

BOARD MEETING AGENDA

August 3, 2022, | 9:30 a.m. – 4:00 p.m. | Meeting No. 257

Click Link to Join Zoom Meeting

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

Meeting ID: 998 9245 1717 | Password: 780404

9:30 a.m.	Call to Order	
	<ul style="list-style-type: none"> Welcome and Introductions 	
9:40 a.m.	Consent Agenda (Action)	1
	<ul style="list-style-type: none"> Approval of May 25, 2022, Meeting Minutes 	
9:45 a.m.	Executive Director Report	2
10:00 a.m.	Multiple Pathways to Economic Success for In-School Youth Panel	3
	<ul style="list-style-type: none"> Youth Registered Apprenticeship – Shelly O'Neill, South Central Washington STEM Network, ESD 105 Career Connect Washington (CCW) Program Builders <ul style="list-style-type: none"> Ritu Bahl, Computing for All Brittany Skobel, Next Move Internship Program 	
11:00	Break	
11:15	Multiple Pathways to Economic Success for In-School Youth Panel (Cont.)	
	<ul style="list-style-type: none"> DSB/DVR – WIOA Youth Services (Pre-ETS) <ul style="list-style-type: none"> Melinda Bocci, Transition Program Manager, DVR Michael MacKillop, Executive Director, DSB (Potential Action) 	
11:45 a.m.	Board Discussion	
12:15 p.m.	Lunch	
1:15 p.m.	Workforce Impact Fund Panel (Potential Action)	3
	<ul style="list-style-type: none"> William Westmoreland, CEO, Pacific Mountain WDC Amy Martinez, Executive Director/CEO, South Central Workforce Council 	
2:15 p.m.	Break	
2:30 p.m.	2022 Decision Packages Update (Potential Action)	4
	<ul style="list-style-type: none"> Career Bridge Climate Change Workforce Development Data Integration IT Digital Equity WEIAOB 	
3:00 p.m.	Multiple Pathways to Economic Success for In-School Youth Panel (Cont.)	3
	<ul style="list-style-type: none"> Chris Reykdal, Superintendent, Office of Public Instruction (Potential Action) 	
3:45 pm	Summary, Directions, and Next Steps	
4:00 pm	Adjourn	

Tab 1

MINUTES OF MEETING NO. 256
May 25, 2022

Board Members Present:

Gary Chandler, Co-Chair
Jane Hopkins, Representing Labor
Wade Larson, Representing Business
Todd Mitchell, Representing Labor
Kairie Pierce, Representing Labor
Cami Feek, Employment Security Department (ESD)
Rebecca Wallace for Chris Reykdal, Office of Superintendent of Public Instruction (OSPI)
Jan Yoshiwara, State Board for Community and Technical Colleges (SBCTC)
Mark Mattke, Representing Local Government
Jilma Meneses, Department of Social and Health Services (DSHS)
Marie Davis for Lisa Brown, Department of Commerce

Call to Order

Co-Chair Gary Chandler called the meeting to order at 9:03 a.m. on a virtual meeting using Zoom.

The Board and members of the audience thanked Ms. Jan Yoshiwara for years of dedicated service to the community college system and to the Board and congratulated her on her upcoming retirement. Mr. Chandler read a letter of appreciation from Co-Chair Larry Brown in his absence. A proclamation was also presented.

Consent Agenda (Action)

MOTION-2022-256-01: Ms. Yoshiwara moved to approve the Consent Agenda that included approval of the April 2022 Meeting Minutes. Ms. Kairie Pierce seconded the motion, which passed unanimously.

Executive Director's Report

The Board was moving through the agenda faster than expected. To accommodate the scheduled presenters the agenda was reordered to move the Executive Director's Report to the morning. Workforce Board Executive Director, Ms. Eleni Papadakis announced new hires for the agency and introduced WIOA Policy Manager, Elizabeth Court.

Multiple Pathways to Economic Success for In-School Youth Panel

Mr. Chris Reykdal, Superintendent, Office of Superintendent of Public Instruction, gave a presentation on trends in postsecondary education enrollment, the number of Washington high school graduates, graduation rates over time by race/ethnicity, and the percentage of those who did not enroll in postsecondary education in the first year after high school. Mr. Reykdal shared that OSPI is interested in rulemaking focused on elective credit for work and the importance of work experience for young people in high school and beyond. He will be returning to the Board in the next meeting to present options for the Board's support for their policy agenda.

Ms. Laura DiZazzo and Ms. Cooper Mets of Northwest Education Access shared their organization's mission of providing comprehensive and individualized support to help low-income young people build their own path to higher education and beyond. They serve approximately 1,000 students each year in King, Pierce, and Snohomish counties. The majority of their students have experienced being unhoused, 100 percent are low income, 33 percent immigrant/refugee, 20 percent are parenting, and 10 percent are connected to the foster care system. They provide one-on-one support, program and career exploration, financial aid and funding navigation, and student leadership and engagement opportunities.

Ms. Dawn Rains, Treehouse and Ms. Samie Iverson, Building Changes, presented results from a shared workgroup that they co-led, which focused on the educational needs of youth who are experiencing homelessness or housing insecurity. Treehouse is a statewide organization that meets the educational needs of students experiencing foster care. Building Changes is a coalition organization and foundation that advocates for, and funds, strategies to improve services to homeless populations. The workgroup focused on students who are furthest from educational justice, students experiencing homelessness, and students in, or formerly in, foster care. They presented data on the education and workforce outcomes of their targeted populations, the barriers they face, and policy and practice changes that can help close disparities by 2027.

Ms. Cindy Maib-Robinson, People For People, an organization that supports low-income youth in and out of school, provided the final presentation of the morning. Their focus is individualized career development and support services needed to move youth into a career pathway. People For People provide WIOA youth services across four rural counties under the South Central Workforce Development Council. Services and programs such as stable housing, access to education, and assisting with obtaining a driver's license, may require continuous support and guidance in navigating systems for participants.

Next Steps: Ms. Papadakis recommended that staff work with Mr. Reykdal's staff to come back with a specific proposal for the Board's consideration for the next meeting. She also shared that there will be another panel at the next Board meeting on this topic to continue the Board's learning on this topic.

Workforce Innovation Fund Panel

Ms. Cami Feek, Commissioner, Employment Security Department (ESD) provided the agency perspective on some of the limitations of Workforce Innovation and Opportunity Act (WIOA) funding. She shared ESD's role in distributing federal funds under WIOA and tracking performance results. ESD also monitors that those funds are being spent properly based on the federal rules and regulations that govern program eligibility. Some individuals needing services may not meet specific eligibility requirements, which then becomes a barrier to move them forward into a self-sustaining job. Not having flexible funding can limit innovation in service delivery for both job seekers and employers.

Ms. Carolyn Busch, Department of Commerce, spoke about the business needs that the Department of Commerce is hearing from the community. She spoke about the need to support increased incumbent worker training, including building stronger career pathways and upskill/backfill training programs. She shared a concern from local communities that many individuals applying for positions are not job ready and need additional support for work-readiness skills.

Ms. Amy Martinez, South Central Workforce Development Council, presented on the need for flexible funding in the workforce system. She shared that federal funding for workforce development has declined dramatically over the years, and Washington is one of a few states that has not provided additional state funding to fill service gaps. The WDCs are bringing forward a request for a \$50 million

flexible state fund for local workforce development efforts. She shared that WIOA funding has very specific federal measures and does not always allow the local boards to provide the full slate of services needed in a community. Mr. Mark Mattke spoke about a vision for a system that is not just about an intervention, but a system of lifelong learning that is a resource for individuals throughout their career trajectory.

WIOA Title 1 Statewide Programs—Overview & Funding Challenges

Mr. Troy Goracke, SBCTC, Basic Education for Adults (BEaA) shared that this program provides oversight around state and federal compliance, guidance to all their providers throughout the state, and advocacy for providers at a state, local, and federal level. BEaA supports adult basic education, English language acquisition, high school completion, integrated-basic education and skills training, refugee education, and corrections education. BEaA shared an interest in developing a more accurate annual caseload forecast of statewide need for their services, so they can assess expected enrollments, alternative pathways for opportunity youth supports, dual credit opportunities, and alternative accountability other than standardized tests. Mr. Goracke shared that additional investment in the workforce system would result in an increase in postsecondary and career readiness, produce more credentials, and leverage more federal dollars.

