



BOARD MEETING AGENDA

August 13, 2020 | 1:00 p.m. – 5:00 p.m. | Meeting No. 240

Click Link to Join Zoom Meeting

<https://zoom.us/j/99892451717?pwd=NEJwQlIXTIRWSUNySXI2TIBLc3AwQT09>

Meeting ID: 998 9245 1717 | Passcode: 780404

- 1:00 p.m. **Welcome and Introductions**
- 1:10 p.m. **Chair's Report** **1**
- Consent Agenda
 - Approval of Minutes **(Action)**
 - July 8, 2020 Regular Meeting Minutes
- 1:15 p.m. **Workforce Board 360 Review** **2**
- Kelly Johnston, Clarity Consulting
 - Tom Moore, Mass Ingenuity
- 2:30 p.m. **Ten Minute Break**
- 2:40 p.m. **Microsoft 25 Million Worker Presentation**
- Kevin Perkey, Washington Workforce Association
 - Jolenta Coleman-Bush, Microsoft
 - Eleni Papadakis, Workforce Board
- 3:30 p.m. **Five Minute Break**
- 3:35 p.m. **Workforce Board 360 Review Continued**
- 4:50 p.m. **Next Steps**
- Workforce Board Retreat September 2nd and 3rd
- 5:00 p.m. **Meeting Wrap-Up and Adjourn**

Tab 1



MINUTES OF MEETING NO. 239
July 8, 2020

Board Members Present:

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

Welcome and Introductions

Mr. Perry England called the virtual meeting to order at 9:00 a.m. via Zoom, and provided a summary of the topics to be addressed.

Consent Agenda

Motion No. 2020-239-01: Ms. Creigh Agnew moved to approve the following meeting minutes:

- April 15, 2020 Regular Meeting Minutes
- May 20, 2020 Regular Meeting Minutes
- May 12, 2020 Special Meeting Minutes
- June 22, 2020 Special Meeting Minutes

Mr. Mark Martinez seconded the motion and it passed unanimously.

Economic Recovery

Mr. Kevin Perkey, Chair of the Washington Workforce Association (WWA) provided the Board with an overview of the work being done and changes being made by the 12 Workforce Development Councils (WDCs) in response to the COVID-19 crisis. His presentation focused on partnership efforts and the boots-on-the-ground work being done to serve dislocated workers. He also spoke about efforts to connect with and support local businesses.

Ms. Eleni Papadakis, Mr. Eric Wolf, and Ms. Nova Gattman walked the Board through the draft Workforce Economic Recovery Plan. The draft plan includes information on lessons learned from the last recession and focuses on the following nine priority issues:

1. Define measurable “inclusivity” to create the plan’s north star of inclusive economic recovery.
2. Target and support those least likely to return to work soon.
3. Find shortest routes to livable-wage employment (minimal skill development or experience required, low barrier access), but with a navigable path towards better jobs and better pay.
4. Map current knowledge, skills and abilities (individual assets) of each worker to potential new career pathways, confer credentials where possible.
5. Create new credentialing pathways with low-barrier starting point, and visible, navigable steps to higher order credentials, jobs, and wages.
6. Engage employers, industry sectors, unions, etc. to co-create and co-invest in new pathways, which leverage resources of existing systems.
7. Include “earn and learn” opportunities wherever possible with Registered Apprenticeship being the gold standard.
8. Invest in technology, professional development, and research that helps transform public systems to support Washingtonians in the new economy.
9. Support worker health and safety.

The Board engaged in a discussion surrounding equity and inclusion, and provided feedback on the plan. The Board acknowledged that many of them had participated in drafting the individual plan chapters, but most hadn’t had the opportunity to fully digest the plan as a whole. The Board agreed to schedule a special meeting in mid-July to allow themselves additional review time before taking final action.

