

BOARD MEETING AGENDA

April 20, 2022, | 9:00 a.m. – 4:00 p.m. | Meeting No. 255

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 <ul style="list-style-type: none"> Welcome New Board Chairs Welcome New Board Members Staff Announcements 	
9:10 a.m.	Consent Agenda (Action)	1
	<ul style="list-style-type: none"> Approval of February 2022 Meeting Minutes 	
9:15 a.m.	Executive Director Report	2
9:25 a.m.	WIOA State Plan Approval (Action)	3
	<ul style="list-style-type: none"> Eric Wolf, Workforce Board <ul style="list-style-type: none"> Changes to Plan Public Comments Received Perkins Plan Update Approval Perkins Performance Indicators Perkins Budget Distribution Local Area Plan Approval Recommendations 	
10:30 a.m.	Break	
10:45 a.m.	COVID Service Delivery Waivers (Potential Action)	4
	<ul style="list-style-type: none"> Eric Wolf, Workforce Board Mark Mattke, Spokane WDC 	
11:45 a.m.	Legislative Session Debrief 2022	5
	<ul style="list-style-type: none"> Nova Gattman, Workforce Board <ul style="list-style-type: none"> New Hires? Expectations of Board re: Deliverables 	
12:45 p.m.	Lunch	
1:15 p.m.	Starting Up the Legislative Session 2023	5
3:15 p.m.	Adjourn	

Workforce Training and Education Coordinating Board



VISION

Every Washington community is thriving, inclusive, and economically resilient.

MISSION

We champion strategies, and align organizations and stakeholders statewide to enable the future of work, which ensures a successful business climate and livable-wage jobs for all.

VALUES

- ▶ **Racial Equity and Inclusiveness:** We work to end systemic racism, value differences, and welcome all voices.
- ▶ **Innovative and Agile:** We are nimble and creative in responding to the needs of our customers to revolutionize Washington’s workforce system.
- ▶ **Collaboration:** We value our teamwork, partnerships and proactively engage all stakeholders with open and honest communication.
- ▶ **Accountability:** We are responsible to each other and to the public to ensure the effectiveness of investments in the workforce system.
- ▶ **Integrity:** We hold ourselves to the highest standards of ethics and honesty. Our moral compass aligns to our vision.

WHAT WE DO

Evaluate the State’s Workforce System

As an independent third party evaluator, we track the performance of the state’s largest workforce programs to ensure a high-quality workforce training system. We are responsible for overseeing a workforce development system that includes 16 education and training programs receiving almost \$1 billion annually in state and federal funds. We also set and evaluate performance standards for education programs eligible for federal and state training dollars as part of the Eligible Training Provider List.

Advocate for Continuous Improvement & Innovation

We support the continuous improvement of the state’s workforce system. To do this, we are charged with offering policy recommendations to the Governor and Legislature. The Board also administers and evaluates innovative pilot projects that can be brought to scale on a regional or statewide basis.

Regulate Private Career Schools & Oversee Veterans Programs

The Legislature designated the Workforce Board as the primary agency to oversee and regulate private career schools and certificate programs, as well as non-degree programs for veterans. The Workforce Board plays an important consumer protection role in investigating and acting on student complaints.

Support Career-Connected Learning & Carl D. Perkins Act

We actively promote a wide range of work-based learning and real world work experience to help young people transition to career success. The Board also serves as the state’s Board of Vocational Education to oversee the Federal Carl D. Perkins Act and develop policies about how Career and Technical Education (CTE) is delivered across WA.

Tab 1

MINUTES OF MEETING NO. 254

February 2, 2021

Board Members Present:

Larry Brown, Co-Chair
Gary Chandler, Co-Chair
Lee Anne Caylor, Representing Business
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
Jilma Meneses, Department of Social and Health Services (DSHS)
Kairie Pierce for Larry Brown, Representing Labor
Chris Alejano, Representing Underserved Populations
Marie Davis for Lisa Brown, Department of Commerce

Call to Order

Ms. Lee Anne Caylor called the meeting to order at 1:00 p.m. on a virtual meeting using Zoom. Ms. Caylor gave a welcome to new member Ms. Jilma Meneses, Secretary of Department of Social and Health Services and presented a review of the Board's mission, vision and values.

Consent Agenda (Action)

MOTION-2022-254-01: Ms. Jilma Meneses moved to approve the Consent Agenda that included approval of the December 2021 Meeting Minutes, the Performance Sanction Policy Adjustments. Mr. Gary Chandler seconded the motion which passed unanimously.

TAP Planning Process

Workforce Board Staff, Mr. Eric Wolf, presented the Planning Process Updates and the timeline for approval of updates to the plan, consideration of public comments, and approval of the plan updates for submission. Mr. Larry Brown expressed interest in updating the Employer Survey considering the last one was done in 2019. Mr. Gary Chandler agreed that the data is likely out of date given the changes since the pandemic and the language should be updated to reflect that. Ms. Marie Davis shared that Commerce has some of the more current data on businesses. Ms. Cami Feek will also collaborate with staff on recommendations and revisiting data. Mr. Mark Mattke requested specific language on understanding the performance measures in our current environment as a first step.

MOTION-2022-254-02: Mr. Larry Brown moved for initial public comment. Ms. Marie Bruin seconded and the motion which passed unanimously.

Chairs Report – Board Leadership

Governor's Office Staff, Mr. John Aultman, gave a special thank you to Ms. Lee Anne Caylor for her work as Interim Chair. Mr. Aultman also gave thanks from the Governor's Office to Co-Chairs Mr. Larry Brown and Mr. Gary Chandler for accepting their roles. Mr. Aultman also express the Governor's excitement to have representation from business, labor and state government working collaboratively. Both Co-Chairs gave their vision for the Board and extended the time for questions. Ms. Caylor asked Mr. Chandler and Mr. Brown to provide their thoughts on the new Board structure. Both gentlemen

mentioned the importance of the message that is conveyed to the strong business-labor partnership at the helm of the organization, and also stressed their commitment to making it work. They each described how their personal and professional backgrounds have generated a passion for workforce development issues. Lee Anne opened up the discussion to the Board and audience for questions for the new co-chairs, but comments were made in support of the structure and affirmation that Mr. Chandler and Mr. Brown are the two best candidates to tackle this new structure.

2022 Legislative Agenda

Workforce Board Staff, Ms. Nova Gattman, presented a sample of the 200+ bills currently being tracked by staff. Ms. Gattman also highlighted a few key items in the Governor's budget that included: Career Bridge (460k, ongoing), WEIAOB (150k, ongoing), WAVE Scholarship (209k, for 2 years), Clean Energy Workforce Transformation (250k, for 2 years), Integrated Data Sharing (216k, ongoing), and LTC Staffing (2.6m, ongoing). Board members were given a detailed handout that included all bills and budget items.

Executive Director's Report

Workforce Board Executive Director, Ms. Eleni Papadakis, gave a welcome to new Co-Chairs and thank you to the Interim Chair. Ms. Papadakis gave an update on the Workforce Innovation Network (WIN) project. Mr. Wolf shared additional details about the deliverables of the WIN project, convened by the National Governors Association. The Washington state team is receiving support from American Institutes of Research (AIR) to develop a set of customer navigational tools to pilot this summer and fall, including a tool to help frontline staff measure and assess customers' self-sufficiency during intake in a common way, and an accompanying tool to help customers define and share the skills, competencies, and experiences they bring with them into the system. Both tools are being informed by motivational and asset-based interviewing approaches. The WIN project concludes in May with virtual convening of peer states to share their work.

The meeting adjourned at 2:40 p.m.

Tab 2

Executive Director's Report
Workforce Board Meeting, April 20, 2022—Meeting 255

1. **Agency planning**— The 2022 legislative session resulted in new responsibilities for the Workforce Board agency. You'll hear the details during the legislative overview at the 4/20/22 meeting. This item is about the planning process that the agency is undertaking to prepare for the new work, including identifying the staff capacity necessary to meet our obligations well while maintaining or improving upon our performance and productivity. We are also investigating possible approaches to creating a hybrid (in-office/remote) workplace that meets our business needs and allows for staff to maintain some of the positive aspects of remote work.

We have contracted with Cynthia Harris, lead consultant with Bridges Enterprises, and former COO of this agency, to facilitate the process. She began with a one-on-one interview with each staff member. She also has been meeting with the leadership team to understand our priorities and concerns. Most recently, Cynthia facilitated an exercise to establish the current resource and capacity landscape, and the projected landscape of capacity needs as we take on new obligations and responsibilities. This landscape analysis will be the basis for planning for the new staffing structure, which will occur over the next month or so.

2. **Staff Transitions** — It literally pains me to put in writing that our wonderful Deputy Director for Policy and Programs, Eric Wolf, will be leaving us at the end of the month. Eric has handled a huge portfolio of work for this organization over the past 8 years. He's been primarily responsible for all things WIOA and Perkins, has been lead staff for this Board, has been a liaison to workforce agency partners at the state and local levels, and has very often served as the agency spokesperson on agency and system issues. Eric's presentation skills are stellar; he is often requested specifically as a speaker. Eric has also rarely said "no" to new challenges, so has taken on additional projects, like the recent NGA policy academy and various grant development projects.

It will be difficult to lose a staff person who has worked so hard and so well for this organization. But what his colleagues will miss most is Eric's intellect, humor, caring, kindness and friendship. Even with his tremendous workload, Eric was always willing to help when his colleagues needed support.

Eric will be spending the next few months in his old home state, Florida, helping his parents handle the transitions of aging. While I will miss Eric immeasurably, it is a testament to Eric that he is taking this time to support his family. Please join me in wishing Eric and his family well, and great success when he is ready to return to the workplace.

3. **Board's proposal is framework for national bill.** In the early days of the pandemic, the Board convened a wide range of stakeholders to strategize ways to help marginalized individuals access the IT-based economy and high-wage, in-demand careers. One of those strategies was the IT Service Corps, which would be developed as a program of the Washington Service Corps. This program model was advanced by the Board to the Governor and legislature in its decision package on IT Equity. It didn't get picked up this legislative session, but the proposal was embraced by Congressman Derek Kilmer. He found bi-partisan support for the concept and developed a bill to establish the program within the National Service Corp's AmeriCorps Program. Here is the [press release](#) that describes the program.

4. **Eleni Papadakis steps down as Chair of Credential Engine board of directors**—I have been so honored to serve as the founding chair of Credential Engine, a national organization established to demystify and make easily navigable the thousands of educational and occupational credentials in the marketplace today. Credential Engine was launched in 2016 as an independent non-profit organization, emerging from the Lumina Foundation-funded Credential Transparency Initiative (CTI)—a multi-year, multi-stakeholder research and demonstration project. You can learn more about Credential Engine and the CTI at [About Us - Credential Engine](#).

After almost 6 years at the helm of the organization—the start-up years—I felt it was time for fresh leadership to take the organization to the next level. I was pleased that the board unanimously accepted my proposed slate of candidates for those leadership roles: Barbara Gelman Danley, President of the Higher Learning Commission and a founding board member of CE is the new chair of the board. Aaron Fitchner, President of the New Jersey Council of County Colleges and former New Jersey Commissioner of Labor and Workforce Development will serve as vice-chair. Ted Mitchell, former undersecretary for the US Department of Education and currently the President of the American Council on Education (ACE) will serve as treasurer.

I have agreed to chair the Policy Committee of the board at this pivotal time in the organization's history. Credential Engine has been engaged with a majority (29) of US states, relevant US Federal Agencies (USDOL, USED, DOD), the white house, and Congress to create a policy framework for the adoption and scaling of the principles of credential transparency. A number of other countries are also signing on to the CE agenda, and we are fortunate to have the Director for Education and Skills for the OECD (www.oecd.org) serving on the Policy Committee and the board. The Policy Committee will create materials in support of and monitor the development and enactment of legislation at the national level, among participating states, and internationally. Policy Committee members will also support staff and partners in their advocacy efforts.

5. **Credential Transparency and Learner and Employment Records (LERS)**—The Workforce Board will have a seat at the table exploring this next important stage of credential transparency and equitable credential pathways. The National Governors Association Center for Best Practices (NGA Center), in partnership with Jobs for the Future (JFF), has launched a project to help Governors' offices and other senior state officials better connect skills-based training to skills-based hiring practices and to consider promising design elements of Learning and Employment Record (LER) systems.

Named the Skills-Driven State Community of Practice, this peer learning opportunity supports states in preparing their employers, education and workforce systems, data systems and policies to design and implement LER projects as an equitable economic mobility tool. 11 states were selected to participate in this Community of Practice: Alabama, Arkansas, Colorado, Connecticut, Indiana, Kentucky, Louisiana, Oklahoma, Virginia, Washington, and Wyoming.

Tab 3

TAP/Perkins Planning Updates

PRESENTERS: Eric Wolf

BOARD MEETING DATE: 4/20/2022

DISCUSSION TIME NEEDED: 65 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>Board members will be asked to approve the updated TAP Plan for its 2022 submission, including the proposed performance targets for Titles I and III, the revised performance targets for the Perkins V portion of the plan, and the Perkins funding distribution formula (unchanged from previous years).</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><u>TAP Plan Submission</u> The Department of Labor issued additional guidance to states in November that planning requirements were unchanged from 2020, but that states should make updates to reflect COVID impacts on their economies. Staff has updated the strategic portions of the plan to incorporate economic impacts of the 2020-2021 period and the effect of COVID on system participation. At the February Board meeting, staff provided relevant updates to the strategic chapters of the Talent and Prosperity for All plan. The Board authorized staff to release the draft for public comment, which is open until April 15. Staff has summarized and addressed public comments received as of April 13 and will preview any additional comments received in the closing days of the comment period with the Board. Your packet contains a chart of public comments received and how they were addressed in the draft plan.</p> <p><u>Perkins V Performance Target Setting</u> 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 to be accepted by the U.S. Department of Education. Public comment on the Perkins targets was open from December 15 to February 15 and no public comments were received. Your packet includes proposed targets for school</p>

	<p>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>Your packet additionally contains a draft Perkins funding allocation budget for PY23 (beginning July 1, 2022) for the Board’s consideration and approval. The proposed allocation formula in each category (Basic Grant, Leadership and Administration) remains unchanged from previous years. Washington’s Perkins V grant amount for this program year has increased to \$24,994,750, a nearly 15 percent increase appropriated by Congress since the first year of Perkins V in 2020.</p> <p><u>Local Plan Approval</u></p> <p>Per the Board’s direction at the December Board meeting, staff is reviewing all local area plans received in 2020 and delayed for consideration to make an “approve” or “do not approve” recommendation on local plans. Staff will provide an update of the local plan approval status and make recommendations on local plans that have undergone review.</p>
<p>RECOMMENDATION AND NEXT STEPS:</p> <p>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 move to approve the draft state plan and its relevant components, including the Perkins plan, for submission. Additionally, the staff recommends that the Board adopt the draft budget allocation for Perkins in PY23. Finally, the staff recommends that local plan recommendations to the Board be adopted.</p>

TAP PLAN PUBLIC COMMENTS RECEIVED

As of April 13, 2022

<u>COMMENTER</u>	<u>COMMENTS</u>	<u>ADDRESSED IN PLAN?</u>
Paul Francis, Council of Presidents	Page 3 – Thank you for highlighting that the median earnings of Washington workers increase with additional levels of education, up through graduate and professional degrees.	No change needed.
Paul Francis, Council of Presidents	Page 5 – It’s true that educational attainment in our state varies by race and ethnicity. But it’s also worth noting that it varies by subpopulation as well. I know that is a complex issue, but just want to call that out as a reminder that some members of all racial and ethnic groups are in need of additional educational and career supports.	Added additional language to page 5: “However, even these racial and ethnic groups contain subpopulations that are in need of additional educational and career supports.”
Paul Francis, Council of Presidents	Page 23 – It might be valuable to link to the report from McKinsey Global Institute mentioned here.	Embedded a hyperlink to the McKinsey report on page 25.
Paul Francis, Council of Presidents	Page 38 – I appreciate the inclusion of “Bachelor and Graduate degrees” at the bottom, although it should be listed as “Bachelor’s and Graduate and Professional Degrees”. Also, I recommend combining this with the paragraph above it on BAS degrees since they are mentioned there as well. It might be helpful to note that there are a growing number of online degree programs available to students at our community and technical and public four-year colleges and universities.	Corrected with proposed language. Combined with previous paragraph. Added language: “In addition, Washington’s public four-year institutions offer access to a range of quality graduate degree programs. Our community and technical colleges and public four-year colleges and universities are also increasing options through online degree programs.”

TAP PLAN PUBLIC COMMENTS RECEIVED

As of April 13, 2022

Paul Francis, Council of Presidents	Mention of our state's nationally recognized state student financial aid programs – many of which may be accessed by individuals participating in one of our state's workforce development programs.	Added additional information on financial aid offerings on page 39, including Washington College Grant and the Washington State Opportunity Scholarship.
Scott Cheney, Credential Engine	Requesting an update to reflect Washington's efforts to lead the nation in credential transparency, including our effort to interface between the national Credential Registry and Career Bridge.	Added three additional paragraphs to page 27-28 detailing Washington's Credential Transparency Advisory Committee work and report and our grant-funded work to list 3,200 Career Bridge credential programs on the national Credential Registry.

STRATEGIC ELEMENTS – Draft 2022 Update

(a) Economic, Workforce, and Workforce Development Activities Analysis.

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-state regions and any specific economic areas identified by the State. This includes:

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Between February 2010 (the State’s Great Recession low point) and February 2020 (just as the COVID-19 pandemic was taking hold) there were 120 months and all except 17 of them saw job growth. In February 2020 Washington state employment registered at just under 3.5 million, and the unemployment rate reached a low of 4.1 percent. While there were areas and sectors that struggled, overall, the economy was strong and labor markets were healthy.

In early 2020, most Washingtonians were working in the service sector – about 85 percent, and it was where most recent job growth was concentrated. Unfortunately, service jobs were among the most vulnerable to disease transmission and once pandemic lockdowns began and social distancing requirements were put in place in March, these jobs accounted for almost 90 percent of all job losses between February and May of 2020. The biggest contributor of service sector job losses, about one-third of total losses, was the Leisure and Hospitality industry.

Since that time, the Leisure and Hospitality industry has added jobs at the fastest pace (up 49 percent), but it is still 40,000 below the pre-pandemic level. Similarly, Retail Trade shed jobs at a fast rate in early 2020 but has experienced solid growth since.

The information sector weathered the pandemic as well as any other in the state. After growing by 46 percent in the decade that preceded Covid, it only lost 1 percent of its workforce during the downturn, and then rebounded by 11 percent by the end of 2020.

The pandemic has continued through 2021 and into 2022, further straining the healthcare system in Washington, the U.S., and the world. In Washington, registered nurses have shown the most online job postings—over 8,000 in August 2021. Laborers, managers, and software developers also had large numbers of postings.

Through the end of this decade the occupation projected to have most growth in demand is software developers (4,310 average annual openings). It is followed by home health aides (2,122), market research analysts (1,824), and operations managers (1,404).

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Between 2017 and 2027, the information sector¹ is projected to have the fastest annual growth in employment ---at 3.2 percent, followed by “Professional, Scientific, and Technical Services” with 2.6 percent employment growth over those same 10 years, according to Washington’s Employment Security Department. Overall, the state’s employment growth is projected to average a 1.5 percent each year during this period. The slowest growing industry is mining (0.1 percent), followed by manufacturing (0.3 percent). In short, the forecast anticipates high-turnover, low-wage industries to grow enough to remain the largest in terms of employment, while professional services and education & health become increasingly more important economic drivers, primarily as the relative size of goods-producers declines (outside of construction, though that could change quickly depending on the economy).

The expected continued growth in the construction and healthcare industries is mirrored on the occupation side with increased demand for carpenters, construction laborers, registered nurses, and personal care aides. Most of the rest of the growth occupations are service jobs, which share the characteristic of not being easily outsourced.

(iii) Employers’ Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Despite large numbers of jobseekers, companies still have difficulties finding workers with specific skills. To better measure the needs of industry, Washington’s Workforce Board periodically administers and publishes an Employer Needs and Practices Survey. The most recent survey, conducted in 2019, featured responses from 2,647 employers, of which 1,765 were considered valid.

According to survey results, almost 70 percent of Washington’s employers with two or more workers experienced workforce challenges in the 12 months prior to the survey—a pre-pandemic period when the state’s economy was booming. Finding and hiring qualified job candidates was the most common challenge for employers across the state, with 38 percent of survey respondents citing this issue. Some 80 percent of Washington’s employers had job openings during this same period, with 45 percent reporting difficulty finding talent. One in five of these employers (roughly 15,000) had to turn down new

¹ Among 2-digit NAICS industries, Washington Employment Security Department, industry control totals.

business opportunities as a consequence of not finding the right job candidates to fill open positions—a significant economic loss.

Small businesses (those employing fewer than 20 people) account for 20 percent of Washington’s workforce. They faced greater recruiting challenges than larger firms, and thus experienced greater losses in missed business opportunities because of being short staffed. However, the state’s larger employers experienced more turnover and retention issues than smaller businesses. Larger businesses also experienced a higher rate of declined job offers than smaller employers, according to the survey.

Based on job postings as of December 2021, knowledge and/or experience with customer support experience, administrative scheduling, productivity tools, sales, and infectious disease were the most in-demand skills. The certifications listed as highest in-demand were driver’s license, registered nurse, First Aid/CPR, and commercial drivers.

The Workforce Board pays particular attention to mid-level occupations and skill gaps—focusing on occupations that require education beyond high school but stops short of a four-year degree. This mid-level skills section of the labor market sits at the intersection of a number of trends. Workforce Board research shows that among mid-level training occupations, the projected supply of skilled graduates will fall short by about 137,000 of projected openings each year in Washington. The largest gaps are in computer and information science, technician, service, and education occupations. Teacher assistants, preschool teachers, and library technicians are key occupations driving demand for educators at the mid-level. As seen in previous analyses, demand also remains strong for specific health occupations, led by jobs for registered nurses, medical and dental assistants, diagnostic-related technologists, dental hygienists, massage therapists, and health practitioner support technicians.

Washington’s workers have traditionally earned higher wages than the rest of the nation, a trend which has accelerated in recent years. In 2001, state residents earned an average 3 percent more than workers nationally. By 2019, Washington workers median earnings were 14 percent higher than the national median. Washington workers pulled in a median annual wage of \$41,735 compared to the rest of U.S. workers who earned a median annual wage of \$36,519. While this is generally good news for Washington’s workers, earnings growth has not been equally distributed. In 2019, individuals with less than a high school education had median annual earnings of \$30,627. This compares to \$62,447 for those with bachelor’s degrees and \$86,167 for those with graduate or professional degrees.

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes: —

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data and trends in the State.

As elsewhere, the last two years have been a roller coaster for unemployment rates and numbers in Washington. In January 2020, Washington state’s unemployment rate was at near all-time lows at 4.0 percent. With the COVID pandemic leading to a government-mandated lock down of businesses and work sites, unemployment hit a high of 16.3 percent three months later. However, as businesses re-opened and social distancing requirements relaxed, unemployment dropped again to 4.5 percent by the end of 2021.

Employment trends have mirrored unemployment trends, suffering deep drops immediately after the pandemic hit and lockdowns were instituted. Steady job growth returned as restrictions loosened and the economy began to return to normal, despite masking and other social distancing requirements. Throughout the second half of 2021, the pandemic surged as new variants caused spikes in illness and hospitalizations. At this writing, the pandemic continues to impact the economy with the omicron variant. Perhaps unsurprisingly, statewide employment, while strong, has yet to reach pre-pandemic levels.

The largest labor market trend resulting from this pandemic era, and only partially masked by the low unemployment rate, are the growing numbers of working-age Washingtonians (and Americans) who remain on the economic sidelines—choosing not to work. This has been dubbed “The Great Resignation,” as many, particularly front-line workers have chosen to stay out of the labor force or left jobs to seek higher wages and better working conditions. This can be seen in the state’s declining labor force participation rate. In the summer of 2008, the participation rate was just under 70 percent, close to an all-time high. The decline in labor force participation was accelerated by the Great Recession, especially among older, male workers, who appeared not to be able to regain the higher-paying jobs they had lost and essentially were sidelined and not working at all. However, labor force participation did reach a post-recession peak of 65.7 percent—just before the pandemic struck. Since then, it has been mostly down and at the end of 2021 settled at 63.5 percent. In other words, more than a third of Washington’s working-age labor force are not working, sparking worry about where this continuing downward trend in labor force participation is leading—for workers, employers, and their communities.

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

See (1) (A) (i) above.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

Those with higher education levels have stronger labor market outcomes, higher labor force participation rates, and lower unemployment levels. According to the U.S. Census Bureau’s American Community Survey, in 2019, 8.3 percent of Washington’s labor force had less than a high school diploma, 22.1 percent of Washingtonians had a high school diploma or equivalent, 32.0 percent had some college or an associate degree, and 37.0 percent held a bachelor’s degree or higher. Among prime working-age Washingtonians, nearly one in three who lacked a diploma were absent from the labor force—a concerning statistic. Also concerning, those without high school diplomas who were counted as part of the state’s labor force had high unemployment rates—6.4 percent were unemployed. In comparison to the overall population, those with some college or an associate’s degree had a 77.6 percent labor force participation rate and a 3.8 percent unemployment rate. Those with a bachelor’s degree or higher had a labor force participation rate of about 87 percent and an unemployment rate of just 2.4 percent.

Data published in 2021 by Washington’s K-12 education department, the Office of Superintendent of Public Education (OSPI), shows that 82.9 percent of the students who entered ninth grade four years earlier graduated on time. Females had a higher graduation rate (86.0 percent) than males (80.0 percent). Asians (91.1 percent) had the highest graduation rate among different racial and ethnic groups, while Native Americans had the lowest graduation rate (69.8 percent). Low-income students had a 75.1 percent graduation rate, students with disabilities 64.5, and homeless students had a 59.4 percent graduation rate.

Low high school graduation rates remain a concern. However, young people who are neither employed nor in school pose an even bigger concern. These so-called “disconnected youth” can delay critical milestones, such as marriage and home ownership, miss chances to hone their work skills and advance careers, and may end up relying on public assistance, or in worse cases, enter the criminal justice system. Being disconnected at a young age can have a lasting impact as these years are a critical period of growth and independence. In 2019, nearly 4.8 percent of 16-19 in Washington individuals, were neither in school nor employed. This totaled about 17,310 young people.

Educational attainment in Washington also varies widely by race and ethnicity. More than one third of Hispanics had less than a high school education, a far higher percentage than any other group. For Whites, about 92 percent had a high school diploma or higher, the highest among ethnicities. Asians had the highest share attaining a bachelor’s degree or higher and Pacific Islanders the lowest with a four-year degree. However, even these racial and ethnic groups contain subpopulations that are in need of additional educational and career supports.

(iv) Describe apparent ‘skill gaps’.

Aligning the state’s degree production with projected job openings can be difficult. Students begin education programs that can take several years to complete. In the meantime, demand for occupations can change from the time students begin their training. Assessing future demand against supply can

help residents make good choices about what to study. It also assists education institutions in determining their program mix and where to develop new programming and curriculum to meet labor market needs.

To help match the output of degrees with future openings, three different education levels are given focus by the workforce system: 1) “mid-level” education that requires more than a year of post-high school training or education, but less than a bachelor’s degree, 2) a bachelor’s degree, and 3) a graduate degree. Although completions in middle-level training occupations is expected to be the highest of the three education levels, the demand for mid-level skilled workers is also expected to see the greatest increase within the labor market. The number of projected mid-level openings is estimated at just over 136,000 more per year than the number of completions, if they continue at their current rate. The skill gap for bachelor’s degrees is anticipated to be about 85,000 annually.

