

BOARD MEETING AGENDA

August 18, 2021 | 9:00 a.m. – 4:00 p.m. | Meeting No. 251

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Meeting ID: 998 9245 1717 | Password: 780404

9:00 a.m.	Call to Order	
	<ul style="list-style-type: none"> Welcome and Introductions 	
9:10 a.m.	Consent Agenda (Action)	1
	<ul style="list-style-type: none"> Approval of July 16, 2021 Meeting Minutes 	
9:15 a.m.	Workforce System Legislative Agenda – Overview	2
	<ul style="list-style-type: none"> Nova Gattman, Workforce Board 	
9:20 a.m.	Long Term Care Workforce (Action)	3
	<ul style="list-style-type: none"> Julia O'Connor, Workforce Board 	
9:45 a.m.	Career Bridge Modernization (Action)	4
	<ul style="list-style-type: none"> Marina Parr, Workforce Board 	
10:05 a.m.	IT Pathways and Digital Equity (Action)	5
	<ul style="list-style-type: none"> Eleni Papadakis, Workforce Board 	
10:55 a.m.	Break	
11:15 a.m.	Washington College Grant and Registered Apprenticeship	6
	<ul style="list-style-type: none"> Mike Meotti, Washington Student Achievement Council 	
11:45 a.m.	Workforce Development Impacts of Climate Change (Action)	7
	<ul style="list-style-type: none"> Caitlyn Jekel, Governor's Office Michael Furze, Department of Commerce Eric Wolf, Workforce Board 	
12:15 p.m.	Lunch	
12:45 p.m.	Next Generation Workforce Development System (Action)	8
	<ul style="list-style-type: none"> Eric Wolf, Workforce Board <ul style="list-style-type: none"> Enhanced Business Engagement & Services Data Systems Mapping/Staff Future of Work 	
1:40 p.m.	Summary of Initial Decision Points	
	<ul style="list-style-type: none"> Nova Gattman, Workforce Board 	
1:45 p.m.	Break	
2:05 p.m.	General Board Discussion & Legislative Advocacy	
3:55 p.m.	Next Steps	
4:00 p.m.	Adjourn	

Tab 1

MINUTES OF MEETING NO. 250

July 16, 2021

Board Members Present:

Gary Chandler, Representing Business
Kairie Pierce for Larry Brown, Representing Labor
Creigh H. Agnew, Representing Business
Mark Martinez, Representing Labor
Cami Feek, Employment Security Department (ESD)
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction
Rick Anderson for Lisa Brown, Department of Commerce
Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Cheryl Fambles for Mark Mattke, Representing Local Government
David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)
Larry Brown, Representing Labor
Lee Anne Caylor, Representing Business
Marie Bruin for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Chris Alejano, Representing Underserved Populations
Julia Terlinchamp for Lisa Brown, Department of Commerce
Terry Redmon for David Stillman, Department of Social and Health Services (DSHS)

Call to Order

Ms. Lee Anne Caylor called the meeting to order at 9 a.m. on a virtual meeting using Zoom.

Consent Agenda

Ms. Creigh Agnew moved to approve the Consent Agenda that included the June 2021 meeting minutes, WIOA Policy Updates and Addition of WIOA Focus Populations. Mr. Mark Martinez seconded the motion which passed unanimously.

Legislative Agenda Process Overview

This overview was led by Workforce Board staff, Ms. Nova Gattman. The Board continued the conversation on potential items for the workforce system's 2022 Legislative Agenda based on the June 2021 Board meetings. The concepts are in various forms of completion. Some are nearly complete in terms of readiness for action from the Board; others are meant to be the first step in a series of conversations and may require some work from Board members and stakeholders between now and the August meeting.

Career Bridge Modernization

Workforce Board staff, Ms. Marina Parr shared details about a funding proposal for the Board's consideration to add a digital portfolio option to Career Bridge, add features to allow integration with a secondary student's High School and Beyond Plan, modernize the site (include for mobile use), and add staff FTE to support the work.

IT Pathways and Digital Equity

Workforce Board Executive Director Ms. Eleni Papadakis presented a list of potential options to address equity and access challenges in the IT sector. A discussion was held on next steps in preparation for the August meeting.

Next Generation Workforce Development System

Following feedback in the June meetings, Workforce Board staff, Eric Wolf provided an overview of several concepts meant to move the system forward in terms of integrated service delivery, enhanced investment in incumbent worker training, and increased business engagement at all levels of the workforce system.

Future of Work

Workforce Board staff, Mr. Joe Wilcox presented a further refined concept paper that would continue the Board's focus on the Future of Work as a critical topic in the system. The proposal would continue the work, but as a specifically funded role of the Board (with funding available for staff, research, and analysis), as well as a potential expansion of the Health Workforce Sentinel Network concept to other industries in the state to help better inform the Board and policymakers about potential changes in the workplace and worker roles.

Long-Term Care Workforce

This presentation was given by the Workforce Board staff, Ms. Julia O'Connor. Ms. O'Connor highlighted the heightened attention on LTC brought on by the pandemic. Recent progress in behavioral health was greatly aided by the impact of stakeholdering led by the agency, suggests that there could be similar success for LTC should a champion emerge on a similar scale. A discussion was held and direction on potential next steps for a proposal for consideration in the August Board meeting.

Addressing the Public Benefits Cliff

Continuing the Board's interest in engaging in this topic, Board system partners; Ross Hunter DCYF), Michael MacKillop (DSB), Lori Pfingst (DSHS), and Terry Redmon (DVR), provided a broad overview of the public system benefits cliff, as well as a focus on the areas of services for individuals with disabilities and child-care access. A discuss was held allowing the Board to provide additional direction on further opportunities for engagement to guide next steps in the August Board meeting.

The meeting adjourned at 12:55 p.m.

Tab 2

Workforce System Legislative Agenda – Overview

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 8/18/21

DISCUSSION TIME ALLOTTED: n/a

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS:</p> <p>The Board will continue the conversation on potential items for the workforce system's 2022 Legislative Agenda. Based on the June and July 2021 Board meetings, as well as stakeholder conversations, the Board will have the opportunity to review topics of interest in the August 18 Board meeting (more details on each item below).</p> <p>Some are nearly complete in terms of readiness for action from the Board. Other items may require some guidance from Board members and stakeholders to be ready for the September agency budget request submission process.</p> <p>Board staff has created a standard coversheet for each of the items with a specific legislative policy or budget ask, to best allow you to compare the proposals and prioritize them in the afternoon of the August 18 meeting.</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>THIS IS IMPORTANT TO THE WORKFORCE SYSTEM BECAUSE:</p> <p>The opportunity is for the Workforce Board to coalesce around key levers to advocate for strategies and tactics to improve economic outcomes for Washington's workers and businesses. Given the challenges facing our business and workers in the last year, now is a prime opportunity to move towards action and direction for our system's role in the 2022 Legislative Session and beyond—including in the federal policy arena.</p>
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>A Workforce Board legislative advocacy agenda will allow business, labor, and government to be united in pursuing support from the Legislature and Congress to move issues forward that will best position the workforce system to play a key role in the state's economic recovery. A system agenda provides a sharper and stronger focus on a small set of issues critical to the workforce system, while not prohibiting advocacy for items that are not listed.</p> <p>Developing a small, targeted list of legislative priorities allows Board members and stakeholders to have a much deeper knowledge of key items on the list, allowing for increased participation and advocacy for the workforce system goals before policymakers.</p> <p>This meeting's discussion on items for the Board's 2022 Legislative Agenda will cover the following topics:</p> <ul style="list-style-type: none"> • Washington College Grant and Registered Apprenticeship: Washington Student Achievement Council staff will present to the Board a follow-up from the March Board meeting conversation, including an update on challenges in serving registered apprenticeship participants through the program. This item is an update only; there is no pending legislative request (though the Board may choose to engage further after the discussion). • Career Bridge Modernization: Staff will present a funding proposal to add a digital portfolio option to Career Bridge, add features to allow integration with a secondary

	<p>student's High School and Beyond Plan, modernize the site (include for mobile use), and add staff FTE to support the work.</p> <ul style="list-style-type: none"> • IT Pathways / Digital Equity: Continuing the conversation from the July 16th meeting, the Board will be provided a list of potential options to address equity and access challenges in the IT sector, including several levels of cost and scope options, which the Board will use to make a final decision on what moves forward this year. • Long-Term Care Workforce: Following the July 16 presentation on the long-term care workforce, including insight on challenges in recruitment and retention in this field, the Board will be provided with a proposal that would identify promising practices in practice transformation, and fund pilots to test the concepts. The proposal would also including funding for implementation of a registered apprenticeship pathway in long-term care from the nursing assistant level to licensed practical nurse (the plan is under development at the Nursing Commission via a legislative proviso in the 21-23 state), and a full-time health workforce researcher at the Board. • Workforce Development Impacts of Climate Change: The Governor's office has asked the Board to consider a proposal that would convene stakeholders and develop recommendations on the workforce impacts of climate change and climate change policy. Board staff is working with the Department of Commerce on a proposal that would model the process done through the Board's Behavioral Health Workforce Assessments (2017 and 2020) which included convening a wide group of stakeholders, identifying barriers, using data to inform discussions, and providing a report with policy recommendations. • Next Generation Workforce System: Board staff has condensed several items from the June and July meetings into this item. Staff will provide an overview of several concepts meant to move the system forward in terms of integrated service delivery, Future of Work, enhanced investment in incumbent worker training, and increased business engagement at all levels of the workforce system. <p>Board members will have discussion time built into each of the above items, as well as time for a general discussion and prioritization in the afternoon of August 18.</p> <p>Note: The Board also heard a presentation at the July meeting about the public system benefits cliff. In working with stakeholders, there is still work to be done in this area in terms of a specific policy or funding request. The Board will hear more about this topic and continue working on solutions in the October meeting.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS:</p> <p>Potential Action. Staff will provide facilitation and key questions at each level of the discussion for the Board to consider to help make decisions about policy ideas, and narrow areas of focus where needed. Staff will also work with the Board to prioritize requests if multiple items are supported to include in the 2022 Legislative Agenda.</p> <p>If the Board is not yet ready to take action on any of the policy items up for potential inclusion in the Board's legislative agenda, Board staff may schedule a special Board meeting to finalize any proposals before the September 13 Governor's office deadline for funding requests.</p>