Workforce Board 360 Review Interview and Survey Draft Synthesis

Ms. Kelly Johnston, Clarity Consulting, and Mr. Tom Moore, Mass Ingenuity, walked the Board through the initial 360 Review survey and interview findings. The data overwhelmingly indicated that the Board is viewed as having an important and unique role in the system. While none of the data reflected a consensus viewpoint, it did highlight several areas for the Board to consider focusing on in their upcoming meetings in August and September. The Board discussed next steps.

The meeting adjourned at 12:30 p.m.

Tab 2

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. 4

Focus Area 1: Board Role and Priorities, continued

Board Priorities Identified by State

Only showing states for which priorities were available.

WA	<ul style="list-style-type: none"> • Performance accountability • Integrated and streamlined customer service • Accessible, technically savvy system • Strengthened business engagement
CA	<ul style="list-style-type: none"> • Fostering demand-driven skills attainment • Enabling upward mobility for all Californians • Aligning, coordinating and integrating programs and services
CO	<ul style="list-style-type: none"> • Sector strategies • Career pathways • Work-based learning • Expanding access
FL	<ul style="list-style-type: none"> • WIOA • Sector strategies
KY	<ul style="list-style-type: none"> • New Skills for Youth Kentucky • Apprenticeship • Kentucky Career Centers • Career Pathways/Sector Strategies • Work Ready
IN	<ul style="list-style-type: none"> • Post secondary attainment • Wage gap and household income
NY	<ul style="list-style-type: none"> • Governance • Service delivery • Accountability

IL	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.*

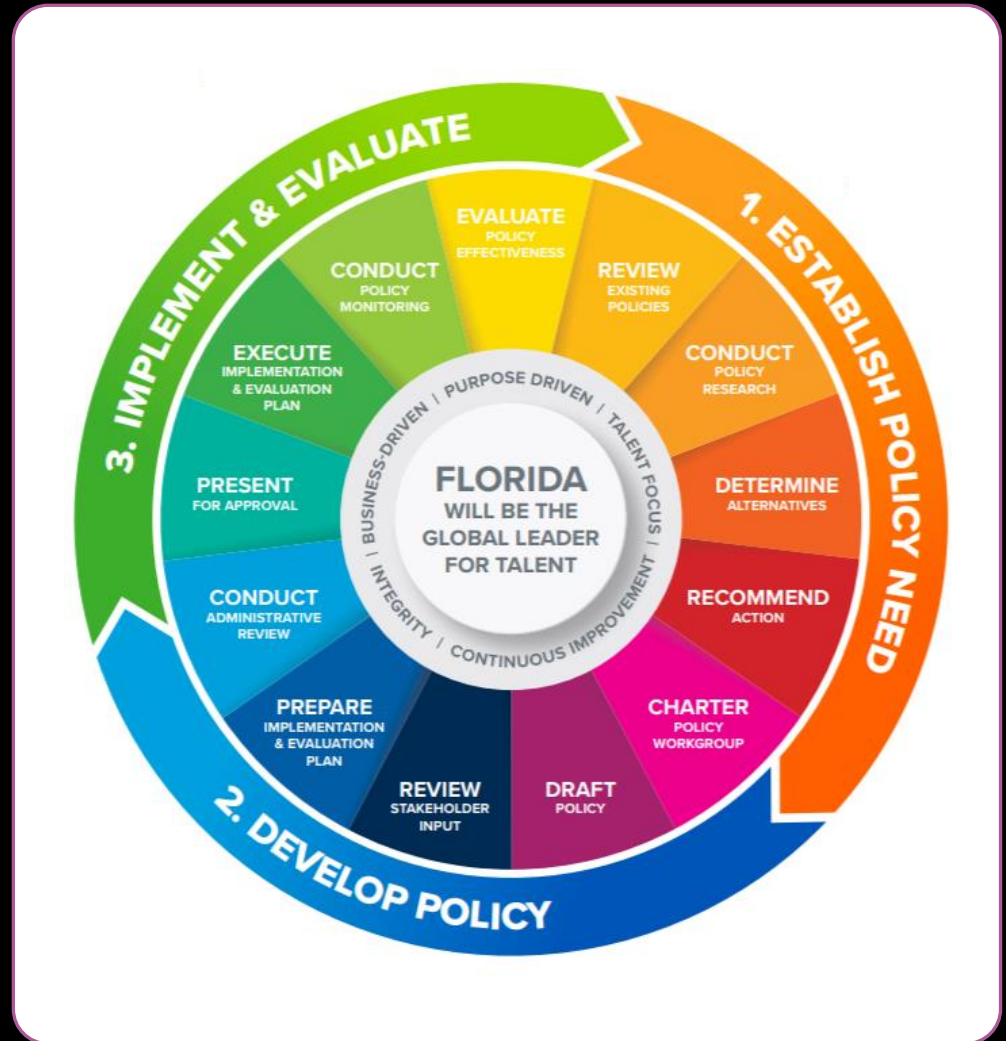
***Massachusetts** is looking to the Board to set policy direction, goals and targets for equity and diversity.*

