

BOARD MEETING AGENDA

December 15, 2021 | 9:00 a.m. – 12:00 p.m. | Meeting No. 253

Click Link to Join Zoom Meeting

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

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 October 13, 2021 Meeting Minutes 2022 Meeting Schedule Performance Sanction Policy Adjustments for Public Comment 	
9:15 a.m.	Chairs Report	
9:45 a.m.	Executive Director's Report	2
10:00 a.m.	2022 Legislative Session	3
	<ul style="list-style-type: none"> Nova Gattman, Workforce Board 	
10:15 a.m.	TAP Planning Process	4
	<ul style="list-style-type: none"> Planning Process Updates Perkins V Planning and Adjusting Performance Targets for Public Comment (Action) <ul style="list-style-type: none"> Eric Wolf, Workforce Board 	
11:00 a.m.	Break	
11:15 a.m.	Update on COVID Flexibility Workforce Information Notices	
	<ul style="list-style-type: none"> Eric Wolf, Workforce Board 	
11:25 a.m.	Efforts to Outcomes (ETO) Update	
	<ul style="list-style-type: none"> Nona Mallicoat, David Kuhn, Employment Security Department 	
11:45 a.m.	Next Steps	
12:00 p.m.	Adjourn	

Tab 1

MINUTES OF MEETING NO. 252
October 13, 2021

Board Members Present:

Perry England, Chair
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)
Jane Hopkins, Representing Labor
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction
Marie Bruin for Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Mark Mattke, Representing Local Government
David Stillman for Cheryl Strange, Department of Social and Health Services (DSHS)
Lee Anne Caylor, Representing Business
Chris Alejano, Representing Underserved Populations
Lisa Brown, Department of Commerce
Marie Davis, Department of Commerce
Larry Brown, Representing Labor

Call to Order

Mr. Perry England called the meeting to order at 9 a.m. on a virtual meeting using Zoom.

Consent Agenda

Mr. Mark Martinez moved to approve the Consent Agenda that included the August 18, 2021 meeting minutes. Ms. Creigh H. Agnew seconded the motion which passed unanimously.

Thank You Perry

The Board gave special presentations, acknowledgements, a musical tribute and a proclamation in honor of Mr. Perry England and his service to the Board.

Executive Director's Report

Workforce Board Executive Director, Ms. Eleni Papadakis, submitted a report highlighting updates on Credential Transparency, Workforce Board Staff Transitions, Staff Promotions and New Hires, Health Workforce Council, Behavioral Health Workforce Advisory Committee, and Workforce Education Investment Accountability and Oversight Board (WEIAOB). Ms. Creigh Agnew expressed well wishes to transitioning staff on behalf of the Board.

Decision Package Update and Advocacy

Workforce Board Staff, Ms. Nova Gattman, presented to the Board an update on the final list of decision packages submitted for consideration in the Governor's budget as the workforce system's 2022 Legislative Agenda.

Employment Security Department Update and UI & OAH

Commissioner Cami Feek gave a presentation on the new long-term care program, WA Cares Fund, administered by the state's Employment Security Department. This program, which Washington workers will begin paying into starting in January (\$0.58 per \$100 of earnings), is designed to ensure better access to long-term care. Commissioner Feek also gave updates on significant progress being made in the UI program.

Board Feedback on Legislative Study on Universal Basic Income Plan

Department of Social and Health Services staff, Lori Pfingst, shared information regarding opportunities for the Board to engage in the planning process for a feasibility study on Universal Basic Income.

Workforce Innovation and Opportunity Act (WIOA) Planning

Workforce Board Staff, Eric Wolf gave updates on the Approval Process for 2020 Local Plan and the WIOA 2022 Plan Update. Mr. Wolf requests the Board to allow staff to review the 12 local plans for approval and bring their recommendations to a future meeting.

The meeting adjourned at 2:11 p.m.



2022 Workforce Board Meetings

Regular Meeting: Wednesday, January 12, 2022

Regular Meeting: Wednesday, March 23, 2022

Regular Meeting: Wednesday, May 25, 2022

Regular Meeting: Wednesday, July 20, 2022

Regular Meeting: Wednesday September 21, 2022

Regular Meeting: Wednesday, November 9, 2022

Performance Sanctions Policy Adjustments for Public Comment – Tab 1

PRESENTERS: Eric Wolf

BOARD MEETING DATE: 12/15/21

DISCUSSION TIME NEEDED: Consent Agenda Item – Discussion at Board Member's Request