Ms. Babs Roberts, DSHS, Economic Services Administration (ESA) shared that ESA serves approximately one million people each year. Programs and services include cash, basic food, medical, and refugee support. She shared that engagement from DSHS and partners at the local level is going well. Ms. Roberts highlighted a few challenges that leveraging services and opportunities across the system (data sharing, better alignment between organizations) where there is overlap and where there are giant gaps and eligibility, benefit cliffs, program participation – can feel punitive for customers, and highlighted the importance of finding a way to reduce benefit cliffs for short-term programs.

Next Steps: Mr. Gary Chandler asked for a small group to convene to discuss specific details of a proposed fund, including agency directors and staff, as well as WDCs.

Local Plan Approval Authority (Action)

MOTION-2022-256-02

Board staff requested authority for the Executive Director to oversee and ensure completion and compliance of federally required updates to the local Workforce Development Council (WDC) plans. Local plan updates were submitted in 2020, at the start of the pandemic, but had been written prior to the pandemic. The approval process must be completed by June 30, 2022, to meet federal reporting requirements. Mr. Todd Mitchell moved and Mr. Mattke seconded the motion, which passed unanimously.

The meeting adjourned at 2:59 p.m.

Tab 2

Executive Director's Report
Workforce Board Meeting, August 3—Meeting No. 257

1. **JFF Horizons Conference and PlugFest conference** — Marina Parr attended the Jobs for the Future (JFF) conference and “PlugFest” in New Orleans from June 6-8, as a component of a National Governors Association initiative to help states develop a skill and competency-driven credentialing and employer hiring policy and practice framework. Focusing on skills and competencies rather than degrees in hiring and promoting workers has proven to result in greater opportunities for marginalized and underrepresented communities, including BIPOC, people with disabilities, and formerly incarcerated individuals. Marina learned about some of the research and promising practices regarding skills-based education and hiring, how states are unifying data and systems to improve decision-making, and modern youth apprenticeships, among other items.

Marina also attended the Digital Wallet Community PlugFest, on June 6, where she got a front-row seat to a friendly competition among companies from across the U.S. and the globe who were challenged to build site architecture and user experience features for a Learning and Employment Record system (LER). An LER is a portable digital wallet to contain a user's verifiable credentials and that could be easily and securely transferred among employers, education institutions, and other entities. Joining Marina was Trevor Lane, a Director and Associate Professor with Community and Economic Development (Extension) at Washington State University. Both Marina and Trevor were selected from a larger Washington in-state team, co-led by John Aultman and Mike Meotti (WSAC), to attend the PlugFest and JFF conference. Eleven states were selected to participate in this Community of Practice: Alabama, Arkansas, Colorado, Connecticut, Indiana, Kentucky, Louisiana, Oklahoma, Virginia, Washington, and Wyoming. The NGA graciously paid for Trevor and Marina's airfare and hotel costs to attend the conference and PlugFest. [Skills-Driven State Community of Practice - National Governors Association \(nga.org\)](https://www.nga.org/skills-driven-state-community-of-practice)

2. **NGA conference on Broadband Distribution, Digital Equity, and Workforce Development** — Commissioner Cami Feek, Eleni Papadakis, and Nova Gattman attended this NGA conference, June 15-17, also in New Orleans. The conference had two objectives. It was the culminating meeting of the state teams that had participated in the Workforce Innovation Network (WIN), and a way to help state broadband agencies learn about how the workforce development system in their states could support their planning and implementation, especially regarding the new federal infrastructure funds available. Unfortunately, due to staff transitions at our state Broadband Office (within the Department of Commerce), we were not able to meet as a state team on the latter objective, although we have reached out to the new leadership in that office to offer our support and discuss opportunities.

As a WIN state, we were asked to provide an overview of our participation goals and of ongoing projects or any changes that resulted from WIN. Commissioner Feek provided a terrific overview and generated some excitement about our resulting project on integrated data-sharing and streamlining the customer experience across multiple services and funding streams. A dialogue among the states and four consultant organizations who provided funding to support the states followed.

3. **WAVE Scholarship** — This whopper of a scholarship project that provides financial resources for dedicated career and technical education students to continue their education and career training absorbed considerable staff time over the past few months. The Washington Award for Vocational Excellence (WAVE) relaunched in the spring of 2022 after being suspended more than 10 years ago during the lean budget years of the Great Recession. With no funding provided in this first re-launch year for administration costs,

Workforce Board staff, especially Colleen Seto and Marina Parr, working with partner agency, Washington Student Achievement Council (WSAC), dedicated time to quickly build an impromptu infrastructure and process for applications and selection of awardees. Key advisors, who also helped with getting the word out and recruiting 35 application reviewers, included SBCTC, OSPI, WA-ACTE, WSLC, and AWB. The WAVE scholarship is available to graduating high school seniors with at least two CTE courses in a single pathway, as well as community and technical college students who have completed (or are about to complete) one year of a professional-technical program.

The application period was opened late in the school year and had a super quick turnaround of just a few weeks, but with our partners' help we received 114 applications and awarded 78 scholarships, reaching across 40 of Washington's 47 legislative districts. The Workforce Board will have more time to prepare for the next scholarship cycle and may consider asking for legislative changes in the future to the WAVE award to ensure that it meets modern needs—both in terms of the students who receive the scholarship and staff that oversee this popular merit-based scholarship. During a normal scholarship cycle, WAVE recognizes high-performing CTE students at both the high school and college level in each of the state's 49 legislative districts for as many as 147 potential award winners each year.

(See the awesome thank you letter from one WAVE awardee in this board packet!)

4. **WSU Energy Program supports development of legislative climate change workforce development proposal** — The Governor's Office, in collaboration with the Workforce Board, Employment Security, and the Department of Commerce, has contracted the WSU Energy Program to conduct a preliminary analysis of the implications of recent climate and clean energy policy advances for the state's workforce education and training system. Within their investigation, WSU will attempt to discern how these policy changes may affect labor market demand and employment in select industry sectors, including the job types and levels of education and training required. Additionally, the study will begin to identify relevant training pathways already in place or under development. Where possible, the study will also identify industries that will face declining markets and opportunities to re-tool those workers for new clean energy jobs and careers. This analysis will be used to inform a workplan and funding request for a larger, more comprehensive study of workforce education impacts and ongoing communication links between industry, government, and the workforce education system. A briefing document and supporting materials will be completed by September 15, with opportunities for dialogue with stakeholders during and after the process. The Workforce Board's Elizabeth Court is our agency's liaison to this effort.
5. **Indonesian delegation visits Workforce Board** — On July 18, the Workforce Board received a visit from a delegation organized by the Consulate General of the Republic of Indonesia, representing the cabinet of the President of Indonesia. The Indonesian team, representing higher education, CTE, employment and labor, economic and community development, and planning and data analysis, has a charge from the President to create a country-wide strategic plan for the future of the nation. We learned about the challenges they're grappling with in developing this plan. The Republic of Indonesia is the world's largest island nation, covering close to 75,000 square miles, comprised of 17,000 islands, and over 15,000 urban subdivisions. The country's population of over 230 million is considered one of the most diverse, with 300 ethnic groups that call Indonesia home, as well as numerous migrant and foreign workers. There are 45 regional languages spoken, and 650 more additional languages and dialects spoken by portions of their population. The delegation also shared that they must bring their businesses and people into the 21st Century and prepare them for the future. Modernizing their country to respond to technology, global interdependence, healthcare, and climate changes are among the topics they are considering for their planning efforts. They are building off many years of industrialization, yet their largest industry sector is still tourism. They have a

culture that values education, with a 95% adult literacy rate, yet very few people go on to complete degrees or postsecondary credentials. They would like to build pathway programs that are developed with industry growth sectors and that prepare workers to weather the technological and other changes in the workplace.

