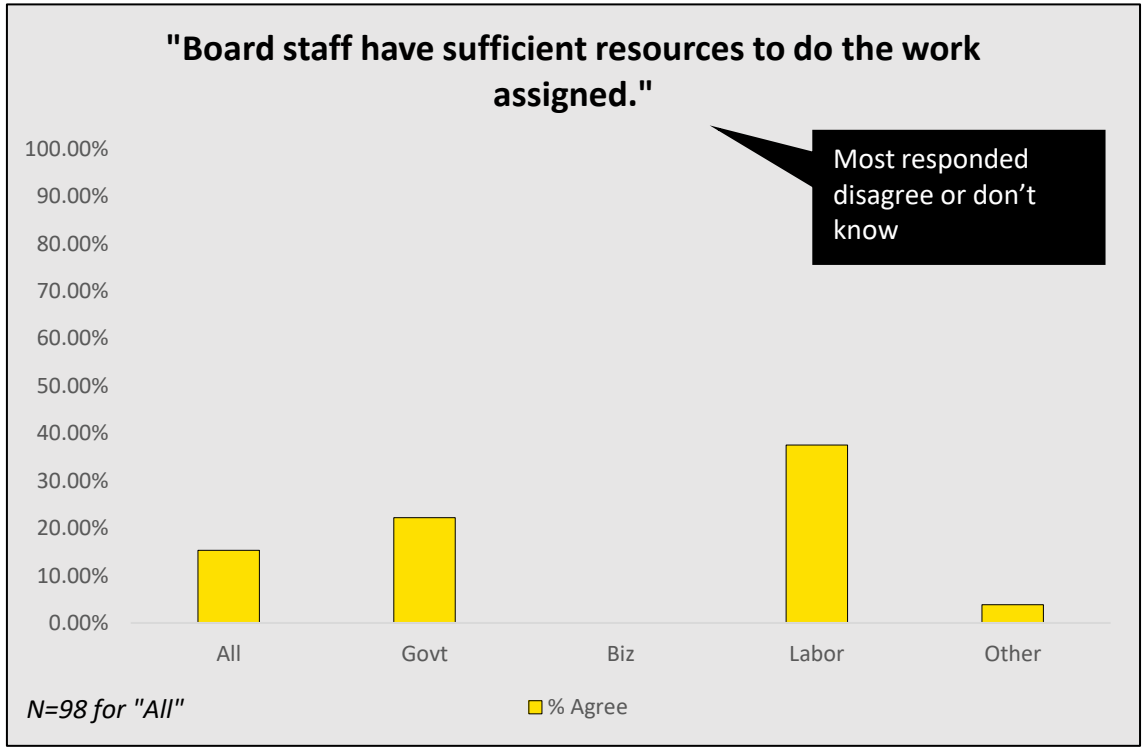
Staff Capacity

- Strong agreement that staff do not have the capacity or needed resources to do the work assigned.

"The Workforce Board and its staff have a large portfolio. Lots of great people but they are so busy that it can be hard to focus or spend time on smaller pilot projects. The Board would benefit from having a few more staff to help with the wide range of activities, projects and reports and to help conduct these pilots."

"Great staff, but they need more of them. I have no idea how they manage to do as much as they do, maintaining really high performance quality. I appreciate that they always try to seek stakeholder input when important decisions are being considered."