(2) Workforce Development, Education and Training Activities Analysis. The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of –

(A) The State’s Workforce Development Activities. Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one-stop delivery system partners

The following data shows the number of people served, funds spent, and providers that are part of Washington state’s Workforce Development System, with services provided at one-stop WorkSource career centers. The following information focuses on the 12-month period that ran from July 1, 2019 to June 30, 2020.

WIOA Title I Adults: There were 19,782 persons served and \$14,713,000 in federal funds expended. Providers included WorkSource Centers and affiliate sites, contracted colleges, community-based organizations, and local government agencies.

WIOA Title I Dislocated Workers: There were 6,871 persons served and \$12,765,000 in federal funds expended. Providers included WorkSource Centers and affiliate sites, contracted colleges, community-based organizations, and local government agencies.

WIOA Title I Youth: There were 3,041 persons served and \$14,832,000 in federal funds expended. Providers included community-based organizations, educational service districts, school districts, and city/county government through the Workforce Development Councils.

Wagner-Peyser Labor Exchange: There were 90,071 persons served and \$12,371,000 in federal funds expended. Providers included the Employment Security Department and WorkSource Centers statewide.

Trade Act – Trade Adjustment Assistance: There were 861 persons served and \$8,099,000 in federal funds expended. Providers included the Employment Security Department and WorkSource centers statewide.

Basic Education for Adults: There were 38,738 persons served and \$11,231,000 in federal funds and \$82,442,000 in state funds expended. Providers included Washington’s community and technical colleges and community-based organizations.

Vocational Rehabilitation Services: There were 8,479 persons served and \$30,336,000 in federal funds and \$13,889,000 in state funds expended. Providers included local divisions of Vocational Rehabilitation units and contracted community partners.

Department of Services for the Blind: There were 1,022 persons served and \$7,891,000 in federal funds and \$3,514,000 in state funds expended. Statewide services provided through six offices located throughout the state.

TANF/WorkFirst Education and Training Services: There were 2,983 persons served and \$13,657,000 in federal funds expended. Providers included Washington’s community and technical colleges, private career schools, and community-based organizations.

TANF/WorkFirst Community Jobs/Career Jump: There were 2,075 persons served and \$17,491,000 in federal funds expended and \$279,000 in state funds expended, provided by 21 community-based organizations throughout the state.

TANF/Community Works: There were 571 persons served and \$1,494,000 in federal funds expended and \$15,000 in state funds expended, provided by 21 community-based organizations throughout the state.

TANF/WorkFirst Employment Services: There were 5,789 persons served and \$12,694,000 in federal funds expended. Providers included WorkSource offices and some community services offices.

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Strengths: Washington’s workforce development system is a complex network of 55 programs, managed by 12 state agencies and 12 local Workforce Development Councils. It serves hundreds of thousands of current and future jobseekers and employers at a cost of more than \$1 billion a year in federal and state funds. Four state agencies manage or coordinate 84 percent of these funds.

A complex system, serving many needs: The system is complex because it serves a wide variety of people with vastly differing circumstances. It takes a coordinated effort among many program partners at state agencies, school districts, community and technical colleges, local Workforce Development Councils, and community-based organizations to develop a skilled workforce able to meet the diverse demands of business and industry in Washington. To succeed, the system must effectively prepare individuals for the job market by offering training for occupations in demand, as well as job preparation and support services to help individuals succeed. The system must be sufficiently flexible and comprehensive to accommodate the varying needs of participants and employers. Effective coordination of service delivery is essential to success, as is employer engagement, particularly at the local level.

Highly regarded, but still room for improvement: Washington's approach to coordinated service delivery is highly regarded at the federal and state levels, and recent federal workforce development legislation includes components of Washington's system in its design. Workforce professionals in Washington acknowledge, however, that there is still room for improvement. This reflects the necessarily complex nature of the system, the accelerating changes taking place in the economy, and the diverse needs of workers and employers.

Strong local partnerships are critical: Strong local partnerships are critical to workforce development program success. Federal law requires that federally funded services be provided and in some cases, such as the Workforce Innovation and Opportunity Act (WIOA), be managed at the local level because local government officials and businesses best understand local needs.

The Workforce Training and Education Coordinating Board (Workforce Board) is the lead state agency responsible for coordinating system partners statewide. It works with them, as well as the Governor and Legislature, to develop the strategic vision and policies for workforce development in Washington.

Weaknesses: A 2015 study of the workforce development system undertaken by the Washington State Auditor's Office found that the overlap and duplication of effort found in the workforce system are largely justified, because risks are associated with coordination and service delivery. Entry to some programs is open to all, without restrictions or special requirements, but participation in other programs is restricted by specific eligibility criteria. The overlap and duplication we found was mostly in the programs that serve specialized populations. The report found fragmentation in the 10 TANF-related programs. The risks the report found in the system were related to the complexity of the system with its many moving parts, and assigning authority to the local level.

Although Washington is well respected at the federal and state levels for its coordinated, holistic approach to workforce development, the report identified four areas of potential risk within the system that may warrant further analysis:

- Variations in local service delivery;
- Inconsistent quality of counseling to help students transfer into training and employment;
- Variable degrees of engagement between employers and educators; and

- Federal restrictions on services particularly in TANF.
-

(C) State Workforce Development Capacity. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

See (A) above for details on capacity of programs.

(b) State Strategic Vision and Goals.

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State's strategic vision for its workforce development system.

Washington's strategic vision is to: help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations; close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through registered apprenticeships; and work together as a single, seamless team to make this happen.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This should—

(A) Include goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

(B) Include goals for meeting the skilled workforce needs of employers.

Business Engagement Goals:

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system.
- Have at least one sector partnership in development in each workforce region. Use the Sector Partnership Framework or a similar framework to show progress over time.
- Train workforce system staff on the implementation of business engagement.
- Increase resources for work-based learning opportunities, including on-the-job training and registered apprenticeship, internships, job shadows, but especially, incumbent worker training.
- Increase the amount of work-based training including incumbent worker training, on-the-job training and registered apprenticeship, job shadows, internships.

Integrated Service Delivery Goals:

- Improve Washington's workforce system staff capabilities to navigate customers to the resources they need to advance on their individual career pathways.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.
- Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry-recognized credentials, and/or earned college credits.

Access and Technology Goals:

- Establish the state-level advisory committee on accessibility and barrier solutions and ensure the designation of local advisory committees during the first two years of the plan. By the fourth year of the plan, ensure that the state-level advisory committee has received multiple years of progress reports on barrier removal projects at the local level from each local area.
- Identify and encourage local pilot programs that use technology as a means of facilitating and improving an integrated service delivery for customers, including programs that are designed to improve access to the system.

Next-Generation Performance Accountability Goal:

- Develop a system to accurately measure the collective success of all WIOA partners in serving workforce populations.

(3) Performance Goals. Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Most performance goals will be negotiated and submitted to the U.S. Department of Labor and U.S. Department of Education in May of 2022.

(4) Assessment. Describe how the State will assess the overall effectiveness of the workforce investment system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The state established standard Core Measures of participant outcomes and has been applying them across a wide range of workforce programs for almost 20 years. In addition, periodic surveys of both participants and employers have been conducted over the same time span. Both the state Core

Measures and the surveys will be reviewed for possible revisions to enhance their applicability and relevance to the WIOA framework and implementation.

The state has begun development of methods to measure the overall participation by individuals in the workforce system, including and beyond the WIOA core partners, and to measure the collective effect of that system on the employment and education outcomes of those individuals. Similarly, while awaiting development of national effectiveness measures for services to employers, the state is assessing the methods for measuring the extent to which the workforce system is interacting with the entire employer community.

Next-Generation Performance Accountability

To meet the combined challenges of a competitive economy and a changing labor force, and make the best use of limited resources, Washington's workforce system must achieve its objective outcomes and continuously improve its performance. While Washington's workforce system has been a national leader in performance accountability, WIOA mandates create the opportunity to improve performance measures to better support a more integrated and coordinated service delivery system. That WIOA combines six federal programs under a common performance measurement system also brings challenges along with those opportunities.

New measures will be developed to provide a system-level, cross-agency assessment of overall progress that provides a clear picture of customer progress (worker, employer, jobseeker and student) rather than individual program results. At this point, we are awaiting guidance from federal agency partners.

Next Generation Performance Goal

The following goal will help move Washington's system forward:

- Develop a system to accurately measure the collective success of all WIOA partners in serving workforce populations.

In addition, soon after the passage of WIOA, Governor Jay Inslee directed the Workforce Board to work with the system's stakeholders to shape Washington's strategic plan toward three goals to maximize the workforce system's impact:

1. *Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.*
2. *Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through apprenticeships.*
3. *Work together as a single, seamless team to make this happen.*

These three goals continue to inform the larger system and guide any changes. Below are ways the system is evolving to better serve all populations through enhanced performance measures.

Overview of Washington's workforce development accountability system

Washington has made great progress in implementing a workforce development accountability system since the Workforce Board was created by the state's Legislature in 1991. Part of the Board's mandate was to establish standardized performance measures across multiple workforce education and training partners and programs. In consultation with workforce training and education agencies and providers, a comprehensive set of Core Measures and data collection methods were established to address the following questions:

- Did participants of workforce programs get the skills they needed?
- After leaving the program, were participants employed?
- How much did they earn?
- Were program participants and their employers satisfied?
- Did the participant and public get a good return on investment?

To achieve these goals, the Workforce Board developed a variety of measurement methods, including administrative records matching, surveys, and statistical evaluations. The last question, about return on investment, was answered through periodic "net impact" studies which compared the employment rates and earnings of program participants with those of a control group with similar demographic characteristics.

The establishment of these core measures and data collection methods constituted one of the broadest and most sophisticated ongoing state workforce education and training assessment systems in the country.

Federal workforce programs also addressed performance accountability on a program-by-program basis. However, different performance measures were developed separately for many federal programs during this period.

The performance measures largely focused on participant outcomes in terms of employment, earnings, attainment of credentials or progress in education and customer satisfaction. The Workforce Board was heavily involved in national efforts, starting in 2003, to bring interested states together to develop model measures for participant performance outcomes that could be applied across a wide range of programs. The resulting model measures were very similar to the ones adopted by Washington in 1996, and are known as the *Integrated Performance Information* measures.

Under the Workforce Investment Act (WIA) further progress was made toward service coordination and integration of federal programs. Although WIA emphasized closer service coordination across agencies and programs, there were no provisions for performance measures except for the Title I (Adult, Dislocated Worker, and Youth) and Title III (Wagner-Peyser employment services) programs. WIA did advance participant choice and consumer information provisions and Washington aggressively implemented a performance-based Eligible Training Provider List, requiring programs meet specific completion, employment and earnings thresholds in order to be eligible for federal training dollars.

Washington also uses this performance information to help individuals seeking training make informed choices, most notably through the Washington Career Bridge website, launched in 2009. Not only can

job counselors see whether an education program led to living-wage jobs, but so can jobseekers, students, parents, educators, and anyone else interested in the outcomes of thousands of Washington education programs.

WIOA promises a better integrated, more coordinated system

It was against this backdrop that WIOA was enacted in 2014, the first federal reform of the workforce system in 15 years.

WIOA's overall goal is to serve customers at a variety of entry points and offer services as needed, rather than requiring customers to proceed on a specific pathway through increasingly "intensive" levels of assistance. If the intention of a high-functioning system is to enable customers to move into and across programs as needed, then the performance measurement system needs to be capable of accurately measuring results when many of the participants are served by multiple programs.

Many details of WIOA's performance accountability system are yet to be defined in regulation and federal guidance; however parts of the emerging picture are becoming clear. WIOA makes important changes in federal performance measurement requirements, including:

- Updated and standardized outcome measures applied across all six core programs. The majority of these measures are very similar to Washington's existing IPI/State Core measures, which have been used for all of the core programs except Wagner-Peyser.
- Reporting procedures which recognize the relationship between participants' barriers and other characteristics and their outcomes, and that many participants may be served by more than one program.
- Extending the types of training providers to be covered under performance-based Eligible Training Provider List processes.

Several of WIOA's key features move toward more consistent accountability for its component programs. In addition to the updated measures and reporting improvements mentioned above, final WIOA rules are likely to include a "common exit" rule under which the exit outcome period for a participant served by multiple programs will not start until the participant has exited from all of them.

However, WIOA does not focus on assessing the collective performance of the WIOA partners, instead focusing on participants served under each of the six separate federal funding streams. Reporting on performance measures is required for participants with specific barriers and by demographic groups within each of the six core programs, but not unduplicated reporting across all of the core programs. Recent regulatory drafts from the federal departments of Labor and Education reference an "average indicator score," arrived at by averaging each performance measure across all six programs. This may be an initial step toward assessing system-level performance, but the average of performance at the program level will not be very effective in measuring the system-level performance of the WIOA partnership.

In contrast to the previous act (WIA), WIOA measures are proposed to exclude the outcomes of participants who rely solely on self-service, eliminating the performance of almost 40 percent of the state's Title III (Wagner-Peyser) participants from the official performance measures. However, Washington will continue to include this growing segment of the state's workforce customer base.

Washington's Commitment to System-Level Performance Accountability

Washington's Workforce Board is committed to developing a true "system" of workforce delivery, with service delivery coordinated and aligned across programs and agencies. In May 2015, the Workforce Board decided to pursue development of performance data appropriate to a coordinated and aligned system of service delivery by measuring how the components of that system collectively affect the outcomes of different types of clients, regardless of the mix of resources involved. That is, the system will be measured by how well the state is collectively serving populations—such as those with disabilities, or out-of-school youth—rather than how participants receiving services from Vocational Rehabilitation or from Title I Youth are faring.

This will be in addition to—and developed more slowly than—the required calculation and reporting of federal measures at the program level.

Performance targets will be required for all six core WIOA programs (Title I Adults, Title I Dislocated Workers, Title I Youth, Title II Adult Basic Education, Title III Wagner-Peyser Services, and Title IV Vocational Rehabilitation) using the new WIOA measures at the state level, with the state targets set in negotiations with the federal departments. Performance targets are required at the sub-state level only for the three Title I programs – Adult, Dislocated Worker, and Youth. These local targets are to be negotiated between the regional Workforce Development Councils (WDCs) and the Workforce Board. The current practice under WIA has been to consult with the WDCs in developing target levels to propose to the federal agencies as required for the negotiation process. Only the six core WIOA programs are required to use the WIOA performance measures. Participation of any other federal or state program in a WIOA "combined plan" or "unified plan" does not invoke WIOA accountability for any additional programs.

Washington's Alignment with WIOA

While WIOA shifts several elements of the performance accountability system in the direction of current Washington practices, the act will require significant changes and at least minor modifications in almost every aspect of those processes.

WIOA measures compared to current Washington State Core Measures

Measure	WIOA	Washington	Impact
Employment Rate	2 nd and 4 th quarters after exit	3 rd quarter after exit	These are very similar to the

			IPI/State Core measures. Existing sources and methods appear to be adequate for providing this data.
Median Earnings	2 nd quarter after exit	3 rd quarter after exit	
Credential Rate	Percentage of participants who either obtained postsecondary credential, or obtained secondary school diploma during participation or within one year after exit. (More complicated definition for Title III Youth)	State Core measure is similar, but significant details still to be determined.	
Skills Gain	Percentage of participants (not only exiters) who are in a program leading to either: a postsecondary credential, or employment and achieve measurable skill gains toward credential or employment	No comparable State Core measure	A new measure of progress while in training has yet to be fully defined, and will pose some challenges as it involves data and sources not

			used in previous workforce performance measures.
Effectiveness in Serving Employers	TBD	State has conducted periodic employer surveys, including Workforce Board's 2019 Employer Survey.	New measure(s) will be developed over the next year or more by the federal agencies.

At a high level, the key outcomes identified nearly 20 years ago for the workforce system remain the focus of most performance measurement efforts. They are not static targets, but areas in which positive results should be achieved for all people, and by which improvement efforts should be focused.

- Employment.
- Earnings.
- Skills.
- Satisfaction of workforce program participants.
- Satisfaction of employers.
- Washington will also strive for quality performance measures by emphasizing the following considerations for outcome measures:
 - Quantify the results for customers rather than processes or the quantity of inputs.
 - Promote behavior and results consistent with longer-term objectives – and does not incent actions with unintended consequences contrary to overall objectives of the workforce system.
 - Comprehensible to a lay audience.
 - Create a level playing field among programs and service strategies.
 - Scalable and divisible such that they are applicable to local institutions, regional areas, and the state, and for subpopulations and service strategies.
 - Not easily “gamed” or manipulated.
 - Affordable and not a substantial diversion of resources from direct service to customers.

Washington's Commitment to System-Level Performance Accountability

WIOA's goal is to serve customers at a variety of entry points and offer services as needed rather than requiring customers to move through increasingly "intensive" levels of assistance. If the intention of a high-functioning system is to enable customers to move into and across programs as needed, then the performance measurement system should be appropriate to a system in which many of the participants are served by multiple programs. However, the formal WIOA performance assessment process does not focus on assessing the collective performance of the WIOA partners, instead focusing on each of the six separate federal funding streams.

Washington is committed to developing a true "system" of workforce education and training service delivery, including the integration of performance accountability.

To measure achievement of this plan's objectives of Improving the Customer Experience for Current and Future Workers, Improving Accessibility and Technology, and Engaging Business for Better Results, the Workforce Board is committed to the development of a system-level or cross-agency assessment of overall progress. This is a commitment beyond the federal requirements in order to develop a performance approach that addresses how the WIOA partners are collectively serving all populations within the workforce system. This approach will provide aggregated data by population type, in unduplicated counts across all the core programs.

The development of performance data appropriate to an integrated system of service delivery is necessary to measure how the components of that system collectively affect the outcomes of different types of clients, regardless of the mix of resources involved. This systemic performance accountability effort will be in addition to, and developed more slowly than, the required federal measures computation and reporting at the program level.

Work to be Done (What we don't know)

Many critical details have yet to be released. However, a substantial amount of policy, procedure, and technical development will be involved in implementing the performance accountability components of this far-reaching federal act. This work is likely to continue for at least the next two years. A partial list includes the following:

Implementing Federal Measures and Reports

The full scope of this task will not be determined until more federal instructions are released. However, almost all parts of the process of computing performance measures will require some modification. Some new data will have to be collected for the new education and training progress measure (#5). Data collection and processing procedures must be modified or expanded to support new WIOA requirements for performance measurement, statistical adjustment of performance measures, and

mandatory reporting. Data validation processes will need to be established for new data items, and may need to be modified for some items currently collected.

Performance Target Negotiation

Data will have to be assembled and analyzed so that performance can be monitored relative to agreed targets and timely requests can be made for target level adjustments in response to unforeseen developments. This will be particularly important during the initial years when federal statistical models for performance adjustment are not fully developed.

Sanctions and Incentives

The system of federal incentives under WIA was not retained under WIOA. New performance sanction procedures must be developed, and the option of state-designed incentives considered.

Combining WIOA and State Core Measures

Because all three of the current State Core Measures for participant outcomes are very similar (but not identical) to WIOA measures, the number of measures used for the programs involved in WIOA should be consolidated. Because the State Core Measures have been in use for almost 20 years and are applied to programs outside WIOA, careful evaluation is needed before consolidation.

Eligible Training Provider List Processes

WIOA requires the establishment of some new procedures for the existing processes for eligibility of education and training programs for Adult and Dislocated Worker participants. The existing criteria must also be re-evaluated and modified. Further, systems for performance assessment and minimum criteria for programs providing several additional types of services to Youth, Adults, and Dislocated Workers must be developed, including Apprenticeship Preparation programs and incumbent worker training. Additional program information identified as important in WIOA may need to be collected and disseminated, requiring modification of the Eligible Training Provider List and Career Bridge.wa.gov processes and systems. The WIOA Final Rules indicate that states have the flexibility of setting different standards for different types of providers. Significant time and effort will be required to determine how to define different types, and how to set standards for provider types for which there is limited experience and baseline data.

Measures for Combined Plan Programs and Other Partners

The separate federal performance measurement systems for all non-core programs will remain unaffected by WIOA, regardless of the extent to which their activities become formal or informal partners in One-Stop and WIOA. As part of developing a system accountability approach for Washington, it may be desirable to eventually include participants from these other partners in an overall accountability framework. However, this would be strictly a state option, and not subject to federal targets and sanctions.

The System-Level View

Going beyond the federal requirements to develop a system-level view will also require substantial work, and will proceed more slowly than development of required federal reporting. Phased implementation is expected, beginning with development of descriptive data about how many people from which populations are currently receiving what types of services across the partnering agencies. Fortunately, the Workforce Board has significant relevant experience and established methods for parts of this task.

Performance Accountability Summary and Goals

There is always room for improvement when it comes to performance accountability. Determining how to make these adjustments will take time as the state waits for additional federal guidance and sorts through the many metrics involved in workforce performance. In general, the state is committed to developing a system to accurately measure the collective success of all WIOA partners in serving workforce populations. This approach will provide data aggregated by population type, in unduplicated counts across all the core programs.

(c) State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided Section (a).

(1) Describe the strategies the State will implement, including sector strategies and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7). "In-demand industry sector or occupation" is defined at WIOA Section 3(23).

Introduction

Historic Opportunity to Strengthen Washington's Workforce System

The businesswoman scratched her head. Her manufacturing company had doubled in size and was growing quickly. She needed skilled workers and she paid a living-wage, but her job openings went unfilled. She wondered, "How am I going to attract the skilled workforce I need to continue to grow my business?"

He entered the workforce straight out of high school and had worked at the mill for the last 25 years. Today, the mill announced it was closing. In the old days, you just responded to a classified ad in the local newspaper. For a job today there wasn't even a newspaper. He felt lost in today's world; where could he turn, what would he do to support his family?

While he was in school, he spent his summers looking for a job. Time after time, business after business and there were no interviews, no opportunities. How could he find a job? How could he, one day, afford a home and raise a family when all employers saw was his disability?

She just graduated from high school. Her grades weren't the greatest, and since she wasn't going to college, she wasn't sure what to do next. She needed someone to help her figure out her possibilities for working, how to get the right skills and how to find a job – things that hadn't been taught in school. She'd heard about WorkSource from a friend; could they help?

Workforce issues such as these play out every day in Washington among growing businesses, the newly graduated, those with disabilities, and those abruptly displaced from long-time careers.

These same issues drove the near unanimous, bipartisan passage of the federal Workforce Innovation and Opportunity Act of 2014 (WIOA), which calls upon states to *"improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of businesses and enhance the productivity and competitiveness of the Nation."*

State Strategic Plan Aligns with New Federal Act

Washington's dual-customer focus on both workers and businesses is at the heart of the state's workforce system, and undergirds this report on the state's strategic plan for workforce development. Even before WIOA, the state's rich web of programs and resources have long worked together to integrate services, improve outcomes, and evaluate results on behalf of these two key customers. Since the revision to the federal workforce development act, Washington has the opportunity to bring greater alignment among federal, state, and local service and program delivery, allowing the system to build on its previous successes and overcome remaining obstacles.

Specifically, this strategic plan outlines an approach that empowers individuals, communities, and employers to realize their full potential through a universally accessible workforce system that continually improves and adapts to changing conditions and demands. We call this plan *Talent and Prosperity for All*.

A Coordinated Plan Aligned with Federal and State Mission and Goals

Soon after the passage of WIOA, Governor Jay Inslee directed the Workforce Training and Education Coordinating Board (Workforce Board) to work with the system's stakeholders to shape Washington's strategic plan toward three goals to maximize the workforce system's impact:

1. *Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.*
2. *Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through registered apprenticeships.*
3. *Work together as a single, seamless team to make this happen.*

The Governor also directed the Workforce Board to initiate several new activities while developing the state's strategic workforce plan.

These activities (see below) were to be completed before the Governor would approve the plan and before it was submitted to the U. S. Department of Labor (DOL) in March 2016:

- *Explore fully the benefits of a Combined Plan.²*

² The U.S. Department of Labor provided states with two options for responding to the Workforce Innovation and Opportunity Act (WIOA) of 2014. States could submit a "Unified Plan" that covers only "core programs" of workforce development: WIOA Title I (Adult, Dislocated Worker, and Youth Services), Basic Education for Adults, Wagner-Peyser Act services, and Vocational Rehabilitation programs. The unified plan would be limited to service delivery strategies and partner-to-partner operational commitments made between these core programs.

States could also choose to create a "Combined Plan" that covers the core program and *one or more* of the additional partner programs listed in the act: postsecondary Carl Perkins Act programs, Temporary Assistance for Needy Families/WorkFirst, Trade Adjustment Assistance Act programs, veterans employment and training efforts, Unemployment Insurance services, SNAP Employment & Training, Senior Community Services

- *Conduct an examination of integrating Temporary Assistance for Needy Families (TANF) program into the workforce system, including recommendations for serving the most at-risk customers.*
- *Provide a data-driven evaluation and recommendation for planning regions in consultation with chief elected officials, local workforce boards, and stakeholders.*
- *Provide recommendations for elevating the strategic role of both state and local workforce boards to focus on system goals and changing the service delivery system in order to improve outcomes for jobseekers and employers.*

These Governor-directed goals and initiatives have been part of the planning process and are reflected in this report.

Critical Steps to Successful Plan Implementation

Through multiple meetings among interested partners and stakeholders the following critical steps were identified in implementing the state’s new strategic plan.

Continued Focus on the Governor’s Direction: A culture of collaboration, with a laser-sharp focus on improving the outcomes for businesses and workers.

An Operational Plan Embraced by Partners: The ability to put the principles of this strategic plan into day-to-day program practices to better serve a combined range of customers.

Leadership and Sustained Commitment: Leadership at every level to stay the course when necessary and adjust the sails when needed and the ability to make the right choice driven by performance data and other valid evidence for fact-based decision-making.

Ongoing Communication: In order to successfully implement the key priorities within the strategic plan the plan partners and stakeholders will need to invest in building an ongoing effective communication system to support ongoing information sharing and rally partners to respond to challenges and opportunities.

Work on this Directive is Built on a Solid Foundation

Washington’s many successes in workforce development are detailed in a [2015 report by the State Auditor’s Office](#) highlighting the overall effectiveness in coordinating services among 55 programs across 12 state agencies: *“Washington’s approach to coordinated service delivery is highly regarded at the federal and state level . . . The Workforce Training and Education Coordinating Board (Workforce Board) is the lead agency responsible for coordinating system partners statewide. It works with them, as well as*

Employment, Community Development Block Grant, Community Services Block Grant, and the Second Chance Act. The additional partners that join the plan coordinate service delivery strategies and make operational commitments in the plan among themselves and with the core partners.

the Governor and Legislature, to develop the strategic vision and policies for workforce development in Washington.”

Washington’s Choice of a Combined Plan

The many partners of Washington’s workforce system chose to submit a robust Combined Plan to federal partners—one of two options under WIOA, and the second consecutive WIOA combined plan the state has submitted. This decision was made with a clear eye towards improving the breadth and depth of services to workers and businesses across the state. By submitting a “Combined Plan,” partners are committing to working toward a seamless, customer-driven system that will not differentiate between programs and agencies whether local, state, or federal. The Combined Plan unites six core programs with any number of workforce services across the education and training system. Once included as “Combined Plan” partners, these programs will be aligned with the mission, goals, and priorities within the combined state plan submitted to federal agencies by March 2020 and updated in 2022.³

Sustaining Recovery by Unlocking Washington’s Talent

Business Demand Rises for Highly Skilled Workers

A shortage of skilled workers coupled with record low unemployment rates has companies eager to hire, but according to a U.S. Department of Labor report, not enough jobseekers to fill existing jobs.

And the shortage of high-tech and other skilled workers is expected to become even more dire over the coming decade. That’s according to [a report from McKinsey](#), the consulting firm.