Tab 3

Workforce Board Meeting – August 18, 2021

Legislative Agenda Planning – Draft Project Summary

Long-Term Care Workforce

Staff Lead: Julia O'Connor, Health & Social Policy Advisor

Project Description:

The challenges facing the long-term care (LTC) workforce predate the onset of COVID-19 in Washington, but the pandemic has greatly exacerbated them and has placed a spotlight on the industry writ large. As employers struggle to recruit and retain quality workers in a field with drastically increasing demand for services, the state has an opportunity to invest in multiple avenues for improving and defining career pathways in LTC. The Workforce Board recommends funding to support a proposal to identify promising practices in long-term care (LTC) workforce recruitment and retention, including improvements to care delivery and practice transformation, as well as pilots to test the concepts.

What is the Project?

The proposal includes a three-pronged strategy for increasing access to and longevity within LTC career pathways, building on both new and existing efforts:

1. Convene LTC stakeholders to create a coalition of champions to help develop solutions to address the workforce challenges in the sector. This would include conducting qualitative surveys with various populations in LTC work, analyzing the responses to identify major themes, and deploy pilot programs based on the collected information to test different methods for injecting change into the LTC workforce system. Include the voices of frontline workers, as well as industry representatives, business and labor, educational partners, and others to identify specific strategies and recommendations for supports for LTC workers that might help them stay on the job and/or engage in training and education to advance to better jobs at higher wages within the field.
2. Funding for the implementation of a registered apprenticeship pathway in LTC, from the home care aide (HCA) to the nursing assistant certified (NAC) level to the licensed practical nurse (LPN), through pilot sites. The plan is under development from the Nursing Commission via a legislative proviso in the 2022-23 appropriations.
3. Funding for a full-time data analyst (1.0 FTE, MA-4) at the Workforce Board to provide critical work identifying the issues and tracking the progress of the overall LTC initiative. This could include conducting the aforementioned research and program development, analysis of survey responses, and evaluation of pilot programs. The analyst could also report to the Health Workforce Council and the Workforce Board to provide annual data reporting/analysis and recommendation development.

Estimated Cost & FTE Needs

Cost of the proposal is scalable, depending on appropriated funding; the potential request could be \$10M, inclusive of all three strategies.

- The Health Workforce Research Analyst has been estimated as a 1.0 FTE Management Analyst IV (MA-4), with annual cost approximately \$152,000, or a biennium cost of approximately \$304,000.
- Early estimates identified the projected cost of operating one registered apprenticeship site as approximately \$1M per three years, per site; with a proposal for three such sites, the LTC Registered Apprenticeship would request \$3.5M in funding for the three pilot years.
- The remainder of proposal funds would be allocated for staff management of the convening and analysis work, as well as grants of \$50,000 to \$250,000 per site to work on implementation of care delivery strategies and improvements.

Potential Leveraged Resources

To be determined – dependent upon scope of final proposal.

Responsible Entities

The Workforce Board would bear responsibilities for implementing the Health Workforce Research Analyst, as the position would be housed at the agency. The Nursing Commission, which has led efforts to develop the LTC registered apprenticeship pathway (including significant partnership from WTB), would be charged with implementation of that proposal aspect. Finally, the convening of stakeholders and development of solutions to address workforce challenges, as well as oversight of the workforce data hub to monitor investment success, should be led by WTB. Staff involved would be the new Health Workforce Research Analyst, Health & Social Policy Advisor (who staffs the Health Workforce Council), and other policy/legislative staff as necessary.

Proposal Format

Initial funding and implementation would be requested via budget proviso, with the hope for ongoing funding to maintain the costs of supporting a 1.0 FTE Health Workforce Research Analyst. Dependent upon the success of both the LTC Registered Apprenticeship and other care delivery pilots, additional funding could be solicited to continue funding, likely via additional budget proviso.

Why Now?

With the heightened attention on LTC brought about by the ongoing pandemic, the Board has an opportunity to direct its advocacy in a manner similar to other health workforce sectors in the past. Recent progress in the behavioral health realm was greatly aided by the impact of stakeholdering led by the agency, and suggests that there could be similar success for LTC, should a champion emerge on a similar scale.

Proposal Impact

LTC services have always been in high demand, but with the aging of the baby boomer generation into retirement and beyond, demand for services is expected to exceed previous levels. The existing LTC workforce will not be able to meet this demand, rendering Washington in need of significant reinforcement of its LTC workforce, and soon. Moreover, the LTC workforce – overwhelmingly female and persons of color at the entry level – have historically faced low wages, stagnant professional growth opportunities, and limited options for progressing through a defined and fulfilling career pathway. Improvements in the field, both wage-related and otherwise, would benefit an entire industry of largely “invisible” care workers, who provide invaluable frontline services but, for many, have historically lacked incentives to remain in the field.

Additionally, the increased attention on LTC brought about by the COVID-19 pandemic, coupled with an increase in dislocated workers who could be recruited into the LTC field, provides an opportunity for the Governor and the Legislature to explore investments in LTC workforce initiatives. Mobilizing stakeholders that deeply care about LTC will be crucial in this, as the industry has historically lacked the substantial policy forum of its health workforce counterparts.

Tab 4

Workforce Board Meeting – August 18, 2021

Legislative Agenda Planning – Draft Project Summary

1. Project Title: **Career Bridge Modernization**
2. Staff Lead: Marina Parr
3. Short Project Description: The Workforce Board requests funding to modernize its nationally recognized Career Bridge website, updating site architecture to make the site more interactive and mobile-friendly, adding a digital portfolio feature long requested by K-12 teachers and counselors, embedding needed tools such as a financial aid calculator, better aligning the site with the state's High School and Beyond Plan requirements, and hiring dedicated staff to manage and enhance the site as the only comprehensive (and free) online tool that ensures equitable access to education and career planning for all Washington students and their families.
4. What is the project? Launched in 2009, Career Bridge has a proven track record as the state's premiere public-facing career and education platform with over 6 million page views last year. But to better reach the state's diverse populations who increasingly rely on mobile devices, the site's architecture and overall usability need to be substantially updated. Plans to launch a new digital portfolio on Career Bridge also promises to boost access to career and education planning statewide. By integrating this new portfolio feature with the state's required High School and Beyond Plan, school districts from all parts of Washington can use this free tool rather than spending tens of thousands of dollars per year on private, for-profit career and education platforms.
5. Estimated Cost & FTE Needs
 - Modernize Career Bridge site architecture (over two years), \$800,000 total to include:
 - Internal site search optimization
 - Mobile friendly for phones, tablets
 - Dynamic user-friendly experience
 - Digital portfolio/High School and Beyond Plan feature--\$250K (over 2 years).
 - Career Bridge Manager-- \$150K per year ongoing, including salary, benefits, and overhead.
 - Career Bridge IT Manager-- \$150K per year ongoing, including salary, benefits, and overhead.
6. Potential Leveraged Resources: N/A
7. Responsible Entities

The Workforce Board will continue to oversee and manage the Career Bridge site and provide outreach to partners on how to maximize usage for middle and high schools, nonprofits, WorkSource centers, colleges, and community-based organizations, including how to deploy new tools as they are developed.
8. Proposal format (proviso, statutory change, other)

This will be an ongoing budget proviso that includes some one-time costs in addition to ongoing staffing to ensure Career Bridge remains up-to-date and accessible across Washington.

9. Why is this Needed Now?

Access to online career and education information is more important than ever as the state's economy restarts and workers and students seek education and training to advance their futures in the wake of the COVID-19 pandemic. The need to upgrade and improve Career Bridge is an equity issue. This is especially true as low-income families increasingly rely on mobile devices as their main gateway to key services and information. It's critical that Career Bridge incorporates a modern, mobile-friendly design that is also human-centered and accessible to provide equitable access to all Washington students and their families.

10. What is the Impact?

With a relatively modest investment for site upgrades and modernization, Career Bridge could help smaller or under-resourced schools across Washington meet the need for an online portfolio for High School and Beyond Plans. Career Bridge is free and can be distributed widely, and already partially fills this role. Right now, WA school districts—that can afford it—are paying significant dollars to provide their students with for-profit tools that support career exploration and planning. Updating the architecture of Career Bridge, making it mobile friendly, and embedding a digital portfolio feature, will provide a solid career exploration and planning tool to *all* Washington students as the state recovers from the pandemic. Career Bridge is also the “go-to website” for jobseekers and those interested in training for new careers, as the home of the state's Eligible Training Provider List (ETPL). Updating the site will benefit thousands of Washington residents who rely on Workforce Innovation and Opportunity Act funding, as well as those participating in other workforce programs, including the state's Training Benefits program.