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed	<p>DOL Monitoring in early 2021 required the state to develop new policies for performance sanctions and outlining the state funding mechanism in the event local areas do not reach agreement on infrastructure funding agreements.</p> <p>Draft Policy 5415 establishes and implements a state performance sanctions policy for all entities that receive Workforce Innovation and Opportunity Act (WIOA) Title I-B funding. If Board approves the draft it will be circulated for public comment and returned to the Board for final approval at the January Board meeting.</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><u>Revisions to Policy 5415: Performance Sanctions</u></p> <p>The purpose of the performance sanctions policy is to ensure accountability of entities that receive WIOA Title I-B funds from state administrative agencies in meeting the needs of the local workforce development system and ensure compliance with applicable federal and state laws, regulations, policies, guidance, and terms and conditions of applicable awards and contracts.</p> <p>In July 2021, the state Workforce Board approved Workforce System Policy 5415 on Performance Sanctions pursuant to DOL's request. In October, DOL requested that Board staff refine the Performance Sanction policy and note the following additional information:</p> <ul style="list-style-type: none">• What technical assistance and corrective action plans may include.• That sanctions could be recommended regardless of corrective action if progress reporting on corrective action plans are not submitted; and• That the state Board, as the WIOA board, makes final determinations on timelines, sanctions, and whether compliance has been met.
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>Staff recommends the Board approve these policies for public comment and final approval at the next Board meeting.</p>



Workforce Innovation and Opportunity Act Title I Policy Employment System Administration and Policy

Washington envisions a nationally recognized fully integrated One-Stop system with enhanced customer access to program services, improved long-term employment outcomes for job seekers and consistent, high quality services to business customers. In order to achieve this vision, Employment System Administration and Policy sets a common direction and standards for Washington's WorkSource system through the development of WorkSource system policies, information memoranda, and technical assistance.

Policy Number: 5415

To: Washington WorkSource System

Effective Date: July 16, 2021

Subject: WIOA Title I-B Performance Sanctions

1. Purpose:

To establish and implement a state performance sanctions policy for all entities that receive Workforce Innovation and Opportunity Act (WIOA) Title I-B funding.

The purpose of the performance sanctions policy is to ensure accountability of entities that receive WIOA Title I-B funds from state administrative agencies in meeting the needs of the local workforce development system and ensure compliance with applicable federal and state laws, regulations, policies, guidance, and terms and conditions of applicable awards and contracts.

To accomplish these responsibilities, as well as to satisfy its oversight role, the Workforce Training and Education Coordinating Board (WTECB), as the State Workforce Development Board (SWDB) will impose penalties or conditions in the form of sanctions for any issues of noncompliance that have not been promptly resolved based on state-imposed corrective actions identified in monitoring or other oversight reports.

2. Background:

Section 116(b)(3)(A)(iv) of the Workforce Innovation and Opportunity Act (WIOA) requires the state workforce development board (SWDB) to negotiate performance targets for each WIOA metric at the local level. States may leverage sanctions on local grant recipients sanctioned for performance failure or for failure to report (section 116(f) of WIOA).

3. Policy:

There are currently five metrics (employment 2 quarters after exit, employment 4 quarters after exit, median earnings, credential attainment rate, and measurable skill gain rate) for the three Title I programs (Adult, Dislocated Workers, Youth).

Targets for these are negotiated between the state and the WDC. Local areas are then held accountable to possible sanctions after adjusting targets (using the state-developed regression model) to account for most recent local conditions.

The state performance sanctions policy mirrors the federal sanctions policy (TEGL 11-19) to the extent possible. "Failure" to perform on any WIOA metric would be defined as any of the following:

- Failure to meet 50% of targets for any metric, or
- Failure to average 90% of targets for all measures across programs (i.e. Adult) (via regression modelling), or
- Failure to average 90% of targets for all programs across a given measure (i.e. earnings).

Failure in the first year would trigger technical assistance by state partners coordinated by the WTECB, and a technical assistance and corrective action plan to achieve negotiated performance levels. Technical assistance and corrective action plans may include but are not limited to: identification of one or more specific performance issues; assessment of specific technical assistance or training needs; selection of one or more specific technical assistance or training activities to be implemented; identification of the appropriate entities to provide the technical assistance or training; identification of a timeline for completing of the technical assistance and training; and specific dates for reassessment of technical assistance or training needs and completion of the specific technical assistance or training. If an area does not improve performance in their corrective action period for two consecutive program years, they may be subject to sanctions.

Sanctions assessed after two years of performance failure under correction action may include a recommendation to the state workforce board that a non-performing local workforce development area not be recertified by the Governor in future program years. Sanctions may be recommended regardless of corrective action taken in cases involving failure to submit or correct quarterly performance reports. The WTECB, as the state grantee, makes the final determination on timelines, sanctions, and whether compliance has been met.

Appeals Process

Upon an area being notified of the possibility of being sanctioned, local boards have the right to appeal the decision to the Department of Labor. They must do this within 30 days of intent to sanction for performance failure. The appeal would be to the Region 6 DOL representative.

4. Definitions:

Sanction is a penalty imposed/assessed or a remedial action required for noncompliance with applicable federal, state and local laws, regulations, contract provisions/grant agreements or conditions, or policies.

Targets are the negotiated level of performance agreed upon for any of the five metrics across the Title I programs

Technical Assistance is the efforts by either the Department of Labor or the state to identify and correct causes of performance failure.

5. References:

- WIOA Section 116(g) – Performance Accountability
- WIOA Final Rule, 20 CFR 677.220 – Under what circumstances may a corrective action or sanction be applied to local areas for poor performance?
- WIOA Final Rule, 20 CFR 677.225 – Under what circumstances may local areas appeal a reorganization plan?
- Training and Employment Guidance Letter (TEGL) 11-19 – Negotiations and Sanctions Guidelines for the WIOA Core Programs

6. Supersedes:

None.