McKinsey Global Institute, the research branch of McKinsey, said the world could have 40 million too few college-educated workers by 2020. In the United States and other developed economies in North America and Europe, companies will require 16 to 18 million more college-educated workers than will be available in 2020, the report said.

To fulfill this growing demand for highly skilled workers, Washington companies have turned to out-of-state and foreign workers to broaden their labor pool, tapping talent from across the world through the U.S. Department of Labor H-1B Foreign Worker Program. It’s clear that this is a missed opportunity for Washington’s workers, who would benefit from higher-skill, higher-wage jobs, especially in Washington’s thriving tech industry. Skilling up Washington’s workforce to meet the needs of businesses that import their talent requires greater collaboration and frank discussions among workforce professionals, education providers, and the business community. A more engaged and invested business community would help fill existing skill gaps through targeted training opportunities and postsecondary

³ In Washington, the “Combined Plan” includes the following partners: core programs (Title I Adult/DW/Youth, Title II ABE, Title III Wagner-Peyser, Title IV Voc-Rehab), TANF/WorkFirst, SNAP E&T (used to be called Food Stamps), Senior Community Services, Community Development Block Grant, Community Services Block Grant, Unemployment Insurance (UI), Veterans, Trade Adjustment Act, and Unemployment Insurance.

education programs and help create a better skilled and educated, homegrown workforce. This would give Washington workers a clearer pathway to higher paying jobs, and businesses a more direct connection to their own backyard talent pipeline. In previous years, the state secured two grants totaling \$9.8 million through the U.S. Department of Labor, which include a focus on the technology industry.⁴ These grants will help reduce the number of imported workers.

Focus on Youth with Barriers to Employment

The Great Recession hit a generation of young workers hard. However, young adults are making strides at last, after years of significantly higher unemployment rates since the recession officially ended in 2009. Between 2014 and 2015, the unemployment rate among young people aged 16-19 dropped from 23.2 percent to 17.4 percent. Unemployment among older young adults (aged 20-24) also dipped during that same time, dropping from 14.3 percent to 9.6 percent. Typically, young people are hit harder than other age groups when the economy slumps and even returning to “normal” means there is much work to be done in finding solutions to chronic youth unemployment.

WIOA Designates Key Populations with Barriers

Youth aren’t the only ones with employment challenges. WIOA designates more than a dozen populations as those with barriers. These populations are as diverse as the state’s workforce system and face significant challenges in obtaining living-wage jobs that lead to self-sufficiency and economic prosperity. The 14 populations designated as “populations with barriers” under WIOA include:

Populations with Barriers under WIOA	
<i>Displaced Homemakers</i>	<i>Youth in, or formerly in, Foster Care</i>
<i>Low-Income Individuals</i>	<i>English Language Learners</i>
<i>Native Americans, Alaska Natives, and Hawaiians</i>	<i>Migrant/Seasonal Farmworkers</i>
<i>Individuals with Disabilities</i>	<i>Individuals within Two Years of Exhausted TANF Eligibility</i>
<i>Older Individuals</i>	<i>Single Parents/Pregnant Women</i>
<i>Ex-Offenders</i>	<i>Long-Term Unemployed</i>
<i>Homeless Individuals</i>	<i>Veterans*</i>

⁴ One of the grants, totaling \$1.5 million, is being administered by the state’s Department of Labor and Industries. It’s expected to provide training and jobs for up to 1,000 people, 600 of them in the technology industry. Another \$3.5 million will go to the Washington Technology Industry Association to create a registered apprenticeship program in the information technology industry. The initiative will be carried out through an innovative partnership between the state, WTIA, and technology companies, including Microsoft, F5 and AT&T.

In Washington, veterans are presumptively included under WIOA's focus populations.

Talent and Prosperity for All - Organized Around Four Strategic Priorities.

The following key strategic priorities were adopted by Washington's workforce system. These strategic priorities are the organizing principles around which Washington's workforce plan is structured:

1. Customers Receive Integrated Services that Lead to Employment and Careers: Customers need to be able to find and navigate the workforce development pathway that is best for them. This means Washington's rich but complex system must help customers move beyond program-specific solutions to make informed choices that pull from the full menu of services. Services need to be designed and delivered with customers as the focal point. In addition to acquiring skills, education, and jobs that put them on the path to prosperity, customers should also understand they have continuous access to the workforce development system throughout their working lives. For sustained lifelong success, individuals will reengage in the workforce system throughout their career and lifelong learning journey. The system's promise is to combine all resources to help each individual learn how to find and keep the right job and receive continued support to advance their careers.

2. Increase Business Engagement with a Clearly Defined Workforce Value Stream: An estimated 8 percent of Washington businesses utilize the public workforce system.⁵ This stark fact underscores the limited interaction between businesses and workforce development service providers at all levels. Businesses need simple paths to the workforce system and a better understanding of the benefits, whether it's filling open positions with qualified applicants from WorkSource, shaping training programs to ensure workers have industry-specific skills, or partnering with higher education. In addition, once businesses and industries *are* engaged—be it through sector strategies or recruitment services—the workforce system must build and sustain these partnerships. The system's promise to partnering businesses is streamlined and integrated services that are a recognized value and easy for an employer to navigate.

3. Universal Accessibility to the System through Technology and Other Barrier Removal: This plan embraces barrier removal and universal accessibility of workforce development services—both physical and programmatic—as core priorities. The system's promise to those with barriers is to help employers realize their individual talents and to help all workers realize their full potential in the workplace. The use of technology to remove barriers for workers and enhance their access to services is a "game changer." Advances in telecommunications and technology potentially allow for seamless, universal, and remote access to education, training, and other workforce development services. While technology cannot fix all barrier access problems, in many cases it will free up staff to tackle more difficult access

⁵ Source: U.S. States: For Richer, For Poorer? Winning the battle for talent and securing our standard of living, Accenture report, Page 5: <http://www.wtb.wa.gov/Documents/U.S.StatesRicherPoorerCombined.pdf>

issues. This plan seeks to convert the best of these possibilities into a reality. The Workforce Board is establishing a permanent advisory committee to support the barrier removal work of local Workforce Development Councils.

4. A Next Generation Performance Accountability System That Shows Outcomes and Identifies Gaps:

While Washington's workforce system has been a national leader in performance accountability, new federal legislation and its mandates create the opportunity to improve performance measures to better support a more integrated and coordinated service delivery system. Under WIOA's predecessor acts, Washington's annual workforce program evaluation ["Workforce Training Results"](#) has shown whether participants of the state's 12 largest workforce programs got jobs, how much they earned, the skills they obtained, and if they were satisfied with their program, among other measures. The Workforce Board's Career Bridge website, home of the state's Eligible Training Provider List (ETPL), also provides performance results for thousands of education programs. However, to get a clear picture of the system's effectiveness, the current performance accountability system will have to undergo significant changes. The new federal workforce law requires that customers be served at a variety of entry points. If the intention is to enable customers to move into and across programs as needed, then the performance measurement system needs to measure results when many of the participants are served by multiple programs. These measures will need to quantify the results for customers, create a level playing field among programs and service strategies and promote behavior and results consistent with longer-term objectives, among other changes.

Key Commitments Braided Throughout the Plan

Based on extensive stakeholder input, Governor Directives, and customer needs, the following values and commitments underpin Washington's *Talent and Prosperity for All* strategic plan:

"All Means All"

With the plan's heightened emphasis on program alignment, many agencies and their stakeholders voiced concern that this would result in reduced services for their clients. Each community urged that customers receive increased services, not less. These services need to be provided in a manner that reflects their unique needs, ranging from one-on-one services for new immigrants to early intervention for youth while still in middle and high school, to educational opportunities for individuals who need additional credentials. The plan consistently directs that priority populations receive the resources they require to be successful and that each community is included in the goal of prosperity and success for everyone. This is a "universal" plan.

Systemwide Partnerships

A culture of cooperation and partnership will be built to achieve positive results in a complex workforce system. Aligning goals, and measuring them in the same way, across all service and program providers and customers is essential in building this culture of partnership. Through shared goals and measures, Washington can achieve the seamless system envisioned in this plan.

These goals include:

- Deliver prosperity and success in a measurable way for the system’s key customers: workers and businesses.
- Address strategically and efficiently the economic needs of workers and businesses.
- Ensure sustainable results.

Interdependency of Government and Non-Profit Agencies

The mandates outlined in WIOA, the reality of limited resources, and the volume of work to accomplish them all point toward strategic leveraging of all available resources. Members of the non-profit community will be engaged in even closer collaboration with government agencies, including tribes, and colleges and universities. Interagency collaboration will foster increased business involvement and reduce duplication of effort, saving valuable resources, while also reducing business and worker fatigue in using the system.

Career Pathways and Emphasizing Transparent Credentials

The Career Pathways model will be utilized to offer an efficient and customer-centered approach to workforce development because this model structures intentional connections among workers, employers, and service and program providers. Aligning educational opportunities that lead to industry-recognized qualifications, skills, and academic credentials helps bring workers and employers into the training system on the front end. In turn, this transforms businesses from “customers” into “partners and co-investors” in the workforce system.

Washington has been on a path to increase access to and attainment of postsecondary credentials for all its residents, and to strengthen the connection between industry and education to improve economic outcomes for its students and the competitive stature of its businesses. The state has been recognized nationally for the tremendous gains it has made, especially over the past decade. Successful advancements have been achieved in articulating and accelerating pathways from high school to postsecondary credentials, including registered apprenticeships and 2- and 4-year degrees.

But more work remains to be done. In an effort to increase credential transparency efforts, the Workforce Board helped launch Washington’s first-ever Credential Transparency Advisory Committee in 2021, as part of a grant-funded project with the Washington, D.C.-based nonprofit, Credential Engine.

The Credential Transparency Advisory Committee—representing Washington’s public and private higher education institutions, registered apprenticeship, K-12 education, the workforce development system, and policymakers—was convened to explore the role that credentialing plays in the educational and economic mobility of Washingtonians, and talent development for the state’s businesses.

The Committee reviewed data, literature and survey research, and promising practices to develop recommendations to advance Washington’s efforts toward a credential transparency framework that:

- Is learner-centered, and can meet a learner’s needs throughout working life.
- Accommodates, and views as assets, all cultures, lived experiences, and learning styles of credential-seekers.

- Deconstructs student learning by commonly defined knowledge, skills, and abilities.
- Provides momentum, mobility, and permeability along educational and career pathways.
- Can be reliably evaluated.

The Committee issued a [final report](#) that includes recommendations to build on and take to scale promising practices from Washington and elsewhere that will support the educational, career, and economic momentum of all Washingtonians.

Moreover, The Workforce Board received a \$50,000 grant from the Lumina Foundation-funded Credential Engine in 2021 to publish as many as 3,800 Washington credentials from the agency's nationally recognized Career Bridge website, helping populate a national Credential Registry. Washington is among the first states to populate a growing registry of degrees, certificates, licenses, apprenticeships, and other credentials, helping demystify the credential marketplace. Building long-term buy-in among schools & colleges will grow this number in the coming years.

The Credential Registry is a cloud-based library that collects, maintains, and connects information on all types of credentials, from diplomas to apprenticeships and from licenses to PhDs. The Registry, operated by Credential Engine, holds detailed information on all types of credentials in an easily-accessible format.

Helping Washingtonians understand the value of additional education is central to the Workforce Board's mission to help more residents achieve family-wage careers. Career Bridge is the state Workforce Board's ETPL and career pathway exploration tool, featuring 6,500 education programs—from single-day programs to one-year certificates, registered apprenticeships, associate's degrees and bachelor's degrees, and some master's degrees.

This project builds on this substantial collection of credentials, by encouraging schools to also publish their information to the national registry. This will help build the national registry and provide schools with national exposure. This project will also leverage enhanced technology that allows for ready updates between the Career Bridge and Credential Engine sites.

Continuous Improvement: Old Way of Doing Business is Not an Option

As the economy and population continue to change, Washington's workforce system must be even more nimble to adapt to new demands and challenges. Timely, clear, and informative performance indicators will guide strategic course corrections and resource deployment. The Workforce Board, along with its partners, will continue to measure the impact of services to customers and will create an oversight system capable of responding as needed to ensure continued success and system improvements.

Professional Development

A highly skilled and talented staff has played a pivotal role in Washington's workforce system success. The changes outlined in this plan will require continued investment in staff training and support across agencies and programs. To "manage the system to success," front-line staff and managers will need to

be equipped to respond to changing customers' needs and support the four key strategies outlined in the plan. Team members will require a broader and deeper understanding of the services provided, not just by their own organization, but by other partners throughout the workforce system. Raising the bar on customer service will require thoughtful and coordinated outreach to businesses, and a tailored approach to providing education and training, and wraparound services for workers.

In addition to partner agencies, Washington will work with business and labor leaders to provide training and technical assistance to those who sit on state and local workforce boards. This assistance will include helping sponsor training on board duties. The state will strive to offer specific tools, including performance accountability.

Leveraging Existing Successes

Compelling stories of successful initiatives and programs are highlighted in this plan, bringing to life strategic objectives and system goals. These proven successes, and others, will be shared across the system. Too often, unique and successful pilot projects are abandoned due to lack of funding or changes in administration. Encouraging information to be shared across the system, and regularly drawing attention to achievements, will help partners replicate and build on successes.

A Plan Embraced by All-Inclusive Process

A key objective in developing and writing this plan was to have every team member, and his or her stakeholders, endorse and embrace the plan. This process has required time and engagement with numerous committees, task forces, public forums, and an inclusive writing team. This plan strives to honor that participation.

Who is Involved?

WIOA requires Workforce Development Councils (WDCs) to lead strategic planning, business engagement and worker education and training efforts by developing a plan with other workforce partners that coordinates strategies and resources across the workforce system, in support of regional economies. WDCs recognize that in addition to their focus on regional and local needs, they are part of the statewide system which must be recognizable to businesses and workers, no matter their location.

While any workforce system partner may potentially lead a business or training solution, all must support WDCs in the development and implementation of aligned and effective regional and area-wide strategies. In turn, WDCs will work with their partners to identify the approach taken within a region or area. Workforce system partners at the state and regional level will collaborate on the chosen approach.

Workforce system partners in this approach include, but are not limited to:

Workforce System Partner	Services
Registered Apprenticeship (Department of Labor and Industries)	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level

Workforce System Partner	Services
	craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.
Carl D. Perkins Vocational and Technical Education Act	Aims to increase the quality of technical education at both the secondary and postsecondary levels and provide students with academic and technical skills for in-demand, living wage careers that advance the economy.
Community Development Block Grant (Department of Commerce)	The state Community Development Block Grant (CDBG) program, administered by the state Department of Commerce, awards funds to rural local governments for locally-prioritized activities, such as economic development, construction, and public services activities. These funds are awarded based on a competitive grant process for eligible CDBG recipients. This funding is administered federally by the Department of Housing and Urban Development (HUD).
Community Services Block Grant (Department of Commerce)	The state Community Services Block Grant (CSBG), administered by the Department of Commerce, awards state and federal funds to local eligible entities to provide services to low-income individuals and households at or below 125% of the federal poverty level (FPL). With approval from the CSBG State Lead Agency, eligible entities determine how funding will be used to support allowable activities, such as employment and training activities. This funding is administered through the State General Fund and federally by the Department of Health and Human Services (HHS).
Customized Training Program (State Board for Community and Technical Colleges)	A training institution delivers dedicated customized employee training as requested by the business. The level of customization ranges from existing training curriculum delivered at the job site to fully customized training curriculum developed exclusively for the business.
Higher Education (Community and Technical Colleges, Four-year Colleges and Universities, Private Career Schools)	Education and training, customized training, incumbent worker training, certification, registered apprenticeship related

Workforce System Partner	Services
	supplemental instruction (RSI), education and career counseling, small business resources.
Job Skills Program (State Board for Community and Technical Colleges)	Prospective and current employees of a business receiving a Job Skills Program (JSP) grant are eligible for training. Eligible businesses and industries include private firms and institutions, groups, or associations concerned with commerce, trade, manufacturing, or service provisions. Public or nonprofit hospitals are also eligible.
Title I Youth, Adult and Dislocated Worker programs (Local Workforce Development Councils)	Comprehensive workforce development services - assessment and career guidance , labor market information, workshops, resources for worker training, on-the-job training, support services for job seekers. Business services for employers, including hiring events, labor market information, training, and matching talent to demand .
Title II Adult Literacy (Community and Technical Colleges)	Adult basic skills training, English as a Second Language training, GED
Title III Wagner-Peyser (Employment Security Department)	Career guidance, job matching, and labor market information for job seekers. Job orders, job fairs and hiring events, labor market information, and other business services for employers.
Title IV Vocational Rehabilitation (Division of Vocational Rehabilitation and Department of Service for the Blind)	Training, retraining of individuals with disabilities, identification and support for the implementation of assistive technologies for jobseekers and businesses, job placement, job development, community rehabilitation providers.
Temporary Assistance for Needy Families (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations, Employment Security Department, Department of Commerce, Department of Early Learning)	Assessment, case management, job placement, education and training, work study, workfare, support services, and job development.
Senior Community Service Employment (Department of Social and Health	Provide subsidized, part-time, community service work-based training for low-income people age 55 or older who have poor employment prospects. Through this program, older workers have access to the SCSEP services as well as other employment

Workforce System Partner	Services
Services and Community-Based Organizations)	assistance available through WorkSource, the state's one-stop career center system.
SNAP, E&T (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations)	Food assistance, assessment, education and training, job search, job search skill development, and support services.
Trade Adjustment Assistance (Employment Security Department)	A federal program that helps workers who have lost jobs due to foreign trade to gain the skills, resources, and support they need to become reemployed.
Training Benefits Program (Employment Security Department)	Training benefits pay up to 52 times a participant's unemployment weekly benefit amount, minus any regular unemployment benefits received. These additional benefits are available to eligible dislocated workers in a full-time vocational training program approved by the unemployment insurance (UI) program.
Veterans Employment and Training	Workforce development workshops, assessment and career guidance, and job development as well as referrals to worker training and on-the-job training, support services for disabled veterans.
Worker Retraining Program (State Board for Community and Technical Colleges)	Serves the unemployed or those facing imminent layoffs. Community and technical colleges provide training in basic skills and literacy, occupational skills, vocational education, and related or supplemental instruction for apprentices. Qualified students may receive financial assistance to help with tuition, other costs. Private career schools and colleges enroll a small number of students.

Improving the Customer Experience: Better Serving Current and Future Workers

The federal Workforce Innovation and Opportunity Act (WIOA), envisions a streamlined, demand-driven, integrated, and business-informed system that can support the talent needs of business, and the

education and training needs of a diverse population of current and future jobseekers and workers, including those most in need.

In many ways, streamlining and integrating the delivery system is the first step in helping all of the state's current and future workers gain a foothold in Washington's economy. Finding more efficient and successful ways to engage these individuals will create a sustainable talent pipeline. The diverse populations served by the state's workforce system include unemployed or underemployed people, those seeking additional education to advance their careers, highly skilled workers, and those facing barriers to employment. Some will pass through the system with minimal support, while others will require multiple resources. The state's economy benefits when the entire workforce is engaged in productive, meaningful employment, and the state's business community is more competitive and prosperous as a result.

Service delivery integration means current and future workers can access the state's workforce system, at any level throughout their lives, and are able to obtain the appropriate mix of services to put them on, or propel them along, a pathway to economic self-sufficiency. Current and future workers are able to connect to the system quickly and efficiently through a common intake process. They meet, or are connected technologically, to an individual or team of career coaches with up to date knowledge of the specific services – career guidance and resources, education and training programs, and support services – they may need to set and successfully reach their goals. These career coaches are trained to provide culturally competent services, ensuring that all current and future workers have a roadmap to achieve their goals. They ensure that all individuals can access and are enrolled in every program that can help meet their needs, in a way that is transparent to the customer.

Improving the Customer Experience Goals

The following goals will help move Washington's system forward:

- Improve Washington's workforce system staff capabilities to navigate customers to the resources they need to advance on their individual career pathways.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.
- Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry-recognized credentials, and/or earned college credits.

In addition, soon after the passage of WIOA, Governor Jay Inslee directed the Workforce Board to work with the system's stakeholders to shape Washington's strategic plan toward three goals to maximize the workforce system's impact:

1. *Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.*

2. *Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through registered apprenticeships.*
3. *Work together as a single, seamless team to make this happen.*

These three goals will inform the larger system and guide any changes. Below are ways the system is evolving to better serve all populations through a more integrated system.

Greater Flexibility and Access to Services

In general, services are integrated to provide greater flexibility and a better fit for people who may need skill-specific training or other intensive services right from the start, rather than moving more deliberately through a predetermined, sequence of steps. Customers will be enrolled simultaneously in any service for which they are eligible and that can help them achieve their goal.

This streamlined integration requires all service providers to quickly identify needs, and then match resources to meet those needs. Increased collaboration and coordination among system partners ensures that the best of what the system has to offer comes forward with a minimum of duplication. Integration provides a flexible, interconnected set of services tailored to each customer. Customers receive a range of services via various providers and funding streams that may be braided together to meet their specific needs.

One key to service integration is a career pathway approach. This approach connects levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress toward the education, employment, and career goals of individuals of all ages, abilities, and needs. Career pathways fully engage businesses to help meet their workforce needs. In turn, customers are encouraged to choose among a full range of education and work-based learning opportunities that allows them to earn marketable credentials. Ultimately, the goal is to connect the customer to a career pathway that taps their talents and leads to long-term economic security.

Customer Choice and Asset-based Programming

Integration honors the assets and interests of customers at every stage of service delivery. This customer-centered approach recognizes that the needs and interests of customers may change as they engage in services, learn more about their abilities and aptitudes, and consider new career options. Customers help shape their individual pathways and plans to achieve desired outcomes, with periodic check-ins and adjustments to ensure their plans continue to be both appropriate and effective.

Staff must think holistically about customers, their goals, and their skill-sets when they enter the system, and be knowledgeable about their role in connecting them to the services that an individual requires to advance. This asset-based approach focuses first on the strengths and positive experiences each

customer brings, and then builds on those assets by connecting individuals with an appropriate mix of services.

Intake

During initial customer contact, all necessary information will be collected to identify potential eligibility for all available services and provide the individual with a full menu of relevant options. The individual's initial intake responses will be available to all partners, helping eliminate multiple requests for the same information. Ideally, the first interview will: evaluate the individual's immediate needs and career interests; compile education and job history; identify any barriers to employment and ability to access education and training; and screen for eligibility for services, funding, and other resources. The intake process will also include working with the customer to identify potential effective learning modalities (learning styles, modes of instruction and training) or successful prior learning experiences for which they may obtain credit (such as competencies, military training experiences, foreign degrees and certifications, and skills).

Triage and Follow-up

A career coach will work with individual customers to evaluate their need for workforce services and develop a plan for helping them reach their career goals. The plan may include workshops, collateral development, support services, education, training, job search, or a combination, and make appropriate referrals. The career coach team members will engage with the customer to ensure smooth transition, or to redirect the customer if needed. Partners will work together beyond the points of program transition to braid funding and services across organizations for the benefit of the customer.

Assessment

Customers will enter career pathway programs at a level that makes sense for them, depending on their career readiness, while also taking advantage of multiple entry and exit points as they develop new skills. Assessment may vary, and can include standardized tests, criterion referencing, personal interviews, hands-on skill trials, and portfolios. A key piece of assessment is determining whether an individual faces barriers to employment, and then identifying the services needed to reduce or eliminate those barriers. The state approved basic skills assessment Comprehensive Adult Student Assessment System (CASAS) is an example of effective assessment because it aligns with the state's community and technical college system and many other service providers, saving customers time and potential frustration that come with multiple tests. With CASAS, customers complete an appraisal and a pre-test before they begin basic skills training.

Career and Education Exploration and Guidance

All customers, but especially those with little or no work experience, need sufficient information to make informed career decisions and education choices. By fully exploring their career and education options, customers are able to choose a career pathway based on their interests, needs, and capabilities. Career pathway exploration should include timely information about a wide range of occupations and whether they're in demand by industry, connections to registered apprenticeship and other work-and-learn programs, and encouragement to consider non-traditional occupations for both

women and men. Career guidance should also include a review of any foreign degrees and professional expertise held by educated, skilled refugees and immigrants experiencing unemployment or under-employment.

Customer Pathway and Outcome Plan

Every customer desiring to work with staff to develop a plan with clear and measurable outcomes will have the opportunity to do so. Staff will facilitate conversations with customers to better understand their immediate needs, interests, passions, assets and current capabilities and experience, and career goals. Staff will then help customers develop education and career pathways and outcome plans, and provide necessary information and guidance, including labor market trends, wages, and training and education opportunities. These plans are considered “living documents,” subject to change as customers learn more about career and education options and discover new areas of interest and capacity.

Case Management

For individuals with barriers to employment, or any eligible customers who need more support, career coaching and case management will be provided as they move through each stage of a program. Career coaches not only help with career and life choices, they assist customers during tough transition points, increasing the likelihood of success. At a minimum, the career coach/case manager provides stability and continuity, while offering encouragement and acknowledging successes. Career coaches/case managers will work as a team to streamline and expedite services. Career coaches/case managers with particular knowledge, skills and expertise in serving individuals with unique, multiple, or the most complex barriers to employment will be available to assist customers who need more specialized or intensive support.

Support Services

Support services help customers overcome employment barriers. For many customers, career pathway success is directly linked to their ability to overcome significant barriers. A variety of social, medical, behavioral, economic, and other support services can help individuals overcome employment obstacles. These services, in tandem with occupational skill development and other career pathway components, enable individuals with barriers to land a job, and keep a job.

Customer Pathway and Outcome Plan Options

Integrated Basic Education and Skills Training (I-BEST)

Day-to-day living calls for literacy and numeracy skills, as do careers. Basic skills are needed across all occupations, both in landing a job and progressing within a career. Basic skills are also required for more advanced, career-specific education and training. Evidence shows that I-BEST education, pioneered by Washington’s community and technical college system, improves and accelerates the attainment of important learning outcomes and meaningful work credentials. This model, which blends basic skills training with high-demand occupational training, has been replicated and expanded in numerous states. Service integration and cross-training of national staff will increase the number of I-BEST participants who have access to these accelerated pathways to living-wage employment.

Contextualized English Language Acquisition

English proficiency, including speaking, reading and writing, along with math, listening, employability skills, and solving problems in technology-rich environments, is required to enter and progress within most occupations. Language acquisition is also a necessary ingredient for high-skill, foreign educated professionals to transition into the same or similar employment in the United States. Because evidence clearly indicates that contextualized English Language Acquisition improves and accelerates the attainment of desired learning outcomes, this is considered an optimal instruction method and is being expanded across the Title II system.

Work Readiness and Employability Skills Instruction

Work readiness is an individual's preparedness for getting a job and keeping a job. With work readiness training, customers learn about the structure and culture of the workplace, and about what makes a valuable employee—beyond job-specific skills. Topics typically include communication skills, decision-making and problem-solving, team building and teamwork, following instructions, healthy relationships with authority figures, leadership skills, personal growth, stress management, health and hygiene, and dealing with difficult people and situations. Customers should be able to show through their attitude and behavior that they understand these concepts, rather than simply scoring well on a standardized test. Work readiness is best taught when embedded in an education or training program, not as a stand-alone component.

Development of Knowledge, Skills, and Abilities for Job Entry

Skill development in this model refers not just to those skills needed to enter the field, but building skills that allow individuals to advance within the field. Wherever possible, skill development activities should be integrated with work. Models of work-integrated learning include: project-based learning in the classroom, online coursework, industry guest lecturers, or direct workplace experience, including job shadows, mentorships, internships (paid or unpaid), work study, clinicals, cooperative learning models, and registered apprenticeships. Paid work experience or earn-and-learn models are optimal, but understandably the most difficult to achieve and sustain. Where possible, industry credentials should be integrated into job-entry programs, demonstrating competencies and reducing hiring costs for business partners. Skill development activities should be appropriate to the learning styles, interests and capabilities of each customer. Early intake and assessments will help determine the appropriate pathway and point of entry for each customer.