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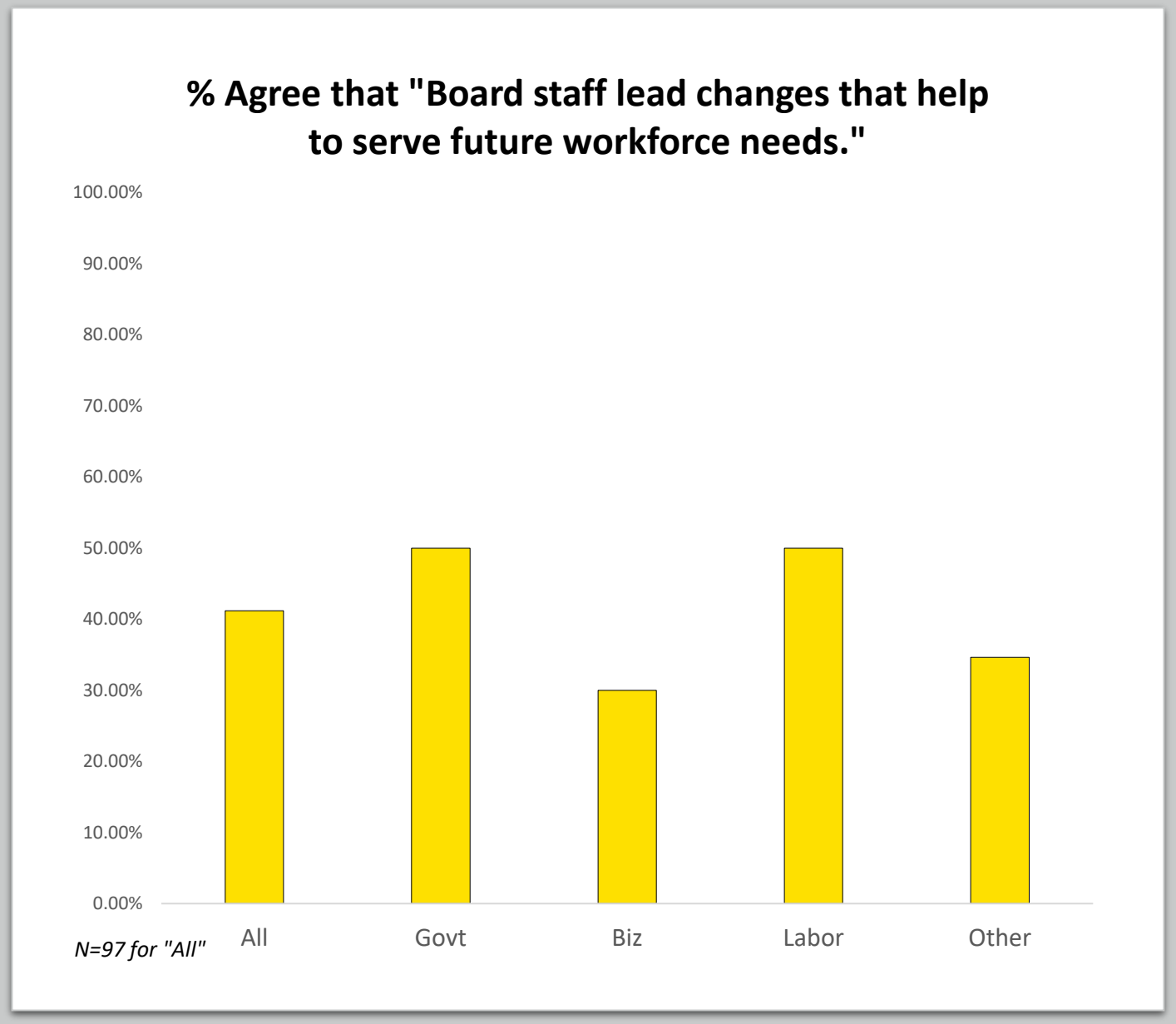

Staff Focus

- Sense that staff is focused on meetings and reports
- Desire for more strategic focus
- Want more staff allocated to business and economic development
- Improve understanding of and coordination of the larger system
- Improve connection with local WDCs
- Concern that adding new duties is counter-productive when staff aren't performing at a high level currently.

Some very good staff that understand the law and the policy environment. Know their programs well. Want to see more strategic focus from all the staff. More of a convening and facilitating function that occurs. Want to be able to have challenging conversations among different actors and referee that, drive us toward outcomes.

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Next steps:

- What additional information do you need to develop a response to this information?
- Recommendations and report provided prior to August Board meeting

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Preparation for August's Meeting

Please take some time between now and August to review this information thoroughly. Prepare answers to the following questions. We encourage written answers in order to really clarify your thinking.

1. Articulate what the Board's role should be. What changes need to be made to representation, duties, meetings and staff to move the Board into that role?

2. What is your point of view on Board representation? Should the Board expand? Should individuals on the Board change? Are there specific organizations or types of organizations that should be represented? What is your perspective on the concern regarding use of proxies?

3. Regarding representation, are there are other tactics (e.g., committees, panels, Board meeting guests) you recommend the Board use? If yes, describe what tactic and how it would be used.

4. Review the authorizing statute: https://app.leg.wa.gov/RCW/default.aspx?cite=28C.18. Based on the 360 data and your own perspective, what changes do you feel are needed? Are there duties you would eliminate or add? Do you feel there should be changes to the statutory authority? Would you adjust the purpose of the Board in any way?

5. Would you advocate for a specific ask of the Governor or in legislation regarding authority or resources? If yes, what is it and why?

6. As a Board member, what do you need to personally change in order to move the Board forward?

7. What are the main process steps for getting the Board to where it needs to be? What timeline do you have in mind for those steps?

8. Do you think the Board should have a short list of focus areas? If yes, what do you think should be the 1-3 focus areas for the Board? Should the focus areas be on a shorter (1-3 year) or longer (5-10 year) horizon? Why? What is the process/setting for getting the Board aligned on these and when should that happen?

9. Who or what is the primary customer of the Board? For example, system itself, other agencies/organizations, certain individuals?

10. Are there changes needed within the system for the Board to perform well? If yes, what would you ask, of whom, and why?