After researching promising practices and results, they chose three places to visit to help inform their planning. Along with Washington state, they were visiting British Columbia and Oregon. Guided by their top priorities for information-gathering, agency staff provided a presentation on Washington's workforce system, the Board's structure and roles, the work of local Workforce Development Councils, data we collect to measure performance outcomes of key workforce programs, industry partnership programs in various industries — with a detailed look at the healthcare sector, the Health Workforce Council and the Health Workforce Sentinel Network, and—of course, an overview of Career Bridge, along with copies of the new Where Are You Going? career guide. The delegation asked questions and engaged in discussion with Eleni, research staffers Randy Smith and Terje Gjertsen, WIOA Policy Manager Elizabeth Court, the agency's Deputy Director for External Affairs Nova Gattman, and Communications Director Marina Parr. Erica provided her usual excellent support for logistics and supplies for the meeting.

6. **Career Bridge modernization project kicks off** — Workforce Board staffers Marina Parr and Randy Smith kicked off the one-year legislatively funded project to modernize Career Bridge in late July. You might recall that the Board had requested funding for a three-year effort but was asked to slow it down and to work with the Office of the Chief Information Officer (OCIO) on the next request beyond the first year. They contracted with Mitesh Shah to serve as Project Manager through an interagency agreement with Technology Solutions Group (run by SBCTC). Mitesh has extensive IT experience in project management, application, and database architecture, including over two years working with the state's Employment Security Department as a lead data warehouse architect. Mitesh has been meeting with Randy and Marina remotely, along with representatives from OCIO/WATech. The Career Bridge modernization project is funded at \$460,000 for year 1, which ends June 30, 2023, and includes Mitesh's position, as well as funding for vendors for site architecture improvements, user experience storyboarding, and a Quality Assurance contractor to help with risk mitigation. The Workforce Board is grateful for this initial investment in making the site mobile-friendly and laying the groundwork for future improvements.

Agency staff are preparing a Decision Package for the upcoming legislative session (see details in this Board packet) to request an additional \$950,00 over the next biennium, plus \$150,000 (ongoing) for dedicated staff. This would help to fully modernize and continue to update this nationally recognized, public-facing website making it accessible to disadvantaged, diverse, and rural populations across Washington. It would also provide funding to build a long requested digital portfolio that aligns with High School and Beyond Plans.

7. **Eleni presents on industry partnerships to Advance CTE virtual conference** — Advance CTE, the national organization for state CTE directors, has been hosting virtual "mini" conferences over the past couple months to support the roll-out of the latest initiative, "CTE Without Limits." "CTE Without Limits" poses a framework centered on educational and economic equity that optimizes and leverages resources, blurs the lines between academic and occupation education, values all learning regardless of modality, and emphasizes the value of work-based learning and lifelong learning, establishing meaningful and lasting industry partnerships is key to this framework. I provided a short presentation on some of the critical components of effective partnership-building and then participated, with my co-panelist, Joy Hermesen from Futuro Health, in an open discussion on the topic.

8. **Health Workforce** — The Workforce Board’s health workforce portfolio (part of Nova’s team) continues to assist in the sector’s workforce challenges. We have received a significant investment of funding from the state budget to continue our work in this sector (both new and ongoing work). We have ongoing support for the Health Workforce Council and the Health Workforce Sentinel Network from the state budget, and a proviso ending in June next year for behavioral health. We added a new focus sector in the health workforce as of July 1, with two different legislative provisos focused on the long-term care workforce. For more information about the Board’s health workforce efforts, see <https://www.wtb.wa.gov/planning-programs/health-workforce-council/>. See below for more details about each health workforce initiative underway.

Behavioral Health

Board staff are working in partnership with Halcyon Northwest, a research contractor, to assess the status and relevance of prior recommendations made as part of the board’s Behavioral Health (BH) Workforce Assessments done in 2016-17, 2019-20, and 2021. This was a legislative charge to the BH Workforce Advisory Committee (BHWAC – the group of stakeholders engaged in the previous Assessments) in the 2021 budget – it is meant to be a status update and a lookback to see what recommendations and issues still remain a priority for this sector of the health workforce and could spur future investment or policy action. The team has been conducting key informant interviews to assess the status of each recommendation. These findings will be used to inform six workforce meetings planned for August (details posted on our health workforce page). Stakeholders will have an opportunity to attend sessions on topics such as licensure, reimbursement, and supervision to give their feedback and prioritization. This work will be combined with two other research efforts done as part of a separate legislative proviso by the UW Center for Health Workforce Studies and Washington STEM to create a more complete picture for policymakers. Our final report is due December 1, 2022.

Health Workforce Council

Board staff are in the final planning efforts for an upcoming Health Workforce Council meeting on August 12. Board staff provide support to the Council, which is a separate group from the Workforce Board, though the two organizations have many partners and stakeholders in common. The August meeting will include updates on behavioral health, long-term care, the Health Workforce Sentinel Network, and oral health workforce efforts. The October meeting will focus on the annual report to policymakers and December is planned as a legislative preview.

Long-Term Care Workforce

In July, the Workforce Board began implementation of a three-year project to strengthen the long-term care workforce in the state. The project includes both the launch of a nursing assistant to licensed practical nurse registered apprenticeship and a research and community outreach effort to better understand and respond to challenges specific to this workforce. The apprenticeship implementation is a continuation of the planning work executed by the Nursing Care Quality Assurance Commission over the past few years. The Board hired the first of three new staff members who will oversee the long-term care projects over the next three years. Dr. Donald Smith will start on August 8 (bio below) as the Long-Term Care Policy Manager. Recruitment is currently occurring for a senior health workforce researcher, and we’ll be launching a recruitment for contract management soon.

Dr. Donald J Smith, Jr. Bio

Dr. Smith has enjoyed a successful career as a public servant, community activist, policy specialist and healthcare professional. Dr. Smith’s career in public service began as a police officer in Dallas, Texas prior to completion of his Doctoral work at the University of Texas Southwestern Medical Center. After receiving his

PhD in Immunology, Dr. Smith began work with Parkland Hospital's Violence Intervention and Prevention Center, the start of his efforts to influence community education, intervention and prevention of domestic violence and child abuse. These efforts led to the development of programs for law enforcement, educators, and healthcare providers in the identification and prevention of abuse and neglect among children of all ages. In 2015, Dr. Smith moved into long-term care in Spokane, where he ultimately secured his Administrator's license with the State of Washington. After four-plus years serving as an Administrator of a skilled nursing facility, including 28 months during the COVID pandemic, Dr. Smith rekindled his passion for public policy related to long-term care. Dr. Smith has served on the Board of Directors for several non-profit organizations including LeadingAge Washington and Generations Center in Dallas, a non-profit research and education organization that he founded with a colleague in 1999.

In his personal time, Dr. Smith enjoys a wide range of outdoor activities including hiking, softball, and cycling with his wife (Chelsey) of 10 years. He is trained as a chef and enjoys preparing (and trying) a wide range of culinary styles. Dr. Smith also enjoys woodworking when he has some free time to devote to small projects.

9. **Workforce Board staff supports Dislocated Worker Grant** — The COVID-19 dislocated worker grant (DWG) is a competitive grant awarded by the US Department of Labor to Washington's Employment Security Department for the purpose of providing immediate re-employment, training, supportive services, and virtual service-delivery strategies. ESD is the grant administrator. Programmatic funds are distributed to the 12 local workforce development councils to design and execute services responsive to the needs in their respective regions. In July, Board policy associate, Joe Wilcox, carried out the following key activities in support of DWG efforts:
- Distribute to DWG grant operators the first monthly newsletter highlighting statewide activities, reports, and resources that supplement COVID-19 Dislocated Worker Grant (DWG) activities and programs. These updates focus on the following area previously specified by DWG stakeholders, specifically:
 - relevant data usage and analysis, DUN and Bradstreet data analytics;
 - future of work updates;
 - healthcare updates (including Health Workforce Council) led by Board a Social Policy staff;
 - credential transparency and interoperable learning and employment records (LERS); and,
 - other resources and efforts as applicable.
 - Update the resources on the Board's Future of Work webpage.
 - Utilize the Dun and Bradstreet database to explore Washington industries that expanding or contracting to better understand workforce needs.

Dear Eleni Papadakis (and everyone on the Washington Workforce Board),

Thank you so much for awarding me the WAVE scholarship! I am incredibly thankful to have been chosen for this scholarship. Without this award, it was going to be difficult to afford college, but now my family and I do not have to worry as much.