7. Website:

<https://wpc.wa.gov/policy/state/WIOA>

8. Action:

Local Workforce Development Boards and their contractors must distribute this policy broadly throughout the system to ensure that WorkSource System staff are familiar with its content and requirements.

9. Attachments:

None.

Direct Inquiries To:

Workforce Training and Education Coordinating Board
P.O. Box 43105
Olympia, WA 98504-3105
(360) 709-4600
workforce@wtb.wa.gov

Direct Other Inquiries To:

Employment System Administration and Policy

Employment System Policy and Integrity Division
Employment Security Department
P.O. Box 9046
Olympia, WA 98507-9046
SystemPolicy@esd.wa.gov

Tab 2

Executive Director's Report
Workforce Board Meeting, December 15, 2021—Meeting 253

1. **Workforce Navigation Service Models Legislative Presentation**— House Committee on College and Workforce Development, November 18, 2021. Eric Wolf provided an overview and hosted a panel of field experts on the critical importance of navigation services within the broad, multi-faceted workforce development system. Eric described the optimal functions of a workforce system navigator, and how these have been envisioned within the Board's TAP plan and Collective Impact Initiative. He also provided details on the recommendations from the Board's commissioned study on improving service integration, and data from evaluations of navigation programs. He then introduced presenters to describe three navigation programs designed to serve specific service populations: Felicia Dennis, Transitional Studies Navigator, Clover Park College (Basic Education for Adults), Kevin Osborn, Director of Operations, Seattle Jobs Initiative (low-income adults with significant barriers to employment), Angela Pierce-Ngo, Program Director, Northwest Education Access (homeless and low-income youth).
2. **Pacific NorthWest Economic Region (PNWER) annual conference presentation**— Your executive director was invited to present as part of a panel on workforce challenges resulting from the pandemic. I was asked to speak briefly about policy and practice reform strategies to stabilize and grow the care-giving workforce. Two other panelists covered general economic policy and Canadian building trade employment and training. Much of the session was spent in discussion with the audience and covered a wide range of issues, from supply chain to immigration, to unemployment insurance policies, and potential for expansion of apprenticeship opportunities.

The Pacific NorthWest Economic Region (PNWER) is a statutory public/private non-profit created in 1991 by the U.S. states of Alaska, Idaho, Oregon, Montana, Washington, and the Canadian provinces of British Columbia, Alberta, Saskatchewan, and the Yukon and Northwest Territories. Their mission in forming continues to be to increase the economic well-being and quality of life for all citizens of the region, while maintaining and enhancing the natural environment. More information can be found at www.pnwer.org.

3. **Amazon Invests in Cloud Computing Talent Pipeline Development via Innovative Public-Private Collaborations**—Representatives from Amazon Web Services (AWS) had contacted Workforce Board staff early in the pandemic seeking assistance to develop a talent pipeline for the thousands of cloud computing jobs currently available at the time, and in support of the projected job growth based on the sales of their services. These initial conversations coincided with the board's efforts to analyze and address digital illiteracy and tech-based employment disparities among marginalized populations and communities. We were pleased that AWS' Education to Workforce Team, headed by U.S. Lead, Aaron Osmond, was interested in developing a talent pipeline strategy to help address some of the identified disparity gaps.

Over the past month, Amazon/AWS announced two large investments in building pathways to careers in cloud computing, with an emphasis on underrepresented populations. In mid-November, the company launched the [AWS Skills Center in Seattle](#). Amazon re-purposed one of its buildings to create exhibit and classroom space, and they've hired a faculty and program team to support their goal of exciting people in the community about technology and technology-based jobs. All programs are free, and they will partner with community-based and other service organizations to tailor

programs for their populations. They've designed the skill center for people with little or no technology background to learn about cloud computing and other technology-based careers. Interactive exhibits showcase robotics, space, machine learning, gaming, and smart home technology. Free, in-person classes are offered in computing and cloud fundamentals.

AWS' Education to Workforce Team was particularly interested in creating pathways for marginalized, in-school youth populations, and asked Workforce Board staff to help them learn about what might be needed. We connected them to our partners at OSPI. Becky Wallace organized a number of focus groups across the state and worked with the AWS team to design a new CTE pathway program.

On December 6, at the AWS Skill Center, a press conference was held to announce a "first of its kind" collaboration between AWS and OSPI to train and certify 2,500 K-12 students in cloud computing skills within the next three years. AWS will provide its compendium of curriculum and materials and prepare faculty at Washington's skills centers and high schools so that students can complete industry recognized certifications and access high demand cloud computing jobs at livable wages, and/or prepare for further education at the postsecondary level. While AWS has made these resources available for use by college programs in the past, this is the first time that the full AWS Academy Program, leading to the same credentials will be available at the high school level!

