

Workforce Training and Education Coordinating Board

2009-2011 Biennium Budget

Strategic Plan Information

Mission Statement

The Workforce Training and Education Coordinating Board’s mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- **Advise the Governor, Legislature, and other policymakers on workforce development policy.**
- **Promote a system of workforce development that responds to the lifelong learning needs of the current and future workforce.**
- **Advocate for the nonbaccalaureate training and education needs of workers and employers.**
- **Facilitate innovations in workforce development policy and practices.**
- **Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.**

Statutory Authority

Created in 1991, the Workforce Board provides planning, coordination, performance management, and policy analysis for the state’s workforce development system as a whole and advises the Governor and Legislature concerning the state workforce development system, in cooperation with the agencies which comprise the state workforce development system and the Higher Education Coordinating Board (RCW 28C.18, as amended). This purpose is realized through two avenues: (1) workforce policy functions of planning, coordination, and performance management; and (2) administration of specific programs, including the Carl D. Perkins Career and Technical Education Act of 2006 (RCW 28C.18 and Public Law 109-270), Private Vocational Schools Act (RCW 28C.10), Tuition Recovery Trust Fund (RCW 28C.10), the Washington Award for Vocational Excellence (RCW 28C.04), and the Veterans Course Approval Program (Chapters 32, 34, and 35, Title 38 USC). In 1999, Executive Order 99-02 directed WTECB to act as the workforce investment board for purposes of the Workforce Investment Act (Public Law 105-220).

*Workforce Training and Education
Coordinating Board
2009-2013 Strategic Plan*



Our Vision

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

Our Mission

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- Advise the Governor, Legislature, and other policymakers on workforce development policy.
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Workforce Board Agency Strategic Plan 2009 to 2013

GOAL 1 – YOUTH

Ensure all Washington youth receive the education, training, and support they need for success in postsecondary education and/or work.

Objective 1-A. Advocate for, facilitate and promote the full implementation of a K-12 comprehensive guidance and counseling system that provides students and their parents with a curriculum to individually plan their pathways and prepare them for future education and/or work after high school.

Performance Measures

- **Number of “Where Are You Going” booklets requested and distributed (including downloads).**
- **Number of Washington Award for Vocational Excellence (WAVE) applicants.**
- **Number of K-12 students using Career Bridge.**
- **Number of school districts implementing Navigation 101.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.A.1	Advocate for the full implementation of a comprehensive career guidance system in middle and high school, including setting goals for expansion each year.	X	X	X	X	X
1.A.2	Advocate for the integration of individual plans for students, including the Individual Education Plan, the 13 th year plan, and individual plans required by specific programs.	X	X	X	X	X
1.A.3	Develop and advocate for policy links to comprehensive career guidance in the high school graduation rules of the State Board of Education.	X				
1.A.4	Develop and advocate for policies that connect youth to the workplace, including job shadowing, mentorships, and internships.	X	X	X	X	X

	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.A.5	Update <i>Where Are You Going? A Guide to Careers and Occupations in Washington State</i> .	X	X	X	X	X
1.A.6	Develop and manage Washington’s Career Bridge website to effectively serve high school student and career guidance programs such as Navigation 101.	X	X	X	X	X
	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.A.7	Promote career guidance tools developed by the agency, including <i>Where Are You Going?</i> and <i>Washington’s Career Bridge</i> .	X	X	X	X	X

Objective 1-B. Advocate for, facilitate and promote effective secondary level career and technical education pathways.

Performance Measure

- **Percent of high school students who concentrate in Career and Technical Education (CTE).**
- **Number of CTE Programs of Study (POS) enrollees, including pre-apprenticeships.**
- **Number of dual credits earned in secondary CTE that are used during college.**
- **Number of CTE courses adopted as an academic equivalent.**
- **Graduation rate among CTE concentrators.**
- **Percent of CTE concentrators enrolled in college or an apprenticeship in the third quarter after high school graduation.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.B.1	Develop and advocate for policies that support the expansion of CTE programs of study, including: <ul style="list-style-type: none"> a. pre-apprenticeship programs b. high employer-demand programs c. CTE sequences in grades 7-12 d. model statewide articulation agreements that ensure access to dual enrollment options. 	X	X	X	X	X
1.B.2	Develop and review secondary Perkins policies and requirements that promote access to CTE.		X			X