Tab 5

Workforce Board Meeting – August 18, 2021

Legislative Agenda Planning – Draft Project Summary

1. **Project Title:** Equitable Access to High-Demand, IT-Based Careers
2. **Staff Lead:** Eleni Papadakis
3. **Short Project Description:** This is an omnibus proposal to enhance and expand the Information Technology (IT) talent pipeline to meet employer needs, and to create equitable access to high-demand, high-wage, IT-based careers for all Washingtonians, especially those who have been historically and structurally marginalized from these opportunities. New state and/or Pandemic Recovery-focused federal funds will leverage existing resources and mobilize a multitude of public and private, state and local partners to close the digital divide for today and into the future. Partners will maintain an up-to-date map of the opportunities to family-wage careers, and establish new models of easily navigable pathways to IT-based career success.
4. **What is the project?** Eliminate digital illiteracy and enhance pathways to IT-based employment through the establishment of:
 - a workplace digital literacy credential, core curriculum and teaching materials, and a method for state-wide distribution and credentialing;
 - the infrastructure to support a sustainable “living map” of WA’s high-demand, IT-based occupations and the relevant education and training resources available; as education and training gaps are identified, partners will have access to
 - a flexible fund pool to support the creation of new, high-demand education and training programs, including the expansion of cybersecurity training across WA’s public secondary and postsecondary systems;
 - the IT Service Corps to provide early, real-world work experience and help bring IT and digital literacy to under-served communities; and
 - a fund pool to support the purchase of technology devices to support jobseekers’ education and transition to work
5. **Estimated Cost & FTE Needs:** The first-year costs will be primarily for development and early foundational work of each of the core programmatic components. For example, the component “Eliminate Digital Illiteracy/Establish Workplace Digital Literacy Credential” will require the convening of multiple industry, educational, and distribution partners to determine the core competencies and outline the curriculum and curricular materials to be developed. Funds will also be needed in Year 1 to develop the specifications for the on-line and hybrid learning and credentialing system. The lead organization for this component, Washington State University Global Campus, has a modern, comprehensive IT infrastructure at the ready. However, there will need to be some staff added in Year 2 to support the IT system and its users once this program rolls out.

A similar strategy is proposed for the component “Occupational & Educational Mapping.” A great deal of stakeholder convening and surveying will occur in Year 1, along with early pilot development and prototyping. Year 1 development will include design specifications for the IT infrastructure required to support a sustainable “living map” that will be accessible to students and jobseekers, and will be easily updated by industry and education partners. The build-out of the IT infrastructure will begin in Year 2.

The IT Service Corps will be implemented at a pilot level in Year 1, with an expectation of scaling up over the subsequent 2 years. An evaluation of the Year 1 pilots is included in order to determine the value of increasing the size of the program, and by how much.

Costs are expected to be relatively static plus inflation year over year in the coordination role and the administration of the “Technology Access Fund.” The “New Program Fund Pool” will be used when resource gaps are identified through the occupational/educational mapping exercise. We’ve set the proposed funding level at \$5 million in Year 1 and \$10 million in each subsequent year. We expect the first quarter of Year 1 to be spent establishing the parameters for fund use and distribution. Also, because there is already an identified gap in the cybersecurity labor force, and significant work has been completed to create a multi-tiered certification program, in the first and second quarters of Year 1 funds will be used to support experts to develop curriculum and provide faculty professional development in this field. Funds will be deployed for new program development in quarters 2 through 4.

Main Activities	Lead Organization	Year 1 Costs	Years 2 & 3	Years 4 & 5	Years 6 and on	Total Year 1
Coordination, Performance Tracking, Policy Development	Workforce Board	-2.5 FTE (Project Manager/Policy Associate, Researcher/Data Manager, Admin Support) -Travel -Goods & Services -Contracts -Indirect	2.5 FTE Travel Goods & Services Contracts Indirect	2.5 FTE Travel Goods & Services Contracts Indirect	2.5 FTE Travel Goods & Services Contracts Indirect	\$400,000
Eliminate Digital Illiteracy/ Establish Workplace Digital Literacy Credential	Washington State University Global Campus	-2.83 FTE (1.0 Project Manager, 1.0 Education Manager, 0.5 instructional design asst, 0.33 admin asst) -Contract Funds for partner support -Pilots -Virtual and in-person stakeholder convenings -Travel -learner IT equip & support	-2.5 FTE (1.0 Project Manager, 1.0 Education Manager, 0.5 instructional design asst, 0.33 admin asst) -2.0 LMS programming & Help Desk -Materials and equipment for learning distribution -Travel & meeting expenses -Development -Extension Collaboration	-2.5 FTE (1.0 Project Manager, 1.0 Education Manager, 0.5 instructional design asst, 0.33 admin asst) -2.0 LMS programming & Help Desk -Materials and equipment for learning distribution -Travel & meeting expenses -Development -Extension Collaboration	-2.5 FTE (1.0 Project Manager, 1.0 Education Manager, 0.5 instructional design asst, 0.33 admin asst) -2.0 LMS programming & Help Desk -Materials and equipment for learning distribution -Travel & meeting expenses -Development -Extension Collaboration	\$463,000

Occupational & Educational Mapping	SBCTC	-2.5 FTE(1.5 Program management and coordination, 1.0 IT Business Analyst) - Consultant Contracts Travel Goods & Services Indirect	-2.5 FTE -IT Build-out & maintenance	-2.5 FTE IT – maintenance Expand to other occupations	-2.5 FTE IT - maintenance	\$535,000
IT Service Corps	ESD/WA Service Corps	-Tier 3 Living Allowance for 25 members - - Site Partner Staffing - - Equipment - - WSC Staff (2 positions)				\$1,029,375
Tech Access Fund	Workforce Board thru WDCs	-0.5 FTE -2000 Chromebooks	-0.5 FTE -2000 Chromebooks	-0.5 FTE -2000 Chromebooks	-0.5 FTE -2000 Chromebooks	\$800,000
New Program Fund Pool/Expand Access to Cybersecurity Credentials	TBD/Workforce Board	-0.4 FTE (Fiscal & contract management) -travel -indirect -\$2.5 million	-0.4 FTE -\$10 million flexible	-0.4 FTE -\$10 million flexible	-0.4 FTE -\$10 million flexible	\$2,585,000
TOTAL						\$5,812,375

6. **Potential leveraged resources:** This proposal builds on several existing systems and resources, and its success depends on the involvement of numerous partners of all types. This is a brief list of the resources expected to be leveraged through this proposal:
- Program partners will leverage existing resources whenever possible to provide staff experts during the development and design phase and will also utilize service delivery funds when possible to help pilot programmatic components. Some of the program partners who have been involved in discussions include WDCs, community and technical colleges, Centers of Excellence, libraries, OSPI, SBCTC, ESD, DSHS, DSB, Commerce, Dept of Corrections, DCYF, WSU Extension, WSU Global Campus, Washington Service Corps, L&I, Career Connect Washington, and the Poverty Reduction Workgroup. We anticipate many more program and service organizations joining this initiative, especially as a result of the digital literacy component.
 - Industry partners: Numerous industry partners have been engaged in the conceptualization of this proposal since we began over a year ago. WA's largest tech-based employers, Amazon and Microsoft have participated, along with other well-known companies, Google, LinkedIn, and CompTIA. The Washington Technology Industry Association, Association of Washington Business, Chamber of Commerce Executives Association, Department of Commerce, and Washington Economic Development Association and others also participated as this initiative was being developed. The Washington State Labor Council has been the primary

representative of the worker community throughout the development of this concept. All industry design partners have expressed a willingness to support the initiative if funded.

7. **Responsible entities:** The responsible organizations for each component are identified in the above matrix. They have each also provided a more detailed summary of their component on a separate form. These summaries are included at the end of this Tab.
8. **Proposal format:** Requires minibus or omnibus legislation and appropriated funds for the Workforce Board and the lead partner organizations for each component. Each component has a developmental phase in Year 1, and on-going funding for subsequent biennia. The Occupational Mapping component will require new investments in IT infrastructure. Design specifications for this component will be developed in the first year of the initiative. The development phase for the two new fund pools: the Tech Access Fund and the New Program Fund will include rule-making to set the parameters for fund distribution. Distribution of funds in both cases is expected to begin by the second quarter of Year 1.
9. **Why is this needed now?** The pandemic exacerbated the already great digital divide in Washington. Aggregate economic figures leading up to the pandemic told us that the state and its people were all benefiting from the state's technology boom, and that anyone who wanted to work in that sector could get there because we had established the most progressive and most generous financial aid program in the country. But the pandemic shown a light on the inequities and the tremendous barriers that keep marginalized people and communities from accessing the multitude of economic opportunities available. The digital divide has proven to be one of, if not the, paramount barriers to true economic equity. The time has to be now to invest in closing this gap, or Washington will come away from this crisis as we did from the Great Recession—telling a story of economic success, buoyed by the aggregate data, and still leaving behind those we have left behind for decades. Now is also the time because we have mobilized a tremendous group of stakeholders and partners who are committed to this initiative and willing to link arms to ensure its success.
10. **What is the impact?** The Workforce Board and its partners will be able to demonstrate impact through a public-facing dashboard. Two important dashboard metrics will be the numbers of people who achieve the Workplace Digital Literacy Certification, and the numbers of those individuals who go on to either further education or employment at a family-sustaining wage. In Year 1 the numbers maybe small, as much of the work will be developmental (curricula, certification process, occupational mapping, new course development, IT Service Corps), but we will have some pilot activity with enrolled participants. We will also be able to show the full range of partners that are participating in all stages of development and implementation, as well as an on-going tally of leveraged resources.