4. **Workforce Education Investment Accountability and Oversight Board (WEIAOB) submits annual report**--The WEIAOB was established by the Legislature in 2019 (E2SHB2158) to provide accountability to taxpayers and to make recommendations for the future about investments from the Workforce Education Investment Account (WEIA). The WEIA is capitalized from a surcharge on the Business and Occupation tax paid by businesses. Workforce Board staff are charged in statute to support the work of the WEIAOB.

The first WEIAOB annual report to the Legislature outlines the process the board took to develop a set of guiding principles and performance metrics that will serve as the filter or "scorecard" for future legislative recommendations. The board is also creating a performance dashboard that will show the impact of current legislative investments from the WEI Account.

The WEIAOB annual report: <https://www.wtb.wa.gov/workforce-ed-invest-board/>

5. **Jan Yoshiwara announces her intended retirement from SBCTC in July 2021**—You may have heard some gasps or very loud "Oh no's," because most initial reactions are of disbelief. Not because Jan doesn't deserve to retire—there are few people as deserving—but because most of us cannot envision a world where Jan Yoshiwara is not the leader we turn to in the community and technical college system. Some gaps are just too large to fill.

Jan has led many of the major initiatives that put Washington's CTC system on the map nationally. Because Jan has consistently focused on data to support the development of these initiatives and to measure their impact, many of Washington's programs have received substantial philanthropic, federal, and state funds, and have been replicated across the country. Jan has also always been passionate about the open access mission of the community and technical colleges, making sure that they are an accessible, effective gateway to advanced learning and careers, especially for those who have been historically and structurally barriered from success. Most recently, Jan has led a transformational effort, called "Guided Pathways" to improve completion rates and outcomes for

CTC students, that uses an equity lens and disaggregated data to ensure that every student can succeed.

I've attached the press release announcing Jan's decision. You will find much more about just some of the legacy that she will be leaving for the system. If it isn't already obvious, reading this short list of incredible accomplishments will make clear that we are losing a treasure. We will miss Jan as a partner and collaborator. Personally, I will miss most Jan's contemplative nature, and how she tackles each new topic thoughtfully, carefully, and meticulously to gauge potential impact and unintended consequences, especially for the people who would otherwise be left behind.

Jan will remain in her position another 6 months or so, as SBCTC undertakes a national search. In the meantime, please join me in thanking Jan for a lifetime of tremendous contributions.

6. **New Workforce Board CFO/COO**—I am pleased to announce that Lisa Engelhart has joined our staff as our Chief Financial and Operating Officer. Lisa has had increasingly more responsible accounting and operations positions over 25 years, the last 20 years in state service. She has managed complex federal and state finances, which gives her a head start on navigating our budget situation—and really set her apart from the other candidates. Most recently, Lisa comes to us from the Employment Security Department, where she was serving as Treasury Manager for the Paid Family Medical Leave (PFML) program. As a member of the founding PFML team, Lisa lead the development of and worked with the PMFL technology team to establish an effective, efficient, and secure revenue and payment system.

Lisa hit the ground running on December 1, learning all the nuances of our structure while fulfilling financial and administrative critical functions. Our former CFO/COO, Victoria DeBoer retired on November 30, but has offered to stay connected for technical support for Lisa. I am so appreciative that among the many items Vicki handled in her last couple months with us, that she led the recruitment and selection process that found us Lisa!

7. **New Directors Chosen to Helm Three Workforce Development Councils**—It's almost the New Year and three different Workforce Development Councils will have new leaders by the start of 2022. But first, some appreciation for the leadership that is leaving. Thanks to Elizabeth Court, Cheryl Fambles, and Dave Petersen for your long-standing dedication and commitment.

Olympic--The Olympic Workforce Development Council, which serves Clallam, Jefferson, and Kitsap Counties, has named William Dowling as the organization's new director. Dowling, who started in early December, has spent over 23 years working in workforce and economic development, and most recently served as Director of Employment and Training for the Colorado Department of Labor and Employment. He succeeds Elizabeth Court, who recently took a job as a program integrity manager for the state's Employment Security Department. More details: <https://bit.ly/3pEfdZE>.

PacMtn--The Pacific Mountain Workforce Development Council, which serves Thurston, Mason, Lewis, Pacific, and Grays Harbor counties, has also hired a new CEO. In November, it was announced that William Westmoreland would succeed current CEO Cheryl Fambles, who is leaving the position in January. Westmoreland most recently has worked as a Senior Associate Director of Business Engagement and Community Affairs for PacMtn. His career has included corporate, education, and non-profit experience and 17 years of involvement in workforce development. More: <https://bit.ly/31zMDjy>

North Central—The SkillSource Regional Board promoted Lisa Romine as the Workforce Development Area's new Executive Director, effective January 1. The region includes: Chelan, Okanogan, Douglas, Grant, and Adams counties. Romine has over 28 years of workforce development experience. She has led North Central regional planning, implemented innovative Workforce Investment programs including sector partnerships and incumbent worker training, and developed pre-employment training for students. She succeeds long-time Executive Director Dave Petersen.