1.B.3	Develop and advocate for policies that support the development of academic equivalencies for CTE courses.	X	X	X	X	X
1.B.4	Advocate for high school graduation requirements that include an option for students to pursue a CTE sequence.	X				
1.B.5	Prepare youth transition issues for the Board's participation on the P-20 Education Council.	X	X	X	X	X
1.B.6	Develop and advocate for policies that provide equal opportunities for youth with disabilities and basic skills deficient immigrant youth to benefit from secondary CTE, including I-Best programs for middle and high school.	X	X	X	X	X
1.B.7	Advocate for CTE improvements and expansions in emerging federal legislation.	X	X	X	X	X
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.B.8	Advocate for policies that support alternative models for high schools, including technical high schools and career academies.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.B.9	Develop opportunities that provide for additional CTE teacher recruitment and professional development.	X	X	X	X	X
1.B.10	Administer the Washington Award for Vocational Excellence (WAVE).	X	X	X	X	X
1.B.11	Facilitate development of secondary Perkins technical assessment options and guidelines for accountability measures.	X	X	X	X	X
	Program Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.B.12	Assist Office of Superintendent of Public Instruction (OSPI) in providing new opportunities for students in rural communities to complete a CTE sequence, including distance learning options.	X	X	X	X	X
1.B.13	Help create stronger program links between Job Corps and Skills Centers.	X	X	X	X	X

	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.B.14	Lead preparation of the youth portion of the Carl Perkins Consolidated Annual Report (CAR) performance section.	X	X	X	X	X
1.B.15	Update data needed to produce <i>Secondary CTE Works</i> .		X		X	
1.B.16	Analyze CTE programs for Youth for <i>Workforce Training Results</i> .	X		X		X
1.B.17	Analyze net impacts of CTE programs for Youth.	X				X
	Research Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.B.18	Assist OSPI in development of CTE performance reporting.	X	X	X	X	X
	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.B.19	Promote the benefits of rigorous CTE in helping young people meet higher standards and expectations in high school and in preparing them for careers and further education.	X	X	X	X	X
1.B.20	Promote WAVE.	X	X	X	X	X

Objective 1-C. Advocate for, facilitate and promote policies and programs that increase the high school graduation rate.

Performance Measure

- **Number of fully developed school/community partnerships**
- **Percent of students who drop out in the 9th, 10th and 11th grades.**
- **Percent of students who graduate from high school on-time.**
- **Percent of students who graduate (extended graduation rate).**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.C.1	Advocate for expansion of the Building Bridges program, a comprehensive dropout prevention and intervention system for at-risk youth and dropouts.	X	X	X	X	X
1.C.2	Develop and advocate for incentives for schools to provide funding for at-risk youth and dropouts.	X	X	X	X	X
1.C.3	Develop and advocate for policies that re-engage youth 21 years and under with educational opportunities, including promoting programs that combine GED completion with occupational skills training.	X	X	X	X	X

1.C.4	Identify and make recommendations to reduce the fiscal, legal, and regulatory barriers that prevent coordination of program resources across agencies and community-based organizations to support the development of sustainable dropout prevention, intervention, and re-engagement partnerships.	X	X	X	X	X
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.C.5	Collaborate with education partners to develop state-level performance measures and targets for reducing the dropout rate, increasing the graduation rate, and increasing successful re-entry and achievement for students who have dropped out.	X				
1.C.6	Collaborate with Employment Security Department (ESD) to provide support for Workforce Development Council Youth Councils to foster their success.	X	X	X	X	X
	Program Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.C.7	Work with OSPI to establish a process for identification, development, and replication statewide of best practices in dropout prevention, intervention, and re-engagement, including providing support services for at-risk youth and their parents.	X	X	X	X	X
1.C.8	Work with OSPI in awarding the Building Bridges grant program.	X		X		X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.C.9	Prepare the youth portion of the Workforce Investment Act (WIA) Title I-B annual report.	X	X	X	X	X
1.C.10	Analyze training programs for Workforce Training Results.	X		X		X
1.C.11	Analyze net impacts of WIA Youth programs.	X				X
1.C.12	Prepare Workforce Focus paper on the workforce situation for youth and the performance of workforce programs for youth participants in Washington.		X		X	
	Research Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.C.13	Work with the state level Work Group on evaluation of the Building Bridges program and on development of data to support a comprehensive program, including the implementation of an early warning system.	X	X	X	X	X

	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.C.14	Raise public awareness of the challenges in serving at-risk youth and dropouts, the consequences of dropping out of high school, and the need for dropout reduction.	X	X	X	X	X

Objective 1-D. Advocate for, facilitate and promote policies and programs that reduces the unemployment rate for Youth (including Young Adults roughly defined as 18 to 24 year olds).

Performance Measure

- **Unemployment rate for 20-24 year olds**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.D.1	Research, develop and advocate policies that prepare youth and young adults for employment, including target populations.	X	X	X	X	X
1.D.2	Advocate for summer youth employment programs.	X	X	X	X	X
1.D.3	Pursue a WIA I-B Youth waiver for the maximum age eligibility and develop and advocate for state resources to supplement these funds.	X	X			
	Program Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
1.D.4	Help facilitate partnerships with community-based organizations providing youth with training and support services in the public.	X	X	X	X	X
1.D.5	Help connect unemployed youth to expert “navigators” who can guide them to post secondary resources and work experience opportunities.	X	X	X	X	X
1.D.6	Help connect disadvantaged youth to AmeriCorps and Service Corps opportunities.	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.D.7	Establish and monitor workforce performance measures for Young Adults (roughly defined as 18 to 24 year olds).	X	X	X	X	X

	Communications Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
1.D.8	Raise public awareness concerning unemployment issues faced by young adults.	X	X	X	X	X
1.D.9	Market Washington’s Career Bridge website to young adult customers.	X	X	X	X	X

GOAL 2 – ADULTS

Provide Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.