Attachments

Proposals for Enhancing Digital Equity and Pathways to IT-Based Careers
IT Service Corps
Lead Partner: Washington Service Corps

1. Component Lead: Identify the lead organization and briefly describe qualifications to perform in this role.

Washington Service Corps – the largest AmeriCorps intermediary in Washington State with over 35 years’ experience deploying AmeriCorps members into all regions of the state to help address and expand community impact in areas such as economic opportunity, environment, education, and healthy futures. WSC has an experienced team who provides direct technical assistance to our site partners and members to ensure the community needs of each project are being met and our beneficiaries are receiving the direct services they need. Our members dedicate 10.5 months of their life to serve communities in need. For the IT Service Corps, our members will focus on digital literacy needs within our communities which is a service activity WSC has supported for the last decade through our partnerships with WorkSource offices across the state.

2. Component partners and stakeholders: Who should be at the table during development and implementation of this component? The lists of design partners and implementation partners maybe different, although will likely have significant overlap.

Washington Serve Corps leadership – director, operations manager, site and member services manager, outreach manager, operations lead
 Serve Washington – commissioner and program officer

3. Describe the expected 5-year and 10-year impact of this component if it were to receive sufficient and sustained funding.

CUSTOMERS	5-YEAR EXPECTED IMPACT	10-YEAR EXPECTED IMPACT
WORKERS & LEARNERS (WSC program / WSC members)	Deploy AmeriCorps members to awarded site partners.	IT Service Corps receives AmeriCorps grant funding to be established as another Washington AmeriCorps program through Serve WA.
	WSC Site and Member Services Coordinator assigned IT Service Corps caseload for technical support and guidance.	WSC can continue to provide support to the IT Service Corps, as needed.
	Members recruited from communities they will serve in.	IT Service Corps will have its own established team to run the program.
	Members trained in developed curriculum to lead	

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	workshops on digital literacy. Members will gain experience in IT, leadership, civic engagement and job readiness. By the end of their service they will be prepared to either further their education with the use of the Segal Education Award or begin their career.	
EMPLOYERS (site partners/host sites)	Established site partners have a strong AmeriCorps project that focuses on economic opportunity specializing in digital literacy.	Through the fully funded IT Service Corps, site partners can continue to apply to partner with the program to expand their impact within their communities.
	Site partners will have members awarded to their projects to expand impact of their project.	IT Service Corps will have its own team providing the technical assistance and guidance to sites and members.
	WSC Site and Member Services Coordinator will be assigned to provide technical assistance and guidance.	
	Site partners will be involved in furthering the conversation of expanding the IT Service Corps into an independent AmeriCorps program. WSC will be the launchpad for this venture providing guidance and technical assistance.	
COMMUNITIES (beneficiaries)	Individuals struggling with the growing demand to be literate in a digital world will receive direct services related to digital literacy, computer familiarization, introduction to computer technology, etc.	As the IT Service Corps grows and expands the number of beneficiaries reached will significantly increase and those individuals will be given the services needed to learn digital literacy skills necessary to amplify themselves within the workforce arena.
	After X number of workshops or 1:1 tutoring individuals will have the knowledge necessary to be proficient in a digital realm and have the skills required to be a strong applicant in the workforce. (number of workshops is “to be determined” at the time of this proposal).	
	Beneficiaries will pursue careers where their skills gained in the digital literacy workshops will be an asset to the employer.	

4. Keeping the 5-year and 10-year impact goals in mind, describe three (3) options for a Year 1 investment, and please estimate the cost of each. Please also include any potential resources that might be leveraged other than new state general funds or new federal ARPA funds. The first option will be the optimal investment that will enable implementation of activities towards desired impact to begin in Year 2 (i.e., Year 2: program enrollment, active employer or labor-management organizations formed, creation of online or technology-based solutions underway, etc.). For this exercise, we'll assume that for Options 2 and 3, whatever is eliminated from Option 1 will occur in Year 2, unless you describe otherwise.

	YEAR 1 ACTIVITIES	POTENTIAL LEVERAGED RESOURCES	ESTIMATED COST
Option 1 (Optimal Proposal)	<p>Jan-May (or until all member positions are awarded): Recruit site partners who align with the goals of the IT Service Corps. Coordinate with WDCs to support the awarded site partners in hiring staff support (5 staff positions)</p> <p>March-Oct: Recruit 25 members to fill the roles within the IT Service Corps during pilot year. Members will be paid at the Tier 3 living allowance level.</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members. Sites will submit invoices to WSC for reimbursement of these purchases.</p>	<p>Federal AmeriCorps grant - \$340,250</p> <p>Federal AmeriCorps grant with ARPA funding support - \$359,625</p> <p>**WSC submitted a request to use ARPA funds to increase our minimum MSY of \$13,610 to \$14,385.</p>	<p>Tier 3 Living Allowance for 25 members - \$624,375</p> <p>Site Partner Staffing - \$200,000</p> <p>Equipment - \$75,000</p> <p>WSC Staff (2 positions) \$130,000</p> <p>TOTAL - \$1,029,375</p>
Option 2 (Mid-Level Proposal)	<p>Jan-May (or until all member positions are awarded): Recruit site partners who align with the goals of the IT Service Corps. Coordinate with WDCs to support the awarded site partners in hiring staff support (3 staff positions)</p>	<p>Federal AmeriCorps grant - \$136,100</p> <p>Federal AmeriCorps grant with ARPA funding support - \$143,850</p>	<p>Tier 3 Living Allowance for 10 members - \$249,750</p> <p>Site Partner Staffing - \$120,000</p> <p>Equipment - \$30,000</p> <p>WSC Staff (2 positions) \$130,000</p> <p>TOTAL - \$529,750</p>

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	March-Oct: Recruit 10 members to fill the roles within the IT Service Corps. Members will be paid at the Tier 3 living allowance level. Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members. Sites will submit invoices to WSC for reimbursement of these purchases.		
Option 3 (Bare Bones Proposal)	Jan-May (or until all member positions are awarded): Recruit site partners who align with the goals of the IT Service Corps. Coordinate with WDCs to support the awarded site partners in hire staffing support (1 staff positions) March-Oct: Recruit 5 members to fill the roles within the IT Service Corps. Members will be paid at the Tier 3 living allowance level. Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members. Sites will submit invoices to WSC for reimbursement of these purchases.	Federal AmeriCorps grant - \$68,050 Federal AmeriCorps grant with ARPA funding support - \$71,925	Tier 3 Living Allowance for 5 members - \$124,875 Site Partner Staffing - \$80,000 Equipment - \$18,000 WSC Staff (2 positions) \$130,000 TOTAL - \$352,875

5. Please describe some of the assumptions for the estimated costs in Question 4 above. Focus on the largest cost categories when possible.

WSC IT Service Corps members will be paid at the highest living allowance allowed by our grant. WSC has a tiered pricing structure for member placement fees. This fee is paid by site partners who we award and contract with for the program year. To reach the maximum living allowance WSC offers, sites must pay \$24,975 per member. This placement fee would be covered through this funding.

WSC would collaborate with WDCs within the communities close to our site partners to facilitate the funding of staff positions within these partner organization to supervise and oversee the daily activities of the WSC IT Service Corps member. Based on the type of federal AmeriCorps grant that WSC operates under, we are not allowed to funnel, nor reimburse, the funds to support these staff positions.

Two WSC staff positions will be fully paid out of this funding. One position will focus on research of need, education to prospective site partners and recruitment of site partners and members specifically for the IT Service Corps. The other position will be assigned the cohort of sites and members within the IT Service Corps and will provide daily technical assistance and guidance along with visiting sites and practicing prevention, detection and enforcement to ensure sites and members are compliant with their Member Placement Contract and AmeriCorps guidelines.

Each member position will be allotted \$3,000 to cover the cost of equipment needed to conduct workshops and provide direct 1:1 assistance to beneficiaries. Equipment could be a laptop or other technology necessary to perform their service. The site partner will be responsible for identifying and purchasing the necessary equipment. An invoice will be submitted to WSC for reimbursement, not to exceed the \$3,000 per member.

- 6. Help Board members understand the likely infrastructure needs or anticipated ongoing budget needs for this component over the next 10 years. Where possible, please provide an estimate of *biennial* costs and related assumptions for Years 2 through 5. Describe the role of partner organizations and/or the likelihood of the ongoing availability of potential leveraged resources. Describe any changes one might expect in biennial state costs in Years 6 through 10.**

	Biennium 1 (Years 2-3)	Biennium 2 (Years 4-5)	POTENTIAL LEVERAGED RESOURCES/PARTNERS
Option 1	Solicit and contract with external evaluator to evaluate IT Service Corps pilot (25 members) - \$50,000 2 paid WSC staff – one focusing on site and member recruitment and one who will provide technical assistance	Solicit and contract with grant writer to collaborate with and draft an AmeriCorps grant application - \$20,000 3 paid staff (unsure if staff will be with ESD or WTB) – one will continue the oversight for sites and members with providing	Federal AmeriCorps grant - \$340,250 – subject to change slightly due to MSY cost within grant.