Jan Yoshiwara announces retirement from State Board for Community and Technical Colleges



December 01, 2021 by SBCTC Communications

OLYMPIA, Wash. — Jan Yoshiwara, executive director for the State Board for Community and Technical Colleges, today announced her plan to retire July 31 after 44 years in the college system, including 38 years at SBCTC. Yoshiwara was appointed executive director of the State Board in 2017. The Board sets policy for the college system and allocates operating and capital funds to the state's 34 community and technical colleges that together serve 278,000 students across Washington state.

"I have been proud and grateful to work with such dedicated students, faculty and staff at all of our 34 colleges and the State Board," Yoshiwara said. "Our colleges change lives for people of all ages, backgrounds and education levels across Washington. I've been fortunate to have a career that carries out this

amazing mission."

Yoshiwara's announcement capped decades of changes and innovations within Washington's community and technical college system. Under her leadership, the system put racial equity at the front and center of its mission. Nearly half of Washington's community and technical college students are students of color. For Yoshiwara, racial equity is a deeply personal priority: As a high school and college student, Yoshiwara was influenced by the civil rights movement and decided to work at the intersection of civil rights and higher education.

Yoshiwara's career revolved around giving students greater opportunities in higher education and life. To Yoshiwara, each step in a student's educational journey should lead to the next step, like rungs on a ladder.

Under her leadership, Washington became one of the first states in the nation to offer applied bachelor's degrees at community and technical colleges. The degrees allow people with 2-year degrees in technical fields like information technology, health care and advanced manufacturing — programs that wouldn't normally transfer to a university — to return to a community or technical college to study two more years and earn a bachelor's degree. The additional credential opens the door to promotions, new job opportunities and career mobility. Many students begin their studies at a community or technical college with the goal of earning a bachelor's degree at the end.

Yoshiwara also led the college system to join a national reform movement called "Guided Pathways." Under Guided Pathways, students establish concrete career goals and receive clear maps of which courses to take, and in what order, to earn a certificate or degree that qualifies them for careers or university-transfer. Advising and support services help students choose a path, stay on a path, and graduate. The simplified choices, structure and support make it less likely students will meander in college and more likely they'll graduate.

The college system also adopted a model to award colleges funds when students reach key momentum points proven to propel them further in college towards credential completion, such as completing college-level English and math or achieving their first 45 college credits. As a result, colleges are funded based on performance as well as enrollments.

Underpinning all the efforts is a robust research department established under Yoshiwara's leadership. Additionally, Yoshiwara launched programs to advance online learning, provide students with free or low-cost books through open education resources, and established a Student Success Center at the State Board. She also built an advocacy network with students, college leadership, business and labor organizations, and other groups to gain legislative support for community and technical college students and the colleges that serve them.

"Jan has left a legacy for Washington and for our entire nation; she is highly respected in higher education circles across the country," said Jay Reich, chair of the board of trustees that oversees the agency. "The Board and I thank her for her deep commitment to serving our students and colleges and the greater good they bring to Washington state."

The Board will begin a search process and expects to name a new executive director in July 2022.

Yoshiwara, who gained national recognition for her visionary leadership, said she's looking forward to spending more time with her family, including her young granddaughter and a grandbaby on the way. She will keep her hand in higher education policy through engagement with several national higher education policy boards.

Tab 3

Decision Package Update & Advocacy

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 12/15/21

DISCUSSION TIME ALLOTTED: 15 minutes

<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 receive a reminder of the final list of decision packages submitted for consideration in the Governor's budget, packaged as the workforce system's 2022 Legislative Agenda. As available, Board staff will share information on any policy papers that precede the Governor's official budget release. As time allows, Board members will be invited to share any updates on their legislative requests that might be of interest to the workforce system.</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 in the upcoming 2022 Legislative Session is for the Board to coalesce around key policy and funding levers to advocate for strategies and tactics to improve economic outcomes for Washington's workers, businesses, and communities. Given the challenges facing our state's workforce system in the last year, now is a prime opportunity continue action to support our system requests in the 2022 Legislative Session and beyond.</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 allows business, labor, and government to be united in pursuing support from the Legislature and Governor to move issues forward that will best position the workforce system to play a key role in the state's economic recovery. This 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>Familiarizing all Board members and partners allows for maximum impact in planning for engagement on the various initiatives up for consideration, as well as discussing how other system asks might align or complement the Board's agenda. This pre-session work will allow for increased participation and advocacy with policymakers for the workforce system goals.</p> <p>Workforce Board system and agency-specific decision packages submitted to the Governor may be found here: https://www.wtb.wa.gov/about-us/workforce-board-legislative-tracker/.</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>The Board will be provided the opportunity to share any pre-Legislative Session questions or comments on how we might best advocate for the items on the Board's agenda, and where other partner requests align with the Board's list. If available, the Board will hear about any newly released policy priorities from Governor Inslee as he prepares to release his 2022 budget.</p> <p>If time permits, Board members may be invited to share any updates about their individual agency or organization requests that may be of interest to the Board.</p>