This will definitely help me achieve my goals and start me on my path to becoming an RN and midwife. Once again, I am extremely grateful that you selected me for this scholarship and am thankful for the opportunities it opens up for me.

Sincerely,
Sierra Richmond

Tab 3

Workforce System Legislative Agenda Planning

Panel Presentations:

- **Multiple Pathways to Economic Success for In-School Youth**
 - **Workforce Impact Fund**

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 8/3/22

<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: Board staff, with the support and direction of the Board Co-Chairs, has been providing opportunities for deeper learning on concepts of interest raised in the April and May Board meetings.</p> <p>The Board will hear updates and provide feedback on legislative requests, continue learning about promising practices, and offer direction to staff and stakeholders on what information or work is needed to make a final decision on support items in a future meeting.</p>
<p>TAP STRATEGIC PRIORITY: Which TAP strategic priority or priorities does this recommendation support? Can you tie to specific goals and objectives in TAP? Briefly describe these connections. If the connection is unclear, describe why this is of consequence to the Workforce Board and/or workforce system.</p>	<p>THIS IS IMPORTANT TO THE WORKFORCE SYSTEM BECAUSE: Board members will be able to learn from system leaders about two topics:</p> <ul style="list-style-type: none"> - Developing opportunities to improve economic success for in-school youth, with a goal of addressing the approximately 40 percent who do not go on to any postsecondary credential. - Continue discussing challenges and limitation of WIOA at the local service level, including needs gaps for participant groups and communities, as well as consideration of the concept of a Workforce Impact Fund. <p>The Board has long supported improving outcomes for young people, and the concept of multiple pathways to economic success. Similarly, the Workforce Impact Fund panel will highlight gaps in funding or structural limitations of the Workforce Innovation and Opportunity Act (WIOA), and help the Board identify where additional funding investments would most benefit the customers of the workforce system.</p>
<p>BACKGROUND: Short history of this topic. What has been tried, to what result? What evidence exists to support this recommendation?</p>	<p>Session 1: Multiple Pathways to Economic Success for In-School Youth Panel In the April Board meeting, there was a data point shared that approximately 40 percent of young people do not go on to any form of postsecondary credential. The Board heard from several community organizations about their work to help address this need. The August meeting will have a return of Superintendent Reykdal with a policy proposal for the Board to consider, as well as several new presenters sharing information on career-connected learning opportunities for in-school youth.</p> <p>Chris Reykdal, Superintendent of Public Instruction Superintendent Reykdal and the OSPI team continue to develop pathways to high school graduation and postsecondary credentials that emphasize student credential attainment while students are in high school. The OSPI team will use existing rulemaking authority to expand credit for work, and they will seek full funding from the Legislature to pay for all higher education fees charged to K–12 students who are taking college-level and postsecondary credential programs. The Superintendent will present data on the demographics and assessment achievement levels of high school graduates who are not attending traditional postsecondary offerings one year after high school graduation. Board members will be offered the opportunity to sign on in support of the Superintendent's proposal(s) or request additional information for a final decision at the September special meeting.</p> <ul style="list-style-type: none"> - <i><u>Note:</u> Superintendent Reykdal will be presenting at 3:00 p.m. at the August 3 Board meeting.</i> <p>Youth Registered Apprenticeship The South Central Washington STEM Network at Educational Service District (ESD) 105 was developed in 2012 by regional business, education, and community leaders in order to create a coordinated system to change outcomes for young people and employers in South Central</p>

Washington. The STEM Network convenes business, community, and education partners to identify opportunity gaps for students and businesses. They work with regional partners to create equity and research-driven Career Connected Learning (CCL) goals for career exploration, preparation, and launch programs. Finally, they lead the planning and coordination with community stakeholders to develop and implement regional solutions, measuring the impact to inform the implementation and scale-up of programs. Panelist Shelly O'Neill is the CCL Coordinator for this organization. See the attached flyer for the list of business services available from ESD 105.

Shelly will be speaking to her experience as the Career Specialist at West Valley High School as they launched the first in the state in-school registered apprenticeship program for high school students, which has now expanded across the region. Shelly will share lessons learned and specific details about West Valley's experience with registered apprenticeship for high school students and how it could be scaled to any other school in the state.

Career Connect Washington Program Builders

Computing for All

Computing For All (CFA) is a 501(c)3 non-profit working in partnership with business, education, government, and community-based organizations to provide underrepresented young adults with the skills needed to begin an entry-level information technology (IT) career pathway. Their goal is to help build a world where the growth of the IT industry creates an inclusive, economic prosperity for all, and where IT sector companies and their employees are engaged and active participants in making an equitable economy. They collaborate with high schools, colleges, and employers to align curricula with the up-to-date skills that employers demand, building new career pathways for people who have been historically underrepresented in IT. CFA's software development pre-apprenticeship program has been serving students since January 2019. Students build job skills and professional networks with hands-on project work experience under the tutelage of employer mentors from companies like Bank of America and Smartsheet. Qualified students have been invited by these employers to work at full-time summer internships.

CFA's Career Launch high school programs include Information Technology Support (Yakima County), Cybersecurity (King and Pierce Counties), and Data Center Technician (Grant County). Each Career Launch program provides academic curriculum, work-based learning, and college credit for students to enter the career pathway of their choice. Their Cloud Computing Career Launch program in seven participating community colleges offers AWS certified curriculum and industry credentials along with internships to get these students prepared for entry level jobs in the tech industry. They also provide digital literacy training to those who have socioeconomic or other barriers to employment, including partnering with community-based organizations such as the Seattle Jobs Initiative to provide digital literacy training and support for underserved populations.

Next Move Internship Program

The Next Move Program believes that all students should have the opportunity to make informed choices about their future. They also believe that personal experiences, such as internships in a chosen career field and a meaningful relationship with a career mentor, can have a lasting impact on a student's personal and professional journey.

The Next Move Internship Program has supported students in Pierce County with career awareness, exploration, and preparation for over 17 years. Each school year, The Next Move Program engages over 600 students in career awareness and exploration through their Intro to Internship course where students research career pathways, build resumes, write cover letters, and practice professional networking and communication skills. Upon completing Intro to Internship, students are placed in unpaid, credit-bearing internship experiences in the community. With over 250 different community partners, Next Move gives students first-hand experience in a career field that they hope to pursue in the future. Internship experiences also allow students to build their resumes, connect with career mentors, and ensure that they make informed decisions about their post-high education.

	<p>DVR and Pre-ETS DVR Director Terry Redmon and the DVR transition team continue to work with OSPI, DDA, and other community partners to strengthen efforts for successful delivery outcomes for youth, ages 14 to 21. Fifteen percent of DVR's budget is allocated for Pre-Employment Transition Services, or Pre-ETS, allowing DVR to dive into service delivery, ensuring students have what they need to be successful as they transition from school to life beyond school in the adult world. DVR is also leading legislative efforts through Senate Bill 5790 to achieve delivery of the School to Work program to all counties in the state to improve access for students with intellectual and developmental disabilities. Melinda Bocci of the transition team will present information and an overview of Pre-ETS and Senate Bill 5790.</p> <p>DSB Youth Services Request Department of Services for the Blind (DSB) provides extensive employment and training services to blind/low-vision customers of all ages. As part of their WIOA work, DSB has historically used funding from WIOA Pre-Employment Transition Services set aside to provide career explorations services to individuals under age 14. This service is critical to help a young person explore opportunities as well as develop a range of challenging and time-intensive skills to be as independent as possible outside of secondary education.</p> <p>In a recent review from the federal government, DSB has learned that providing these services to those under age 14 is no longer an allowable use of funds and will be approaching the Board with a request to support a legislative proposal to provide state funding to continue this important work.</p> <p><i>Note: As of the time of this packet's release, the final proposal to secure allocable funding to continue provide services to blind youth under age 14 was not quite ready; Board staff will be following up with a copy of the proposal once it's complete.</i></p> <p>Session 2: Workforce Impact Fund Panel The second section of the meeting continues the focus on challenges facing the provision of local services due to funding levels or other limitations in the federal Workforce Innovation and Opportunity Act (WIOA). Board members will be asked to consider supporting the creation of an annual \$50 million state-funded Workforce Impact Fund. The Washington Workforce Association has provided a white paper on this fund that can be found further in this packet.</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: Information and discussion only, although there is opportunity for action on individual items. Board members will have multiple opportunities throughout the day to engage with the presenters and discuss policy implications as a group. The Board <u>may</u> choose to vote to support any of the items discussed in the August 3 meeting, but there will be a special Board meeting in early September for the formal action item process as needed.</p> <p>At the conclusion of the meeting, the Board should feel comfortable in providing direction to staff on developing additional learning opportunities for the Board where needed, as well as asking any questions for staff and organizations to help make a final decision on any legislative requests in September.</p>

Elective Credits for Work Hours

Background

Nearly 30% (45,000–50,000) of Washington’s students are employed in high school. Through work experience, students learn employability and leadership skills and practices that support their long-term success in the workforce and in life. This plan recognizes and honors the value of work by allowing students ages 16+ to earn up to 4 elective credits toward their high school diploma through paid work experience that is documented with and verified by their school.