Objective 2-A Advocate for, facilitate and promote increased access to postsecondary workforce education and training programs.

Performance Measures

- **Number of enrollments for SBCTC Job Prep by school year.**
- **Number of enrollments in Private Career School programs by school year.**
- **Number of Active Enrollments in Apprenticeship programs by school year.**
- **Number of enrollments in Applied Baccalaureate Degree programs.**
- **Numbers of students transferring from two-year workforce education programs to four-year programs.**
- **The number of students completing postsecondary workforce education and training programs compared to the number of job openings at that level (the mid-level skill gap).**
- **Median earnings of postsecondary workforce education and training completers who find jobs.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.A.1	Advocate for policies to increase access to community and technical college postsecondary workforce education and training programs.	X	X	X	X	X
2.A.2	Advocate for policies to cover the tuition costs for the 13 th year for workforce education students.	X	X	X	X	X
2.A.3	Advocate for increased access to apprenticeship training.	X	X	X	X	X
2.A.4	Advocate for policies that promote expansion of high employer demand programs of study.	X	X	X	X	X
2.A.5	Provide state leadership to ensure student access to private career schools and colleges and engage the schools in policy development.	X	X	X	X	X
2.A.6	Develop policies to improve access for incumbent workers to postsecondary education and training such as: <ul style="list-style-type: none"> – Expanding access to Lifelong Learning Accounts (LiLAs). – Increasing the number of part-time working students who can receive the state need grant. 	X	X	X	X	X

2.A.7	Develop policies to increase the number of working adults in gaining further education and training at their workplace through distributed learning / alternative delivery methods.	X	X	X	X	X
2.A.8	Develop Perkins policies that promote access to postsecondary career and technical education, including programs of study.				X	X
2.A.9	Develop policies for a website portal that contains comprehensive information on Washington's postsecondary education and training programs, financial aid, and other information.	X	X	X		
2.A.10	Explore changes to the Private Vocational Schools Act that promote customer protection and quality education.	X	X	X	X	X
2.A.11	Set performance standards for the Eligible Training Provider List.	X	X	X	X	X
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.A.12	Assist other agencies and workforce partners in developing policies to increase student access to postsecondary education and training programs through work groups, meetings, RFP reviews, and other initiatives.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.A.13	Administer the Private Vocational School Act in a manner that promotes consumer protection.	X	X	X	X	X
2.A.14	Develop and manage Washington's Career Bridge website and make consumer reports on education and training program performance available.	X	X	X	X	X
2.A.15	Design and implement the LiLA initiative project with Council for Adult and Experiential Learning (CAEL) and the Pacific Mountain Workforce Development Council (WDC).	X				
2.A.16	Administer the WAVE program so that adult students gain more access to postsecondary education and training.	X	X	X	X	X
2.A.17	Convene collaborative professional development opportunities for postsecondary Perkins implementers.	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.A.18	Analyze Adult Training programs (CTC Job Prep, Apprenticeship, Private Career Schools, Worker Retraining Program, WIA Dislocated Worker Program) for <i>Workforce Training Results</i> .	X		X		X

2.A.19	Analyze net impacts of Adult Training programs (CTC Job Prep, Apprenticeship, Private Career Schools Worker Retraining Program, WIA Dislocated Worker Program).	X				X
2.A.20	Analyze the gap between the supply of qualified workers and the demand for qualified workers: Postsecondary Gap Analysis, including breakdowns by major occupational groups.	X	X	X	X	X
2.A.21	Maintain the Eligible Training Provider List by collecting data and conducting the performance results analysis.	X	X	X	X	X
2.A.22	Design and implement ways to streamline data reporting from schools and associated data entry, for the Veterans, Private Career Schools, and Eligible Training Provider system.	X	X			
	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.A.23	Raise public awareness of Washington’s Career Bridge website to adult populations.	X	X			
2.A.24	Communicate the need for greater access for youth and adults to postsecondary workforce education and training education, especially high demand fields.	X	X	X	X	X

Objective 2-B Advocate for, facilitate and promote improved retention and success in postsecondary workforce education and training programs.