Tab 4

TAP Planning Updates & Adjusting Perkins V Targets – Tab 4

PRESENTERS: Eric Wolf

BOARD MEETING DATE: 12/15/21

DISCUSSION TIME NEEDED: 45 minutes

ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed	Perkins V allowed states to set their own performance targets for each core indicator at the secondary and postsecondary level, and allows states to adjust their initial target baselines within the first four years of the Act so that states can accurately set goals using relevant Perkins V data. The Board is asked to consider revised baselines from the Perkins V targets adopted in March 2020 for integration in the March 2022 TAP plan update. Target baseline adjustment requires 60 days of public comment, so the Board will be asked to authorize the proposals from OSPI and SBCTC for public comment.
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>Board members will discuss the upcoming TAP plan update due in March 2022 and their timeline for approval of a draft, consideration of public comments, and approval of the plan for submission. The majority of this time will be spent specifically on examining a proposal to set new target baselines for Perkins V indicators before public comment.</p> <p><u>Perkins V Performance Target Setting</u></p> <p>In early 2020, the Workforce Board approved the first state plan under the fifth-generation Carl D. Perkins Act. A key feature of Perkins V is that states were given the responsibility for choosing their own performance targets for each core indicator in the secondary and postsecondary performance measures. Because states would be using data gathered under Perkins IV and relying on data definitions that did not match up while they set their initial years of Perkins V targets, states were to undertake their best effort to baseline and were given the ability under the act to adjust their performance targets once during the first four years of implementation. States may then reset their performance targets using data gathered under Perkins V definitions.</p> <p>Our secondary and postsecondary Perkins partners included initial targets for all indicators in the first Perkins V plan, which was combined into the <i>Talent and Prosperity for All</i> plan and submitted jointly in March 2020.</p> <p>Under the Perkins Act, target baseline adjustment requires a minimum of 60 days of public comment in order to be accepted by the U.S. Department of Education. The ask today of the Board is to release the proposed targets for public comment. Board staff will coordinate with OSPI and SBCTC to ensure workforce deans and CTE directors have an opportunity to provide feedback on the revised comments over the next 60 days. Comments and changes to the proposal as a result of the comments will be summarized for the Board and integrated into the draft Perkins V plan update to be submitted in March 2022.</p>

	<p>Your packet includes proposed targets for school year 21-22 and beyond, for both the secondary and postsecondary systems. On each indicator where an alternative target baseline is proposed, partners have developed and provided rationale for the new target baselines. Partners will be available for questions at the Board 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>Staff recommends that the Board release the proposed Perkins V targets for both the secondary and postsecondary systems for the required 60 days of public comment. The Board will vote on final proposed targets when they consider the Perkins and TAP plans together in a late February/early March meeting.</p>

OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

CTE Concentrator Definition: A CTE concentrator is a student, served by an eligible recipient, who has completed at least 2 courses in a single career and technical education program or program of study. For the purposes of this definition, Washington will define course as a learning experience that results in the student earning at least one high school credit and will define program or program of study as courses in the same career cluster level. A CTE Concentrator will be any student who earns two credits in a single career cluster within their four-year cohort.

CTE Participant Definition: A CTE participant is a student who completes no less than one course in a career and technical education program or program of study of an eligible recipient. Consistent with the term course used in concentrator, Washington define course as a learning experience that results in the student earning at least one high school credit. A CTE participant will be any student that earns a high school credit in a CTE course in a single school year as reported annually.

Background: Due to the inability to modify baseline and missing the submission window in Spring 2021, target updates are now being proposed. With school closures, remote and/or hybrid learning, and assessment gaps the state targets which were approved as part of the state plan prior to COVID call for renegotiating.

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
1S1: Four-Year Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</i>	83.6%	84.7%	85.7%	86.8%
No Change in Target Requested for 1S1.				
Numerator: CTE concentrators who graduate in the 4-year adjusted cohort.				
Denominator: All CTE concentrators in the four-year adjusted cohort.				

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
1S2: Extended Graduation Rate <i>Defined as: The percentage of <u>CTE concentrators</u> who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.</i>	86.6%	87.7%	88.7%	89.8%
No Change in Target Requested for 1S2.				
Numerator: CTE concentrators who graduate in the five-year adjusted cohort.				
Denominator: All CTE concentrators in the five-year adjusted cohort.				

OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
2S1: Academic Proficiency in Reading/Language Arts <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</i>	76.4%	78.7%	80.9%	83.2%
	Proposed Target			
	68%	68%	68%	69%
Concerns/Impact/Issues/Reasoning: Class of 2021 was the last cohort of students who attempted the statewide ELA assessment during their 10 th grade state testing window. Current and future cohorts will be impacted by the school facility closures and modifications to the state assessment plan, as students have the option to take the modified state assessment in Fall 2021 (originally intended for Spring of 2021), and the state assessment is again planned for Spring 2022. To address the modifications, we considered the class of 2019 proficiency scores and considered the state's ESSA plan data to update the proposed 2022-23 target by extending the intended baseline target and adding in a 1% increase for each subsequent year. This may be an area that needs additional negotiation after we review the impacts of assessment changes in our state.				
Numerator: Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan.				
Denominator: All CTE concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.				