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.

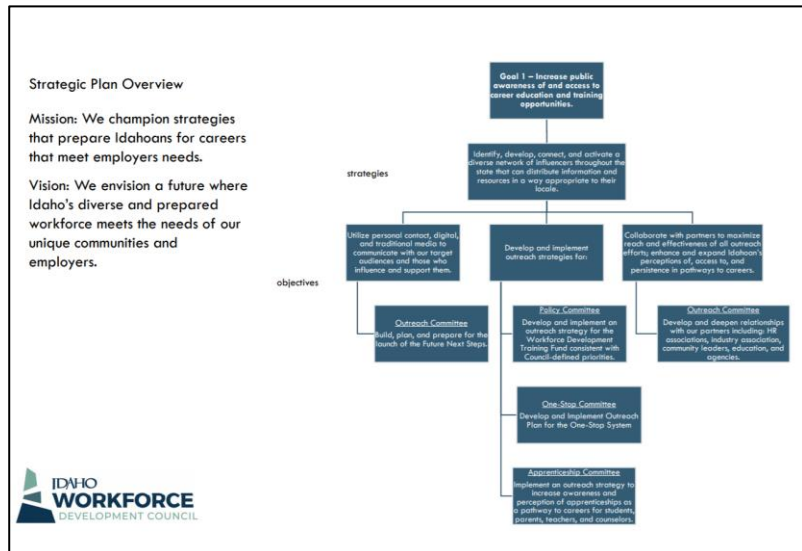
Solution: Board Strategic Plan

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."