Policy Proposal

- Students must meet minimum employment eligibility requirements and be age 16+.
- Students may accumulate elective credit at the following rate: 360 work hours = 1 elective credit; 180 work hours = 0.5 elective credit.
- Students may earn up to 4 elective credits – and no more than 2 of those credits may be earned in a year – through verified work experience.
- Only **elective** credits are eligible as equivalencies for work experience.
- Students must complete a request form and provide verification of employment.
- Students’ High School and Beyond Plan must include their work experience.
- Schools will receive full funding for the student FTE, as their responsibilities for serving the student (verifying employment, connecting with employer on student progress, etc.) will continue.

Outcomes for Students

To earn a high school diploma in Washington, students must earn 17 credits in core subjects aligning with university admissions requirements, complete a personalized graduation pathway, and earn 4 credits in elective subjects. Through those electives, students can choose courses that align with their interests and post-secondary goals. Offerings are not consistent across school districts, though, and in many areas, options are very limited. Allowing students the option to build work into their schedule and earn elective credit for their efforts further recognizes and honors the differing pathways that students choose for themselves.

The purpose of a high school diploma is to declare that a student is ready for success in post-secondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. Work experience contributes to these ideals by providing students with the opportunity to practice and demonstrate skills like effective interpersonal communication, personal finance, time management, taking direction, receiving critical feedback, and following through on commitments, among others. Our schools have an opportunity with this proposal to truly recognize and honor the knowledge, skills, and abilities students acquire through paid employment by allowing students’ work experience to contribute to their high school diploma.



Meaningful funding and supports that center the needs of students (Aligned with OSPI Strategic Priority #4)

- Fully fund special education and remove the 13.5% cap
- Develop a more transparent student transportation funding model that not only funds the actual costs of transporting students to and from school but also recognizes the costs of transporting special populations of students such as youth in foster care, youth experiencing homelessness and those with IEPs
- Provide universal meals to all students regardless of income status
- Continue increasing the number of school staff funded through the school funding model: The 2019 Staffing Enrichment Workgroup made recommendations to the legislature. The legislature has made significant progress in those recommendations by increasing the allocation for school counselors, psychologists, social workers, and nurses. Get a refresher by revisiting the [2019 Staffing Enrichment Workgroup Recommendations](#). We'll be asking the legislature to follow through on the rest of the Phase 1 recommendations which may include:
 - Increasing the allocation for principals
 - Increasing the allocation for family engagement coordinators + student, and staff safety
 - Adding continuous improvement coaches to the model
 - Increasing the number of state funded PD days

A diverse, inclusive, and highly skilled workforce (Aligned with OSPI strategic Priority #3)

- K-12 Basic Education Compensation Advisory Committee recommendations: 2021 legislation directs the OSPI to convene an advisory committee to develop recommendations to the Governor and the legislature that supports recruiting and retaining a multicultural and multilingual educator workforce.
 - The Advisory Committee will report its recommendations for salary rebase and compensation adjustments to OSPI in September. The Superintendent shall make official recommendations to the Governor and the fiscal committees of the legislature by September 30, 2022.
 - Learn more about the committee and review their meeting materials here: [K-12 Basic Education Compensation Advisory Committee | OSPI \(www.k12.wa.us\)](#)
- Stable, Effective Leadership through principal/Administrator recruitment and retention strategies
- Beginning Educator Support: Expand quality induction and mentorship for all new educators, Inclusive of ESAs, principals and differentiated funding levels for teachers of SPED; ELL/Multilingual; or who are serving with Limited certificates
- Expand Teacher Residency Programs

Rigorous Learner Centered Options (Aligned with OSPI strategic goals #2)

- Universal access to Dual Language in Elementary school
- Equitable access to dual credit by eliminating student costs

Office of Superintendent of Public Instruction
2023 Budget Requests

Equitable Access to Strong foundations (Aligned with OSPI strategic goals #1)

- Statewide resources to support Holocaust education
- Support statewide access to high-quality, hands-on science learning

Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals (Aligned with OSPI strategic goal #4)

- Increase funding to support the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- Facilitate access to information and materials on educational improvement and research by increasing the research capacity of the Center for the Improvement of Student Learning

Placeholders:

- Funding for HB 1833: Establishing an electronic option for the submission of household income information required for participation in school meals and programs. The bill directed OSPI to identify costs associated with an electronic database for collection of household income information. OSPI is supposed to notify the legislature of a plan and cost associated with developing the system by December 2022. This placeholder will remind the Governor and the legislature that those cost assumptions are coming.
- Funding for OSPI Apportionment System Redesign. The legislature provided OSPI \$250K to conduct a feasibility study for redesigning our apportionment system. This request is a placeholder for those funds.



South Central Washington STEM

Science, Technology, Engineering, & Mathematics

PARTNER ENGAGEMENT OPPORTUNITIES

Industry leaders play an essential role in collaboration with K-12 educators to ensure that **ALL** students in South Central Washington receive a high-quality STEAM education, and the opportunity to participate in Career Connected Learning activities that lead to an interest-driven career path and a family-wage job. From **Career Connected Learning** opportunities to **STEAM activities**, there are many ways employers can engage in STEAM education and workforce talent development.

WAYS TO GET INVOLVED

TIME
INVESTMENT



STEAM OPPORTUNITIES

Support students engagement in STEAM (Science, Technology, Engineering, Art, Mathematics) experiences

- Serve as a Day Sponsor for the STEM Building at the Central WA State Fair
- Participate in the Community-Wide Early Math Initiative

Low



CAREER AWARENESS

Support students' early awareness of exciting careers in your industry.

- Serve as a classroom Guest Speaker
- Participate on a Career Panel
- Attend and host a table at a Career Fair
- Host a Worksite Tour for students to visit your company (In-person or Virtual)

Low



CAREER EXPLORATION

Inform and motivate the next generation of young professionals and help teachers connect your careers to their curriculum.

- Provide a student Job Shadow or Informational Interview
- Participate in a STEM Like Me event
- Offer a teacher Job Shadow
- Participate in the Live Here, Work Here video project

Mid



CAREER PREPARATION

Advise students and provide them with career experiences linked to their classroom learning.

- Mentor a high school or college Intern (unpaid)
- Serve as a student Advisor

High



CAREER LAUNCH

Develop a ready workforce with the credentials required for jobs in your industry.

- Hire a paid Intern
- Employ and train an Apprentice

High



ADVOCACY

Demonstrate public support for a high quality STEAM education, and a career connected learning system that provides every young adult in South Central Washington multiple pathways to an in-demand career and a family wage job.

Support for a high quality STEAM education and a regional Career Connected Learning system that prioritizes:

- Student Interest
- Multiple Career Pathways
- In-demand Occupations
- Post Secondary Credentials
- Equitable Access

Low



FUNDING

Provide flexible funding that supports collaborative and innovative activities and programs.

Contribute to the community-wide activities and events:

- STEM Building at Central WA State Fair
- Early Math Initiative
- Computer Science Trainings
- Robotics Trainings
- Art Integration Trainings
- Teacher Professional Development
- STEM Nights
- Career and College Readiness Events

Low



INDUSTRY TABLES & COMMITTEES

Serve as an Industry Representative on a committee or board.