Skills Upgrading for Occupational Advancement

Skills upgrading refers to development of skills beyond entry-level (first employment during program participation). Skills upgrading should be tied to an industry-recognized credential, whenever possible. Industry credentials should include college credits so customers can more readily add and build on their education to help them move up the career ladder.

Business Engagement, Job Development, and Placement

Successfully connecting customers with jobs requires working with businesses to determine which jobs are currently available, or projected to become available, along with the skill requirements for these

jobs. Engaging businesses and sharing labor market data will better inform curriculum development, support work-integrated activities, enhance program offerings, and assist in evaluating the effectiveness of the program in meeting industry needs. Staff responsible for connecting customers to career opportunities, and faculty responsible for curriculum development and delivery, will need to work closely with industry representatives to ensure skill development curriculum and materials are directly applicable to the workplace, and that participants are adequately prepared to meet the needs of business once on the job. This is an ongoing, fluid process. Curriculum will need to be modified or enhanced as new jobs become available or if participants are unable to perform effectively on the job.

Post-Job Placement Support for the Customer and Employer

Landing a job is often just the first step for customers, even if they have benefited from effective pre-placement services. Once on the job they may struggle with child or elder care, transportation, interpersonal issues, family difficulties, medical needs, basic skills development, and court involvement. Or an individual may require additional skill development in specific areas to improve job performance or to keep pace with industry changes. Support services for customers and the businesses who hire them may involve: periodic contact, information and referral for necessary services, and, when necessary, advocacy for the individual on the job.

System Training and Support

Professional Development

Integrated services require a system-wide emphasis on professional development and cross-training for both leadership and front-line staff. Professional development that cuts across all programs and strategies is a foundational element of system accessibility. Training includes: business and economic intelligence, career development principles, collaboration and problem solving, customer service methodology, diversity in workforce development, labor market information and intelligence, principles of communication, program implementation principles and strategies, and workforce development structure, policies and programs. Key skills for frontline staff include cultural competency, technical fluency, and command of motivational interviewing techniques. These core skills will significantly improve outcomes by connecting customers to the workforce system. Training and cross-training will ensure staff is able to serve a diverse population who experience a wide range of barriers to employment and require an array of integrated services to be successful along their career pathways.

Implementation of Technology

This streamlined, integrated approach requires staff to use technology in new ways to simplify administrative processes, provide the customer with easy-to-use interfaces to access relevant information, connect to resources, and expand the options available for skill development certification, and portfolio management. New technologies will enable jobseekers to use their own devices to connect easily and effectively to public systems and take advantage of state-of-the-art communications, and networking and accessibility tools.

Replication of Promising Practices

Adopting streamlined customer service and service delivery integration does not mean that Washington must reinvent the wheel. In many instances, the state leads the nation in education and training programs, in performance accountability, and in service delivery. It does, however, mean that our workforce system must continue to transform itself to meet the changing needs of our business and job seeker customers in the 21st century.

The following programs and models, among many others, have proven results in their programmatic areas. They provide examples of building blocks for the workforce system to integrate as it adapts to the new realities of our economy:

Co-enrollment allows customers to access more resources and provides staff an easier way to serve all customers. Roughly half of the state's Workforce Development Areas have adopted automatic co-enrollment of future and current workers seeking new or better jobs into the WIOA Title I Adult and Wagner-Peyser Employment Service programs.

Labor–Management Committees are formed during major closures and facilitate the coordination between labor and business representatives, the workforce system and community partners. These committees are often the platform for pursuing Trade Adjustment Assistance, National Dislocated Worker Grants or other forms of funding to assist transition.

Peer Outreach contracts place select workers from an affected group, during closure, on-site at the affected work site and in WorkSource offices to offer a trusted source of support to provide critical information on the array of services available through the WIOA one-stop system and ease their fellow dislocated workers' transition to training, job search and/or relocation activities, as appropriate. These individuals offer the emotional and motivational support necessary to assist a community experiencing a major layoff.

Puget Sound Welcome Back Center builds bridges between the pool of internationally trained professionals living in Washington and the need for linguistically and culturally competent professional services. Its goal is to assist these professionals to make the best use of their professional skills through respectful, innovative, and individualized career counseling, and educational services. To that end, the Center assists people to gain industry certification recognized in the United States.

Transition Centers offer tailored spaces to serve large impacted workgroups. Based on individual circumstances, these centers may be implemented within a One-Stop office or nearby location. *(An example is the Simpson Lumber Mill closure in Mason County in 2015. Through a Labor-Management Committee, the company was certified for Trade Adjustment Assistance and two Peer Outreach Workers were funded to staff a Transition Center, alongside workforce system partners, in the office space next door to the Shelton WorkSource Center.)*

Bachelors in Applied Science (BAS) degrees create expanded opportunities for both students and businesses by providing upper-division coursework at community and technical colleges in an applied field. These degrees, many of them online and tailored to working adults, build upon professional-

technical associate's degrees. **Bachelor's and Graduate and Professional Degrees** create expanded opportunities for both students and businesses. Washington's public four-year colleges and universities, along with the state's community and technical colleges, provide opportunities for Washington residents to obtain a bachelor's degree to meet the state's growing need for an educated workforce. In addition to the four-year degree pathways at Washington's public colleges and universities, community and technical colleges offer applied bachelor's degree (BAS) programs. The state's two- and four-year institutions have also forged articulation agreements that help students transfer between institutions. In addition, Washington's public four-year institutions offer access to a range of quality graduate degree programs, including increasing options in online degree programs available through our community and technical colleges and public four-year colleges.

The **Washington College Grant (WCG)** and our state's generous suite of financial aid supports for students form a critical set of pathways for Washingtonians to access education and training options. WCG is considered one of the most generous financial aid programs in the country, serving people of all ages from low- and middle-income families who qualify for financial support to enter college, career training, or a participating registered apprenticeship. The **Washington State Opportunity Scholarship** also helps low- and middle-income Washington students earn degrees, certificates, or enroll in registered apprenticeships in high-demand trade, health care, and STEM fields.

Centers of Excellence are flagship institutions located at Washington's community and technical colleges that focus on a targeted industry and are designed to provide fast, flexible, quality education and training programs. (A targeted industry is identified as one that is strategic to the economic growth of a region or state.) Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts.

Workforce and Education Program Advisory Boards are long standing, with private sector business and labor representatives serving as advisors to two- and four-year college programs, providing: advocacy, curriculum recommendations, and support for quality higher education programs.

HS 21+ allows students 21 and older to attain a competency-based high school diploma. The program awards credit for prior learning, military training, and work experience.

I-BEST Programs

Professional Technical I-BEST co-enrolls students in adult basic education and college credit-bearing career pathways that lead to living wage jobs. I-BEST accelerates students down their career pathway, by contextualizing and team teaching the language, math, and other foundational skills needed to succeed in their professional-technical program. I-BEST students are nine times more likely to earn a workforce credential than students in traditional basic education programs.

Professional Technical Expansion I-BEST allows students to move further and faster down their career pathway by putting English and math courses in context, as needed for longer-term certificate and

degree programs. This allows students to skip developmental education and earn their college or terminal-level English and math credits through contextualization and team teaching.

Academic I-BEST co-enrolls students in adult basic education and Direct Transfer Agreement (DTA) courses for students intending to earn a transfer degree. Through Academic I-BEST, adult education students can accelerate their progress down a transfer career pathway and reduce or eliminate time spent in developmental education.

I-BEST at Work is based upon a partnership between a community college or community-based organization, and an employer, in which the college or organization provides a basic skills instructor who team-teaches with a representative from the employer. It is part of the comprehensive I-BEST Pathway, designed to accelerate the progress of basic skills students within the context of work.

I-DEA Integrated Digital English Acceleration is an on-ramp to I-BEST that, in collaboration with the Gates Foundation, provides the least English proficient ESL students with a laptop computer. Half of the instruction is delivered online, offering 24-7 accessibility.

Industry DACUM incorporates the use of a business or industry focus group to capture the major duties and related tasks included in an occupation, as well as the necessary knowledge, skills, and traits, in a process facilitated by a Center of Excellence or community college. This cost-effective method provides a quick and thorough analysis of any job.

Industry showcases highlight how industry skills are put to use in the work world and serve as an example of how community and technical colleges are responsive to the changing needs of businesses.

Industry Skill Panels are public/private partnerships of business, labor, and education working together to improve the skills of workers in industries vital to Washington's economy. Washington has worked with Industry Skill Panels since 2000.

Workforce Program Review is a community college review of a vocational education program's intent and objectives. Industry representatives participate on evaluation teams that look at: program accomplishments, student performance standards compared to the needs of industry, facility adequacy as a training site, quantity and quality of graduates, and job placements. This review team then makes recommendations for any identified program improvements or innovations.

Integrated Service Delivery Summary and Goals

In conclusion, a truly integrated service delivery system holds promise for Washington's workforce by helping people reach their goals no matter their barriers, their background, or where they entered the system. Doing this effectively calls for eliminating the program funding silos to truly integrate staff and support customer access to services and resources, eliminating redundant assessments, and helping more customers define career pathways that help them achieve portable skills, higher education levels, industry credentials, and satisfying, living-wage careers.

Engaging Business for Better Results

When Washington's workforce system effectively engages with business, it's a win-win situation for workers, and for employers. By working closely with firms to determine their talent challenges and by implementing effective solutions, the workforce system helps both businesses and workers prosper.

The Workforce Innovation and Opportunity Act (WIOA) places a greater emphasis than its predecessor act on engaging business in the development of workforce solutions, identifying business as a primary customer of the workforce system. Yet for the system to realize the full potential of business engagement, it must go beyond thinking of employers as merely customers. Businesses must be partners and co-investors in the system. After all, businesses know what they need, and the skills that they lack. They can help identify, create, and implement effective workforce solutions. By providing businesses with easier access to the workforce system and a clearer understanding of the benefits of working together, Washington will move business engagement to the next level.

Washington is already known as a leader in business engagement. The state piloted Industry Skill Panels, which bring together employers, educators, and community leaders to address common skill gaps and training needs. Skill Panels, in turn, were instrumental in establishing Centers of Excellence, which serve as statewide resources to address the needs of a specific industry sector—from aerospace to allied health. Housed within the state's community and technical college system, Centers of Excellence provide fast and flexible education and training programs that respond directly to the needs of industry.

Washington was also an early adopter and leader in the implementation of sector strategies, which build partnerships between businesses, training providers, community organizations and other key stakeholders, around specific industries to address their particular workforce needs. Washington has also invested in Skill Centers, which provide career-focused education to high school students and serve multiple school districts through inter-district cooperatives. These centers partner with local employers to give students the skills to be successful in the local job market and advance in their education and training.

In 2015, Governor Inslee appointed industry sector leads to better support the growth of strategic industry sectors in Washington: aerospace, agriculture, clean technology, forest products, information, communication technology, life sciences and global health, maritime, and military and defense. Moreover, the state Office of Economic Development and Competitiveness in the Department of Commerce works with critical industry leaders on recruiting new companies to Washington and grow key industry sectors statewide.

Today, Washington has the opportunity to take this work to the next level and to close skills gaps and help employers hire and further develop the talented workforce they need to grow and prosper.

Business Engagement Goals

Over the next two years, the following goals will help move Washington's system forward:

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforce system.
- Identify meaningful metrics to establish a baseline and increase the number of businesses reporting satisfaction with the services they receive via the workforce system by 5 percent each year.
- Have at least one sector partnership in development in each workforce region. Use the Sector Partnership Framework or a similar framework to show progress over time.
- Increase resources for work-based learning opportunities, including on-the-job training and registered apprenticeship, internships, job shadows, but especially, incumbent worker training.
- Increase the amount of work-based training including incumbent worker training, on-the-job training and registered apprenticeship, job shadows, internships.

In addition, soon after the passage of WIOA, Governor Jay Inslee directed the Workforce Board to work with the system's stakeholders to shape Washington's strategic plan toward three goals to maximize the workforce system's impact:

1. *Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.*
2. *Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through registered apprenticeships.*
3. *Work together as a single, seamless team to make this happen.*

These three goals will inform the larger system and guide any changes. Below are ways the system is evolving to better serve all populations through better engaging business.

What Better Engagement Means for Business

According to a 2014 [Accenture report](#), employers cannot find the talent they need. In this report, just "18 percent of employers [nationally] reported sufficient access to needed skills." But despite this need for skilled workers, here in Washington, just 8 percent of businesses connected with the state's workforce system to find talent. And talent acquisition is only one challenge facing today's businesses. New articles and reports identify a variety of human resources challenges that the workforce system could help to address, including:

- Skilling up workers and jobseekers to keep pace with rapid changes in technology.
- Retaining talent.
- Planning for succession.
- Increasing workforce diversity.
- Dealing with the greater demand for flexibility within the workforce.
- Impacts of personal life on work.

There are areas where the public system and business share in the cost of developing an employee's skills, including work-based learning (on-the-job training, incumbent worker training, registered

apprenticeship). Business partnerships with workforce development and human services programs can increase diversity in the hiring pool and support job retention in the workplace. If employers are willing to partner with the workforce system, expend energy, and, devote resources, they can leverage their investment to create sustainable solutions to their workforce challenges.

What Better Business Engagement Means for the Workforce System

An emphasis on business engagement creates a benchmark for more activity—more surveys, more meetings, more outreach—but not necessarily more engagement. While many businesses do not know about the many workforce system programs and services that could benefit them, more outreach does not necessarily lead to more employers partnering with the workforce system.

Successful business engagement is about better understanding the value proposition that the workforce system can offer business and delivering that value by:

- Aligning and coordinating “disconnected parts” across the system to provide workforce solutions that meet real business needs.
- Enlisting business as a partner in the identification, development, implementation of and investment in workforce solutions.
- Making services and products more transparent, accessible, and user-friendly, and supporting services with appropriate technologies for employers.

By finding more effective ways of working together, leveraging limited resources, and addressing long-term issues, the workforce system can help employers achieve stronger results, forging a sustainable and mutually beneficial alliance. Engaging business as a partner increases the diversity and number of resources available and builds a team that helps workers find, keep, and grow in good jobs.

Jobseekers enter the workforce system with varied skills and experiences, but the ultimate goal of the workforce system is to create pathways to prosperity for all. Business services strategies should seek to grow jobs with family-sustaining wages and benefits, encourage ongoing skill training and employee advancement, promote good working conditions, and adequate hours, while recognizing the right to join a union. Washington will consider job quality when engaging with businesses to offer work-based learning, on-the-job training, incumbent worker training, and customized business services.

Aligning and Coordinating Across the Workforce System

Effective business engagement is a system function, rather than a programmatic one. Each system partner comes with specific resources to develop, support, educate, and train the workforce in the region, and a mandate to better engage business in doing so. When each program works in isolation to create businesses services, increase contact with businesses, or solicit business input, the end result is a patchwork approach where some businesses are asked the same questions over and over, and others are left completely out of the conversation. Creating an aligned and coordinated approach that conveys

the full strength of the system increases its efficiency and the likelihood that employers will realize value from the system.

To achieve this innovation, Washington's workforce system must shift its focus when working with businesses from the promotion and administration of programs and management of services, to a more strategic role of building regional talent pipelines, addressing skill gaps, and creating meaningful education and career pathways for a range of workers in key industries.

Recently, a staff person at a WorkSource center described the transition as moving from inventory control to business solutions. In inventory control mode, staff thinks in terms of how many jobs a company has open and how many jobseekers the program has available or could quickly train to apply for these jobs. In the business solution model, staff move from focusing on this "inventory" of specific services and programs to helping businesses access system resources and services that will meet their specific needs. Put another way, the system must move from a "push" that works to match the jobseeker inventory on hand to a "pull" or a "demand-driven" system working in partnership with businesses to determine and develop the talent they actually need.

What better way to demonstrate value and responsiveness than to engage business as equal partners in the design and creation of the products and services they need? Sector partnerships and career pathways are proven mechanisms for forging these relationships.

Engaging Business through Sector Partnerships

Sector strategies are the most widely used approach to engage businesses throughout the U.S., according to the National Governors Association (NGA). Sector strategies are regional partnerships of employers within one industry that bring together government, education, training, economic development, labor, and community organizations to focus on the workforce and other needs of their industry. At the state level, sector strategies are policies and investments to support and align regional sector strategies. NGA finds that "a growing body of evidence demonstrates their effectiveness for employers and workers."

Washington's workforce system is a recognized leader in the implementation of sector strategies. The state needs to capitalize on this strength and move beyond sector strategies to sustainable sector partnerships. Sector partnerships shift employers from being customers of the workforce system to active participants in the design and creation of workforce solutions—forming business-to-business partnerships within industry sectors that set the course for resolving industry-wide workforce needs.

In addressing industry sector workforce issues, system partners package their individual components to create customized solutions. This may include incumbent worker training that moves current workers into higher demand fields, paired with recruitment strategies to backfill the entry-level opportunities that open up as a result. Employer engagement may lead to more work-based learning opportunities where the company makes it easier for potential and existing workers to elevate their skills in workplace settings. Sector partners may also choose to focus on longer term solutions, including reaching within

the K-12 system to prepare young people for future careers in the industry. The key is to leverage the investment and resources of all partners toward a common goal. Rather than competing for the attention of businesses, the workforce system strategically braids together the resources of the public, philanthropic, and private sectors to create new solutions to ever-changing business challenges.

A Sector Partnership Framework is included in the appendix of this chapter to support the transition to sector partnerships. The framework provides a common set of principles, definitions, processes and criteria and creates the expectation that regional and state sector leads will coordinate and leverage each other's work. The Framework creates a common language for implementing sector partnerships, sharing promising practices and lessons learned among regional level workforce development professionals from different agencies and different parts of the state.

The framework also provides a vehicle to identify the training needs of system partner staff to support sector partnerships. By using the framework to report on the status of sector activities, policy makers, business stakeholders, and workforce system partners will all have a better understanding of the impact of sector partnerships. Most importantly, the framework lays the groundwork for fully engaging business as a partner in workforce solutions.

Engaging Business through Career Pathways

Career Pathways form a transit system for careers, mapping out the various routes workers can take to achieve their career and life goals. Career Pathways serve as a recruitment and retention tool for industry sectors, clearly conveying the career pathways within the industry to current and potential employees. Businesses identify the career progression within and among the occupations critical for the industry to prosper. The education system, through ongoing consultation with businesses, organizes programs that enable current and future workers to access the necessary education and training to fulfill those job requirements and move up the career ladder throughout their lives.

Career pathways must be highly informed by businesses in a regional economy and supported by system partners. These pathways offer a mechanism for those with barriers to employment to move more efficiently into jobs. The workforce system partners identify and provide the support services for current and future workers to succeed in their education and training and enter careers. Business input helps the education system better tailor and update curriculum based on regional industry needs and trends, building a sustainable talent supply pipeline.

Making workforce services more transparent, accessible and user-friendly

Businesses often find it difficult to navigate the vast array of programs and services available within the workforce system, because individual programs often compete to be "the" solution. The program-by-program approach to developing business services has resulted in an abundance of program-specific solutions. If the workforce system is to better engage business, it must demystify, align, and simplify access to this array of resources and services. Businesses care little about the program and funding

stream, and more about getting the talented workers they need. Several approaches will address this challenge.

Identify/invest in business services and coordination

The fact that navigators are needed to help businesses access services demonstrates the complexity of the workforce system. For example, a business wanting to support the growth of a young, inexperienced jobseeker may be offered on-the-job training support by one partner, an internship by another, a work experience, job shadow, or assistance setting up a registered apprenticeship program by others, and so on. The workforce “solution” may have more to do with which program is contacted first, rather than which approach fits best.

The industry outreach teams assembled and led at the local level (which may include current staff focused on employer services in Business Services/Solutions positions), must be sufficiently cross-trained in business programs and services to readily identify services useful to businesses, regardless of who provides them. These teams will also help tailor and package services to meet specific business needs.

Speak the Language of Business

Even within the workforce system, programs have their own languages built around their authorizing legislation, regulations, and cultures. Translating workforce development products and services into a common language that resonates with business serves the dual purpose of creating a stronger partnership among workforce system partners while also improving the relationship with businesses. That language educates system partners on what business really wants, not what they presume business wants.

Create a Common Brand

The difference between on-the-job training, clinicals, internships, job shadows, cooperative training, work experiences, work study, registered apprenticeships, and other workforce activities revolves around who offers the programs and program-specific rules and regulations. All are approaches that allow jobseekers to actively build their knowledge and skills in a work-and-learn setting. But the names are confusing, leading to the conclusion that the system is fragmented. Creating a common brand and a clear, common plain-language menu of service options will make it more likely that businesses will use these services.

Increase Work-and-Learn Opportunities

Work-and-learn opportunities are a win-win-win for the jobseeker/worker, the business, and the workforce system. Jobseekers collect a paycheck while in training and businesses are able to defray payroll costs, while helping a worker gain valuable skills. Work-and-learn solutions help ensure training provides tangible, relevant skills that lead to jobs for trainees. They give an employer the opportunity to get to know job candidates and build commitment between employers and jobseekers.

Train Staff to Support Business Engagement

The state must invest in professional development if the workforce system is to successfully connect

with businesses, help identify and solve business problems, and retain the business community as true customers and partners. Professional development should also help to show the connections between effective business engagement and better jobseeker outcomes, building a bridge between staff who serve businesses and those who serve jobseekers. This may include , adopting business assessment methods to better match potential workers with employers, and developing customized recruitments. A set of leading indicators will help staff know if they are on track in helping area businesses. These indicators must be part of staff professional development.

The role of Local Workforce Development Councils

Under WIOA, local Workforce Development Councils (WDCs) are responsible for assuring the workforce system meets the needs of businesses, workers, and jobseekers within economic regions and local areas. WIOA requires WDCs to lead business engagement by developing both a strategic plan and operating plan with other workforce partners that coordinate business engagement strategies and resources across the workforce system, in support of regional and local economies.

WDCs exercise their leadership responsibility in a variety of ways. At a minimum, WDCs serve as leaders for specific efforts, like sector partnerships. In addition, WDCs assess business engagement opportunities, (both in terms of quantity and quality); convene, organize, coordinate, facilitate, and support the efforts of workforce partners to create an aligned approach to business engagement; facilitate information sharing among workforce partners and businesses; and/or create partnerships with effective intermediaries who already have the trust of the business community. While any workforce system partner may potentially lead a business solution or provide services to businesses, all are expected to support Workforce Development Councils in the development and implementation of aligned and effective regional business engagement strategies. In turn, WDCs are expected to work with their partners to identify the approach taken within a region. Workforce system partners at the state and regional level will collaborate on the chosen approach.

Workforce Development Councils will unify the approach of all partners and establish a documented process for business engagement. WDCs and workforce system partners must work together to implement it. This includes organizing, targeting, and assigning representatives to the market, setting protocols for contact and services, identification and analysis of business workforce problems, adopting an integrated plan, maintaining a shared customer base, connecting jobseeker staff to the process, seeking alignment with business demand, and reporting and evaluating progress.

Business Engagement Summary and Goals

In conclusion, a system that better engages businesses will rely on a firm accountability framework that identifies meaningful metrics to establish a solid baseline on the number of businesses utilizing the workforce system, and builds business satisfaction with the system by 5 percent each year. The new goals also call for establishing at least one sector partnership in each workforce region and using the Sector Partnership Framework, or a similar framework, to show progress over time. The goals also call for establishing a baseline and increasing resources for work-based learning, including on-the-job

training, registered apprenticeship, internships, work experience, and especially, incumbent worker training in the next two years.

With sector partnerships, employers within one industry within a regional labor market are able to come together with government, education, training, economic development, labor, and community organizations to focus on workforce (and possibly other) industry-identified needs.

Guiding Principles

- Sector strategies are but one of many strategies for workforce and economic development.
- Statewide and local sector partnerships and strategies can co-exist in mutually reinforcing and beneficial ways. They are not mutually exclusive of one another.
- Critical factors for identifying sectors to be targeted for sector strategies include employment opportunities (including opportunities for those with barriers to employment), wage levels (including career and wage progression potential), and the economic impact of the industry.
- Because policy objectives vary, workforce and economic development partners may work from different lists of targeted sectors. That being said, collaboration and coordination is imperative when economic and workforce strategies target the same sectors.
- Nascent or emerging sectors, as well as mature or plateaued ones, have a role in workforce and economic development initiatives.
- Both traded sectors and local services sectors have a role in workforce initiatives. Traded sectors generally include export or innovation-based industries – agriculture, manufacturing, scientific research and development. Local services sectors are population-based. Retail, health care, educational services, food services, public administration – tend to locate based on population and are prevalent in almost all communities.
- Targeted sector lists should be updated to keep pace with changing economic conditions.
- As strategies are developed to serve the workforce needs of sector partnerships, there should be an emphasis on data-driven outcomes (such as employment placements) for businesses, jobseekers and workers, including individuals with barriers to employment.
- Alignment between local and statewide sectors
- Identified statewide sectors represent statewide priorities for sector work. When Workforce Development Councils (WDCs) identify regional and/or local sectors using the process and criteria in the Washington Sectors Partnership Framework, they will identify which statewide sectors are also of regional and/or local significance. Not all statewide sectors will be of significance to regional/local economies, nor will all regional sectors be significant at the state level.
- When regional, locally identified sectors are also statewide priority sectors, WDCs are expected to connect with state sector leads at the Department of Commerce or other designated agencies to determine how best to align local activities with statewide sector goals. Statewide sector leads are expected to reach out to WDCs operating in regional and local economies where high concentrations of companies are part of identified statewide sectors, in order to identify

opportunities to work to together/align work. Opportunities to align regional/local industry sectors that are part of the supply chain for statewide sectors should also be coordinated among state sector leads and WDCs.

Criteria for identifying and prioritizing target sectors

Criteria

The identified sector is important to the regional economy in terms of employment, economic impact, growth potential, and/or wages.

Process

Conduct quantitative data analysis: Identify core/driver industries and inter-industry linkages. Measure and rank criteria relating to industry concentration, employment, and opportunities for wage and career progression. Criteria should include, but not be limited to:

Industry concentration – Using employment location quotient for the local area relative to the nation. (Possible data sources: *Employment Security Department's Quarterly Census of Employment and Wages*, *U.S. Bureau of Labor Statistics location quotient calculator at http://data.bls.gov/location_quotient/ControllerServlet*)

Recent and projected employment growth – Looking for positive projected growth potential. (Possible Data Source: *ESD's employment projections for projected data and ESD's Quarterly Census of Employment and Wages for recent employment data*)

Opportunities for wage progression – As indicated by range between 25th and 75th percentiles in wages observed within a given occupation in the sector (Possible Data Source: *ESD's Occupational Employment Survey wage data.*)

Opportunities for career progression – As indicated by percent of occupations in the middle- and high-wage ranges and other indicators of occupational mobility within a given sector. (Possible Data Sources: *ESD's occupational wage data and industry-occupation matrix.*)

Conduct qualitative validation: Validate quantitative findings through conversations with industry (business and labor) and regional economists. Criteria may include but not be limited to:

Quantitative factors such as employment projections relating to retirements and turnover; output; earnings per worker; commute patterns; change in establishments; change in wages; exports as percent of output; traded versus local services sectors. (Possible Data Sources: *ESD's Employment projections*, *Bureau of Labor Statistics national replacement rates for occupations at http://www.bls.gov/emp/ep_table_110.htm, comparisons between job openings and numbers of unemployed from sources like Help Wanted on Line at <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/employer-demand-report>, *Washington Department of Revenue's Quarterly Business Income at**

<http://dor.wa.gov/content/aboutus/statisticsandreports/TID/StatisticsReports.aspx?query=gbaiaics>, commuting patterns from the Census Bureau's county to county migration flows, change in establishments and changes in wages reported on ESD's Quarterly Census of Employment and Wages; Occupational Employment Survey.)