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
2S2: Academic Proficiency in Mathematics <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</i>	57.1%	62.6%	68.1%	73.6%
	Proposed Target			
	38.4%	38.4%	38.4%	39.4%
Concerns/Impact/Issues/Reasoning: Class of 2021 was the last cohort of students who attempted the statewide mathematics assessment during their 10 th grade state testing window. Current and future cohorts will be impacted by the school facility closures and modifications to the state assessment plan, as students have the option to take the modified state assessment in Fall 2021 (originally intended for Spring of 2021), and the state assessment is again planned for Spring 2022. To address the modifications, we considered the class of 2019 proficiency scores, and considered the state's ESSA plan data to update the				

OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

proposed 2022-23 target by extending the intended baseline target and adding in a 1% increase for each subsequent year. This may be an area that needs additional negotiation after we review the impacts of assessment changes in our state.

Numerator: Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan.

Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
2S3: Academic Proficiency in Science <i>Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</i>	50.2%	56.8%	63.5%	70.1%
	Proposed Target			
	29.1%	29.1%	29.1%	30.1%
Concerns/Impact/Issues/Reasoning: Class of 2021 was the last cohort of students who attempted the statewide science assessment during their 10 th grade state testing window. Current and future cohorts will be impacted by the school facility closures and modifications to the state assessment plan, as students have the option to take the modified state assessment Fall 2021 (originally intended for Spring of 2021), and the state assessment is again planned for Spring 2022. To address the modifications, we considered the class of 2019 proficiency scores, and considered the state's ESSA plan data to update the proposed 2022-23 target by extending the intended baseline target and adding in a 1% increase for each subsequent year. This may be an area that needs additional negotiation after we review the impacts of assessment changes in our state.				
Numerator: Any CTE concentrators in the denominator who achieved proficiency on the science academic assessment.				
Denominator: All CTE concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.				

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
3S1: Postsecondary Placement No data available yet, waiting for ERDC.	67%	70.2%	73.4%	76.6%



OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

<i>Defined as: The percentage of <u>CTE concentrators</u> who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</i>	Proposed Target			
	67%	67%	67%	68%
Concerns/Impact/Issues/Reasoning: The state has been unable to review and/or provide 3S1 data to subrecipients. Due to this lack of data, we've extended the intended baseline target, and include a 1% increase in the following year.				
Numerator: Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment. Denominator: The number of CTE concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year. Preliminary data is not available, data will only be available when final post-secondary outcomes are provided by ERDC.				

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
4S1: Non-traditional Program Enrollment <i>Defined as: The percentage of <u>CTE concentrators</u> in career and technical education programs and programs of study that lead to non-traditional fields.</i>	51.8%	54.8%	57.8%	60.8%
	Proposed Target			
	20%	20%	20%	21%
Concerns/Impact/Issues/Reasoning: Washington's list has many Washington created CIP codes, which increases "Unidentified" - CIP revision process may help this issue. Additionally, evaluating existing list for improvement and alignment with Washington labor data and not only using National list may support better data.				
Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student's gender. Denominator: All CTE concentrators in the four-year adjusted cohort. Students that identify as "Gender X" are not permitted to be reported at the federal level. Due to this issue, students that identify as "gender X" will not be represented in the gender categories reported for this indicator but gender X will be represented in all other reporting groups for this indicator.				

OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
5S1: Program Quality – Attained Recognized Postsecondary Credential No data available. 2020-21 baseline year for data collection. <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained a recognized postsecondary credential.</i>	43%	46%	49%	52%
	Proposed Target			
	35%	35%	35%	36%
Concerns/Impact/Issues/Reasoning: The data collection for 5S1 began in the 2020-21 school year. Due to this lack of data, we've extended the intended baseline target, and include a 1% increase in the following year.				
Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system. Denominator: All CTE concentrators in the four-year adjusted cohort who are exiting. The denominator for this measure is the same denominator as for the 1S1 measure.				

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
5S2: Program Quality – Attained Postsecondary Credits <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</i>	81.5%	82.9%	84.3%	85.7%
	Proposed Target			
	81.5%	81.5%	81.5%	82.5%
Concerns/Impact/Issues/Reasoning: Extending the intended baseline target and adding in a 1% increase for each subsequent year.				
Numerator: Of students in the denominator, students that completed courses that provided dual credit. Denominator: All CTE concentrators in the four-year adjusted cohort who graduated. The denominator for this measure is the same numerator as for the 1S1 measure.				