- Serve on a Career and Technical Education (CTE) Advisory Board or a school district industry-specific Career Pathway Committee
- Serve on an Industry Roundtable to help create a new training program to create a future workforce for your needs
- Represent industry on a focus group
- Serve on STEM Network Advisory Board
- Participate in a curriculum development process

Mid

For more information, contact:

Mark Cheney at mark.cheney@esd105.org

Hugo Moreno at hugo.moreno@esd105.org

Shelly O'Neill at shelly.oneill@esd105.org



Workforce Impact Fund

On the heels of the pandemic, Washington state is experiencing a workforce gap - a gap that must be addressed with targeted funding in a new statewide *Workforce Impact Fund (WIF)*.

As the economy remains uncertain, the demand on Local Workforce Development Boards (Local Boards) to meet the needs of employers and job seekers is growing at a time when resources to do so are shrinking.

Employers continue to struggle finding qualified talent to fill the more than tens of thousands of vacant jobs across the state, including thousands of living wage jobs in critical industries like Healthcare, Education, Manufacturing and Construction. Even prior to the pandemic, Washington's businesses were reporting that many job seekers did not demonstrate the skills and competencies necessary for the positions they were seeking to fill. The greatest impact has been on small, mid-size and rural businesses, and workers who are disproportionately women, people of color, people with disabilities, and people with basic skills deficiencies or limited English proficiency.

To close the gap, Local Boards are requesting the state of Washington to create a ***Workforce Impact Fund*** of \$50 million per year to expand Local Board capacity to serve employers and job seekers. This critical investment will boost meaningful employer engagement at the local level, provide additional funding for skills-based training and work-based learning opportunities, and offer the support necessary to prepare people for work in the post-pandemic economy.

IMPACTING OPPORTUNITY

The technical competencies required of the current and future workforce are growing. To meet the growing demand for skilled workers, we must access every tool available to prepare job seekers.

Funding post-secondary degrees and certificate programs alone will not be sufficient to move enough low-skill job seekers into these living-wage quality jobs. Adaptable funding is needed to provide more resources to connect job seekers with basic needs support and earn-and-learn opportunities, including pre-apprenticeships and apprenticeships, to align our training and education programs and meet the needs of employers.

Barriers to employment are complicated. Some are rooted in basic skill deficiencies and English proficiency, and some are the result of multi-generational poverty, particularly in our disadvantaged populations. Others are more clear-cut. Access to a post-secondary, two-year degree or certification program can be out of reach for job seekers living on the financial bubble.



Workforce Impact Fund

Adaptable funding through the WIF would address common financial issues not solved by current federal, state and local services, such as:

- Bridging the financial gap to ensure stable housing – for example, first and last months' rent and deposit requirements can and do impact access to educational and job attainment.
- Supporting financial needs for state identification, such as a driver's license, can mean access to services as well as getting to and from work or school.

Finding the right combination of services and support to prepare job seekers to meet the demands of employers requires a responsive system that can adapt to the specific needs of the individuals it is serving. The WIF will position Local Boards to expand the system's capacity to move more people into living-wage jobs.

IMPACTING LOCAL ECONOMIES

Local Boards are important to the long-term health and prosperity of local economies. We are positioned to convene key stakeholders to identify, study and understand industries crucial to the region's economic success. It is from this vantage point that Local Boards can engage employers to understand their labor needs, and work with system partners to design, develop and deploy an effective system to prepare talent that aligns to demand.

To accomplish this, we must have the resources to increase employer engagement and fill gaps where federal and other funding sources cannot or do not meet the need. Local Boards lead local efforts to:

- Identify and understand industries crucial to local economic success, including short and long-term employer needs.
- Work with system stakeholders to ensure access to necessary education and training resources for in-demand quality careers.
- Develop resources to help job seekers understand career pathways and what is needed to be successful in a particular occupation.
- Support job seekers, regardless of their backgrounds, to obtain the necessary skills and experience to align to employer needs.
- Hold system partners accountable for outcomes related to locally secured resources.

Aligning the skills and credentials of Washington workers with the current and future needs of our businesses requires significantly greater and adaptable investment through a state Workforce Impact Fund.

More resources are needed to keep pace with the unprecedented level of change in the workplace. Whether reskilling existing workers or trying to attract new talent to expand their



Workforce Impact Fund

businesses, employers need increased access to key resources and talent to keep them competitive.

Washington has an array of resources that can help prepare job seekers to be workforce ready. It is a complex web of resources that is often difficult to navigate and particularly challenging for disadvantaged populations.

Under the leadership of Local Boards, the WorkSource system (Washington's public workforce system) provides infrastructure to align talent to opportunity and resources to support their effort to land a job that fits their financial needs and their skills.

Whether you are an older worker displaced by the pandemic, a younger person that failed to connect to higher education after high school, or otherwise unprepared for a living-wage job, WorkSource has a proven track record of connecting job seekers to local opportunities with employers. Through WorkSource, job seekers can obtain support services, access training and certification, and make connections to vital partners that offer a range of resources including housing, childcare, career connected learning, and more. This puts them on the path to reenter the workforce and reach long-term economic independence.

Local Boards, via WorkSource, align employer and job seeker needs through:

Employer Services

- Assistance creating and defining employment opportunities, framing skill and educational requirements and defining work experience. Employers also need assistance in attracting ready-to-work talent, which is becoming more challenging with the workforce changes during and after the pandemic lockdowns and the current uncertainty in the economy.
- Support funding for initial and ongoing skill development, work experience including on-the-job training, pre-apprenticeships and apprenticeships, and incumbent worker training.
- Assistance navigating and leveraging the system of resources that can help them to connect with talent, accessing Job Skills Program and other up-skilling or reskilling programs, leveraging the public job matching system for short-term needs, and accessing employment subsidies for job-related training and support to attract nontraditional populations and meet the needs during times of growth.

Job Seeker Services

- Career pathways and career exploration through a self-sufficiency calculator and financial coaching support to understand income needs and the current job market and skills needed to meet those needs.



Workforce Impact Fund

- Career development plans customized to individual worker's needs and funding to address barriers to workforce reentry, such as access to support services for basic needs, housing, and childcare.
- Job Matching for transactional employment needs through an understanding of the local market and self-directed services to quickly return to work.
- Intensive services to address barriers to workforce reentry, such as connection to support funding and community-based organizations to assist with remediation, connectivity to education services at our community college system for basic education and English proficiency services.
- Skill development funding and connection to post-secondary education and training services, enhancing soft skills to improve job readiness, and retention services that assist with barriers as they arise during employment to prevent job loss.

These crucial services, funded under the federal Workforce Innovation and Opportunity Act (WIOA), are limited in scope and insufficient to meet employer labor needs. Designed to quickly return displaced workers to similar work with only small investments, WIOA alone cannot meet the current and future capacity demands faced by employers. To remain competitive, Washington must act to rapidly expand capacity to service employers and job seekers.

Where Local Boards see the need for adaptable funding and how the Workforce Impact Fund could move more people into living-wage careers:

The unique needs of each Workforce Development Area (WDA) will vary from region to region. Local Boards are in the best position to convene key stakeholders to determine how to expand capacity by leveraging existing funding in combination with the WIF. The \$50 million investment would, at a minimum:

- Expand employer engagement capacity to increase the number of employers served, especially smaller employers and those in rural communities, connecting them to the full range of services available.
- Expand the capacity to serve and connect disadvantaged populations, non-traditional workers and people of color to in-demand, to living-wage jobs.
- Increase job readiness training for soft skills (hygiene, appropriate attire, timeliness, etc.), resume and cover letter building and improving interview skills.
- Increase skill development such as training and credentials for employment and short-term credentials.
- Increase paid work experience and subsidized employment to ensure successful career launch and readiness for jobs with local employers.
- Increase post-employment services, including supporting job seekers after placement to ensure success in the workplace and retention with an employer.



Workforce Impact Fund

- Increase support assistance, including transition to employment, such as ensuring stable housing and childcare.
- Add financial coaching services to support long-term self-sufficiency, typically under-funded or non-existent in the system.

Expanding access to these employer and job seeker services will proportionally increase the number of jobs filled by qualified and ready-to-work individuals.

Investing in the Local Boards is the right investment for employers and job seekers.