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	<p>to awarded sites and enrolled members - \$130,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	<p>technical assistance; two will begin the development of standing up of IT Service Corps as its own AmeriCorps Program - \$200,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	
Option 2	<p>Solicit and contract with external evaluator to evaluate IT Service Corps pilot (10 members) - \$30,000</p> <p>2 paid WSC staff – one focusing on site and member recruitment and one who will provide technical assistance to awarded sites and enrolled members - \$130,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	<p>Solicit and contract with grant writer to collaborate with and draft an AmeriCorps grant application - \$20,000</p> <p>3 paid staff (unsure if staff will be with ESD or WTB) – one will continue the oversight for sites and members with providing technical assistance; two will begin the development of standing up of IT Service Corps as its own AmeriCorps Program - \$200,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	<p>Federal AmeriCorps grant - \$136,100 - subject to change slightly due to MSY cost within grant.</p>
Option 3	<p>Solicit and contract with external evaluator to evaluate</p>	<p>Solicit and contract with grant writer to collaborate with and</p>	<p>Federal AmeriCorps grant - \$68,050 - subject to change slightly due to MSY cost within grant.</p>

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	<p>IT Service Corps pilot (5 members) - \$15,000</p> <p>2 paid WSC staff – one focusing on site and member recruitment and one who will provide technical assistance to awarded sites and enrolled members - \$130,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	<p>draft an AmeriCorps grant application - \$20,000</p> <p>2 paid staff (unsure if staff will be with ESD or WTB) – one will continue the oversight for sites and members with providing technical assistance; two will begin the development of standing up of IT Service Corps as its own AmeriCorps Program - \$130,000</p> <p>Funding will provide the ability for site partners to purchase laptops and other necessary equipment for their members.</p>	
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Potential Changes in Biennial Costs beyond Year 5?:

Proposals for Enhancing Digital Equity and Pathways to IT-Based Careers

Eliminating Digital Illiteracy/ Establishing a Workplace Digital Literacy Credential

Lead Partner: WSU Global Campus

1. Component Lead: Identify the lead organization and briefly describe qualifications to perform in this role.

Washington State University (WSU) and Workforce Training and Education Coordinating Board (WTB)

WSU is the state Land-Grant institution with a presence in every county in Washington in addition to offices of corporate engagement and external and government affairs. Additionally, WSU faculty and extension staff have been working in the area of digital literacy for decades. Furthermore, WSU global campus is uniquely qualified to develop and deliver quality educational programs across the state utilizing sound pedagogical principles and online infrastructure to ensure access at every level of educational attainment. Together with the WTB, WSU has the ability to convene and collaborate with the numerous stakeholders in digital literacy, from industry to higher education, workforce training boards to educational service providers. WSU has also implemented the “Drive-Fi” program to create wifi access in rural communities across the state, even in digital deserts, to allow access to online educational programs where most needed.

WSU is not in need of funding to support IT infrastructure. The university and the Global Campus (specifically) has access to the technology needed to support this effort. WSU can support other partners in this as well, providing training and access to the hardware and software infrastructure that supports online and on site education programs.

WSU currently provides certificates and micro credentials such as badges, and that infrastructure will be leveraged to create the credentials that are identified as part of the scoping exercise.

2. Component partners and stakeholders: Who should be at the table during development and implementation of this component? The lists of design partners and implementation partners maybe different, although will likely have significant overlap.

Development:

WSU proposes to convene focus groups and feedback committees across the state that includes:

- Employers from leading industries in Washington state; Tech, Advanced Manufacturing, Agriculture, Hospitality and Healthcare.
- Higher Education Providers; Career and Technical Colleges, NW Indian College, Heritage University, State 4-year institutions.

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- Workforce Training Boards; WorkSource, Workforce Development Council, JobSkills Program
- Secondary Education; OSPI, State Board of Education, Career Readiness
- Tribes; WSU has relationships with 6 tribes upon whose homelands the university was built
- Libraries; Public libraries serve their local communities in providing access to online resources, training programs, and more

Design and Delivery:

WSU will work with experts in digital literacy from across stakeholder sectors to create online and face-to-face training and education programs which can be deployed across the state through web-based means as well as in person and cohort-based opportunities at workforce training locations, extension offices, physical campuses, and even industry training rooms across the state.

- Employers from leading industries in Washington state; Tech, Advanced Manufacturing, Agriculture, Hospitality and Healthcare.
- Higher Education Providers; Career and Technical Colleges, NW Indian College, Heritage University, State 4-year institutions.
- Workforce Training & Education Coordinating Board; WorkSource, Workforce Development Councils, JobSkills Program
- Secondary Education; OSPI, State Board of Education, Career Readiness, CCW
- Tribes; WSU has relationships with 6 tribes upon whose homelands the university was built

3. Describe the expected 5-year and 10-year impact of this component if it were to receive sufficient and sustained funding.

CUSTOMERS	1-YEAR EXPECTED IMPACT	5-YEAR EXPECTED IMPACT	10-YEAR EXPECTED IMPACT
WORKERS & LEARNERS	Access to pilot programs in a few key learning areas to assess	Open access to affordable (free) digital skills training	All workers who require or desire digital skills training have
	Viability and impact.	In a tiered environment serving those with very little	Access to the skills they desire to work in the knowledge econ-
		knowledge to those with need for advanced training	omy. Skills training will be available locally, online, and through employers.
		To advance in their careers	
EMPLOYERS	Access to pilot programs in a few key learning areas to assess viability and impact.	The ability to offer targeted relevant digital skills training to potential and current employees on site	Decrease in the labor shortage and more diverse populations possessing relevant qualifications to apply for and obtain
		And online. Increase in the number of available	Positions in their company.
		Employees with relevant skills for the digital work	
		Place.	

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COMMUNITIES	Access to pilot programs in a few key learning areas to assess viability and impact.	Upward mobility of workers and training programs	Economic development as higher-tech jobs are able to move
		Available even in rural and low-tech areas.	Into rural communities and local graduates are able to access
			Higher-wage jobs remotely while remaining in the community.

4. Keeping the 5-year and 10-year impact goals in mind, describe three (3) options for a Year 1 investment, and please estimate the cost of each. Please also include any potential resources that might be leveraged other than new state general funds or new federal ARPA funds. The first option will be the optimal investment that will enable implementation of activities towards desired impact to begin in Year 2 (i.e., Year 2: program enrollment, active employer or labor-management organizations formed, creation of online or technology-based solutions underway, etc.). For this exercise, we'll assume that for Options 2 and 3, whatever is eliminated from Option 1 will occur in Year 2, unless you describe otherwise.

	YEAR 1 ACTIVITIES	POTENTIAL LEVERAGED RESOURCES	ESTIMATED COST
Option 1 (Optimal Proposal)	<p>Convening of stakeholder meetings: Monthly meetings – 3-4 hours each, across the state.</p> <p>Taskforce convened to build a full picture of what the training needs are and compile comprehensive list of resources and training opportunities that currently exist, then creating a crosswalk between training needs and existing training.</p> <p>Outline of gaps in existing training and map a plan for development with stakeholders and</p>	<p>State institutions of higher education locations for meetings across the state.</p> <p>Travel funds provided for those for whom travel may be restricted.</p> <p>Teleconferencing set up at locations where necessary and web-based infrastructure in place for sharing of information.</p> <p>Open-source LMS</p> <p>IT technology infrastructure to support build-out</p>	<p>Salaries</p> <p>Travel</p> <p>Admin/Org</p> <p>Partners</p> <p>Contracts</p> <p>Meeting expenses</p> <p>SME payments</p> <p>Extension</p> <p>Sites</p> <p>\$463,000</p>

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	<p>providers.</p> <p>2.83 FTE identified and employed to manage the project.</p> <ul style="list-style-type: none"> • 1.0 Program Coordinator • 1.0 Education Manager • 0.5 Instructional Design Asst. • 0.33 Administrator <p>Online course development begun in month 10-12 via open-source LMS.</p> <p>Identification of subject matter experts for curriculum development.</p> <p>Create pilot programs in 2-4 key industries</p>	<p>of online courses is existing at WSU</p>	
<p>Option 2 (Mid-Level Proposal)</p>	<p>Convening of stakeholder meetings: Quarterly meetings – 3-4 hours each, across the state.</p> <p>Taskforce convened to build a full picture of what the training needs are and compile comprehensive list of resources and training opportunities that currently exist, then creating a crosswalk between training needs and existing training.</p>	<p>State institutions of higher education locations for meetings across the state.</p> <p>Travel funds provided for those for whom travel may be restricted.</p> <p>Teleconferencing set up at locations where necessary and web-based infrastructure in place for sharing of information.</p>	<p>Salaries Travel Admin/Org Partners Contracts Meeting expenses SME payments Extension Sites</p> <p>\$332,000</p>

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	<p>Outline of gaps in existing training and map a plan for development with stakeholders and providers.</p> <p>Part time coordinator or administrator identified and employed to manage the project.</p> <p>2.33 FTE identified and employed to manage the project.</p> <ul style="list-style-type: none"> • 1.0 Program Coordinator • 0.5 Education Manager • 0.5 Instructional Design Asst • 0.33 Administrator <p>Online course development begun in month 10-12 via open-source LMS.</p> <p>Identification of subject matter experts for curriculum development.</p> <p>Create pilot programs in 1-2 key industries</p>	Open-source LMS	
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Option 3 (Bare Bones Proposal)	<p>Convening of virtual stakeholder meetings: Monthly meetings – 2-3 hours each.</p> <p>Taskforce convened to build a full picture of what the training needs are and compile comprehensive list of resources and training opportunities that currently exist, then creating a crosswalk between training needs and existing training.</p> <p>Outline of gaps in existing training and map a plan for development with stakeholders and providers.</p> <p>Part time coordinator or administrator identified and employed to manage the project. 1.83 FTE</p> <ul style="list-style-type: none"> • 1.0 Program Coordinator • 0.5 Instructional Design Asst • 0.33 Administrator 	<p>State Zoom license used for convening virtual meetings.</p> <p>Tech infrastructure funds provided for those for whom zoom requires more tech than is available.</p> <p>Teleconferencing sites set up at locations where necessary and web-based infrastructure in place for sharing of information.</p> <p>Open-source LMS</p>	<p>Salaries Travel Admin/Org Partners Contracts Meeting expenses SME payments Extension Sites</p> <p>\$270,000</p>
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5. Please describe some of the assumptions for the estimated costs in Question 4 above. Focus on the largest cost categories when possible.