Qualitative Factors such as industry-recognized certifications and related opportunities for career progression, policy/regulatory/legislated issues, resources at-hand, and factors of chance and special circumstances, as identified by companies within the sector.

Common definitions

Sector: A group of industries with similar business processes, products or services such as construction or health services; formerly categorized by the Standard Industrial Classification (SIC) system, now categorized by the North American Industry Classification System (NAICS). Because of the qualitative and quantitative limitations of defining sectors only by NAICS codes, they need not be the single source of data.

Industry Cluster: A geographic concentration of interdependent competitive firms that do business with each other, including firms that sell inside and outside of the geographic region as well as support firms that supply new materials, components, and business services. (RCW 43.330.090)

Targeted Industries or Clusters: Industries and industry clusters that are identified based on a strategic economic development consideration or other public concerns.

High Employer Demand Program of Study: Postsecondary or Industry Recognized Certificate or degree program in which the number of students prepared for employment per year (from in-state institutions) is less than the number of projected job openings per year in that field—statewide, or in a region of the state.

High-Demand Occupation: An occupation with a substantial number of current or projected employment opportunities.

WIOA contains a federal definition of “in-demand industry sector or occupation” at Section 3(23) that the state also incorporates in its analysis:

(i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

High Student Demand Program of Study: Postsecondary or Industry Recognized Certificate or degree program in which student demand exceeds program capacity.

Tracking sector implementation and outcomes

The Workforce Board convened a work group to develop a rubric aligned to the Workforce Board's approved sectors framework in order to answer the question "how would we know if sector strategies make a difference?"

The intended outcomes for sector strategies are generally the same as for programs in the workforce system:

- Did people get and keep jobs?
- What did they earn?
- Were businesses retained or grown?
- Did the jobseeker and the business have a positive experience?

However, it is difficult to draw direct causal links between sector strategies and statewide performance improvements related to the outcomes listed above. Those implementing sector strategies can track specific factors, such as the numbers trained (if training was a goal of the project), the number of those recruited who were placed into jobs, the time required to fill job openings, etc. The specific results vary based on the sector project undertaken and the needs of employers.

It was agreed that the primary goal for the implementation of sector strategies was to provide a strong and flexible tool to help WDCs meet their requirement to coordinate business engagement and fulfill the expectation that implementation of WIOA would support economic vitality of the communities they serve. In order to roll this information up to a statewide level, a common approach to sector strategies and reporting tool is needed. Local sector experts identified the lack of consistency in the implementation of sector strategies as a challenge to learning across and even within local areas.

Therefore, a rubric was developed and incorporated in the state strategic plan to provide:

- Common definitions.
- Clarification of the steps needed to implement a sector strategy.
- Criteria that help a local area identify, track and map progress throughout a sector project.
- Sample outcome measures and a tool for tracking sector-specific outcomes.

Local areas/region will complete a rubric for each targeted sector identified as part of their strategic plans, and will update their progress every two years as part of local/regional plan reviews and board certification criteria. The rubric includes a template for tracking and reporting outcomes that will be compiled across regions/areas to give the Workforce Board, the locals, and partner agencies a better understanding of the results obtained and the strategies that are most effective.

This approach also recognizes that the implementation of sectors is a learning opportunity. Locals should not be penalized for taking risks to address industry needs. Sector strategies are most effective as a way to gain more precise, actionable information to better fill the needs of employers and jobseekers.

The Workforce Board will provide formal training for local practitioners on the implementation of sector strategies and the use of the rubric to increase consistency and develop local expertise.

Accessibility and Technology

A key priority for Washington's workforce system over the next 10 years is ensuring universal access to the entire array of education, training, and support services. Every Washington resident should have the opportunity to progress along a clearly defined and guided career pathway that leads to economic self-sufficiency.

Advances in technology offer one way to provide both remote and universal access to the state's workforce system. Tapping this technology will help more Washington residents, including those with barriers, access a wide range of services.

While technology will tear down a number of barriers to workforce system access, advances in technology—or the way it is applied throughout the system—*will not solve all accessibility issues*. Executing universal accessibility to Washington's workforce system will require a concerted, long-term effort from all partners, and a willingness to adapt and refine service delivery strategies to meet customer needs. This collective commitment is essential if all Washington workers are to benefit from an improving economy.

Accessibility and Technology Goals

The following goals will help move Washington's system forward:

- Establish a state-level advisory committee on accessibility and barrier solutions and ensure the designation of local advisory committees during the first two years of the plan. By the fourth year of the plan, ensure the state-level advisory committee has received annual progress reports on One-Stop centers' accessibility at the local level.
- Identify and encourage local pilot programs that use technology to facilitate and improve integrated service delivery for customers, including programs designed to improve access to the system.

In addition, soon after the passage of WIOA, Governor Jay Inslee directed the Workforce Board to work with the system's stakeholders to shape Washington's strategic plan toward three goals to maximize the workforce system's impact:

1. *Help more people find and keep jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.*
2. *Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including through registered apprenticeships.*
3. *Work together as a single, seamless team to make this happen.*

These three goals will inform the larger system and guide any changes. Below are ways the system is evolving to better serve all populations through enhanced accessibility.

Universal access across the workforce system

Fundamental to the Workforce Board’s vision for the workforce system is the concept of *universal accessibility*. Washington’s workforce system must be prepared and able to serve jobseekers from all kinds of backgrounds, who face a variety of barriers. Universal accessibility encompasses both *physical accessibility* of all facilities, as well as *programmatic accessibility*—taking into account the particular access needs of all customers. Integration of service delivery and better coordination among workforce system partners will allow services and delivery approaches to be customized to meet a wide range of needs.

Identifying and Removing Barriers to Workforce Services

WIOA has provided new energy across Washington’s workforce system to address and remove barriers to access so that a greater number of Washingtonians can connect with a career pathway and a living-wage job. Through numerous WIOA planning meetings, public forums, and community town halls, an overarching theme has been that the system must provide high quality, customized services for all jobseekers with barriers.

The Workforce Board embraced the new federal workforce act as a chance to improve service delivery and remove barriers to access for *all individuals with barriers to employment*, not just those populations covered by the Americans with Disabilities Act. While developing recommendations related to accessibility, the Workforce Board engaged stakeholders, staff, and policy experts representing a wide range of the 14 populations designated as “populations with barriers” under WIOA:

Populations with Barriers under WIOA	
<i>Displaced Homemakers</i>	<i>Youth in, or formerly in, Foster Care</i>
<i>Low-Income Individuals</i>	<i>English Language Learners</i>
<i>Native Americans, Alaska Natives, and Hawaiians</i>	<i>Migrant/Seasonal Farmworkers</i>
<i>Individuals with Disabilities</i>	<i>Individuals within Two Years of Exhausted TANF Eligibility</i>
<i>Older Individuals</i>	<i>Single Parents/Pregnant Women</i>

<i>Ex-Offenders</i>	<i>Long-Term Unemployed</i>
<i>Homeless Individuals</i>	<i>Veterans*</i>
<i>“Other Groups” Designated by the Governor</i>	

*Veterans are presumptively included under the WIOA Focus Populations in Washington.

An initial look at how technology could be used to remove access barriers for individuals with disabilities quickly expanded in scope to consider *all* strategies to remove access barriers to *all* barrier populations. Some of the common barriers faced by vulnerable populations include:

- Lack of recent work experience.
- Difficulties with transportation, housing, or childcare.
- Lack of work-appropriate wardrobe or resources (tools, equipment, safety gear)
- Inability to access necessary language translation services or accessibility devices.
- Lack of financial and educational literacy.
- Lack of reliable online access.
- Lack of up-to-date accessibility equipment.
- Inability to successfully utilize technology resources.

Technology is a Powerful Tool to Remove Barriers

Advances in personal computing and telecommunications technology have made the Internet and person-to-person connectivity a feature of many people’s daily lives. WIOA acknowledges these improvements by opening the door to “virtual” service delivery—bringing services each participant needs to their doorstep, or kitchen table.

Recognizing that barrier removal requires sustained effort over time, the Workforce Board established its first standing advisory committee to lead a statewide effort on removing barriers to access throughout the system. The standing advisory committee, described below, works with local advisory committees on accessibility issues, starting an ongoing conversation between local workforce system practitioners and state-level policymakers. In this way, the committee will be able to systematically identify and address access barriers.

The first three recommended strategies embrace technology to achieve a more accessible workforce system. The final recommendation is designed to address system barriers of any nature, including barriers that cannot be addressed solely through technology.

The two recommended strategies embrace technology to achieve a more accessible workforce system.

Strategies to Improve Access for All: Technology as a Barrier Removal Tool

Virtual Service Delivery

With WIOA, education and training services are no longer required to be administered in person. The

availability of online, real-time, hybrid (blended online and face to face), and open source course materials warrants close system collaboration. Beyond simply providing access, the system must help customers gain the skills to effectively use these new technological tools. Some tools have become increasingly common in just a few short years. Video conferencing technology, for example, is widely available and less expensive than in years past. Reducing or eliminating the need for customers to travel and *physically* access a one-stop center will remove accessibility barriers for many Washingtonians.

Services offered virtually via computer, tablet, or smartphone empower people with mobility challenges, or anyone preferring to access information remotely. These tools allow them to begin progressing down a career pathway on their terms and at a time and location more convenient to them. Virtual service delivery helps customers with childcare or transportation barriers make progress toward a better future. A parent can hop online when the kids are asleep and gain access to services, or a family who lacks a car can avoid making several bus transfers to reach a one-stop center--if the center is reachable by bus at all. Many rural Washingtonians live hours away from the nearest comprehensive one-stop center. Accessing these services at home just makes sense. Even rural customers without reliable Internet connections still benefit from virtual service delivery—library systems statewide have expressed interest in partnering with the workforce system to create “remote connection sites” strategically located around Washington.

Currently, the Employment Security Department uses chat rooms to serve job seekers virtually, and WorkSource Connection sites are increasing access to individuals in their own neighborhoods, meeting people where they are geographically and socially.

Promoting Open Education Resources

Washington’s 34 community and technical colleges provide a wide range of open education resources (OERs), online courses, and e-Learning strategies to workforce system customers. These resources allow working adults and place-bound customers who are far from a college or university campus to access education when it fits their work and life schedules. OERs are teaching and learning materials that reside in the public domain or have been released under an open license. These resources may be used free of charge, distributed without restriction, and modified without permission. Often, OERs take the form of digital textbooks, video lectures, assessments, and new forms of “gamified” multimedia education experiences. Washington’s community and technical colleges are leaders in the OER movement, ready to share their expertise with the entire workforce system.

Promoting eLearning

Washington’s public higher education institutions also offer a wide array of e-Learning strategies that can be integrated into the workforce system where appropriate. E-Learning is high quality online instruction and assessment that allows students to study and learn on their own schedules. Customers with physical, sensory, behavioral health, or cognitive disabilities as well as rural populations and economically disadvantaged communities, can benefit from online instruction tailored to their needs.

Any public-facing service offered to workforce system participants must be accessible to all, including individuals who use a screen-reading device or other accessibility equipment. Ensuring that the state's new online job-matching site is accessible for all, the site's architects have agreed to go beyond the ADA's Section 508 accessibility standards and instead adopt the more stringent, internationally recognized [Web Content Accessibility Guidelines 2.0](#). When the new website is ready to launch, system partners will test the "public-facing" elements of the website with customers with barriers who have intermediate skill levels in accessing software and technologies. Any needed accessibility adjustments will be made before launch or immediately after.

Thinking Beyond Technology to Remove Barriers

Local and State Advisory Groups on Barrier Solutions

WIOA allows local area boards to establish standing committees to work on issues specifically faced by individuals with disabilities, including Section 188 and ADA compliance.

Washington's workforce system has embraced a more expansive goal of improving access for populations with a wide variety of barriers to access, including economic barriers, geographic barriers, physical barriers, language and cultural barriers, low-level education and skills barriers, and behavioral health barriers. To build consensus on a coordinated and sustained effort to remove these access barriers, a standing Workforce Board committee on accessibility issues is being created.

The Workforce Board's advisory committee on barrier solutions will be informed by local advisory committees that evaluate accessibility issues at the community level and will help local boards prioritize projects and track progress toward improved customer service for those populations. The state standing committee will additionally serve as a forum for sharing best practices and strategies to improve access and advocate for resources and policy development that will improve services for all populations with barriers.

Local Workforce Development Councils (WDCs) will partner with the state advisory committee on barrier solutions to identify barrier removal projects and best practices that can be brought to scale statewide. Local WDCs have taken the lead for several years in convening their own advisory groups on system accessibility at the local level. Each WDC will designate either one of these existing advisory groups or create a new one to focus on barrier removal work, and will seek to recruit members from a broad spectrum of populations with barriers to employment, including, but not limited to: people with physical, sensory, behavioral health, or cognitive disabilities; economically disadvantaged communities; low-skilled and under-educated individuals; English language acquisition or bilingual communities; disadvantaged youth; and the long-term unemployed. Local WDCs are encouraged to engage with real customers with barriers, including encouraging customers to be part of their local committees focused on barriers.

These local advisory groups on barrier solutions will create an annual progress report to their local WDC outlining and discussing issues, accomplishments, and future deliverables related to the accessibility goals in local WDC strategic plans; concerns and challenges faced by populations with access barriers, as

seen from the advisory groups' perspectives; a work-plan containing recommendations for improving accessibility in the coming year; and a progress report on previous work-plans for improving accessibility. The same report will be delivered each year to the state advisory group on barrier solutions, which will incorporate identified local best practices into statewide strategies. The state advisory group on barrier removal will also redirect resources toward barrier removal projects it prioritizes, and will help local advisory groups identify and broadly recruit representative members.

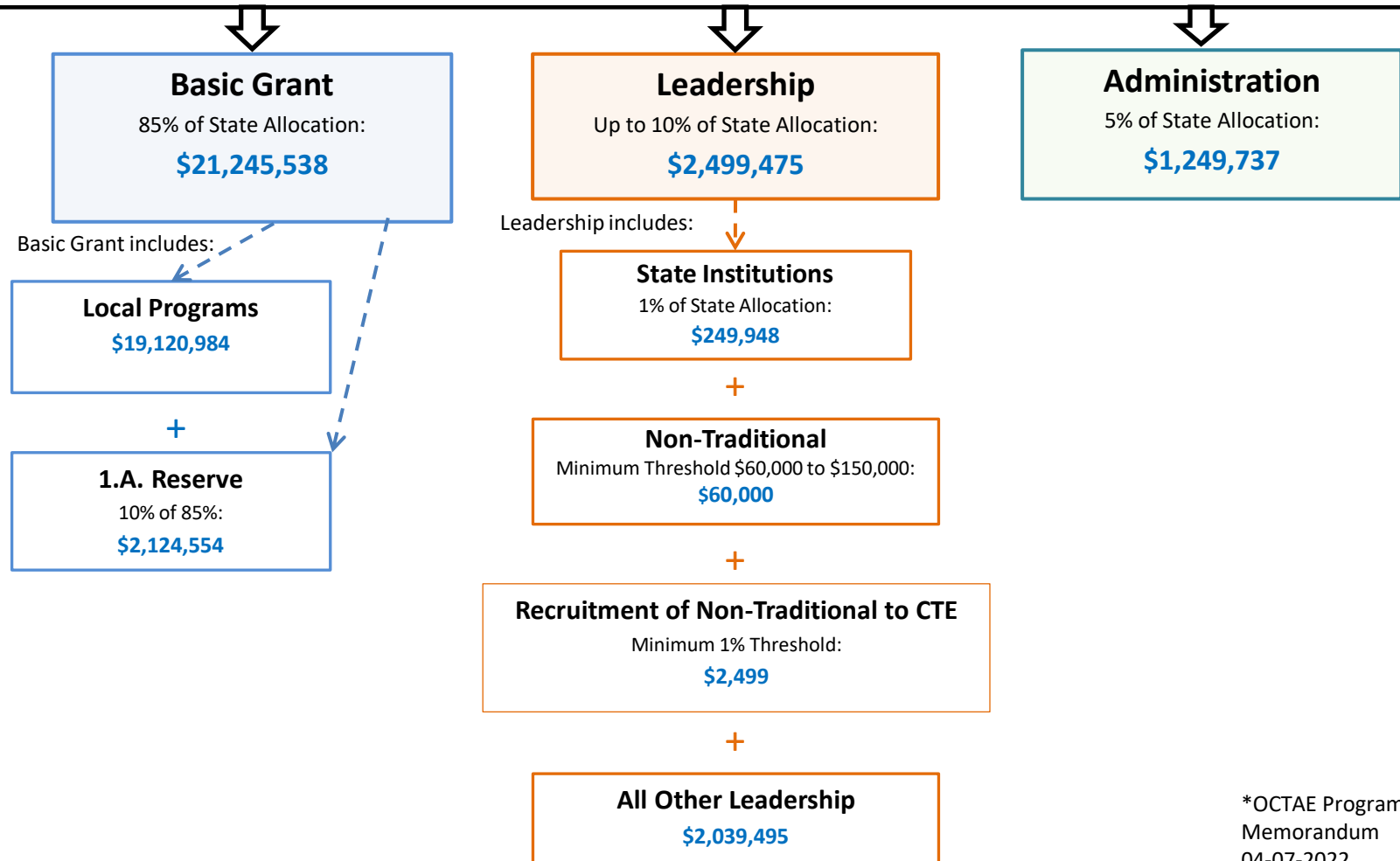
Accessibility and Technology Summary and Goals

In conclusion, a truly accessible workforce system is one that makes full use of technology. The system will also include state-level advisory committees, with annual progress reports on One-Stop center accessibility at the local level. Finally, the local pilot programs that use technology to facilitate and improve integrated service delivery for all customers will be identified and encouraged.

Perkins V – July 1, 2022 to September 30, 2024 ESTIMATED Funding Distribution

Washington State Allocation

\$24,994,750*



*OCTAE Program
Memorandum
04-07-2022
https://s3.amazonaws.com/PCRN/file/Program_Memo-Estimated_FY_2022_Perkins_State_Allocations.pdf

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). 				

Tab 4

Consent Agenda Item: Extending COVID-19 Policy Flexibility

PRESENTERS: Eric Wolf

BOARD MEETING DATE: 4/20/2022

DISCUSSION TIME NEEDED: 1 hour

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed</p>	<p>In April 2020, the Workforce Board acted at the request of the Washington Workforce Association to provide policy flexibility that enhanced local WDCs' ability to respond to the ongoing COVID-19 pandemic and service delivery changes that have resulted. At the time, the Board anticipated reviewing the policies after six months to determine whether they are still needed due to pandemic or pandemic-recovery conditions. These waivers were extended in November 2020, May 2021, and December 2021. Due to the workforce system's increased ability to provide in-person services, the staff recommends the Board review these waivers in April for determination on whether to sunset the flexibility waivers at the May meeting. The waivers are currently in effect until June 30, 2022.</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>In the TAP Plan the Workforce Board sets broad policy that affords maximal service delivery by streamlining customer service so people can reach their career goals, no matter their barriers or background. The era of COVID-19 necessitates greater flexibility and reliance upon the established programs, existing judgment and demonstrated competency of local boards to execute programs and funding in ways that serve the highest and greatest good.</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>These policies were initially approved by the Workforce Board in April 2020 in response to the ongoing COVID-19 pandemic, with the expectation that the Board would consider after six months whether or not additional flexibility was warranted due to public health conditions. The policies were subsequently extended for an additional six months three times as the workforce system experienced a continuing public health situation that necessitated frontline staff to continue to offer services remotely in some cases.</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 explore with local area directors whether each of the below flexibilities (communicated in "Workforce Information Notices" or "WIN"s) should be extended for an additional six month time period (through the end of 2022) or sunset after being in effect since April 2020. This meeting is for discussion only and action to either extend or sunset these WINs at the May Board meeting.</p> <ol style="list-style-type: none"> 1. WIN 0107: Suspending the CASAS Testing Requirement for Youth 2. WIN 0108: Transferability between Adult and Dislocated Worker Funds 3. WIN 0109: Verbal Self-Attestation of Participants

WIN 0107: Suspending CASAS Testing Requirements for Youth

The Board acted in 2010 to require a single basic skills test be administered across the workforce system's programs, CASAS. The test is most often administered in person and proctored, neither of which is practical as long as social distancing directives continue. See WorkSource System Policy 1011 at http://media.wpc.wa.gov/media/WPC/adm/policy/1011_rev_6.pdf for more information.

The Board was asked to temporarily suspend the policy and allow LWDBs to use alternative means (other basic skills assessments or school record data) to determine skill level. At the present time, CASAS test administration is still hampered by the social distancing requirements and proctoring requirements. Partners have indicated additional time for the waiver is warranted.

WIN 0108: Transferability Between Adult and Dislocated Worker Fund

WIOA allows LWDBs to transfer up to 100 percent of funds between the Adult and Dislocated Worker program funds within WIOA Title I, with the approval of the Governor. At a May 2015 meeting of the state Workforce Board, the Board voted to table action on a state policy allowing full transferability between these funds and instead voted to cap transferability between the funds at 30% and impose the same criteria for transferring funds as was previously imposed under WIA Title I-B.

Under the usual structure, as part of requesting up to 30 percent transfers between funds, LWDBs are required to submit a formal request to ESD with signatures from the full local board, along with a variety of planning forms. Specific documentation requirements and the transfer procedure may be found in WIOA Title I Policy 5401 at <http://media.wpc.wa.gov/media/WPC/adm/policy/5401.pdf>.

In April 2020, the Board voted first to allow 100 percent flexibility on transfers between the Adult and Dislocated Worker funds; and second, that the process for requesting such transfer be expedited, streamlined, or eliminated.

The COVID-19 crisis has necessitated this flexibility in several ways: Each of the 12 WDAs are experiencing varying levels of immediate impact with regard to jobs lost, people sick and the need to quickly retool service delivery. Some areas will see a greater need to immediately serve a higher number of dislocated workers while others may see those laid off workers staying home, waiting it out and collecting benefits, while low skilled adults out of the workforce find themselves desperate for work and skill building during this downtime. Areas need maximum flexibility to serve whoever needs it. One hundred percent transferability gives local areas the ability to do just that.

WIN 0109: Verbal Self-Attestation

Pursuant to Board action to support finding an alternate or streamlined guidance for when self-attestation can be used to enroll a WIOA Title I-B participant, ESD issued WIN 0109 after consulting with the U.S. Department of Labor. WIN 0109 establishes

	<p>the temporary, minimum requirements for eligibility documentation and registration into WIOA Title I-B programs due to COVID-19 impacts. Individuals enrolled by these means can receive all WIOA Title I-B services. Eligibility determination is a critical and non-waivable element of DOL-funded programs. WIN 0109 specifies what documents and under what limited conditions self-attested documentation can be used to determine eligibility, particularly if the enrollee cannot physically provide documents due to social distancing.</p>
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Polling of Area Directors

In late March, staff sent local area directors a poll on whether each local area is using any of the three waivers and whether each continues to be necessary in light of the current service delivery environment. The responses will be shared at the Board meeting, however the majority of responses on all three waivers indicated that the flexibility afforded by these waivers is either not being used by local areas or is no longer necessary.

COVID-19 Workforce Information Notice Survey

The state Workforce Board has a role in reviewing and approving three WINs issued to provide local areas with operative flexibility during COVID-19, specifically during the period of time when one-stop centers are "closed" or in reduced operational capacity.

The sunset date of these three WINs have been extended on three prior occasions. These WINs are due to sunset again on June 1, 2022. The state Workforce Board is surveying local partners to get a sense before their April 20, 2022 meeting whether these waivers are being widely used and still necessary to maintain continuity of operations. A conversation with local partners about the utility of these waivers is scheduled for the April Board meeting. Action to either extend or sunset these waivers may be taken at the April Board meeting, but is likely at the May 23 meeting of the Board.

Which Local Workforce Development Area do you represent? *

North Central

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

We have resumed administering CASAS testing. We used the waiver while centers were closed during the pandemic, but have fully resumed testing.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

No, but we do support the use of additional assessments beyond CASAS to assess basic skills.

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

No. We will be requesting a 30% transfer, however.

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

No

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

We used verbal self-attestation on a very limited basis. We use a signed self-attestation in almost all cases.

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

No.

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Which Local Workforce Development Area do you represent? *

South Central

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

The flexibility has allowed us to get more citizens eligible for WIOA. This is caused due to CASAS being overburdensome for some people and the length of time it takes to complete the test. The flexibility has also allowed us to use paper-form tests for those less computer savvy.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

Yes just for the flexibility. These times have shown us not everyone is capable to complete the CASAS in an afternoon or on a computer. Due to our demographic, this has helped us keep those engaged between eligibility and enrollment.

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

Our area did not use this flexibility.

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

I don't believe so with the dislocated worker money in the pipeline.

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

Our area used this sparingly in the beginning. We learned to obtain the eligibility documents in other ways so not to run into monitoring issues.

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

I don't believe so as centers are open.

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COVID-19 Workforce Information Notice Survey

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Which Local Workforce Development Area do you represent? *

Pacific Mountain Workforce Development Council

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

Our area has not seen alot of use of this WIN. Typically individuals with BSD have qualified under other eligibility criteria.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

Locally no. From our experience individuals with BSD have qualified under other eligibility criteria.

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

We have not utilized allowances within this WIN locally.

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

No. Our area has been able to balance use of funds for Adult and Dislocated Workers and have not seen an imbalance necessitating transfer of funds.

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

Our area has utilized verbal self attestation as a last resort and as an exception to standard processes.

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

Not at this time. Our area quickly found a way at the beginning of COVID to qualify and obtain documents through secure online cloud based platforms utilizing self attestation and document uploads for eligibility and enrollments.

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COVID-19 Workforce Information Notice Survey

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Which Local Workforce Development Area do you represent? *

Benton-Franklin WDC (WDA11)

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

WIN 0107 provided our area with the flexibility to enroll customers in Adult Priority 2 when the customers are not low-income but lack a high school diploma or equivalent.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

Yes, as we prepare for PY22, additional time is needed to ensure our service provider trains/certifies staff to proctor CASAS and secure space for testing.

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

It provided us with the flexibility to assess our community needs based on the current circumstances and redistribute funding accordingly.

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

Yes, our area is still seeing an increase in customers requesting Adult program services compared to Dislocated Worker services. We need the flexibility to transfer funds between programs to meet the community's needs quickly.

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

We used it until Change 5 due to the additional tracking requirements. WIN0109 is no longer necessary in Benton-Franklin as the electronic documents and in-person services have allowed us to collect eligibility documentation when necessary.

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

No, our subrecipient moved away from using verbal self-attestation due to the additional tracking requirements required in WIN 0109, change 5. We have not used it since December 2021.

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The sunset date of these three WINs have been extended on three prior occasions. These WINs are due to sunset again on June 1, 2022. The state Workforce Board is surveying local partners to get a sense before their April 20, 2022 meeting whether these waivers are being widely used and still necessary to maintain continuity of operations. A conversation with local partners about the utility of these waivers is scheduled for the April Board meeting. Action to either extend or sunset these waivers may be taken at the April Board meeting, but is likely at the May 23 meeting of the Board.