IMPACTING THE COLLECTIVE

The WIOA Workforce System in Washington, made up of 12 business-led local workforce development boards:

- Moved 12,500 job seekers into high-wage employment in 2021
- 72% success rate of employment for 1 year, with a median wage of \$34,000/yr
 - 75% gained credentials
 - 52% had a measurable skill gains
- Over 26,117 served in 2021 Service Demographic (from PIRL report)
 - Priority populations served
 - 9,799 BIPOC
 - 5,761 Low Income
 - 5,018 Older Workers
 - 2,200 Ex-Offenders
 - 2,901 English Language Learners
 - 1,175 Homeless
 - 19,462 Unemployed
- By leveraging a local network of partners, Local Boards served
 - Adults, youth and dislocated workers' support (cradle to career support)
 - Special needs populations
 - Equity focused populations
 - Comprehensive services to help job seekers connect to a career pathway that leads to self-sufficiency

By establishing the WIF, Local Boards can produce outcomes for employers that would have a significant impact on closing the workforce gap in Washington.

Based on current performance outcomes, the WIF would allow Local Boards to **commit to increased annual output** as follows:



Workforce Impact Fund

- Serve an additional **6,400 employers**, significantly expanding access for smaller and rural employers.
- Place an additional **4,000** job seekers in living wage jobs, with a focus on those most in need of these opportunities.
- Train **4,000** job seekers to meet the needs of the local employers.

These outcomes would be above and beyond the federally funded outcomes, increasing the system's capacity to meet employer demand.

ACCOUNTABILITY

Local Boards understand accountability and the importance of meeting outcome expectations.

Local Boards are business-led, reflecting Washington's Workforce Training and Education Coordinating Board and consist of local representatives from employers, labor, community colleges, state agencies, CBOs, and economic development partners. Authorized by locally elected officials to manage the federal WIOA funds distributed to each county in the area, Local Boards are focused on performance and accountability related to the funding and provide oversight of the WorkSource System and its network of partners. Failure to meet performance outcomes can lead to reduced funding for the Local Board. Local Boards negotiate program performance targets every year based upon guidance from U.S. Department of Labor and State Workforce Board. These targets encompass the number of individuals placed in employment, those that retain their jobs for a year, the number of credentials earned, and the earnings achieved by the people we serve. Expenditures are also closely tracked by each Local Board to ensure funds are utilized in accordance with meeting individual and program goals, as well as to remain in compliance with the myriad rules and regulations required by each fund source. All Local Boards monitor their program and financial performance closely throughout the year and course correct service delivery to ensure targets are met. Local Boards operate within a highly regulated, monitored, and audited system overseen by state and federal funding authorities.

This system was designed to create interdependencies upon the full system of partners to achieve success. Each of three cognizant federal agencies, Department of Labor, Department of Health and Human Services, and Department of Education, contribute key resources and subject matter expertise to the system. Bound by common performance outcomes, the WIOA framework models an integrated service delivery approach that allows local systems to combine resources from multiple partners and funding streams to achieve success. This allows for local decision making, empowering local communities which are best positioned to make decisions on how the funds should be invested and keeps Local Boards accountable for outcomes related to the funding.



Workforce Impact Fund

The establishment of the WIF would leverage existing agency infrastructure and empower the State Workforce Training & Education Coordinating Board (WTECB) to set state-level outcomes.

The Workforce Impact Fund would be overseen by the Workforce Training & Education Coordination Board with the Employment Security Department overseeing the financial administration. As part of this oversight, Local Boards will create a measurement dashboard to account for the additional funds and the impact the investment made in each region, measuring employers served, job seekers and employer training opportunity placements, and job seekers placed in jobs.

Local Workforce Development Boards will:

- Account for local allocations and will achieve the outcomes related to their allocation.
- Develop local plans to achieve outcomes, working in a transparent manner collectively developing goals with the full system of partners.
- Establish public facing (Local Board websites) dashboards with all reportable outcomes, updated quarterly and reported to WTECB.
- Progress toward meeting key targets, such as employment outcomes, employer engagement across sectors, wage information, skills and educational attainment and reaching underserved communities.

Local Boards commit to sharing additional information on how funds are distributed and used in the local system.

This will include, but not be limited to:

- Full-time Employees: Who, where and the type of work being performed, such as business engagement, community engagement and career navigation, among other duties.
- Job seeker and employer supports, such as the type of services being accessed, organizations utilizing the funding in local communities, training and education and credential attainment, and skill gains (basic skills or OJT/Apprenticeship.)
- In progress participants: Who is serving them and which occupations they are pursuing.

IMPACTING SUCCESS

The following stories of success illustrate the impact Local Boards have every day.

Justice Impacted



Workforce Impact Fund

Increased administrative funding for specialized case management would allow PacMtn to fund a suitable community-based organization to provide pre-release employment services in each of our incarceration facilities in its five counties. Following federal guidance from the Linking to Employment Activities Program (LEAP), inmates nearing release who begin to engage the public workforce system prior to release and continue to have access to the same case manager post release are more likely to successfully transition back to society, find employment, reducing the likelihood of reoffending. Partnered with adaptive funding for support services, access to increased funding for training, and work-experience - all without federal WIOA requirements - allows the case manager to craft a plan to align to the unique individual being served. Further, increased capacity of the Business Engagement team allows the group to cultivate employment opportunities suitable for justice impacted individuals. This supplemental information related to career pathways, would lessen anxiety related to their justice records. This model is currently funded in the PacMtn region with a competitive federal grant but will be unsustainable without consistent and adaptable funding.

COVID-19 National Dislocated Worker Grant

Alicia was working as an assistant at a vision center when COVID restrictions initially cut back her hours, eventually eliminating her job completely. As a single mother attending Yakima Valley College (YVC), the layoff hit hard. Initially, the only thing that kept her family afloat were the extra pandemic unemployment assistance benefits.

Alicia worried that her education would suffer or that she may have to delay training altogether to support her family. Fortunately, she had received the Opportunity Grant through YVC and was referred to the Opportunity Grant Mentorship Program at South Central Workforce Council, whose programs connected her with a mentor and the Employment Recovery Dislocated Worker Grant (ERDWG) program.

The ERDWG program couldn't have come at a better time. With extended unemployment benefits nearing an end, Alicia was worried about paying for books for the next quarter at YVC. (She had been unable to find a job flexible enough to accommodate her class schedule and/or if her children needed to return to remote learning.) ERDWG helped Alicia buy her books and her Career Development Counselor helped her refresh her resume so she could look for survival employment.

The support and guidance of the Career Development Counselor and the support services to cover the gaps in financial aid have allowed Alicia to continue at YVC. She has completed all the required classes for admittance into the Medical Assisting program and connected her to part-time employment as a Medical Assistant Registered which will provide her with valuable hands-on experience.



Workforce Impact Fund

"I really don't know what I would have done without the help of the local workforce board and the national DW program," Alicia said. "I felt like all my plans were going to be cut short due to something I couldn't control. I am very thankful for the help I have gotten from my counselor and her ongoing support."

Leveraging Federal Programs

Tyler's landscaping business was finally taking off, then COVID struck. The owner/operator found himself without work.

He connected with the South Central Workforce Council's programs and told his Career Counselor his career goal was to be a Heavy Equipment Operator (HEO). Thanks to funding from the Disaster Recovery Dislocated Worker Grant (DRDWG) and WIOA Adult program, Tyler was able to enroll in, and complete the HEO training. He then began looking for work, excited to start his dream job, only to find out that most local employers require heavy equipment operators to also have a commercial driver's license (CDL) to transport equipment to and from job sites.

With support from the local board, Tyler pushed on toward his dream. He secured a donation from his church to pay for a portion of the necessary CDL training; the DRDWG and the WIOA Adult program covered the remainder. After overcoming some additional family issues, Tyler finally received his CDL and worked with the local board to develop a resume, write a cover letter, and hone his interview skills. Today, Tyler is working as a heavy equipment operator earning \$25 per hour and expects to see that grow to \$30 per hour within six months.

"They helped me achieve goals I never could have done on my own." Tyler said. "Now I can finally be content with knowing that I have a career that supports my family comfortably."