- 1) Corporate and industry representatives will provide funding for their own travel and expenses

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- 2) Public entities and non-profits will have travel and coordination funded by the program
- 3) Salaries for coordinators and admin are in line with current Higher Education published salaries.
- 4) Extension to be paid as a part of the collaboration team to facilitate faculty participation and time allocation
- 5) SMEs paid \$7000 for course curriculum design and development
- 6) \$500 assigned for partners to travel per meeting
- 7) Some partners would need funding to participate
- 8) Hosting and per-person fees covered
- 9) Additional instructional design assistant needed for project continuity

6. **Help Board members understand the likely infrastructure needs or anticipated ongoing budget needs for this component over the next 10 years. Where possible, please provide an estimate of *biennial* costs and related assumptions for Years 2 through 5. Describe the role of partner organizations and/or the likelihood of the ongoing availability of potential leveraged resources. Describe any changes one might expect in biennial state costs in Years 6 through 10.**

	Biennium 1 (Years 2-3)	Biennium 2 (Years 4-5)	POTENTIAL LEVERAGED RESOURCES/PARTNERS
Option 1	Travel funds LMS Development funds (pay content experts for their time) Hosting Site funds Meeting expenses (incl. meals) Coordinator/Administrator salary Instructional Design Asst Extension collaboration	Travel funds LMS Development funds (pay content experts for their time) Hosting Site funds Meeting expenses (incl. meals) Coordinator/Administrator salary Instructional design asst. Extension Collaboration	Tech companies in WA state – funding and tech Educational partners with current content WTB infrastructure for collaborations and meeting invitations WSU Extension locations and programs

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Option 2	Travel funds LMS Development funds (pay content experts for their time) Hosting Site funds Meeting expenses (incl. meals) Coordinator/Administrator salary Extension Collaboration	Travel funds LMS Development funds (pay content experts for their time) Hosting Site funds Meeting expenses (incl. meals) Coordinator/Administrator salary Extension Collaboration	Tech companies in WA state – Funding and tech Educational partners with current content WTB infrastructure for collaborations and meeting invitations
Option 3	Travel funds LMS Development funds (pay content experts for their time) Hosting Meeting expenses (incl. meals) Coordinator/Administrator salary Extension Collaboration	Travel funds LMS Development funds (pay content experts for their time) Hosting Site Funds Meeting expenses (incl. meals) Coordinator/Administrator salary Extension Collaboration	Tech companies in WA state – funding and tech Educational partners with current content WTB infrastructure for collaborations and meeting invitations

Potential Changes in Biennial Costs beyond Year 5?: None.

Proposals for Enhancing Digital Equity and Pathways to IT-Based Careers

Map and Keep Current the IT Occupational and Educational Landscape

Lead Partner: SBCTC/COE IT

- **Component Lead: Identify the lead organization and briefly describe qualifications to perform in this role.**

The State Board for Community and Technical Colleges (SBCTC) will serve as the lead agency in conducting a 12-month (July 1, 2022 to June 30, 2023) comprehensive design study/proof of concept to guide decisions related to Mapping the IT Occupational and Educational Landscape as proposed to the Workforce Training & Education Coordinating Board (WTB). SBCTC and the Center of Excellence for Information and Computing Technology (COE IT) has a breadth of experience in bridging educational programs and program mapping across secondary and postsecondary institutions and systems to ensure alignment and seamless pathways.

The COE IT provides services, research, programs and events that serve Washington state community and technical college faculty and students, as well as industry and the K-12 system. The center acts as an information resource and solution-provider for model information technology education programs, best practices, up-to-date research, information dissemination, and instructor professional development in new and emerging technologies. It also provides information on industry trends that impact employment, education and business growth across Washington state. The expertise of the COE IT will be an important element in the shaping of this work and will serve as a bridge to including input from the other 10 Centers of Excellence in Washington State.

Under the guidance of the Workforce Education department at SBCTC, this project will be led by a project manager. The project manager will be recruited to support the success of the overall proposed project. The project manager will supervise program staff, consultants, and project activities in partnership with SBCTC leadership and the project's technical advisory group (TAG).

- **Component partners and stakeholders: Who should be at the table during development and implementation of this component? The lists of design partners and implementation partners may be different, although will likely have significant overlap.**

Through a competitive process, SBCTC will engage a project consultant to conduct a comprehensive design study/proof of concept assessing the infrastructure, partnerships, and deliverables associated with the broad scope of this proposed initiative. The project consultant will report to the project manager and will assist in the development of the following deliverables.

Project Deliverables: Map and Keep Current the IT Occupational and Educational Landscape

Build a broad coalition of agency, business, industry, and educational partners

- Engage business, industry, and educational organizations in the mapping of current and projected occupational needs of their respective sectors (broad regional representation; sectors of importance to state and local economies; tools to collect data, engage businesses; recruitment and marketing to business and industry; leverage WDC and other state resources to ensure regional needs are reflected)
- Ensure representation of major industry sectors (by region; sector or cluster; employer size in region; etc.)
- Ensure representation of education sectors (by region; type of institution)
- Current occupation data where possible (job titles in occupational track; required skills and competencies; occupation size by region, sector, company size, etc.; vacancy and turn-over rates; demographics: age, gender, race/ ethnicity, educational levels, geography; median wage levels: at entry, mid-point, and high point on each track)
- Occupation projection information (stable, growing, or declining; anticipated changes in: occupational pathways, work environment, use of technology, employment size and demand, required skills and competencies, wage pathways)
- Current education and training resources available (by region; job type and level; attainable skills and competencies; cost; performance: job attainment and earnings; completion rates; stackable and portable credentials; demographic breakdown of student enrollment, completion, employment and earning rates)

Stakeholders will be representatives of state, business, and education partners who are core to the success of this initiative (OSPI, SBCTC, CoP, ESD, DOC, WDC, WTB, etc.). This work will further inform the scope of the IT Pathways Mapping initiative and lay the groundwork for a fully-developed proposal and project plan to guide a phased-in implementation over the next few biennia.

A wide range of stakeholders will be engaged. The initial 12-month planning phase will result in an implementation plan and will guide the development of a legislative proposal for a sustainable infrastructure to support a “living map” of evolving occupational pathways and relevant educational resources. The design study/proof of concept will only be successful if activities result in commitment from industry, education and training, workforce development, and community stakeholders to support the long-range view for this effort.

The project will establish a technical advisory group of strategic partners, supported by topical subgroups, to develop the implementation plan. The project expects to survey a wide cross-section of stakeholders from among the many sectors that have an interest in the outcome of this initiative. The following is a partial list of desired stakeholder partners:

- Education and Training Providers--representatives from all sectors of postsecondary education and training, both public and private—will work with state-wide organizations, such as Council of Presidents, Independent Colleges of Washington, Northwest Federation of Career Colleges; L&I/apprenticeship; CCW; and OSPI/K-12.

- Employers—initial focus on sectors identified as most critical to Washington’s economy through the Commerce Sector Leads program. Project will also engage employer associations and other employer-focused organizations that represent a broad cross-section of industries and business sizes and types. Examples include Washington Technology Industry Association, Association of Washington Business, Washington Roundtable, Impact Washington, National Federation of Independent Businesses, Washington Economic Development Association, Washington Chamber Executives Association
- Unions and Professional Organizations-- the Washington State Labor Council, and specific unions representing occupational areas undergoing significant technology-induced changes; and worker or professional organizations representing occupations undergoing significant technology-induced change.
- Workforce Development and Business-Education Intermediaries—Workforce Development Councils, Center of Excellence, secondary and postsecondary CTE advisory councils, Washington STEM, Career Connect Washington
- Community and Outreach Partners—Libraries, WSU Extension, community-based organizations, service and advocacy organizations representing under-served populations and communities

Success of this initiative requires a commitment to:

- Lead with racial equity to ensure the initiative deliverables advance racial, social, and economic justice in service to our diverse communities
- Representation of a diverse cross section of employers/industries/regions across our state
- Alignment with other elements of WTB’s Enhancing Digital Equity and Pathways to IT-Based Careers initiative, specifically Funds to Support the Development of New Courses and Programs Identified as Gaps by the Mapping Exercise

- **Describe the expected 5-year and 10-year impact of this component if it were to receive sufficient and sustained funding.**

This component of the plan will be developed in partnership with the project consultant and technical advisory group and will be a key deliverable in June 2023. Listed briefly below is the overall aim of this component by the 3 customer groups.