11. What additional information do you need to develop a response to this information?

Closing

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Interviewees

1. Advance CTE, Kim Green
2. AFL-CIO, Larry Brown
3. AFT Washington, Karen Strickland
4. Association of Washington Business, Gary Chandler
5. Ballmer Group, Andi Smith
6. Career Connect WA, Maude Daudon
7. CBRE, Tom Ripley
8. City of Seattle, Chris Alejano
9. City of Seattle - retired, Glenn Scott Davis
10. Council of Presidents, Paul Francis
11. Dept. of Commerce, Rick Anderson
12. Dept. Of Labor and Industries, Christopher Bowe, Rich Wilson, Karen Ahrens
13. Dept. of Social and Health Services, Cheryl Strange
14. Dept. of Social and Health Services, David Stillman, Rob Hines
15. Employment Security Department, Suzi LeVine
16. ESD 112 (SW WA), Tim Merlino
17. Formerly with Microsoft, Lee Anne Caylor
18. Gates Foundation, Lindsay Hunsicker
19. Governor's Office, John Aultman
20. Governor’s Office, Caitlyn Jenkins
21. International Association of Machinists, John Holden
22. Kaiser Permanente, Susan Mullaney
23. MacDonald-Miller Facility Solutions, Perry England
24. Microsoft, Jane Broom
25. Northwest Career Colleges Federation, Maryann Braithwaite
26. Orion, Kathy Powers
27. OSPI, Chris Reykdal
28. PacMtn, Cheryl Fambles
29. SBCTC, Jan Yoshiwara
30. SEH-America, Ben Baghepour
31. SEIU-1199 NW, Jane Hopkins
32. Sierra Pacific, Lisa Perry
33. Slade Gorton International Policy Center, Creigh Agnew
34. Spokane Regional Labor Council, Beth Thew
35. Spokane Workforce Council, Mark Mattke
36. U.S. Department of Labor, Employment and Training Administration, Region 6, Carol Padovan
37. WA Dept. Of Veteran's Affairs, Alfie Alvarado Ramos
38. Washington Building Trades, Mark Martinez
39. Washington Building Trades, Mark Riker
40. Washington State House of Representatives, Representative Mike Sells
41. Washington State House of Representatives, Representative Vandana Slatter
42. Washington State Labor Council AFL/CIO, April Sims
43. Washington State Senate, Senator Christine Rolfes
44. Washington State Senate, Senator Emily Randall
45. Washington Student Achievement Council, Mike Meotti
46. Washington Workforce Association, Sandra Miller
47. Workforce Education Council , Claire Korschinowski
48. Workforce Training and Education Coordinating Board, Dave Wallace
49. Workforce Training and Education Coordinating Board, Eleni Papadakis
50. Workforce Training and Education Coordinating Board, Eric Wolf
51. Workforce Training and Education Coordinating Board, Erica Wollen
52. Workforce Training and Education Coordinating Board, Jim Parker
53. Workforce Training and Education Coordinating Board, Nova Gattman
54. Workforce Training and Education Coordinating Board, Victoria DeBoer

Interview Questions

1. **What is your role in the workforce system?**

2. **What is your relationship to and experience with the Workforce Board? What is your level of familiarity with the Board's role/work (high to low)?** *(If low/limited, we'll ask you to talk about your experiences with the public workforce and education systems, and to think about the potential role of a high-performing leadership board and the impact such a board might have on workforce development issues that you care about.)*

3. **Based on what you know, how would you rate the Workforce Board effectiveness overall on a 1-10 scale (10 is high, 1 is low)?** *If you don't know enough about the Workforce Board to provide a rating, we can explore what conditions might lead to a high rating for a Board in following questions.*

4. **What do you most need from the Workforce Board? Are those needs currently being met? Why or why not?** *If you don't know, what would we need to do differently for the Workforce Board to be a value to you – to be a known entity in your business?*

5. **Do you believe the Workforce Board has the right resources and tools, including monetary, staffing, authority, to fulfill its roles and responsibilities?**

6. **Do you feel the Workforce Board serves the workforce and talent development needs of the business community?** Please describe the ways in which the Workforce Board does or doesn't serve those needs.

7. The state's Workforce Board and workforce development system have made sustained business engagement a top priority for improvement but has seen only minimal positive progress in this area. **How might the system change to get more involvement from the business community (with the Board and the workforce system)?** And what should the Board's role be in making change happen?

8. **Do you feel the Workforce Board serves the interests of workers and job seekers?** In what ways? What adjustments do you think are needed to serve these people well?

9. Gov. Inslee has made a commitment to sustain the tri-partite structure of the Board. **Do you feel that board representation changes may be necessary within the current tripartite structure?** Why or why not?

10. **From what you know about the Workforce Board and the state's workforce development system, what do you think the Workforce Board's relationship should be to the system?** What are some important aspects of that type of relationship?

11. **What is your experience with the staff?** What are the strengths and gaps when interacting with staff of the Board?

12. **In an ideal state, what would the Workforce Board's impact be?**

13. **What would be the impact if the Workforce Board went away (dissolved)?**

14. **What level of change do you feel is needed for the Workforce Board on a 1-10 scale (10 is significant change, 1 is no change)?**

15. **What else would you like to share?**