OSPI Secondary Indicators – Perkins V

Target Overview: Negotiating Targets for 2022-23

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
5S3: Program Quality – Participated in Work-Based Learning Phase in year, no data available. 2021-22 baseline year for data collection. <i>Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having participated in work-based learning.</i>	90%	91.4%	92.8%	94.2%
	Proposed Target			
	50%	50%	50%	51%
Concerns/Impact/Issues/Reasoning: Engaged stakeholders, increased through engagement with additional stakeholders and student information defined business rules that set the threshold at a higher rate. There was also a significant change to the definitions of WBL activities which “counted” towards the measure. The proposed targets should be lowered due to 2021-22 SY will be the first year of the revised collection of WBL and students engaged in remote learning due to COVID.				
Numerator: Of students in the denominator, CTE concentrators that participated in work-based learning. Denominator: All CTE concentrators in the four-year adjusted cohort who graduated. Data Availability: The only element consistently available in the data systems at this time is the enrollment reported in cooperative worksite learning, through the “888” CIP Codes. This indicator will be a required component of the accountability system in the 2021-22 school year				



SBCTC Postsecondary Indicators – Perkins V

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
1P1: Postsecondary Placement <i>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 20 2504(a)), or are placed or retained in employment.</i>	42.0%	43.0%	44.0%	45.0%
	Proposed Target			
	39.0%	39.5%	40.0%	41.0%
Concerns/Impact/Issues/Reasoning: <ul style="list-style-type: none"> The targeted areas of placement (other postsecondary institutions and employment) for concentrators completing and exiting the Washington community and technical college system show signs of shrinking, resulting in a different environment today from the one in which the original targets were set. This is attributed largely to the pandemic and significant reductions in CTE program options due to social distancing requirements and move to online learning. Enrollment in receiving institutions (i.e. 4-year institutions) in Washington declined 2.7 percent in 2019-20. National Student Clearinghouse data points to continued declines among receiving institutions as of fall 2021, 2.5 percent decline at 4-year public universities. This data reflects national trends; WA-specific data is not yet available. Statewide participation in apprenticeships, another activity measured by this outcome, also shows signs of slowing, per Labor & Industries. Employment across the state shows signs of recovery, but has yet to reach its pre-pandemic levels: 3.52 million jobs in February 2020 compared with 3.42 million in September 2021. 				
Previous target setting was based on the following: <ul style="list-style-type: none"> Postsecondary performance analysis of data from the previous three academic years showed a 5% gain in 1P1 performance from 2015-16 to 2017-18. For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington’s two-year college system, and those who were employed the second quarter following the completion year. Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps. 				

SBCTC Postsecondary Indicators – Perkins V

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
2P1: Earned Recognized Postsecondary Credential <i>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: "that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program."</i>	57.0%	59.0%	60.0%	61.0%
	Proposed Target			
	53.0%	53.5%	54.0%	55.0%
Concerns/Impact/Issues/Reasoning: <ul style="list-style-type: none"> Completion declines among CTE students were much more pronounced since the beginning of the pandemic. These larger declines in CTE programs are largely attributable to the inability to offer hands-on, in-person training and required clinical and internship experiences. Since then, constantly changing health and safety recommendations and restrictions have affected students' ability to enroll in and complete their programs of study. In spring 2020, when these effects first appeared, CTE program participation declined 15 percent, compared with a 4 percent decline in academic transfer programs. The declines carried forward into academic year 2020-21, which saw a 13.2 percent year-over-year enrollment decline in CTE programs. These effects are evidenced in the overall lower number of CTE credentials awarded in 19-20 when compared with pre-pandemic: <ul style="list-style-type: none"> Transfer Associate Degrees: down 6 percent Long Certificates: down 18 percent Short Certificates: down 20 percent 				
Previous target setting was based on the following: <ul style="list-style-type: none"> Postsecondary performance analysis of data from the previous three academic years showed a 6% gain for 2P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award. For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from secondary or postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD). 				

SBCTC Postsecondary Indicators – Perkins V

Indicator/Definition from Perkins	Current State Target			
	2020-21	2021-22	2022-23	2023-24
3P1: Non-traditional Program Concentration <i>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.</i>	18.0%	19.0%	19.5%	20.0%
	Proposed Target			
	16.0%	16.5%	17.0%	17.5%
Concerns/Impact/Issues/Reasoning: <ul style="list-style-type: none"> Underrepresented students in Non-traditional programs are more likely to experience low sense of connection to the institution; low confidence about completing their program; and/or negative feelings about their educational preparation. The pandemic has impacted colleges' ability to provide personal outreach and connection. Pandemic related restrictions eliminated in-person, personalized supports on which many non-traditional students relied. Access to technology, transportation, childcare/k-12 school closures, and academic support services have been identified as key barriers to enrolling/returning to college. Cumulative barriers (personal, financial, psychological, and academic) require personalized supports (personal counseling, financial aid, career/academic advising, social services) which are difficult to provide in a remote environment. Colleges in Washington have limited ability to provide personalized supports and services that have been most effective in serving non-traditional students, including community/in-person recruitment activities, specialized orientation programs, clubs and engagement activities for parents, academic and personal counseling services, etc. due to pandemic restrictions. Retention and completion initiatives (internships, job shadowing/search, academic supports, tutoring, etc.) and community engagement activities to promote non-traditional CTE program were cancelled due to pandemic restrictions. This created challenges in connecting students to career pathways and helping students create a sense of connection and belonging with the institution. Previous target setting was based on the following: <ul style="list-style-type: none"> Postsecondary performance analysis of data from the previous three academic years showed a 1% gain for 3P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields. Source: National Alliance for Partnerships in Equity - Nontraditional Occupations Crosswalk 				