CUSTOMERS	5-YEAR EXPECTED IMPACT	10-YEAR EXPECTED IMPACT
WORKERS & LEARNERS	Easy access to transparent, reliable and relevant information about the IT labor market, and about the education and training resources available help them navigate to the careers they desire.	
EMPLOYERS	A portal that enables employers to define and periodically update required IT-based skills, competencies, and mastery levels of current and future workforce, and to identify the education and training providers meeting those needs.	
COMMUNITIES	A robust IT talent pipeline will support the jobs of today and of the future, enabling current businesses to thrive and new businesses to sprout and grow.	

- Keeping the 5-year and 10-year impact goals in mind, describe three (3) options for a Year 1 investment, and please estimate the cost of each. Please also include any potential resources that might be leveraged other than new state general funds or new federal ARPA funds. The first option will be the optimal investment that will enable implementation of activities towards desired impact to begin in Year 2 (i.e., Year 2: program enrollment, active employer or labor-management organizations formed, creation of online or technology-based solutions underway, etc.). For this exercise, we'll assume that for Options 2 and 3, whatever is eliminated from Option 1 will occur in Year 2, unless you describe otherwise.

	YEAR 1 ACTIVITIES	POTENTIAL LEVERAGED RESOURCES	ESTIMATED COST
Option 1 (Optimal Proposal)	<p><u>Contract</u> RFP to identify a consultant reporting to the SBCTC to conduct a comprehensive design study assessing the infrastructure, partnerships, and deliverables associated with the broad scope of this initiative. A proof of concept or prototyping activity will also occur, through which an occupational and educational pathway will be mapped.</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> • Project manager (1.0 FTE), reporting to SBCTC, to facilitate consultant search and scope of feasibility study, planning process, partnerships, and relationships with stakeholders • Data/IT analyst position (1.0 FTE), reporting to project manager, to support the consultant's work and inform technical needs/capacity • Program Coordinator position (0.5 FTE), reporting to project manager, to support initiative staff, budget, scheduling, and project steering committee. <p><u>Data</u> Develop an inventory of existing data sets and resources related to this initiative</p> <p><u>Representation</u> Establish a steering committee representative</p>		<p>Project consultant</p> <ul style="list-style-type: none"> • \$120,000 <p>2.5 FTE salary and benefits</p> <ul style="list-style-type: none"> • \$280,000 <p>Survey design and facilitation</p> <ul style="list-style-type: none"> • \$30,000 <p>Travel costs for project staff</p> <ul style="list-style-type: none"> • \$25,000 <p>Goods and Services</p> <ul style="list-style-type: none"> • \$25,000 <p>Technical Advisory Group hosted meetings</p> <ul style="list-style-type: none"> • \$15,000 <p>Stipends for industry, instruction, and consumer expertise</p> <ul style="list-style-type: none"> • \$25,000 <p>Focus groups</p> <ul style="list-style-type: none"> • \$15,000 <p>Total Year 1 Costs</p> <ul style="list-style-type: none"> • \$535,000

Tab 5 attachment

	<p>of state, business, and education partners who are stakeholders in this initiative to participate in the design study. Initial liaising/awareness-building and on-going convening of a wide range of stakeholders in core strategy group and topical or task-focused subgroups as needed.</p> <ul style="list-style-type: none"> • Outreach to employers, workers, under-served communities and others to inform development of specifications for an effective, user-friendly portal. • Outreach to education and training communities to understand current resources, resource constraints, issues and needs to keep curriculum and programs current and aligned with occupational maps over time. • Creation of comprehensive proposal, implementation plan, and business/cost analysis for the build-out and sustainability of the portal, with assurance of regular industry up-dates. 		
Option 2 (Mid-Level Proposal)	<p><u>Contract</u> RFP to identify a consultant reporting to the SBCTC to conduct a comprehensive design study assessing the infrastructure, partnerships, and deliverables associated with the broad scope of this initiative</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> • Project manager (1.0 FTE), reporting to SBCTC, to facilitate consultant search and scope of feasibility study, planning process, partnerships, and relationships with stakeholders • Data/IT analyst position (0.5 FTE), reporting to project manager, to support the consultant's work and inform technical needs/capacity • Program Coordinator position (0.5 FTE), reporting to project manager, to support initiative staff, budget, scheduling, and project steering committee. 		<ul style="list-style-type: none"> • Project consultant • 2.0 FTE salary and benefits • Survey design and facilitation • Travel costs for project staff • Goods and Services • Technical Advisory Group hosted meetings • Stipends for industry, instruction, and consumer expertise • Focus groups

	<p>Data Develop an inventory of existing data sets and resources related to this initiative</p> <p>Representation Establish a steering committee representative of state, business, and education partners who are stakeholders in this initiative to participate in the feasibility study. Initial liaising/awareness-building and on-going convening of a wide range of stakeholders in core strategy group and topical or task-focused subgroups as needed.</p> <ul style="list-style-type: none"> • Outreach to employers, workers, under-served communities and others to inform development of specifications for an effective, user-friendly portal. • Outreach to education and training communities to understand current resources, resource constraints, issues and needs to keep curriculum and programs current and aligned with occupational maps over time. • Creation of comprehensive proposal, implementation plan, and business/cost analysis for the build-out and sustainability of the portal, with assurance of regular industry up-dates. 		
Option 3 (Bare Bones Proposal)	This proposal does not have an identified Option 3		

- Please describe some of the assumptions for the estimated costs in Question 4 above. Focus on the largest cost categories when possible.

This project is being proposed on a 12-month schedule. Based on the assumption the earliest funding would be available is July 2022, it would take the full 12 months, with adequate staff and consultant support, to convene all stakeholders and build consensus on and commitment towards a sustainable infrastructure. Hiring a project manager and conducting the RFP process to identify a consultant will

require two months. This is an important consideration as the WTB examines all of the proposals supporting the enhancement of digital equity and pathways to IT-based careers.

SBCTC, in partnership with relevant stakeholders, will utilize consultants to support the design study/proof of concept (prototyping) design and execution, and to develop fiscal and operational recommendations for a phased implementation plan for the project. This project requires two full-time, dedicated staff to create capacity to oversee the deliverables, to align the work across Washington's multiple stakeholders, and to ensure deliverables are representative of the short and long term needs of IT occupations and education and training landscape.

In addition to a project manager, the project requires support from a high-level program coordinator and data/IT business analyst. The IT business analyst will play a crucial role in conceptualizing the architecture for the new mapping portal and final specifications/costs.

This proposal includes funding for survey work, technology, and comprehensive communication approaches believed to be crucial to the success of the proposed initiative. Contracting this work will be necessary in the early stages of the project. The scope of this project will require surveying a diverse representation of the business and professional organizations registered with the state, as just one pool of survey constituents.

This link provides a representation of the scope of the survey work that could be involved in this project ([Washington Associations And Organizations by Subject - Washington State Library - WA Secretary of State](#)).

- **Help Board members understand the likely infrastructure needs or anticipated ongoing budget needs for this component over the next 10 years. Where possible, please provide an estimate of *biennial* costs and related assumptions for Years 2 through 5. Describe the role of partner organizations and/or the likelihood of the ongoing availability of potential leveraged resources. Describe any changes one might expect in biennial state costs in Years 6 through 10.**

This component of the plan will be developed in partnership with the stakeholder steering committee and will be a key deliverable in June 2023. The identified costs will be ongoing costs associated with this initiative, ensuring this project is sustainable and closely aligned with the existing mission of the initiative stakeholders.

Per the recommendations of the proof of concept study, a phased implementation plan for the Mapping the IT Occupational and Educational Landscape project would require additional resources which may include:

- Mechanisms for engaging with industry to solicit input about industry sector needs and requirements on an ongoing basis
- High-level personnel to oversee the development, sustainability, and impact of the project, including managing relationships with the technical advisory group and other critical stakeholders
- Mechanisms for engaging with consumers, with a particular emphasis on marginalized communities, to ensure equitable input as well as access to the final product
- Incorporation of Washington's 10 other Centers of Excellence to identify technical workforce needs across industry sectors and increase equitable access to IT career pathways
- Stipends to expand and keep current relevant data sets; and encourage broader participation and adoption across stakeholder groups
- Outreach funding targeted on improving equitable access to IT Career Pathways for marginalized communities in particular
- Development on an interactive online tool that is functional, secure, and accessible
 - Ongoing maintenance and technical support
 - Capacity to include all recommended data sets and pathways identified in the proposal
 - User-friendly design for business and education stakeholders (data input) and end users

Tab 6

Washington College Grant and Registered Apprenticeship

PRESENTER NAME: Mike Meotti, WSAC

BOARD MEETING DATE: 8/18/21

DISCUSSION TIME ALLOTTED: 30 min

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS:</p> <p>The Board will have the opportunity to hear from Mike Meotti, Executive Director of the Student Achievement Council (WSAC), continuing their conversation about the Washington College Grant specific to necessary partnerships in the program's support for registered apprenticeship programs.</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>THIS IS IMPORTANT TO THE WORKFORCE SYSTEM BECAUSE:</p> <p>The Washington College Grant (WCG) was set up to include registered apprenticeship programs; however, there have been implementation challenges in setting up this part of the system. The Board heard a short briefing on this topic in their March Board meeting, and this item on the August agenda will continue that conversation.</p>
<p>BACKGROUND: Short history of how this recommendation came to be. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>In 2019, the longstanding State Need Grant program was renamed the Washington College Grant (WCG). It is the state's financial aid system for low and middle income students to support the cost of tuition and training for a wide range of programs in the state's postsecondary system. The 2019 legislation made WA the first state in the nation to include registered apprenticeship programs, and is open to students of all ages, not just traditional post-high school entries. This makes the WCG an even more powerful tool to address the workforce needs of both employers and workers.</p> <p>WSAC is working closely with the Governor's office, postsecondary institutions, and the Department of Labor & Industries. This group has identified a key need for an intermediary for the registered apprenticeship system that would play a similar role as an individual college campus financial aid office does in student financial aid access and distribution.</p>
<p>RECOMMENDATION AND NEXT STEPS: What specific result do you want from the Board? Is this recommendation for discussion or action? If for discussion, will action be required at a later date? What next steps are expected after this discussion?</p>	<p>THE RECOMMENDATION AND/OR REQUESTED ACTION IS:</p> <p>Information and discussion only. Based upon the discussion, the Board may identify a legislative request, or an opportunity to participate in further work impacting this topic.</p>