Which Local Workforce Development Area do you represent? *

Olympic

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

During the height of the COVID-19 pandemic, when offices were closed, Worksource System Policy 0107 allowed case managers greater flexibility for assessing basic skills deficiency beyond using a CASAS assessment. This allowed us to use other kinds of documentation and/or assessment when it wasn't possible to conduct face-to-face CASAS testing. One example of a youth who we were able to determine eligibility for was a young man who currently in school, but was struggling to keep up with classes due to the switch to online learning. This student had failed several classes, including math twice, and case managers were able to review his transcripts to determine that he was below level in math. The ability to assess his level without testing allowed this youth to complete his intake completely virtually and begin accessing program services quickly.

Once enrolled, his case manager assisted with tutoring, study skills, and advocacy with his school advisors. He also participated in a paid work experience where he got to practice his applied math skills in a construction context, and has since passed all of his classes and has recently graduated high school.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

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COVID-19 Workforce Information Notice Survey

The state Workforce Board has a role in reviewing and approving three WINs issued to provide local areas with operative flexibility during COVID-19, specifically during the period of time when one-stop centers are "closed" or in reduced operational capacity.

The sunset date of these three WINs have been extended on three prior occasions. These WINs are due to sunset again on June 1, 2022. The state Workforce Board is surveying local partners to get a sense before their April 20, 2022 meeting whether these waivers are being widely used and still necessary to maintain continuity of operations. A conversation with local partners about the utility of these waivers is scheduled for the April Board meeting. Action to either extend or sunset these waivers may be taken at the April Board meeting, but is likely at the May 23 meeting of the Board.

Which Local Workforce Development Area do you represent? *

Spokane - WDA 12

WIN 0107 temporarily suspended Worksource System Policy 1101, which establishes CASAS as the system's standard Basic Skills Assessment, allowing alternative documentation of basic skills deficiency. How has your local area used the flexibility granted by this WIN from March 2020 to today?

Suspension of this policy has allowed us to enhance equity in accessing our programs by allowing use of the full definition of basic skills deficiency defined under WIOA Section 3(5) and the allowances for assessing basic skills identified in TEGL 21-16 Section 5. It has also allowed us to properly assess basic skills deficiency for the Adult program's priority of service. Policy 1011 restricts this to EFL determination only.

Is WIN 0107 still necessary to maintain local continuity of operations? Why?

WIN 0107 should become permanent, and permanently rescind WS System Policy 1011. According to TEGL 21-16 "local programs are not required to use assessments approved for use in the Department of Education's National Reporting System (NRS), nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL)". By requiring CASAS for basic skills testing, this policy unnecessarily restricts a local area's ability to determine basic skills deficiency, against the guidance in this TEGL. This policy also is not practical when assessing basic skills deficiency for priority of service for WIOA Adult programs. Finally, policy 1011 limits our ability to promote equity by limiting how we can assess.

WIN 0108 temporarily suspended the state policy creating a 30 percent "cap" or limit on transfers of formula funds between the Adult and Dislocated Worker funds of Title I-B, allowing up to 100 percent transferability between these funds. How has your local area used the flexibility granted by the WIN from March 2020 to today?

We have used this flexibility to be more responsive and better manage our programs and provide services.

Is WIN 0108 still necessary to maintain local continuity of operations? Why?

This WIN should become permanent. This will allow local areas maximum flexibility in managing our programs and providing services.

WIN 0109 allows for verbal self-attestation and remote eligibility documentation of participants during the COVID-19 pandemic. How has your local area used the flexibility granted by the WIN from March 2020 to today?

We have used this flexibility to fully implement a remote eligibility determination and service delivery model.

Is WIN 0109 still necessary to maintain local continuity of operations? Why?

This WIN should become permanent. It provides valuable guidance on remote eligibility that is helpful outside the context of the COVID-19 emergency.



Tab 5

Workforce System Legislative Agenda Planning

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 4/20/22

<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>For the first part of the discussion on this topic, Board staff will provide a briefing on the 2022 Legislative Session, with a focus on the Board's 2022 Legislative Agenda. This packet contains three additional items – a rollup of select bills of interest to the workforce system, a spreadsheet of workforce system investments, and a Medium story from Governor Inslee highlighting priority issues for the Governor this year.</p> <p>For the afternoon session, the Board will begin the conversation about potential parameters for the workforce system's 2023 legislative agenda. Board members should come prepared with any issue areas they want to have considered as part of the conversation.</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. Our Board Chairs have expressed an interest in beginning our agenda-setting conversations as early as possible for the best opportunity to advocate for funding and policy changes in the 2023 Legislative Session.</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 has allowed 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 more narrowed 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>Additionally, 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>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. Staff will provide an update on the Board's agenda, a history of the Board's work in developing that agenda, including the Economic Recovery Plan process.</p> <p>Part 2 of the meeting will be a discussion moderated by the Board Chairs, with support from staff, and will begin identifying areas where the Board would like to focus on potential agenda items for the next year. Please feel free to contact Eleni or Nova if you have items that you'd like considered in this session.</p> <p>At the conclusion of the meeting, the Board should feel comfortable in providing additional direction to staff on developing learning opportunities for the Board where needed, and/or beginning policy development for subsequent meeting discussion.</p>

Bill / Sponsor	Short Title	Description/Notes	Status
1723 (Gregerson)	Tele-communications access	<p>This bill requires the state Broadband Office (SBO), in consultation with the Digital Equity Forum (Forum), the Utilities and Transportation Commission (UTC), and the Department of Social and Health Services (DSHS), to develop a state digital equity plan. The SBO is required to develop a state digital equity plan and provide a report to the Governor and the Legislature by December 1, 2023, that includes the state digital equity plan and certain related information. The SBO must seek federal funding for purposes of developing the state digital equity plan and identify measurable objectives for documenting and promoting digital equity among underserved communities. The SBO's statute is also modified to include improving broadband accessibility and adoption for unserved and underserved communities and populations.</p> <p>The bill also makes modifications to the Community Technology Opportunity Program operated by Commerce, including renaming it the Digital Equity Opportunity Program and redefining its purpose to be the advancement of broadband adoption and digital equity. Commerce must establish the Digital Equity Planning Grant Program to provide grants to local governments, institutions of higher education, workforce development councils, or other entities to fund the development of a digital equity plan for a discrete geographic region of the state.</p> <p>Codifies the Digital Equity Forum (Forum) and adds a provision allowing funds to be used to compensate, for any work done in connection with the Forum, additional persons with lived experience navigating barriers to digital connectivity. Finally, the bill creates a Digital Equity Account in the State Treasury, for which the Legislature may appropriate money only to be used for Broadband Assistance Program, the AIDE Program, Opportunity Grant Program, and the Planning Grant Program.</p>	<p>Feb 12: Passed House 68-30. Mar 4: Passed Senate 27-20-2. Mar 7: House concurred on Senate amendments 70-28. Mar 31: Governor signed.</p>
1805 / 5797 (Paul/Lias)	Opportunity scholarship program	<p>The bill allows the Washington State Opportunity Scholarship to explicitly be applied to registered apprenticeship options. It changes income eligibility for advanced degrees; stating that the state median income may be greater than 125 percent for a recipient if the eligible student can demonstrate financial need through other factors, including debt and other factors to be specified by the program.</p> <p>The bill makes changes to the Rural County High Employer Demand Jobs Program section of the scholarship; specifically related to timing for establishing each year's state match and changing the GPA requirement to satisfactory academic progress rather than a flat 2.0.</p>	<p>Feb 10: Passed House 89-4-5. Mar 4: Passed Senate 48-0-1. Mar 8: House concurred in Senate amendments 92-5-1. Mar 30: Governor signed.</p> <p>5797: No longer under consideration.</p>

Bill / Sponsor	Short Title	Description/Notes	Status
1835 (Hansen)	Postsecondary enrollment	<p>Establishes an outreach initiative for the Washington College Grant (WCG) and FAFSA/WAFSA financial aid application.</p> <p>WSAC is charged with a marketing campaign to increase awareness of the WCG, including marketing towards potential students and their families.</p> <p>SBCTC is charged with administering a FAFSA/WAFSA completion initiative pilot program with CTCs located within Educational Service Districts (ESDs) in the bottom two for FAFSA completions. The legislation's intent is that selected colleges shall employ Outreach Specialists to work with high school students at a ratio of 1:600 high school seniors withing the ESD with a reporting date of Dec. 1, 2023 on the results. The State Library shall administer a pilot grant program for local libraries in ESDs scoring in the bottom two for FAFSA/WAFSA completion to increase FAFSA completion rates, in partnership with CBOs with a proven track record of working with historically underrepresented families, with a report date of Dec 1, 2023 (pilot ends July 1, 2024).</p> <p>Clarifies WCG program eligibility specifically for students or parents receiving certain need-based state aid as well as income requirements already in statute. DSHS shall, through a data sharing agreement with WSAC, verify eligibility and issue a certificate to the students; however, no additional form from the student is required. WSAC shall collaborate with DSHS to facilitate outreach to individuals receiving benefits about their eligibility for the WCG.</p>	<p>Feb 11: Passed House 88-8-2.</p> <p>Mar 4: Passed Senate 27-21-1.</p> <p>Mar 8: House concurred in Senate amendments 83-14-1.</p> <p>Mar 30: Governor signed.</p>
1867 (Paul)	Dual credit program data	<p>Amends the lead responsibility of producing the annual dual credit report to the Education Research and Data Center (ERDC) (currently OSPI). New parties included in the consultation role in the report drafting are OSPI and SBE. ERDC must report annually Sep. 1. Dual credit is defined in the bill as Running Start, College in the High School, Cambridge, International Baccalaureate, advanced placement, and other relevant programs.</p> <p>The report's composition would be amended to also include a range of new data points, including awarding of credit and participation rates for dual credit programs, sets requirements for additional disaggregated student categories and subcategories (ex: gender, rurality, homelessness), and recommendations on when additional disaggregated data should be included, and who would be responsible for its collection. Specifically, the 2022 report also must include recommendations on whether to include dual credit usage towards credentials and degrees, and a comparison of postsecondary attainment for students who did and did not use dual credit programs, as well as comparisons across dual credit programs.</p> <p>Additional technical corrections for outdated references in the bill.</p>	<p>Feb 8: Passed House 95-1-2.</p> <p>Mar 2: Passed Senate 48-0-1.</p> <p>Mar 17: Governor signed.</p>
2007 (Slatter)	Nurse educator loans	<p>Establishes the Nurse Educator Loan Repayment Program as part of the Washington Health Corps loan repayment and scholarship program for healthcare. Includes nurse educators with an advanced nursing degree (beyond a bachelor's degree) who participated in an approved nursing program (approved by the Nursing Commission) as eligible for participation in loan repayment. WSAC shall set criteria for the program.</p>	<p>Feb 13: Passed House 97-1.</p> <p>Mar 4: Passed Senate 47-0-2.</p> <p>Mar 31: Governor signed.</p>

A sample of 2022 Legislative Session workforce system bills of interest. List is not exhaustive.

For the full list of bills the Workforce Board tracked through passage, see <https://www.wtb.wa.gov/about-us/workforce-board-legislative-tracker/>.

Last updated 4/14/22 for the 4/20/22 Workforce Board meeting.

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Bill / Sponsor	Short Title	Description/Notes	Status
2019 (Boehnke)	Careers in retail	<p>Charges the Workforce Board with a two-year research and stakeholder project focused on increasing and clearly identifying education and training opportunities for careers in the retail industry. The Workforce Board, in consultation with SBCTC and the Washington Retail Association, will identify core skills for retail industry employment, existing pathways for these skills, map educational pathways, including apprenticeship programs, identify gaps in education opportunities, and identify higher-wage professions in demand within the retail industry (HR, accounting, etc.).</p> <p>The Workforce Board shall engage stakeholders, including SBCTC, OSPI, ESD, and CCW to make policy recommendations on ways to increase education options for retail credentials, ways for students and graduates to connect with retail employment, incumbent worker training in the industry to higher wage professions, and opportunities for increasing job opportunities for underserved communities and previously incarcerated individuals. A report is due Dec. 1, 2022 and Dec. 1, 2023.</p>	<p>Feb 2: Passed House 94-2-2. Mar 3: Passed Senate 49-0. Mar 31: Governor signed.</p>
2078/5925 (Rule/ Hunt)	Outdoor learning grant program	<p>Requires OSPI to establish the Outdoor School for All Program, subject to funding. Purpose: To develop and support outdoor school experiences for all 5th and 6th grade students, with opportunities for high school students to serve as counselors. Outdoor school shall be hands-on learning experiences 3-5 days in length and up to 4 nights, can be overnight or day programs, and shall ensure equitable access for students in all geographic regions, and high levels of accessibility for students with disabilities. Charges Washington State Parks and Recreation Commission, DNR, Dept. of Fish and Wildlife, Dept. of Agriculture, and the Washington Conservation Commission to work with OSPI to advise on land management and career-connected learning, within existing resources.</p> <p>OSPI may work with the WA School Principals Association in program design, and shall, with the Washington Recreation and Conservation Office, award grants to school districts, including state-tribal education compact schools, beginning in the 2022-23 school year. The grants shall include allocation grants to develop programs and competitive grants to outdoor school providers to increase capacity.</p> <p>OSPI shall adopt rules for implementation, and report an evaluation of the program annually, beginning in 2024.</p>	<p>Feb 12: Passed House 92-6. Mar 4: Passed Senate with amendment 44-3-2. Mar 8: House concurred on Senate amendment 92-5-1. Mar 23: Governor signed.</p> <p>5925: Did not pass.</p>

5600 (Keiser)	Apprenticeship programs	<p>Apprenticeship Platforms: Requires the Apprenticeship Council (Council) to establish economic or industry-based “platforms” for new and existing programs with an equal number of employer and employee organization representatives. The platforms will promote increased industry collaboration, provide periodic reviews of competencies and curricula for apprenticeship programs, and collaborate with a relevant Center of Excellence. Platforms also must review new applications for apprenticeship within the industry sector and make recommendations to the Council on approval or changes. Requires the Department of Labor and Industries (LNI) to assign an industry liaison to support each group and consult with the US Department of Labor about opportunities to participate in apprenticeship programs and pursue related federal grants. Platforms must report annually about participation in current programs, progress in developing new ones, and on review of competencies and curricula. This section does not take effect until July 1, 2023.</p> <p>Program Approval: The Council must require new apprenticeship programs to provide a sustainability assessment prior to approval. The Council, in its approval process, shall consider whether participants will move toward a living wage, have access to a career ladder, or other nonwage benefits. The Council must annually report a list of apprenticeship programs that have applied for registration and include details on those that were not approved and why. The first report is due Dec. 15, 2022.</p> <p>LNI is further charged with the following requirements under the bill (subject to funding): 1) A grant program for one-time technology and remote learning for state registered apprenticeships. Applicants must provide a plan for sustainability for the technology and remote learning infrastructure. 2) Grant program for wraparound services for current and potential apprentices, including child care, healthcare, and transportation. Grants may be provided to nonprofit organizations or state registered apprenticeship training committees. 3) Grant program for updating equipment in state programs. 4) Vouchers for the cost of driver’s education for minors enrolled in a state registered apprenticeship. 5) Conduct an apprenticeship retention study with participants six months into their apprenticeship on barriers and challenges to continuing the program and publish the results on a public website dashboard annually. Using the data, LNI shall work with apprenticeship coordinators to implement an early alert response system to connect apprentices with wrap-around supports. LNI shall submit a report to the Legislature by Dec. 1, 2026 on its findings and recommendations for retaining apprentices. 6) Develop a list of options for incentivizing apprenticeship utilization in the private sector, particularly for non-traditional industries and smaller employers, with an additional focus on rural communities and challenges in accessing apprenticeship, with a report due September 30, 2023.</p> <p>Additional Provisions: 1) Charges the Governor with establishing a state agency HR committee to develop state agency apprenticeship programs. The committee will engage with labor and Work Study programs to enable high school graduates to achieve entry-level employment and apprenticeship program placement. 2) OSPI, in collaboration with Career Connect Washington, must submit a report by Dec. 1, 2022 on the creation of a Career Pathways Day for all students, including any legislative action needed, requirements, and barriers. 3) OSPI, in collaboration with LNI Apprenticeship, shall submit a report by Dec. 1, 2022 identifying opportunities for expansion, enhancement, and sustainability of high-quality CTE, including CTE programs that could be eligible to become state registered pre-apprenticeship programs.</p>	<p>Feb 12: Passed Senate 39-10. Mar 3: Passed House with amendment 94-4. Mar 7: Senate concurrence on House amendments 36-13. Mar 24: Governor signed.</p>
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Bill / Sponsor	Short Title	Description/Notes	Status
5764	Apprenticeship and higher ed	<p>States the intent of the legislature, with an implementation requirement of the 2025-26 academic year, that students enrolled in an apprenticeship program and receiving related supplemental instruction (RSI) at a CTC may access the Washington College Grant (Grant) through their financial office. WSAC is charged with verifying access to the Grant for those not at a CTC. SBCTC must collaborate with WSAC to develop a student technology interface to verify registration, eligibility, and Grant awards. The bill sets tuition for approved apprenticeship programs is set at the same amount as the Washington College Grant for students attending two-year institutions, including supplies and equipment.</p> <p>The Ruckelshaus Center (through WSAC as contract manager) is charged with undertaking a study to evaluate credential pathways for apprentices, including: 1) Recommendations on expansion of the multi-occupational trades degree and exploration of additional, transferable, credentials and credits. 2) Review of national best practices and governance/operational structures for apprenticeship degree pathways, with recommendations on model(s) for Washington. 3) Apprentices' demand for degrees and when in their career they seek these degrees. 4) Review the current funding model for apprentices in the CTC system and make recommendations on a sustainable funding model that covers the full cost of the program. 5) Lists the required parties for consultation in the development of the study, including several Board member organizations and partners. 6) Identify and remove barriers for apprentices to access the WCG and all other student support programs. WSAC shall report annually, beginning Dec. 1, 2023, on the Ruckelshaus Center study findings, with the 2026 report containing policy recommendations for degree pathways for apprenticeship completers.</p> <p>The Apprenticeship Council shall report by Dec. 1, 2023 on a recommendation process with key stakeholders on whether the state should establish an institution or centralized program for apprentices to use for RSI for credit towards a degree.</p> <p>The bill requires that all public institutions of higher education must establish a policy by the 2028-29 school year for granting as many credits as appropriate/possible for RSI in state-registered apprenticeship programs created before July 1, 2022. Any programs developed after this date have a six-year requirement for a credit-bearing policy to be established. Schools must consult with their faculty representatives and are granted at the sole discretion of each institution.</p>	<p>Feb 10: Passed Senate 48-0-1. Mar 3: Passed House 94-2-2. Mar 7: Senate concurred in House amendments 49-0. Mar 24: Governor signed.</p>

Bill / Sponsor	Short Title	Description/Notes	Status
5789 (Randall)	Innovation challenge program	<p>Creates the Washington Career and College Pathways Innovation Challenge Program (program) within the Washington Student Achievement Council (WSAC) to award grants to local and regional entities for programs with the objective of meeting state educational attainment goals. Grants shall be awarded to local and regional partnerships representing cross-sector collaboration, including education and higher education, local government, CBOs, and employers.</p> <p>WSAC must consult with stakeholders, including SBCTC, Council of Presidents, Workforce Board, Independent Colleges of WA, and the state Commissions in the design of the grant program and administration.</p> <p>Grants should include the following: Plan/pilot innovation initiatives to raise educational attainment and decrease opportunity gaps, engage CBOs and resources, expand the use of integrated work-based learning, provide non-tuition financial support to cover enrollment and completion in education and training, and include local matching funds.</p> <p>WSAC has annual report requirement by Sept. 1 of each year (beginning in 2022) including an overview of grants awarded, progress toward postsecondary attainment, and disaggregated demographic data.</p> <p>Renames WSAC's Fund for Innovation and Quality to the Washington Career and College Pathways Innovative Challenge Program Account. Funds may only be spent for the program as described above.</p>	<p>Feb 11: Passed Senate 49-0.</p> <p>Mar 3: Passed House with amendment 77-19-2.</p> <p>Mar 7: Senate concurrence on House amendments 49-0.</p> <p>Mar 30: Governor signed.</p>