Tab 4

Workforce System Resubmitting 2022 Decision Packages for the 2023 Legislative Session

PRESENTER NAME: Nova Gattman

BOARD MEETING DATE: 8/3/22

DISCUSSION TIME ALLOTTED: 30 min

<p>ISSUE/SITUATION: Be concise - 1 or 2 sentences that get to the heart of the situation, problem or opportunity being addressed.</p>	<p>THE ISSUE/OPPORTUNITY IS:</p> <p>The Board, at its April meeting, directed staff to analyze the results of the Board's Decision Packages in the 2022 legislative session, and determine which proposals might have traction in 2023. At this meeting, the Board will continue the conversation on reintroducing several of the decision packages for consideration in the 2023 Legislative Session.</p> <p>The Board will have the opportunity to review the requests, hear about any changes made to update the decision packages for a new year, and provide guidance to staff about moving forward with the requests for submission to the Governor in September.</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 continue advocating for strategies and tactics to improve economic outcomes for Washington's workers and businesses. Given the challenges facing our business and workers in the last few years, now is a prime opportunity to continue to move towards action and direction for system's enhancements and policy fixes 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 will allow business, labor, and government to be united in pursuing support from the Legislature and Congress to move issues forward that will best position the workforce system to play a key role in the state's economic recovery. A system agenda provides a sharper and stronger focus on a small set of issues critical to the workforce system, while not prohibiting advocacy for items that are not listed.</p> <p>Developing a small, targeted list of legislative priorities allows Board members and stakeholders to have a much deeper knowledge of key items on the list, allowing for increased participation and advocacy for the workforce system goals before policymakers. The Board will be discussing other items for consideration in other sessions of the August 3 meeting. This session will be to revisit requests from 2022 and provide direction to Board staff on whether to move them forward in the Governor's formal request process. Board members may choose to take action on any of the requests presented at this meeting or finalize their approval in the September special Board meeting (the date of which, as of this document's printing, was not yet confirmed).</p> <p>Given the extensive work required in submitting requests in the formal decision package process (requests are due September 16, 2022), and the limited time between a special Board meeting and the due date for requests, Board members are asked to come prepared with any</p>

questions or concerns, and only advance requests they feel comfortable that they will be able to support on the Board's legislative agenda and through the legislative process.

This meeting's discussion on revisiting items for the Board's decision package requests will cover the following topics:

- Career Bridge Modernization
- Climate Change Workforce Development
- Data-Sharing & Integration for Improved Service Delivery
- IT Equity & Digital Literacy
- Workforce Education Investment Accountability and Oversight Board (WEIAOB)

Career Bridge Modernization

The 2022 decision package to support Career Bridge modernization asked for funding to support a three-year effort, plus ongoing funding for dedicated staffing. Most of the architecture modernization and creation of a student portfolio option (to align with High School and Beyond Planning) would take place in the first 18 months. While there was a great deal of support for this proposal (including an impressive effort by then new Co-Chairs Larry Brown and Gary Chandler), a determination was made to slow it down and have us work closely with the Office of the Chief Information Officer and their WaTech division.

First-year funding, well below our requested amount, was allocated in the state budget, but was "gated" within WaTech to provide additional oversight and support. WaTech staff have been working with Board staff since the legislative session concluded on a proposal for use of the first-year funds (to open the gate for use of the funds), and a process for developing a request for the rest of the modernization work and for ongoing staff support. The first year will be spent primarily on architecture modernization, quality assurance testing, and developing design specifications for next phases of the project.

The 2023 decision package is requesting \$950,000 to complete the project over the next biennium, including modernizing site architecture, mobile-friendly updates, and building the digital portfolio option to allow integration with the High School and Beyond Plan. Additionally, the Board is requesting \$300,000 annually for ongoing staff support (two FTEs—a Career Bridge Manager and an IT system specialist).

Climate Change Workforce Development

Last year the Governor's office requested that the Board submit a proposal to address workforce issues related to climate change and the policies enacted to mitigate climate change. In that proposal, the Workforce Board would convene a wide range of stakeholders to identify the issues and develop policy recommendations for the Governor and Legislature. The proposal did not get legislative traction for funding in the 2022 session. We can assume that is at least partially because the proposal focused on the "how," with limited information and data to explain the "why."

This year the Governor's office is providing WIOA funds to support WSU's Energy Program researchers to do some preliminary work to help shape a decision package, which is currently under active development. They are looking into several federal and state climate change policies enacted recently to explore their impact on critical industry sectors in Washington, and how industry's response to those policies has impacted their workers. They will also determine if there is potential for new occupational employment opportunities for impacted workers. Also, WSU will consider stakeholder engagement models, such as the Health Workforce Sentinel Network, to make recommendations on best, cost-effective strategies to implement an ongoing stakeholder network.

Data-Sharing & Integration for Improved Service Delivery

The original 2022 request asked for funds (\$1.2 million) to hire a contractor for a two-year project to map the data systems of each partner service organization. With a focus on improved customer outcomes, the contractor—under the initial proposal—would recommend

which types of data should be shared and with whom, the specifications for purchasing a “software as a service” solution, outline recommendations for an ongoing governance structure and for the security protocols for the new system. We did not anticipate at this point that the Board would be the ongoing home of the technology solution, as it might be more economical to be managed by a larger administrative entity. The request included part-time internal FTE support of the project as well.

This request was funded in the 2022 budget below the proposed level, funding the part-time FTE amount only, as the allocation assumes the Board staff would do the work, rather than a contractor, and would “own” and manage the software solution. Hired staff would provide technical support and would staff the governance body once created. Funds continue after the first year at a lower amount for a part-time IT FTE, which was included in the original request, but since the project changed significantly from the original ask, a part-time FTE is insufficient to manage the work going forward. The 2023 decision package will ask for funds to increase the ongoing amount by \$151,000 (up to \$275,000) per year to cover the cost of a full-time Project Management FTE as well as ongoing technical support. The full-time FTE will be the project lead, primary liaison to the agency partners, and staff to the governance body.

IT Equity & Digital Literacy

The 2023 decision package will be very similar to the 2022 request. The core partners for this project (Washington State University, Employment Security Department, Washington Service Corps, and State Board for Community and Technical Colleges) will work with the Workforce Board and a wide range of stakeholders to bring entry ramps to IT career pathways to every community in Washington, as well as access to digital literacy learning opportunities. The budget request begins at about \$6 million in Year 1 and raises to about \$9 million in Year 3, as we take efforts to scale. We anticipate reaching about 10,000 people by the end of Year 3. Year 1 is primarily design, development, and piloting.

The core components are:

- Washington’s Workforce Board—Performance accountability and policy development, administer key funds, overall collective impact coordination.
- Washington State University Global Campus—Develop and implement statewide system to eliminate digital illiteracy; create and administer the Workplace Digital Literacy Credential system.
- Employment Security Department/Washington Service Corps—Create the IT Service Corps.
- State Board for Community and Technical Colleges, with support from the IT Center of Excellence—Design study and prototyping of a “living map” of IT occupational pathways and relevant, available education and training resources.

Workforce Education Investment Accountability and Oversight Board (WEIOAB)

The WEIOAB was chartered in the Workforce Education Investment Act (WEIA) enabling statute in 2019 with a charge to provide oversight and recommendation of a multi-billion-dollar fund generated largely from a B&O tax on advanced computing businesses and service industries to support Washington’s higher education system, including the Washington College Grant. Business leaders requested a formal process to help advise funding investments. Its 17 members, all with busy schedules, take their responsibilities as stewards of these funds seriously.

The Workforce Board staff was charged with supporting the work of the WEIOAB, but the funding necessary to provide the level of staffing required was not sufficient to provide anything more than administrative support. The WEIOAB was also limited to four meetings per year in the statute, which means that staff support is especially high in between meetings to ensure the members are prepared to review funding investments, measure progress, and develop recommendations on future fund use. The WEIOAB needs professional staff support to be successful in such important work. The Board is requesting increased staff support to hire a full-time manager for the WEIOAB.

**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?

THE RECOMMENDATION AND/OR REQUESTED ACTION IS:

Potential Action. Staff will provide time for the Board to discuss and potentially act on resubmitting select requests from 2022 for the Governor's 2023 decision package process.

If the Board is not yet ready to take action on any of the policy items up for potential inclusion in the Board's legislative agenda, Board staff will provide time to finalize the requests at a special Board meeting (TBD) to finalize any proposals before the Governor's office September 16, 2022 deadline for funding requests.