Tab 7

Workforce Board Meeting – August 18, 2021

Legislative Agenda Planning – Draft Project Summary

Climate Change Workforce Development Group

1. Staff & Partner Leads:
Eric Wolf, WTB
Marie Davis, Commerce

2. Short Project Description

The Workforce Board has been asked to develop a proposal to convene system partners, particularly the climate change experts at the Department of Commerce, to study the effects of climate change on the workforce, as well as our state's efforts to mitigate the impact of climate change. The workgroup will study and report to the Governor and Legislature by the end of 2023 recommendations on supporting workers who face occupational transition or will need retraining to remain marketplace competitive, as well as recommendations to support workers displaced as a result of the impact of climate change or policies to mitigate its impact.

3. What is the project?

Modeled after the Workforce Board's Behavioral Health Task Force and report from 2019-2021, Workforce Board staff will serve as the convening entity for system partners to identify existing climate change priorities and objectives held by the state, including the state's Clean Energy Plan and its focus on "just transition" to a clean energy economy. The Climate Change Workforce Development Group will produce annual policy recommendations on how state partners can better support workers obtaining education and training or being displaced in the workforce as a result of climate change. The Department of Commerce will play a key role as co-convenor due to their subject-matter expertise on the economic impacts of climate change.

4. Estimated Cost & FTE Needs

\$150,000 of the general fund—state appropriation for fiscal year 2023 and \$150,000 of the general fund—state appropriation for fiscal year 2024 would be provided for the Board to convene a new Climate Change Workforce Development Group composed of stakeholders including but not limited to the Department of Commerce, Department of Ecology, Employment Security Department, and representatives of business and labor. The Climate Change Workforce Group shall assess workforce development impacts of the effects of climate change as well as the impact of the state's strategies to build a just transition to a clean economy. The Group report shall develop policy and practice recommendations on emerging issues in workforce development related to climate change.

The Board must convene and staff the committee and anticipates hiring 1.0 FTE project manager. The committee will provide a report and relevant recommendations to the appropriate committees of the legislature and the office of the governor under RCW 43.01.036 by December 1, 2023, and December 1, 2024.

5. Potential leveraged resources

n/a

6. Responsible entities

The Workforce Board would serve as the convening entity and provide primary staff support to the workgroup and would facilitate partners towards the final report of recommendations. The Departments of Commerce and Ecology, with subject-matter expertise in climate change and its economic effects, will be key partners in the workgroup. Other system partners will be engaged to lend their perspective on programs within their portfolio that support workers to retool or retrain.

7. Proposal format (proviso, statutory change, other).

This workgroup decision package will propose a budget proviso modeled after the Behavioral Health Task Force budget proviso (2020).

8. Why is this needed now?

Both the effects of climate change and our response to address climate change have impacts on both the current and future workforce in Washington. This workgroup would place an intentional focus on positioning Washington to be remain globally competitive while ensuring a just transition for workers to a clean economy.

9. What is the impact?

This workgroup would place an intentional focus on positioning Washington to be remain globally competitive while ensuring a just transition for workers to a clean economy and align workforce system initiatives directly with the state's strategy to transition to a clean energy economy.

Tab 8

Workforce Board Meeting – August 18, 2021

Legislative Agenda Planning – Draft Project Summary

1. Project Title: Next Generation Workforce Development System
2. Staff Lead: Eric Wolf
3. Short Project Description: This discussion area encompasses three separate potential legislative requests:
 - 1) A renewed request for funding to support a system Information Technology (IT) coordination project;
 - 2) A request to amp up cross-agency alignment on business partnership creation strategy alignment through additional state funding to support the Job Skills Program, including staffing to support expanded scope for the program; and
 - 3) A legislative request to recharge the Board with developing policy recommendations and a periodic report to the Governor and legislature on emerging issues in the Future of Work.

All three requests are designed to increase our system's ability to support jobseeker and business customers by streamlining data sharing and creating a cross-agency team that supports expanded upskilling of incumbent workers statewide.

4. What is the project?

Data System Mapping

A decision package developed and endorsed by the Board for the 2020 Session requested \$1,248,000 for a feasibility study to initiate a technology solution for sharing data among workforce agencies to provide a streamlined customer experience across workforce programs, ultimately leading to improved job placement outcomes. The study focus would be to identify an option to integrate a range of data systems and intake processes without requiring an expensive, time-consuming rebuild of any of current systems. Several states use Software as Service systems that achieve cross-agency data sharing without substantial modifications to existing management information systems (MISs). Other states have purchased systems that appear to achieve the needed levels of data sharing across agency and information system boundaries, without major structural modifications of existing MISs.

Business Engagement Support Services

Focuses on allowing Washington's talent development system to radically amp up engagement with employers and co-create a stronger "talent pipeline" to dynamically upskill and reskill workers for long-term economic competitiveness, particularly through increasing investments in customized training. Requests additional FTE to SBCTC and the Board to implement a cross-agency, comprehensive, statewide approach to build and retain talent in partnership with businesses. The Workforce Board staff would have a role in constructing and business engagement dashboard and convening partners to increase utilization of employer information to The proposal developed by the Board aims at \$25 million in state investment per biennium as the maintenance level investment in the Job Skills program. Before last year's legislature, the program had an annual \$2.6 million a year to spend and \$5.2 million per biennium. Although this package was not fully funded by the legislature, they did act to increase the annual appropriation of the Job Skills Program by \$5 million per year. As a result, the program is receiving \$7.4 million in funds each budget year, or \$14.8 million of the \$25 million initially requested by the Board. The Legislature did not, however, provide additional staff to SBCTC to support program expansion or implementation.

Future of Work

The Workforce Board at their July meeting requested development of a budget proviso to re-establish the FOW initiative as a funded function of normal Board operations (rather than a separate task force). This will enable the FOW program to operate more proactively within a continuous process that will identify and analyze potential challenges and opportunities, issue recommendations, track implementation progress, and then

restart the cycle by identifying new relevant FOW issues. The proviso would establish an expectation to annually report recommendations to the Governor and Legislature.

5. Estimated Cost & FTE Needs

Future of Work	\$363,000 in FY23; \$379,000 in FY 24 for convenings and reporting. <ul style="list-style-type: none">- 2.0 FTE Policy and Program staff (PM and Research Analyst)- 0.25 Administrative Assistant IV \$100,000 per Industry-Focused Sentinel Network
Data Systems Mapping	\$1.25 million for feasibility study in FY23. Includes: <ul style="list-style-type: none">- 1.0 FTE IT Policy and Planning Senior Manager (WTB)- 0.4 FTE Administrative Assistant IV- Contractor Services (\$617K)
Enhancing Employer Engagement	

6. Potential Leveraged Resources: N/A

7. Responsible Entities

Workforce Board staff would be responsible for business engagement dashboard creation and curation. SBCTC would continue their primary role as administrator of the JSP. A Board staffer would serve as project manager and liaison to a contractor for the IT data systems mapping project. The Workforce Board itself would be charged under the proposal with expanding their policy development focus on future of work.

8. Proposal format (proviso, statutory change, other)

Two of these requests have been previously submitted as separate decision packages (Data Systems Mapping and Enhancing Employer Engagement). Board staff recommends submitting both of these along with the Future of Work request as an omnibus decision package with accompanying legislation if necessary and draft budget provisos as a backup option.

9. Why is this Needed Now?

The Board has examined tools and strategies to increase our direct partnerships with employers. These proposals recenter the Board in the policy discussion on future work trends; provide resources to the State Board for Community and Technical Colleges to expand access to their key incumbent worker training grant, the Job Skills Program; and will address a critical infrastructure need identified since the inception of WIOA to streamline and standardize our data sharing and collection practices and terminology.

10. What is the Impact?

This proposal will install a dynamic, proactive approach to FOW issues in the workforce system that will serve as an early warning system to detect challenges and opportunities across the state. This forward-looking structure will provide policymakers more timely and actionable information than they are currently afforded, and would align with existing and legislative and executive goals and priorities. As part of its responsibilities, the proposal would allow our system to identify and analyze current FOW trends and challenges to the state's businesses, workers and economic climate, with a particular focus on underrepresented populations, and develop corresponding policy recommendations to be presented

to the Governor and Legislature annually. An ongoing FOW focus cements the Workforce Board's role in helping both businesses and workers adapt to everchanging economic conditions and provides a platform for rapid policy response for the executive and legislative branches. This proposal will allow Washington's talent development system to radically amp up engagement with employers and key stakeholders and co-create a stronger "talent pipeline" to dynamically upskill and reskill workers for long-term economic competitiveness, with a distinct focus on ensuring that diversity, equity, and inclusion remains top of mind in policy development.