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Artist Workshop	Commerce	Coronavirus State Fiscal Recovery Fund-Federal	500,000	Funding is provided for a grant to a nonprofit to provide workshops and other events for youth and young adults interested in the entertainment and creative industries to improve their business and professional skills. (General Fund-State) (One-Time)
Blockchain Work Group	Commerce	GF-S	63,000	Funding is provided to implement the provisions of Engrossed Substitute Senate Bill 5544 (blockchain work group). (General Fund-State) (Custom)
Broadband Digital Equity	Commerce	GF-S	3,986,000	Funding is provided for the State Broadband Office to create a dashboard for mapping broadband access, affordability, and equity measures. Funding is also provided for grants to counties and Tribes to support locally-developed digital equity plans. (General Fund-State) (Custom)
Broadband Office	Commerce	Capital Budget	50,000,000	\$100 million is available for broadband planning and broadband infrastructure deployment under the Broadband Equity, Access, and Deployment Program as part of the IIJA. Of the \$100 million, \$50 million is in the State Broadband Office and \$25 million each is in both the CERB and Public Works Board
CERB Rural Broadband	Commerce	Capital Budget	25,000,000	\$100 million is available for broadband planning and broadband infrastructure deployment under the Broadband Equity, Access, and Deployment Program as part of the IIJA. Of the \$100 million, \$50 million is in the State Broadband Office and \$25 million each is in both the CERB and Public Works Board.
Community Reinvestment Grants	Commerce	GF-S	1,000,000	Funding is provided in FY 2023 to develop an implementation plan for distributing funding from the Community Reinvestment Account for grants addressing economic development, legal aid, reentry services, and violence prevention and intervention. Expenditures from the account for grants is assumed in FY 2024 and FY 2025. (General Fund-State) (Custom)
Community Services Block Grant	Commerce	GF-S	7,300,000	State funding is provided for the Community Services Block Grant (CSBG) Program. (General Fund-State) (One-Time)
Digital Equity	Commerce	GF-S	50,000,000	Funding is provided for digital equity programs consistent with the recommendations of the digital equity forum; programs consistent with the digital equity plan developed by the Statewide Broadband Office to access federal funding; and for programs to increase broadband access for low-income and rural communities, including low-orbit satellite technology. (General Fund-State) (One-Time)
Digital Equity Act	Commerce	GF-S	953,000	Funding is provided for initial implementation costs of Engrossed Second Substitute House Bill 1723 (telecommunications access), which creates various programs to increase access to broadband and meet other digital equity goals. The act goes into effect July 1, 2023, excepting the codification of the Digital Equity Forum, which takes effect immediately. (General Fund-State) (Ongoing)
Digital Equity Forum	Commerce	GF-S	70,000	Funding is provided for additional facilitation costs for the Washington Digital Equity Forum. (General Fund-State) (One-Time)
Economic Development / Federal Way	Commerce	GF-S	350,000	Funding is provided for an economic development and business recovery program serving the city of Federal Way and surrounding area. (General Fund-State) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Finnish Collaboration	Commerce	GF-S	250,000	One-time funding is provided for Commerce to develop strategies for cooperation with governmental agencies of Finland, including higher education institutions and other organizations around a variety of connectivity and green infrastructure issues. A report is due to the Legislature by June 30, 2023. (General Fund-State) (One-Time)
Fire & Rescue Workforce Development	Commerce	GF-S	175,000	Funding is provided for a grant to the South King Fire and Rescue District to implement a workforce development initiative. (General Fund-State) (One-Time)
Hands-on Math Education	Commerce	GF-S	88,000	Funding is provided for a Seattle-based nonprofit that teaches math using hands-on learning experiences. (General Fund-State) (One-Time)
Homeless Service Provider Stipends	Commerce	Coronavirus State Fiscal Recovery Fund-Federal	55,000,000	Funding is provided for stipends to address immediate economic needs for certain employees of entities with whom state agencies or local governments grant or subcontract to provide homeless services. Stipends are limited to employees making 80 percent or less of the area median income. (Coronavirus State Fiscal Recovery Fund-Federal) (One-Time)
Keep Washington Working	Commerce	GF-S	200,000	Funding is provided to ensure sustainability and effective operation of the Keep Washington Working Act Work Group. (General Fund-State) (Ongoing)
Maritime School O&R	Commerce	GF-S	1,000,000	Funding is provided to support outreach, recruitment, and maritime educational experiences at a new Maritime High School. (General Fund-State) (One-Time)
Microenterprise Development	Commerce	GF-S	3,000,000	Funding is provided for a nonprofit supporting microenterprise development organizations to provide grants, capacity building, and technical assistance. (General Fund-State) (Ongoing)
Minority Business Development	Commerce	GF-S	400,000	Funding is provided for a Tacoma-based business center that supports women and minority-owned businesses. (General Fund-State) (One-Time)
Public Works Broadband	Commerce	Capital Budget	25,000,000	\$100 million is available for broadband planning and broadband infrastructure deployment under the Broadband Equity, Access, and Deployment Program as part of the IJA. Of the \$100 million, \$50 million is in the State Broadband Office and \$25 million each is in both the CERB and Public Works Board
Silverdale / Small Business Development	Commerce	GF-S	250,000	Funding is provided to contract for a small business assistance program serving the city of Silverdale and central Kitsap County. (General Fund-State) (One-Time)
Small Business Development	Commerce	GF-S	1,000,000	Funding is provided for a business center that provides confidential, no-cost, one-on-one, client-centered assistance to small businesses. (General Fund-State) (Ongoing)
Small Business Disaster Recovery	Commerce	GF-S	20,000,000	Funding is provided to administer a small business disaster recovery financial assistance program. Of the total funds, \$10.0 million must be provided to businesses located in northwest Washington. (Coronavirus State Fiscal Recovery Fund-Federal) (One-Time)
Small Business Incubator	Commerce	GF-S	500,000	Funding is provided to contract for technical assistance services for small businesses owned or operated by members of historically disadvantaged populations, with a focus on black-owned small businesses. (General Fund-State) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Small Business Innovation Fund	Commerce	Coronavirus State Fiscal Recovery Fund-Federal	34,500,000	Funding is provided to establish a Small Business Innovation Fund to award funding to non-profit organizations with relationships with small businesses for the purposes of encouraging small business recovery, start-ups, and growth. (Coronavirus State Fiscal Recovery Fund-Federal) (One-Time)
Southwest WA Child Care	Commerce	GF-S	300,000	Funding is provided for a grant to use a shared services model for child care providers in southwest Washington and to convene a short-term regional work group on expanding child care access and affordability in the region. (General Fund-State) (One-Time)
Supported Employment Transition Services	Commerce	GF-S	3,240,000	Funding is provided for nine months of temporary housing assistance for individuals enrolled in the Foundational Community Supports initiative who recently became ineligible for Housing and Essential Needs Program benefits. (General Fund-State) (Ongoing)
Working Families Tax Credit Program	Commerce	GF-S	10,000,000	Funding is provided for pass-through grants to community-based organizations for local outreach efforts to increase enrollment in the Working Families Tax Credit Program. (General Fund-State) (One-Time)
Youth Maritime Program	Commerce	GF-S	250,000	Funding is provided for a nonprofit in Pierce County to expand current maritime and marine biology programs for youth and young adults. (General Fund-State) (One-Time)
Workforce Cloud Readiness	CTS	CTS Revolving Account-S	2,375,000	Funding is provided for staff to conduct planning activities for workforce training for cloud readiness, based on recommendations developed in the task force report submitted pursuant to Chapter 40, Laws of 2021 (E2SHB 1274). (Consolidated Technology Services Revolving Account-State) (Custom)
Cybersecurity Courses	CWU	Workforce Education Investment Acc - State	613,000	Funding is provided to expand cybersecurity course capacity in the Computer Science program. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)
Jump Start Program	CWU	Workforce Education Investment Acc - State	143,000	Funding is provided to create the Jump Start Program, an extended seven-day orientation for 50 first-year underserved students. Funding must be used to supplement, not supplant, other funding sources for the program. (Workforce Education Investment Account-State) (Ongoing)
Wildcat Academic Mentoring Program	CWU	Workforce Education Investment Acc - State	293,000	Funding is provided for the peer mentoring program. (Workforce Education Investment Account-State) (Ongoing)
ECEAP Expansion/Conversions	DCYF	GF-S	7,373,000	Funding is provided to increase the number of Early Childhood Education and Assistance Program (ECEAP) slots from 15,192 to 16,900 by FY 2025, with all new slots being school day slots. Funding also includes the assumption that 1,887 part-day slots are converted to school day slots FY 2025. One-time funding is provided in FY 2023 for 40 flexible school day slots. (General Fund-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Enrollment Based Payments	DCYF	GF-CRRSA	21,215,000	One-time funding is provided to allow licensed childcare providers to receive payment based on WCCC enrollment, as opposed to attendance, for three months from April 1, 2022, through June 30, 2022. (General Fund-CRRSA) (One-Time)
FC Educational Outreach	DCYF	GF-S	460,000	One-time funding is provided for four additional education advocate positions with a community-based organization to reduce educational barriers for students in foster care (FC). (General Fund-State) (One-Time)
Imagination Library	DCYF	GF-S	26,000	Funding is provided to implement Substitute House Bill 2068 (imagination library) which, among other changes, directs DCYF to select a nonprofit organization to create and operate the Imagination Library program. (General Fund-State) (Ongoing)
Summer ECEAP	DCYF	GF-S	5,970,000	One-time funding is provided for nine weeks of ECEAP programming in summer 2022. Funding will pay for 2,212 school day slots on two tracks: 2,011 slots of in-person learning and 201 slots of wraparound services only. (General Fund-State) (One-Time)
WCCC Co-Pay Waiver Adjustment	DCYF	General Fund-State; General Fund-CRRSA	9,500,000	One-time funding is provided for WCCC household copayments, which the Department waived for families receiving WCCC services from July through September 2021. (General Fund-State; General Fund-CRRSA) (One-Time)
WCCC: Provider Rate Increase	DCYF	General Fund-State; General Fund-Fam Supt	3,665,000 + 45,935,000	Funding is provided to increase the enacted Working Connections Child Care (WCCC) childcare center subsidy rates by 16 percent, effective July 1, 2022. (General Fund-State; General Fund-Fam Supt) (Custom)
Puget Sound Corp	DNR	Salmon Recovery Account-State	2,000,000	One-time funding is provided for employing Puget Sound Corp statewide. (Salmon Recovery Account-State) (One-Time)
Rural Broadband Investment	DNR	Capital Budget	2,000,000	n/a
Youth Environmental & Outdoor Ed	DNR	GF-S	1,000,000	One-time funding is provided for a grant to a non-profit that will offer environmental education and career development skills training in nature for youth and young adults from south King County. (General Fund-State) (One-Time)
CDL Training Program	DOC	GF-S	121,000	Funding is provided to DOC to collaborate with the State Board for Community and Technical Colleges and the Department of Licensing to develop a pre-release commercial driving license (CDL) pilot program. (General Fund-State) (Ongoing)
WCC Cost Share Adjustment	DOE	GF-S	738,000	Washington Conservation Corps (WCC) crews typically require a 75 percent cost share from partners. Funding is provided for a two-year pilot project for five WCC crews for environmental projects with no cost-share requirement in under-resourced areas of the state. (General Fund-State) (Custom)
Long-Term Care Nursing Staff Crisis	DOH	Health Professions Account & GF-S	761,000	Funding is provided for FTEs to develop changes related to training and testing for nursing credentials, and the launch of a Licensed Practical Nurse apprenticeship pathway to address workforce shortages. (General Fund-State; Health Professions Account-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Long-Term Services & Supports	DOH	Health Professions Account-State	552,000	Funding is provided for Chapter 203, Laws of 2021 (ESHB 1120), which modifies requirements relating to background checks for long-term care workers; modifies regulations relating to long-term care facilities during a pandemic, disaster or declared state of emergency; and modifies licensing requirements to allow additional time for nursing assistants to complete training during times of emergency. (Health Professions Account-State) (Custom)
Nurse Preceptor Grants	DOH	GF-S	6,000,000	Funding is provided to set up a grant program to provide funding to nurses who are willing to supervise nursing students in health care settings. The goal of this program is to help reduce a shortage of health care settings for students to conduct their clinical hours and bring more nurses into the field. (General Fund-State) (Ongoing)
Nursing License Applications	DOH	Health Professions Account-State	2,028,000	Funding is provided for 10.0 FTEs to process nursing licenses in seven days or less. (Health Professions Account-State) (Ongoing)
Yakima Neighborhood Health Services	DOH	GF-S	1,000,000	Funding is provided for a one-time contract with Yakima Neighborhood Health Services to increase the number of certified and licensed health professions practicing in community health centers that serve low-income and rural populations. (General Fund-State) (One-Time)
Diversity, Equity and Inclusion	DOT	Transportation Budget	1,040,000	Funding is provided to utilize a contractor to develop and implement community workforce agreements and to hire 4 FTE workforce development staff to serve as subject matter experts on federal and state civil rights laws.
External Recruiting	DOT	Transportation Budget	200,000	Funding is provided to hire an external recruiter for WSF to reach out to underrepresented populations for vacant positions.
Increase Training & Development	DOT	Transportation Budget	413,000	Funding is provided for training and career advancement opportunities for the following categories of marine employees: Able-bodied Sailors, Mates, and Engineers.
New Employee Training Support	DOT	Transportation Budget	93,000	Funding is provided for WSF to partner with community colleges to secure housing for WSF workforce training sessions and to pay in advance for the costs of federally required Transportation Worker Identification Credentials (TWIC) cards for incoming WSF employees and trainees.
Support Ferries Internships	DOT	Transportation Budget	294,000	Funding is provided for compensation of ten deck and ten engine interns.
Training for New Hires	DOT	Transportation Budget	1,107,000	Funds are provided for new employee training and on-the-job training for vessel engine and terminal staff to familiarize themselves with new assignment locations.
Study on Expansion Opportunities	DSB	GF-S	100,000	Funding is provided for the Department to contract with a consultant to conduct a study on new enterprise and revenue-generating opportunities for visually impaired individuals. The study must identify new revenue sources, new or expanded enterprise opportunities, and new methods for preparing visually impaired individuals to effectively manage these enterprises. The Department must submit a report in June 2023. (General Fund-State) (One-Time)
Afghan Refugee Support Services	DSHS	GF-F	15,543,000	One-time federal funding is awarded to ORIA to support the temporary and permanent housing needs of Afghan refugees arriving in Washington state, along with other necessary support services such as employment and training, case management, legal services, and emergency supports. (General Fund-Federal) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Concurrent Services	DSHS	GF-S, GF-Medicaid	13,607,000	Funding is provided to implement Substitute House Bill 1980 (concurrent services), which removes the prohibition on eligible DDA clients access employment services and community inclusion services concurrently. (General Fund-State; General Fund-Medicaid) (Custom)
FAP Employment & Training Services	DSHS	GF-S	560,000	Funding is provided to implement a state-funded employment and training program for recipients of the state's Food Assistance Program (FAP), effective July 1, 2022. (General Fund-State) (Custom)
Hospital Work Program Wages	DSHS	GF-S	455,000	Funding is provided for state hospitals to pay patients working in work readiness and vocational rehabilitation programs a wage equivalent to the state minimum wage. (General Fund-State) (Ongoing)
Integrated Eligibility System	DSHS	General Fund-State, General Fund-Federal, General Fund-Medicaid	19,700,000	One-time funding is provided to build the foundation of an integrated eligibility system across health and human services programs, including Medicaid, basic food, child care, and cash assistance. (General Fund-State; General Fund-Federal; General Fund-Medicaid) (One-Time)
Medicare Cliff Study	DSHS	GF-S	75,000	One-time funding is provided for the Department to study the cost and benefit of adopting available options to expand Medicare savings programs and classic Medicaid programs, including categorically needy and medically needy, to promote affordable care, premiums, and cost-sharing for Medicare enrollees. (General Fund-State) (One-Time)
Poverty Reduction Interagency Coordination	DSHS	GF-S	364,000	Funding is provided for two FTEs to convene executive subcabinet meetings on poverty reduction, coordinate with agencies on budget and policy formation and implementation of enacted legislation, and track agency progress toward poverty reduction goals. (General Fund-State) (Ongoing)
Poverty Reduction Technical Advisory Group	DSHS	GF-S	461,000	Funding is provided for staffing and software licenses to create a technical advisory group on poverty reduction within the Department. This group, comprised of a project manager, data scientist, and analytics and visualization specialist, will develop a measurement and data framework to guide decision making. (General Fund-State) (Custom)
Community Support Services	DSHS - DVR	GF-S, GF-F	5,322,000	Funding is provided to implement Substitute Senate Bill 5790 (community support services), which expands the School to Work program in all counties of the state to connect students with intellectual and developmental disabilities with supported employment services. DSHS will also implement a statewide council to establish a referral and information system to help these students and their families connect with necessary services, and supports and to establish regional interagency transition networks to ensure these students have equitable access and connection to services after leaving the school system. (General Fund-State; General Fund-Federal) (Custom)
CCW Intermediary Grants Expansion	ESD	Workforce Education Investment Acc - State	3,000,000	Grant funds are provided to expand the Career Connect Washington's (CCW) intermediary grants to industry sector leads. Funding is included for one FTE at the Department to administer the grant program. (Workforce Education Investment Account-State) (Ongoing)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Continue Economic Security for All	ESD	GF-S	6,208,000	Funding is provided to continue the Economic Security for All (EcSA) program, which provides grants to local Workforce Development Councils for career planning, case management, and other support. (General Fund-State) (Ongoing)
PFML	ESD	Family and Medical Leave Insurance Account-State	1,720,000	Funding is provided to implement Second Substitute Senate Bill 5649 (family and medical leave). Amounts provided include funding for actuarial services, additional reporting requirements, administration of an additional leave type, and to establish a new actuarial office within the Employment Security Department (ESD). (Family and Medical Leave Insurance Account-State) (Custom)
Unemployment Insurance Staffing	ESD	GF-S	4,740,000	Reserve funding and staffing authority are made available to the Department to hire temporary staff if existing resources are not sufficient to manage the UI Program's claims and backlog. Prior to hiring additional staff, the Department must consult with the Office of Financial Management (OFM). (General Fund-State) (One-Time)
WorkSource System Replacement	ESD	Employment Services Admin Acct-St	4,843,000	Funding is provided to replace the WorkSource Integrated Technology platform. The replacement system will support the workforce administration statewide to ensure adoption of the U.S. Department of Labor's integrated service delivery model and program performance requirements for the state's Workforce Innovation and Opportunity Act and other federal grants. (Employment Services Administrative Account-State) (Custom)
Apprenticeships & Higher Ed	EWU	GF-S	68,000	Funding is provided to implement the provisions of Engrossed Second Substitute Bill 5764 (apprenticeships and higher ed). (General Fund-State) (Ongoing)
Bachelor in Cybersecurity	EWU	Workforce Education Investment Acc - State	2,262,000	Funding is provided to establish a Bachelor of Science in Cybersecurity degree. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)
Bachelor of Science in Nursing	EWU	Workforce Education Investment Acc - State	6,170,000	Establish a bachelor of science in nursing program
Eagle Care	EWU	Workforce Education Investment Acc - State	1,054,000	Funding is provided for Eagle Care, a coordinated, wrap-around student support network to address the social, financial, and health obstacles to degree completion. Funding must be used to supplement, not supplant, other funding sources for the program. (Workforce Education Investment Account-State) (Ongoing)
Masters in Cyber Operation	EWU	Workforce Education Investment Acc - State	548,000	Funding is provided to establish a Professional Science Masters in Cyber Operations degree. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Clean Energy Workforce Transition Workgroup	GOV	n/a	VETOED n/a	<p>Governor VETO: "B/c funding was not provided for the agencies to do this work, I have vetoed Section... However, I am directing the impacted agencies to continue their work on workforce development to determine how to best support individuals in our state's energy sector."</p> <p>"...convene a clean energy workforce transition work group including, but not limited to, the department of commerce, the department of ecology, the employment security department, and representatives of business and labor. The work group must assess workforce development impacts of the effects of climate change as well as the impact of the state's strategies to building a just transition to a clean economy and develop policy and practice recommendations on emerging issues in workforce development related to climate change. By December 1, 2022, the work group must submit its report and recommendations."</p>
Digital Equity Act	GOV	GF-S	175,000	Funding is provided for implementation costs of Engrossed Second Substitute House Bill 1723 (telecommunications access), which creates various programs to increase access to broadband and meet other digital equity goals. The act goes into effect July 1, 2023, except the codification of the Digital Equity Forum, which takes effect immediately. (General Fund-State) (Ongoing)
Innovation Challenge Account	GOV	GF-S	6,000,000	Funding is provided for expenditure into the WA Career and College Pathways Council Innovation Challenge Program Account revised in Second Substitute Senate Bill 5789 (innovation challenge program). (General Fund-State) (Custom)
Washington Student Loan Program	GOV	General Fund-State; Workforce Education Investment Account-State	150,000,000	One-time funding is provided for expenditure into the Washington Student Loan Account created in Engrossed Second Substitute House Bill 1736 (state student loan program). (General Fund-State; Workforce Education Investment Account-State) (One-Time)
BH Provider Relief	HCA	Coronavirus State Fiscal Recovery Fund-Federal	100,000,000	Funding is provided on a one-time basis for the Authority to address behavioral health treatment access issues resulting from workforce shortages and impacts of the COVID-19 public health emergency. This funding must be used to provide one-time assistance payments to non-hospital-based community behavioral health treatment providers receiving payment for Medicaid services contracted through the Medicaid MCOs or BH-ASOs. (Coronavirus State Fiscal Recovery Fund-Federal) (One-Time)
Master Person Index	HCA	GF-S, GF-Medicaid	467,000	Funding is provided to build and maintain a Master Person Index database. (General Fund-State; General Fund-Medicaid) (Custom)
MCO Behavioral Health Rate Increase	HCA	General Fund-State, General Fund-Medicaid	49,989,000 (+ 772,000 in HCA "Other")	Funding is provided to increase Medicaid behavioral health provider rates by 7 percent effective January 1, 2023. The Authority must employ directed payment or other methodologies allowed under Medicaid managed care regulations to direct the funding increase to behavioral health providers. (General Fund-State; General Fund Medicaid) (Custom)
Non-Medicaid Funding (BH)	HCA	GF-S	20,000,000	Funding is provided to increase Behavioral Health Administrative Service Organizations (BH-ASO) and MCO wraparound service contracts. This funding shall be used to implement a 7 percent rate increase for non-Medicaid services and remaining amounts shall be used to address regional behavioral health service needs that cannot be paid for with Medicaid funds. (General Fund-State) (Ongoing)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Partnership Access Line (PAL) Program	HCA	General Fund-State; General Fund-Medicaid; Telebehavioral Health Access Account-State	480,000	Funding is provided for additional staff support for the mental health referral service for children and teens. (General Fund-State; General Fund-Medicaid; Telebehavioral Health Access Account-State) (Ongoing)
Peer Workforce Expansion Pilot	HCA	GF-S	50,000	Funding is provided to increase services provided by Certified Peer Support Counselors in the behavioral health workforce in Clark County. (General Fund-State) (One-Time)
Rural BH Study	HCA	GF-S	50,000	Funding is provided solely for the Authority to conduct a study and provide data regarding challenges to accessing behavioral health services in rural communities. (General Fund-State) (One-Time)
Supported Employment Services	HCA	GF-S	202,000	Funding is provided for a supported employment program to serve individuals who don't qualify for Medicaid or who need an extended time to apply for and obtain Medicaid. Services will be comparable to the foundational community supports initiative in the Medicaid transformation waiver. (General Fund-State) (Custom)
Supported Employment Transition Services	HCA	GF-S	2,387,000	Funding is provided to create a bridge period for Housing and Essential Needs benefits and transitional employment supports for individuals engaged in supported employment. (General Fund-State) (Ongoing)
Student Health Care Access	Health Benefit Exchange	GF-S	20,000	Funding is provided for educational resources and ongoing assister training to support a pilot program to help connect students, including those enrolled in apprenticeship programs, with health care coverage. (General Fund-State) (One-Time)
Apprenticeship Drivers Education	LNI	GF-S	12,000	Funding is provided to provide vouchers for driver's education students enrolled in youth apprenticeship programs. (General Fund-State) (Ongoing)
Apprenticeship Programs	LNI	GF-S	191,000	Funding is provided to implement the provisions of Engrossed Second Substitute Senate Bill 5600 (apprenticeship programs). Funding is not associated with grants or a retention study. (General Fund-State) (Custom)
Apprenticeship Remote Learning	LNI	GF-S	2,500,000	Funding is provided to create and administer a grant program for modernizing the technology and remote learning infrastructure in existing joint registered apprenticeship programs. Grant applications must include a plan to sustain the investment over time. (General Fund-State) (One-Time)
Apprenticeship Retention Study	LNI	GF-S	205,000	Funding is provided for the staff and resources necessary to begin conducting a four-year retention study of state-registered apprentices. (General Fund-State) (Ongoing)
Apprenticeship Support Services	LNI	GF-S	2,000,000	Funding is provided to create and administer a grant program for support services in apprenticeship programs. Services can include child care, health care, transportation to job sites, and other support services. (General Fund-State) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Apprenticeship Technology	LNI	Accident Account-State; Medical Aid Account-State	1,130,000	Funding is provided to upgrade to the Apprenticeship Registration and Tracking computer system, specifically to align data collection with federal Equal Employment Opportunity regulations and to increase web-based document uploading. (Accident Account-State; Medical Aid Account-State) (One-Time)
CNA Apprenticeship Program	LNI	GF-S	1,000,000	Funding is provided to create a certified nursing assistant model joint labor-management apprenticeship program. (General Fund-State) (One-Time)
Non-traditional Apprenticeship Assistance	LNI	GF-S	100,000	Funding is provided for a study to explore requirements needed by the Department of Labor and Industries to create a centralized technical support system for new non-traditional apprenticeship programs. (General Fund-State) (One-Time)
Teacher Apprenticeship training	LNI	GF-S	500,000	Funding is provided for a grant to a nonprofit organization to provide job readiness skills and apprenticeship training to public school paraeducators to become certified teachers. (General Fund-State) (One-Time)
Upgrade Apprenticeship Equipment	LNI	GF-S	4,000,000	Funding is provided to create and administer a grant program to upgrade apprenticeship equipment. (General Fund-State) (One-Time)
Background Check Workgroup	OFM	GF-S	250,000	Funding is provided to contract out with a third-party facilitator to convene an applicant background check work group that will review existing applicant background check requirements and processes and provide a feasibility study and implementation plan for establishing a state office to centrally manage applicant background check processes. (General Fund-State) (One-Time)
Dual Credit Program Data	OFM	GF-S	121,000	Funding is provided to implement Substitute House Bill 1867 (dual credit program data) which, among other changes, requires the ERDC to prepare an annual report on dual credit program data. (General Fund-State) (Custom)
Family and Medical Leave	OFM	GF-S	200,000	Funding is provided to implement the provisions of Second Substitute Senate Bill 5642 (family and medical leave). This is for actuarial services to provide a report by October 1, 2022. (General Fund-State) (One-Time)
Lived Experience Stipend	OFM	GF-S	250,000	Funding is provided for stipends for individuals who participate on boards, commissions, councils, committees and work groups across state government pursuant to Second Substitute Senate Bill 5793 (state boards, etc./stipends). (General Fund-State) (Ongoing)
Student Health Care Access	OFM	GF-S	20,000	Funding is provided to conduct a comprehensive study on student access to health care, including behavioral health care, at Washington's public institutions of higher education. (General Fund-State) (One-Time)
After Exit Running Start	OSPI	GF-S	3,000,000	Funding is provided for after-exit running start grants to school districts that identify running start students that have exceeded maximum enrollment under running start formulas and high school graduates who have 15 or fewer college credits to earn before meeting associate degree requirements. (General Fund-State) (Custom)
Behavioral Health Program Pilot	OSPI	GF-S	1,000,000	One-time funding is provided for OSPI to collaborate with a non-profit entity for a pilot program to provide behavioral health support for youth and provide trauma-informed, culturally responsive training to staff. (General Fund-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Dual Enrollment Course Costs	OSPI	GF-S	500,000	Funding is provided for OSPI to administer a pilot program to subsidize eligible dual or concurrent enrollment course costs for students who qualify for free or reduced-price meals and are participating in dual enrollment courses offered by one of three community colleges designated by OSPI and the State Board of Community and Technical Colleges. (General Fund-State) (Custom)
Educational Interpreters	OSPI	GF-S	700,000	Funding is provided for the Professional Educator Standards Board (PESB) to administer grants to reimburse districts for professional development activities for educational interpreters. (General Fund-State) (Custom)
Financial Literacy Education	OSPI	GF-S	3,000,000	Funding is provided for the Financial Public-Private Partnership to establish a grant program and take on additional duties as required by Second Substitute Senate Bill 5720 (student financial literacy). (General Fund-State) (Custom)
Healthcare Simulation Labs	OSPI	Workforce Education Investment Acc - State	3,600,000	Funding is provided for OSPI to administer grants for nursing programs to purchase or upgrade simulation laboratory equipment. (Workforce Education Investment Account-State) (Custom)
Institutional Ed Computer Science	OSPI	GF-S	200,000	Funding is provided for grants to school districts and educational service districts operating institutional education programs for youth in state long-term juvenile institutions to provide access to computer science elective courses created in Senate Bill 5657 (computer science instruction). (General Fund-State) (Custom)
Interstate Military Compact Increase	OSPI	GF-S	35,000	Additional funding is provided for the Military Interstate Compact. The Compact facilitates the transfer of students of military personnel between schools/states to alleviate barriers to students. (General Fund-State) (Custom)
Learning Device Grants	OSPI	GF-S	19,000	Additional funding is provided for implementation of Chapter 301, Laws of 2021 (E2SHB 1365). (General Fund-State) (Custom)
Maritime Education	OSPI	GF-S	250,000	One-time funding is provided for the Tacoma school district to identify specific career relevant coursework and facilities needed for the development of a comprehensive maritime focused career and technical education program for the South Puget Sound area in collaboration with the maritime industry in and around the Port of Tacoma, OSPI, the State Board of Education, and the Workforce Training Board. (General Fund-State) (Custom)
Media Literacy	OSPI	GF-S	300,000	Funding is provided for OSPI to establish a media literacy and digital citizenship ambassador program to promote the integration of media literacy and digital citizenship instruction. (General Fund-State) (Custom)
Military Youth Academy Stabilization	OSPI	GF-S, GF-CRRSA	1,020,000	Enrollment stabilization funding is provided for the Washington youth academy national guard youth challenge program. (General Fund-State; General Fund-CRRSA) (Custom)
Modernizing Mathematics Pathways	OSPI	GF-S	553,000	Funding is provided to pilot a revised and expanded Algebra II course that would modernize the mathematics pathway. Funding includes the pilot course, a work group, a curriculum development contract, and 1.0 FTE at OSPI. (General Fund-State) (Custom)
Next Generation Science Standards	OSPI	GF-S	2,000,000	Funding is increased to continue professional development in the Next Generation Science Standards and to support community-based climate science organizations in partnering with educational service districts and school districts. (General Fund-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
One-to-one Mentoring	OSPI	GF-S	38,000	Funding is provided for OSPI to contract with a nonprofit organization to provide supportive services for youth who are experiencing mental and behavioral health crises due to the pandemic. (General Fund-State) (Custom)
Paraeducator Training	OSPI	GF-S	1,459,000	Funding is provided for new paraeducators to receive four days of training in the Paraeducator Certificate program during their first year. (General Fund-State) (Custom)
Partners in Careers	OSPI	GF-S	468,000	Funding is provided for OSPI to contract with a nonprofit organization to establish a workforce pilot program with the Vancouver School District that provides targeted training to expand the school district's candidate pool for school bus drivers and paraeducators. (General Fund-State) (Custom)
Pierce College at New Bethel High School	OSPI	Capital Budget	1,600,000	n/a
Residential Outdoor School	OSPI	GF-S	10,000,000	Funding is provided to for OSPI to implement Second Substitute House Bill 2078 (outdoor learning grant prg.). Funding includes OSPI implementation and funding for the grant programs created within the bill. (General Fund-State) (Custom)
SBE Community Engagement	OSPI	GF-S	263,000	Funding is provided for an engagement coordinator focused on the State Board of Education's (SBE) engagement of students, families, and communities statewide in the development of policies and practices. (General Fund-State) (Custom)
Senior Support Initiative	OSPI	GF-S	250,000	Funding is provided for OSPI to contract with an organization to expand the senior support initiative that helps high school seniors in the Tacoma School District navigate their postsecondary pathway options. (General Fund-State)
Skill Center Integrated Pathway	OSPI	GF-S	250,000	Funding is provided to support an integrated pathway for students between high schools, skills centers, community colleges, and employers at the Northwest Career and Technical Academy. (General Fund-State)
South King County Pre-Apprenticeship	OSPI	GF-S	450,000	Funding is increased for pre-apprenticeship opportunities in south King County during the summer months of 2022 and 2023. (General Fund-State) (Custom)
Student Support Staffing	OSPI	GF-S, WA Opportunity Pathways Acct-State	90,573,000	Funding is phased in to increase school staffing ratios and allocations for nurses, social workers, psychologists, and counselors to support the physical and social emotional needs of students as required in Second Substitute House Bill 1664 (schools/support funding). (General Fund-State; WA Opportunity Pathways Account-State) (Custom)
Tukwila After-School Programs	OSPI	GF-S	148,000	Funding is provided for before and after school programming to low-income elementary school students in the Tukwila School District. (General Fund-State) (Custom)
West Sound Technical Skills Center Modernization	OSPI	Capital Budget	10,900,000	\$10.9 million is to complete the design and begin construction of a new career and technical education facility at the West Sound Technical Skills Center in Bremerton.