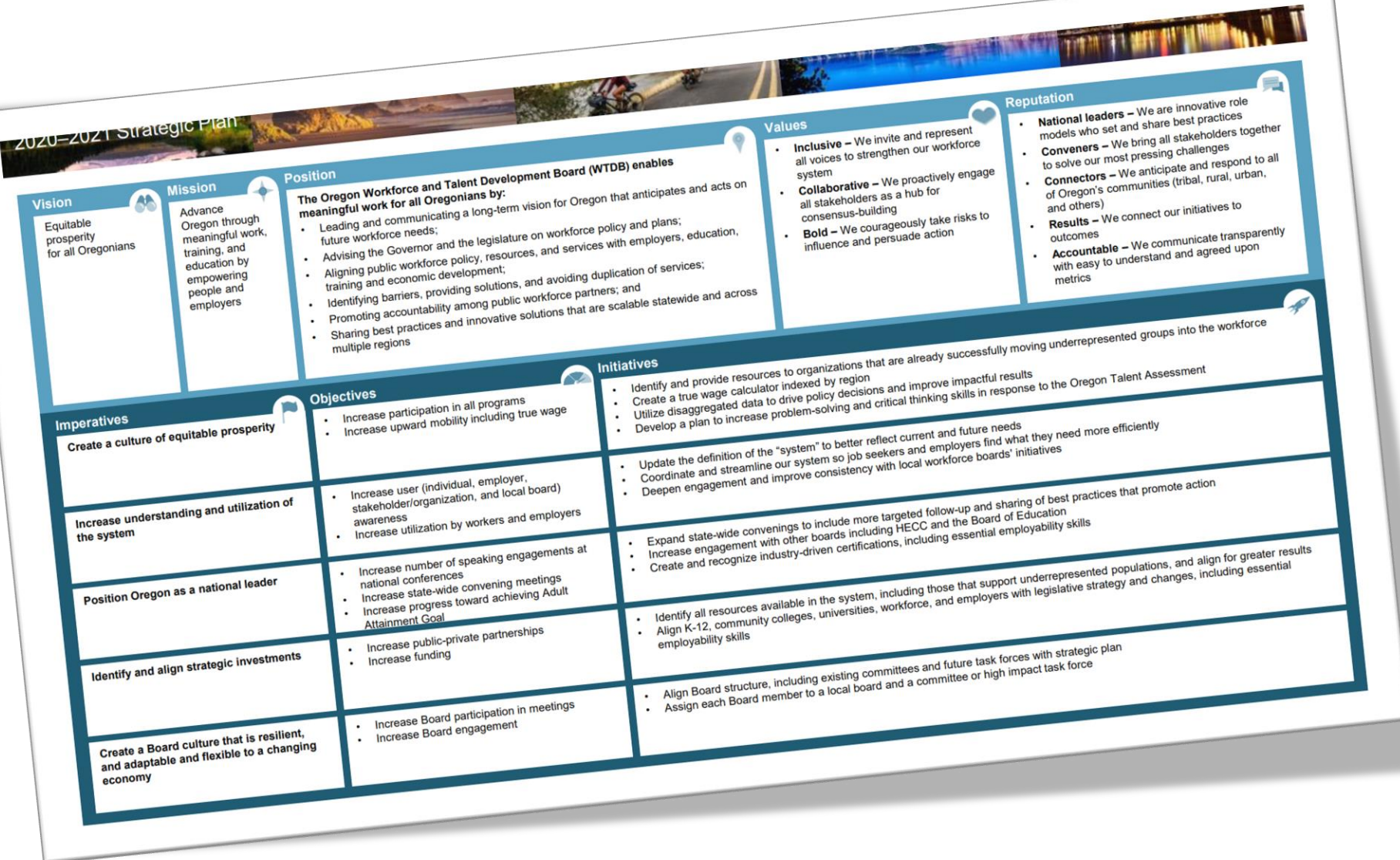
In Idaho, the Governor identified three goals for the workforce system. The Board set strategies for each of these goals, and then each committee provided objectives they would meet in support of the strategies and goals.



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



Focus Area 3: Board Structure

States with a committee/task force or similar: All

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.

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.

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

Committees

Exec
Committee

Advisory
Committees

Coalitions

Task Forces

Roundtables

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 member 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.

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.

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: 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

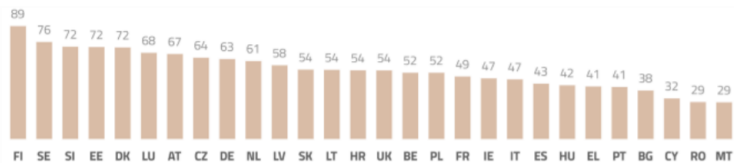
Use of Indices

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.

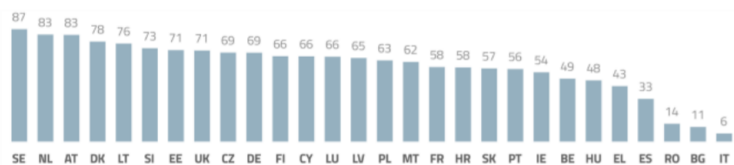
The index can be turned into a heat map to quickly communicate need areas and also point to best practices. The project team did not find any state using an index to show comparison across local regions, but Kentucky was the closest with an interactive tableau-based site.