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Emerging Leaders Program	Parks	GF-S	160,000	One-time funding is provided to contract with a trail maintenance and hiking nonprofit organization for the Emerging Leaders Program, which provides employment training for the outdoor recreation and natural resource management sectors. (General Fund-State) (One-Time)
Apprenticeship & Higher Ed	SBCTC	GF-S	331,000	Funding is provided to implement the provisions of Engrossed Second Substitute Bill 5764 (apprenticeships and higher ed). (General Fund-State) (Custom)
Careers in Retail	SBCTC	GF-S	36,000	Funding is provided to implement Substitute House Bill 2019 (careers in retail). (General Fund-State) (Custom)
CDL Financial Assistance	SBCTC	GF-S	2,500,000	One-time funding is provided for grants to promote workforce development in trucking and trucking-related supply chain industries and the school bus driving industry. (General Fund-State) (Ongoing)
Climate Curriculum Reviews	SBCTC	GF-S	1,500,000	One-time funding is provided to develop a climate solutions and climate justice curriculum at all 34 community and technical colleges. (General Fund-State) (One-Time)
Community Organization Support	SBCTC	GF-S	2,720,000	Funding is provided for grants for all 34 community and technical colleges to partner with community-based organizations to extend financial aid access and support into communities. (General Fund-State) (Ongoing)
Cybersecurity Center for Excellence	SBCTC	Workforce Education Investment Acc - State	205,000	Funding is provided to establish a Center for Excellence in Cybersecurity. (Workforce Education Investment Account-State) (Ongoing)
Cybersecurity Enrollments	SBCTC	Workforce Education Investment Acc - State	7,018,000	Funding is provided to expand cybersecurity enrollments by 500 FTE students. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)
Dental Education Study	SBCTC	GF-S	75,000	One-time funding is provided for a report on strategies to support and transform the education and training of the dental hygiene and dental assistant professions. A report must be submitted to the Legislature by December 1, 2022. (General Fund-State) (One-Time)
Health Workforce Grants	SBCTC	GF-S	8,000,000	Funding is provided to expand the Opportunity Grant program to provide health care workforce grants for students. (General Fund-State; Workforce Education Investment Account-State) (Custom)
Healthcare Simulation Labs	SBCTC	Workforce Education Investment Acc - State	8,000,000	One-time funding is provided for grants for nursing programs to purchase or upgrade simulation laboratory equipment in FY 2023. Ongoing funding is provided in the outlook for costs associated with the grants awarded in FY 2023. (Workforce Education Investment Account-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Nursing Education	SBCTC	GF-S	3,760,000	Funding is provided for an increase of at least 50 nursing slots for academic year 2022-23 and to build capacity for at least 200 new slots in the 2023-25 biennium, and to purchase two simulation vans. Of the amount provided, \$300,000 must be used for community and technical colleges who enroll new cohorts of at least 25 nursing students in the spring 2023 academic quarter. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023 and a final report is expected by December 1, 2024. (General Fund-State) (Custom)
Outreach Specialists	SBCTC	GF-S	1,500,000	Funding is provided to implement Second Substitute House Bill 1835 (postsecondary enrollment). (General Fund-State) (Ongoing)
Refugee Education	SBCTC	Workforce Education Investment Acc - State	1,728,000	Funding is provided for education for refugees and immigrants who have arrived in Washington state on or after July 1, 2021, and are eligible for federal refugee resettlement services, including those from Afghanistan and Ukraine. (Workforce Education Investment Account-State) (Custom)
Renton Technical College Pilot Program	SBCTC	GF-S	273,000	Funding is provided for a pilot program at Renton Technical College to increase outreach and participation in the running start and adult education programs. (General Fund-State) (Custom)
Student Health Care Access	SBCTC	GF-S	80,000	Funding is provided for a pilot program to help students, including those in state registered apprenticeship programs, connect with health care coverage. The SBCTC must provide resources for up to two community or technical colleges, one on the east side and one on the west side of the Cascade mountains. A report to the Legislature is expected in the 2023-25 biennium. (General Fund-State) (Custom)
Students Experiencing Homelessness	SBCTC	GF-S	2,932,000	Funding is provided to expand the homeless student assistance pilot program from eight colleges to all 34 colleges in the community and technical college system. The colleges participating in the pilot program are subject to the same requirements as in RCW 28B.50.916. (General Fund-State) (Custom)
Library Digital Literacy Assessment	Secretary of State	GF-S	100,000	One-time funding is provided to the Washington State Library to develop a digital literacy assessment tool and protocol and to conduct a baseline assessment of Washington's digital readiness. (General Fund-State) (One-Time)
DOC Educ/Training Program	TESC	GF-S	600,000	Funding is provided to develop and expand current corrections education programs offered in Department of Corrections' facilities. (General Fund-State) (Ongoing)
Lab and Studio Support	TESC	GF-S	196,000	One-time funding is provided for supplemental in-person laboratory, art, and media lab experiences. (General Fund-State) (Custom)
Underground Economy	TESC	GF-S	116,000	One-time funding is provided for WSIPP to study the nature and scope of the underground economy and to recommend what policy changes, if any, are needed to address the underground economy in the construction industry. A report is due by December 1, 2022. (General Fund-State) (One-Time)
Apprenticeships & Higher Ed	UW	GF-S	18,000	Funding is provided to implement the provisions of Engrossed Second Substitute Bill 5764 (apprenticeships and higher ed). (General Fund-State) (Custom)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Burke Museum Education Accessibility	UW	GF-S	100,000	Funding is provided for the Burke Museum to make education programs, including remote offerings, offered by the museum accessible to more students across the state, especially students in underserved schools and locations. (General Fund-State) (Ongoing)
Business Certificate - Bothell	UW	GF-S	500,000	One-time funding is provided for stipends to students during the business certificate program at the Bothell campus. (General Fund-State) (One-Time)
Computer Science & Engineering	UW	Workforce Education Investment Acc - State	2,000,000	Funding is provided to increase enrollments at the Paul G. Allen School of Computer Science and Engineering by 50 students per year, beginning in FY 2023. (Workforce Education Investment Account-State) (Ongoing)
Direct Nursing Admissions Study	UW		0	Within the amounts appropriated in this section, the University of Washington must explore pathways for providing direct admissions to the nursing programs at the Seattle campus. By December 1, 2022, the university must report pursuant to RCW 43.01.036 to the ... legislature recommendations for direct admissions, including a timeline for implementation and estimated costs
Nursing Education	UW	GF-S	1,242,000	Funding is provided for additional nursing slots and graduates in the existing accelerated Bachelor of Science in Nursing program at the Seattle campus. Of the amount provided, \$273,000 in FY 2023 is for the School of Nursing and Healthcare Leadership at the Tacoma campus. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (General Fund-State) (Custom)
Oral Health Workforce	UW	GF-S	225,000	One-time funding is provided for the Center for Health Workforce Studies to develop a program to track dental workforce trends, needs, and enhancements to better serve the increasing population and demand for access to adequate oral health care. (General Fund-State) (One-Time)
Pharmacy - BH Residency	UW	GF-S	505,000	Funding is provided for the UW School of Pharmacy/UW Medicine Pharmacy Services to create a pharmacy behavioral health residency program, including two new resident positions and one behavioral health faculty position. (General Fund-State) (Ongoing)
Public Service Oriented Programs	UW	GF-S	100,000	One-time funding is provided for financial assistance to students in public service-oriented graduate and professional degree programs. Prioritization for traditionally underrepresented students expressing interest in physician assistant, community-oriented public health, or social work programs, changes the threshold for eligible programs from over \$35,000 to over \$18,000. (General Fund-State) (One-Time)
Startup Program	UW	GF-S	455,000	One-time funding is provided for the Paul G. Allen School of Computer Science and Engineering Startup Program. (General Fund-State) (One-Time)
WSLB Programming	WA State Leadership Board	Washington State Leadership Board Account-State	450,000	Funding is provided to implement programming specified in RCW 43.15.030, which includes the Washington World Fellows, Sports Mentoring/Boundless WA, Compassion Scholars, and the Washington State Leadership Awards. (Washington State Leadership Board Account-State) (Ongoing)
Apprenticeship & Higher Ed	WSAC	GF-S	275,000	Funding is provided to implement the provisions of Engrossed Second Substitute Senate Bill 5764 (apprenticeships and higher ed). (General Fund-State) (Ongoing)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Behavioral Health Workforce	WSAC	GF-S	2,000,000	One-time funding is provided for increasing loan repayment awards within the Behavioral Health Loan Repayment Program. (General Fund-State) (One-Time)
Career and College Pathways Grants	WSAC	WA Career & College Pathways Innvtn Challenge Pgm-Non-Appr	6,000,000	Funding is provided for the implementation of Second Substitute Senate Bill 5789 (innovation challenge program). (WA Career & College Pathways Innvtn Challenge Pgm-Non-Appr) (Custom)
Career Launch Grants	WSAC	Workforce Education Investment Acc - State	1,000,000	Funding is provided for the Student Achievement Council to administer a grant pool to support new and existing career launch programs at public four-year universities. (Workforce Education Investment Account-State) (Ongoing)
College Services Support	WSAC	GF-S	2,800,000	One-time funding is provided for a King County-based nonprofit organization to expand college services to support underserved students impacted by the pandemic and improve college retention and completion rates. (General Fund-State) (One-Time)
Coordinated Cyber/Nursing Report	WSAC	GF-S	10,000	One-time funding is provided for the Washington Student Achievement Council (WSAC) to coordinate with the four-year institutions and the State Board for Community and Technical Colleges on a progress report on new or expanded cybersecurity and nursing academic programs funded in the 2022 supplemental operating budget. A report is due to the Legislature by June 30, 2023, and a final report is expected by December 1, 2024. (General Fund-State) (One-Time)
DOC Educ/Training Program	WSAC	GF-S	250,000	One-time funding is provided for WSAC to convene and coordinate the development of education and training programs for employees of the Department of Corrections, including correctional officers and medical staff, through a contract with The Evergreen State College. (General Fund-State) (One-Time)
FAFSA Advertising Campaign / Admin	WSAC	Workforce Education Investment Acc - State	1,200,000	Funding is provided to implement Second Substitute House Bill 1835 (postsecondary enrollment). (Workforce Education Investment Account-State) (Custom)
Healthcare Simulation Labs	WSAC	Workforce Education Investment Acc - State	3,600,000	One-time funding is provided for grants for nursing programs to purchase or upgrade simulation laboratory equipment in FY 2023. Ongoing funding is provided in the outlook for costs associated with the grants awarded in FY 2023. (Workforce Education Investment Account-State) (Custom)
HS Senior Support Program	WSAC	GF-S	250,000	One-time funding is provided for a Pierce County school district to expand a current program assisting high school seniors in postsecondary choices. (General Fund-State) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Military/Veteran Student Residency	WSAC	GF-S	25,000	One-time funding is provided for WSAC to convene a workgroup to develop recommendations regarding residency statutes, to ensure consistent application, clarify pathways to becoming a Washington resident student, and ensure equity in accessing student residency. A report is due to the Legislature by December 1, 2022. (General Fund-State) (One-Time)
Nurse Educator Loan Repayment	WSAC	GF-S	3,000,000	Funding is provided to implement House Bill 2007 (nurse educator loans). (General Fund-State) (Ongoing)
Opportunity Scholarship	WSAC	GF-S	8,551,000	\$8,551,000 of the general fund—state appropriation for fiscal year 2023 are provided solely to meet state match requirements associated with the opportunity scholarship program.
Public Employee Public Service Loan Forgiveness	WSAC	GF-S	137,000	Funding is provided to implement the provisions of Engrossed Substitute Senate Bill 5847 (public employee PLSF info). (General Fund-State) (Ongoing)
Rural Jobs State Match	WSAC	GF-S	206,000	One-time funding is provided to match private contributions to the Rural Jobs Program. A public-private partnership, this program was created to meet the workforce needs of business and industry in rural counties by assisting students in earning certificates, associate degrees, or other industry-recognized credentials necessary for employment in high employer demand fields. (General Fund-State) (One-Time)
Student Health Care Access	WSAC	GF-S	80,000	Funding is provided for a pilot program to help students, including those in state registered apprenticeship programs, connect with health care coverage. WSAC, in cooperation with the Council of Presidents, must provide resources for up to two four-year colleges or universities, one on the east side and one on the west side of the Cascade mountains. A report to the Legislature is expected in the 2023-25 biennium. (General Fund-State) (Custom)
Students Experiencing Homelessness	WSAC	GF-S	246,000	Funding is provided to expand the homeless student assistance pilot program by two additional public four-year institutions in FY 2023 and FY 2024. The institutions participating in the pilot program are subject to the same requirements as in RCW 28B.50.916. (General Fund-State) (Custom)
WA College Grant – Apprentices/Support	WSAC	GF-S	850,000	Funding is provided for administrative support services for recipients of the Washington College Grant in unaffiliated state registered apprenticeship programs. (General Fund-State) (Ongoing)
WA College Grant MFI Expansion and Bridge Grants	WSAC	Workforce Education Investment Acc - State	34,277,000	Funding is provided for a Bridge Grant of \$500 to all maximum Washington College Grant (WCG)-only awardees and increases the maximum WCG award for students between 0-60 percent of the median family income (MFI). A student is eligible for a grant if the student receives a maximum college grant award and does not receive the college bound scholarship program. (Workforce Education Investment Account-State) (Ongoing)
Washington Student Loan Program	WSAC	Washington Student Loan Account-Non-Appr	150,000,000	One-time funding is provided to implement Engrossed Second Substitute House Bill 1736 (state student loan program). (Washington Student Loan Account-Non-Appr) (One-Time)

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
WAVE Program Support	WSAC	GF-S	175,000	Funding is provided for administrative support for the Washington Award for Vocational Excellence (WAVE) program. (General Fund-State) (Custom)
Apprenticeships & Higher Ed	WSU	GF-S	80,000	Funding is provided to implement the provisions of Engrossed Second Substitute Senate Bill 5764 (apprenticeships and higher ed). (General Fund-State) (Ongoing)
Cybersecurity Operations Program	WSU	Inst of HI ED- Operating Fees Acct - State, Workforce Education Investment Acc - State	2,056,000	Funding is provided to establish a new bachelor's degree in cybersecurity operations. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)
Pharmacy - BH Residency	WSU	GF-S	341,000	Funding is provided for the College of Pharmacy and Pharmaceutical Sciences to create a pharmacy behavioral health residency program, including two new resident positions and one behavioral health faculty position. (General Fund-State) (Custom)
WA State Academy of Sciences	WSU	GF-S	608,000	Funding is provided for the Washington State Academy of Sciences to support core operations and its mission of providing science in service of Washington State. (General Fund-State) (Ongoing)
Careers in Retail	WTB	GF-S	187,000	Funding is provided to implement Substitute House Bill 2019 (careers in retail). (General Fund-State) (Custom)
Health Workforce	WTB	GF-S	772,000	Funding is provided to conduct health workforce surveys, in collaboration with the Nursing Care Quality Assurance Commission, and manage a stakeholder process to address retention and career pathways in long-term care facilities. (General Fund-State) (Custom)
Innovation Challenge Program	WTB	GF-S	18,000	Funding is provided for the implementation of Second Substitute Senate Bill 5789 (innovation challenge program). (General Fund-State) (Custom)
Integrated Data Sharing	WTB	GF-S	216,000	Funding is provided for the Workforce Training and Education Coordinating Board to collaborate with other state workforce agencies to identify a governance structure that provides strategic direction on cross-organizational information technology projects. A report is due to the Legislature and the Governor's Office by December 1, 2022. (General Fund-State) (Custom)
LTC Apprenticeship Grants	WTB	GF-S	1,200,000	Funding is provided for grants to implement long-term care (LTC) licensed practical nurse (LPN) registered apprenticeships at three sites, in collaboration with the Nursing Care Quality Assurance Commission and the Department of Labor and Industries. (General Fund-State) (Custom)
Modernize Career Bridge	WTB	GF-S	460,000	Funded in the Gated IT Pool.

Project Name	Agency	Fund Source	FY 23 Funding	Final Budget Agency Detail
Washington Award for Vocational Excellence (WAVE)	WTB	GF-S	209,000	Funding is provided for administrative support of the Washington Award for Vocational Excellence (WAVE) program. The Board will conduct outreach to schools and colleges, assist with recipient selection, and provide ongoing support of scholarship recipients. (General Fund-State) (Custom)
Cyber Range Poulsbo	WWU	Workforce Education Investment Acc - State	769,000	Funding is provided to upgrade Cyber Range equipment and technical support. Cyber Range is a facility which provides students hands-on experiences with live cyber threats, real-time security against attacks, and cyberwarfare. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (Workforce Education Investment Account-State) (Custom)
Electrical Engineering / Computer Science Building	WWU	Capital Budget	1,500,000	WWU: \$2.9 million is provided to Western Washington University to continue their 2021-23 classroom upgrades as well as for inflationary costs related to the Electrical Engineering and Computer Science Building.
Masters in Nursing	WWU	GF-S	461,000	Funding is provided to establish a Master of Science in Nursing program. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023, and a final report is expected by December 1, 2024. (General Fund-State) (Custom)
RN to Bachelors in Nursing	WWU	GF-S	433,000	Funding is provided for the Registered Nurse (RN) to Bachelor of Science in Nursing program. A coordinated progress report with the Student Achievement Council is due to the Legislature by June 1, 2023 and a final report is expected by December 1, 2024. (General Fund-State) (Ongoing)
Student Support	WWU	Workforce Education Investment Acc - State	1,260,000	Funding is provided for student support services, including outreach and financial aid support, retention initiatives, mental health support, and initiatives to address learning disruption due to the pandemic. Funding must be used to supplement, not supplant, other funding sources for student support. (Workforce Education Investment Account-State) (Ongoing)



Governor Jay Inslee

Apr 13

7 min read

<https://medium.com/wagovernor/new-approaches-to-housing-and-behavioral-health-top-inslees-budget-takeaways-list-7efb8a93d8f7>

New approaches to housing and behavioral health top Inslee's budget takeaways list

As legislators convened for the start of the 2022 legislative session in early January, Gov. Jay Inslee called on elected leaders to continue their bold charge on housing and homelessness, reducing poverty, and tackling climate change.

The themes may sound familiar, but the updated operating and capital budgets the governor signed this week show a willingness in Olympia to stake out new approaches to these increasingly urgent challenges.

Inslee lauded legislators for prioritizing programs that will address many of the most pressing issues facing Washington families and communities.

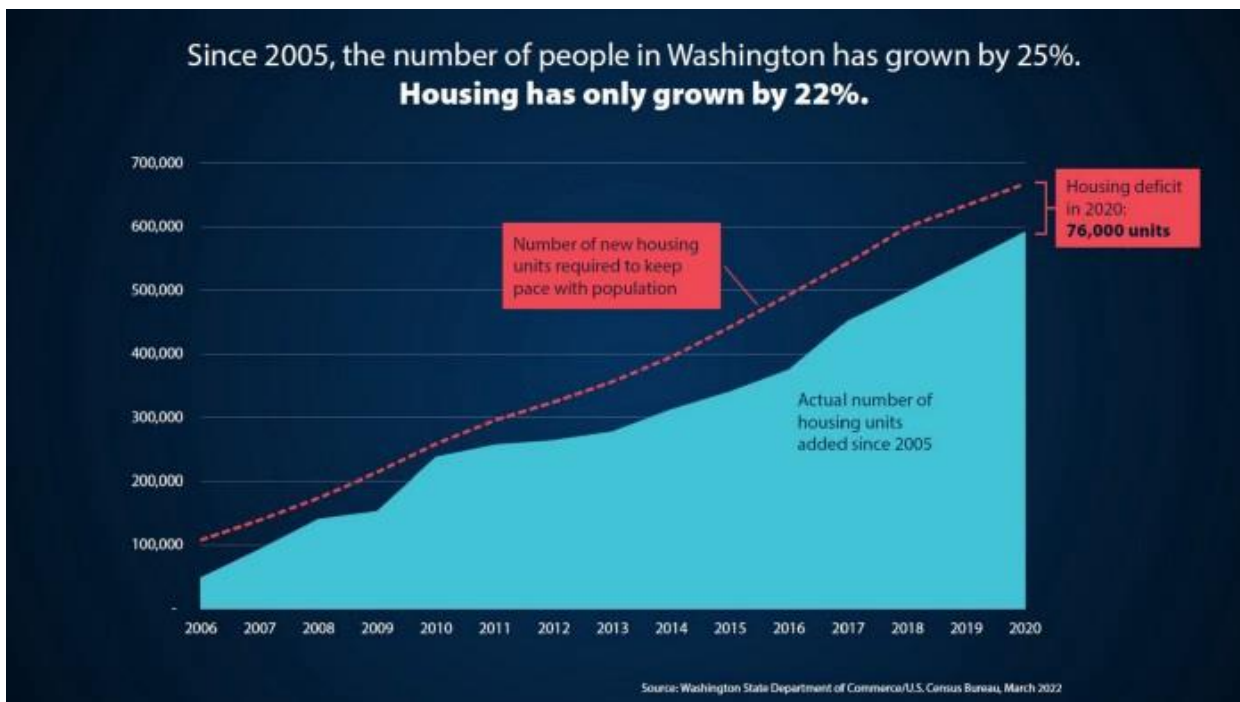
“Thanks to Washington’s strong economic recovery and an infusion of federal COVID-19 relief funding, we are scaling up much-needed resources to help communities across the state get back on their feet and focus on building for the future,” Inslee said.

Rapid housing funding allows communities to build ‘in a matter of months, not years’

One clear example of state leaders taking a new approach is on homelessness.

For decades, the state's biggest investments in housing happened through the state's [Housing Trust Fund](#). Grants and loans from the HTF go to community organizations and Tribal and local governments to build or preserve shelters or permanent housing units for low-income people.

These investments are especially important as the state's population has grown but housing inventory hasn't kept pace.



Since 2013, the Legislature has approved somewhat modest HTF increases. But during the 2021 session, in the wake of COVID-19, legislators added a historic \$113 million to the \$173 million from the prior budget.

The investment showed the Legislature was willing to prioritize funding for housing. The problem?

New permanent housing units can take years to build.

Meanwhile, COVID-19 forced shelters to close their doors to new residents and leave thousands of people living outdoors with nowhere to go. Job losses put thousands of Washingtonians at risk of

homelessness due to eviction or foreclosure. Available housing inventory shrunk, further adding pressure to an already stressed housing system.

The state's [point-in-time count](#) from 2020 indicated approximately 23,000 Washingtonians experiencing homelessness.

It was time to do something different.

In 2021, legislators passed the first budget to fund an entirely new approach to housing: rapid capital acquisition funding. These funds allow communities to purchase properties, including hotel or apartment buildings, and quickly turn them into a shelter or housing facility.

Already within its first year, these facilities are opening and helping people transition out of homelessness. Inslee visited several such facilities this year, including [True Hope Village](#) in Seattle and [Skagit First Step Center](#) in Burlington. He's heard from residents who have secured permanent housing thanks to having a safe place to live and connection to services.

In this recent session, legislators added more rapid acquisition funding that will almost double the number of new rapid acquisition units to 4,460.

“There is no question these investments will help ease our affordable housing crunch over the coming years,” Inslee said. “But while we work on our long-term housing solutions, we also need options for today. These rapid acquisition investments significantly improve the ability of communities to build thousands more units in a matter of months, not years.”

Housing and homelessness are a major focus of new investments and policy

New investments focus on rapidly expanding shelter options and providing support services that help people transition successfully to permanent housing.

Rapid Capital Acquisition (RCA) includes buying and converting properties into various shelter and housing types.

Housing Trust Fund (HTF) program is used to construct or preserve affordable housing units.

Housing and Essential Needs includes rent assistance and other services for vulnerable populations and those at-risk of experiencing homelessness.

Operating Investments provide supports to keep people from being evicted or foreclosed, including rent and utility assistance.



Chart does not include behavioral health investments. Operating and RCA investments include some funds from the federal American Rescue Plan Act. RCA also includes some funds from the Apple Health and Homes Account.

Legislators funded several other housing related priorities including:

- Over \$170 million to help families and individuals remain in their homes. This includes \$100 million that Inslee proposed for a grant program to cover unpaid utility bills, which will help renters obtain and keep housing.
- More than \$50 million to transition people living in unsanctioned encampments on the public right of way to permanent housing, and to work with local governments and social service organizations to remediate encampment sites.
- More than \$30 million to expand behavioral health services to reduce the barriers that often prevent people with behavioral health needs from being housed or employed.

Behavioral health transformation expands to better support Washington's youth

In 2018, Inslee joined a bipartisan group of legislators to announce [a plan to transform and modernize Washington's behavioral health system](#). Inslee's vision was to move away from providing care at large, century-old state hospitals to smaller, community-based facilities better equipped to meet the unique

needs of patients. Legislators supported the effort the following year with [major policy and budget actions](#).

The investments are beginning to take shape as community-based facilities have started serving patients in recent years. To continue the transition, legislators approved \$98 million in the updated budget to build up additional capacity at community-based behavioral health facilities, including for crisis triage and stabilization facilities for adults. About \$26 million will fund a variety of behavioral health services projects including long-term civil commitments, triage, crisis diversion, detox, and adolescent services.

State leaders are now ramping up new kinds of behavioral health support for children and youth.

The updated state budgets more than double the state's capacity for children's long-term inpatient beds from the current 37 beds to 84 beds by 2024. It provides new community-based supports such as school-based health centers, youth behavioral health navigators, and youth suicide prevention.

The budget also includes funding to plan for 32 new short-term youth crisis stabilization beds. The state currently has none.

For youth within the state's foster care system, legislators provided funding to help providers deliver therapeutic approaches that help families stay together, services that support the timely reunification of families, and offer more specialized placement options for high-needs foster youth. In addition, the budget provides important financial supports for youth transitioning out of extended foster care.

The operating budget also funds more counselors, nurses, psychologists and social workers in our K-12 schools.

To ensure facilities can hire the folks they need, the operating budget includes a 7% rate increase for behavioral health providers and \$100 million in provider relief to support the behavioral health workforce.

Other budget successes include climate, education, broadband and more

Last week, [Inslee signed the Move Ahead Washington package](#) and transportation budgets that included billions of dollars for clean transportation options.

The updated operating and capital budgets further support the state's climate, clean energy, and salmon recovery efforts. The operating budget, for example, includes more than \$113 million for electric vehicle incentives and infrastructure, and \$57 million for community solar installation and battery storage grants.

The supplemental operating and capital budgets provide almost \$227 million to bolster state salmon habitat restoration and recovery efforts.

The capital budget dramatically boosts the spending authority for the Weatherization Plus Health program, which upgrades low-income homes with energy-efficient improvements and leverages matching dollars. And legislators added \$20 million for the state's Clean Energy Fund to support important clean energy projects, one at an aluminum smelter restart project in Whatcom County and the other to help Grant County Public Utility District develop infrastructure for a solar manufacturing facility in central Washington.

Other notable budget updates include:

K-12: An additional \$800 million for schools and newly-passed education policies. This includes \$100 million for much-needed seismic safety enhancements. It also includes funding for compensation for educators, funding to hire new nurses, counselors, social workers and psychologists at schools, and to expand outdoor learning and education opportunities.

Early learning: Funding to increase the availability of full-day preschool options with a gain of 366 new slots, as well as funding for grants and loans that providers can use to purchase or upgrade facilities.

Post-secondary education: Additional funding for the state's [Career Connect Washington program, launched by Inslee in 2017](#) to connect employers and students to registered apprenticeships and technical training. Legislators expanded apprenticeship opportunities in areas such as education and health care, and funded the creation and expansion of programs to train more people for careers in cybersecurity.

In addition, legislators provided funding that allows the Washington Student Achievement Council to help more students apply for federal financial aid. [Fewer than half of eligible Washington students apply](#) for federal aid, leaving millions of dollars unclaimed. WSAC will also be able to partner with community organizations to recruit more students to post-secondary opportunities.

Broadband: \$100 million in federal funds to build broadband infrastructure in places without access, and \$50 million for digital equity. These funds will ensure more Washingtonians have affordable service, access to a device, and basic digital literacy skills. Inslee and the state's broadband office have set a [goal of universal high-speed broadband access by 2028](#).

Community reinvestment: \$200 million for a new Community Reinvestment Account. [Inslee proposed this program](#) to provide grants to communities that experience inequitably enforced criminal laws and penalties regarding drug sales, possession and use. The grants will begin next year and will be used for economic development, legal assistance, reentry programs and more.

Poverty reduction: Expanded food assistance and hunger relief programs to help serve about 2.5 million Washingtonians. [University of Washington and Washington State University issued a report last summer](#) affirming that food insecurity surged in Washington during the pandemic with more than one in four Washingtonians reporting difficulty affording food.

For the first time in over 10 years, legislators significantly increased the very small cash benefits that support more than 21,000 low-income, vulnerable Washingtonians, such as those with disabilities. The maximum cash benefit under the state's Aged, Blind or Disabled program will increase from \$197 to \$417 per month for a single-person grant, and from \$248 to \$528 per month for a two-person grant.

Infrastructure: \$120 million from the Public Works Assistance Account to finance loans for local projects related to sewer, drinking water, solid waste, street, and stormwater projects statewide.

Want to dig into the details?

Visit fiscal.wa.gov for more details about the 2021–21 operating and capital budget, including interactive maps and tools. For legislative news and events or to learn about your legislator’s policy and budget priorities, visit leg.wa.gov.