European Center for the Development of Vocational Training

Skills development



Skills activation



Skills matching

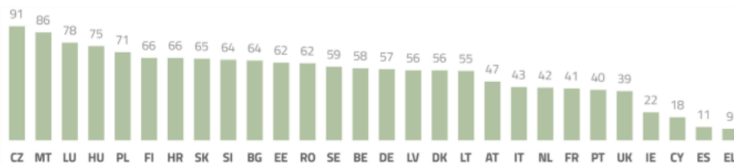
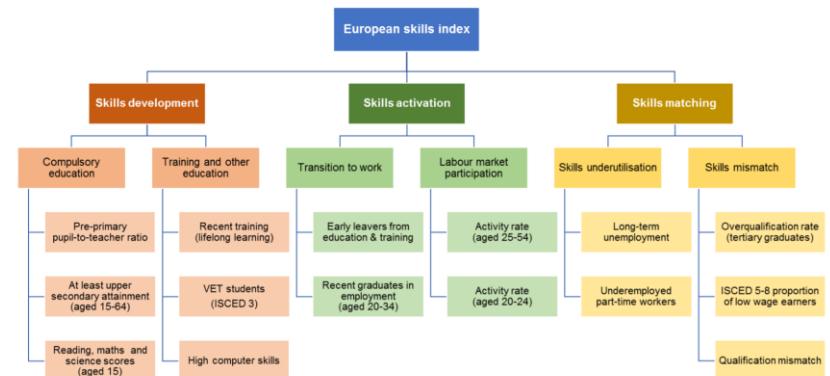


FIGURE 2: EUROPEAN SKILLS INDEX STRUCTURE



Source: Cedefop (2018). European skills index.

Source: Cedefop (2018). European skills index.

State Examples of Performance Reporting

Oregon

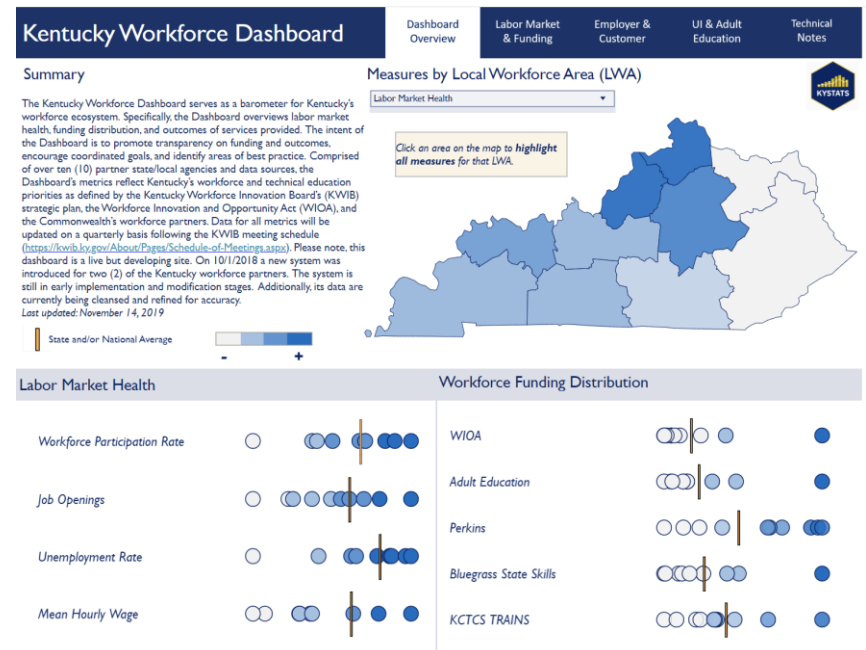


**While most of the WTDB Performance Indicator buttons are updated with current rates according to data found on [Quality Info](#), the other two performance indicator buttons will go live as data become available.

***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