Performance Measures

- **Percent of students with needs unmet (determined by biannual survey of program participants).**
- **Number and percent of students completing SBCTC Job Prep by school year.**
- **Number and percent of students completing Private Career School programs by school year.**
- **Number and percent of workers completing Apprenticeship programs by school year.**
- **The number of students completing postsecondary workforce education and training programs compared to the number of job openings at that level (the mid-level skill gap).**
- **Median earnings of postsecondary workforce education and training completers who find jobs.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.B.1	Advocate for expansion of applied baccalaureate degrees to create four-year degree options for students that complete technical associate degrees.	X	X			
2.B.2	Advocate for the development of more direct transfer agreements and articulation agreements between two-year and four-year schools, and between private schools and the public schools.	X	X			
2.B.3	Advocate for the expansion of credits that are provided to students for prior learning.	X	X	X	X	X
2.B.4	Advocate for dual credit transfer for Tech Prep students.	X	X	X	X	X
2.B.5	Promote work-based learning opportunities, including internships, job shadowing, and business mentors.	X	X	X	X	X
2.B.6	Develop Perkins policies that promote retention and success in postsecondary career and technical education.				X	X
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.B.7	Assist other agencies and workforce partners in developing policies to increase student retention and success in postsecondary education and training programs.	X	X	X	X	X

	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.B.8	Provide technical assistance in the development and implementation of “programs of study.”	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.B.9	Lead preparation of the adult portion of the Carl Perkins Consolidated Annual Report (CAR) performance section.	X	X	X	X	X
2.B.10	Facilitate development of postsecondary Perkins technical assessment options and guidelines for accountability measures.	X	X			
2.B.11	Develop Perkins reporting capabilities including non-traditional education policies and procedures for postsecondary workforce education with SBCTC.	X	X			

Objective 2-C Advocate for, facilitate and promote career advancement and self-sufficiency for adults with barriers to education and training, and employment success.

Performance Measures

- **The number of I-Best programs at community and technical colleges.**
- **Employment rates and earnings for target populations after participating in workforce development programs.**
- **Median earnings for the bottom quartile of the Washington general population.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.1	Develop policies to increase the numbers of under-skilled adults who access postsecondary workforce education and training.	X	X	X	X	X
2.C.2	Develop and advocate policies for employment and training services for target populations.	X	X	X	X	X
2.C.3	Advocate for the expansion of I-BEST programs.	X	X	X	X	X
2.C.4	Advocate for policies that reduce barriers to entry and completion in postsecondary workforce education and training programs such as financial aid and support services.	X	X	X	X	X
2.C.5	Advocate for policies that would provide the first five credits of postsecondary training at no cost to workforce education students who earn less than the median family income.	X	X	X	X	X

2.C.6	Advocate for policies that would expand the use of the self-sufficiency calculator to all workforce development councils, and provide training for frontline staff.	X	X			
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.C.7	Assist in developing policies for expanding the use of the Food Stamp Employment and Training (FSET) program.	X	X			
2.C.8	Assist ESD and WDCs to develop and provide credentials for career coaching, mentoring, and instruction in life skills for Work Source staff, training institutions, community-based organizations, employers, and others.	X	X			
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.C.9	Assist other agencies and partners in developing policies to improve postsecondary education and training and employment outcomes for adults with barriers.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.10	Administer the approval of education and training programs for veterans.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.11	Provide information on the Career Bridge website to assist individuals with barriers to education and training.	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.12	Prepare the Adult portions of the WIA Title I-B annual report.	X	X	X	X	X
2.C.13	Analyze training programs for adults with barriers to employment and training (Vocational Rehabilitation, Services for the Blind, Adult Education, WorkFirst, WIA Adult).	X		X		X
2.C.14	Analyze net impacts of Adult Training programs (Vocational Rehabilitation, Services for the Blind, Adult Education WorkFirst, WIA Adult).	X				X
2.C.15	Perform the ongoing survey of the satisfaction of participants with WIA services, including Labor Exchange services and make the results available to Workforce Boards.	X	X	X	X	X
2.C.16	Prepare Workforce Focus papers on the workforce situation and performance of workforce programs for targeted adult populations.		X		X	

	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.17	Prepare report on workforce training programs for veterans.	X		X		X
2.C.18	Prepare report on changes in characteristics of workers trained by JTPA and WIA over time to determine if hard-to-serve populations still have as much opportunity to receive training as in the past.		X		X	
2.C.19	Evaluate the Opportunity Partnership program pilots.	X				
	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.C.20	Communicate the needs and benefits of postsecondary education and training for adults with barriers.	X	X	X	X	X

Objective 2-D Improve services and results for customers in workforce development programs by integrating services.

Performance Measures

- **Number of co-enrollments (to be developed).**
- **Number of staff receiving cross-training.**
- **WIA Customer Satisfaction Survey results.**
- **Employment rate and earnings of WorkSource Customers.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
2.D.1	Develop policies to eliminate or reduce barriers identified in the adult workforce development programs as outlined in the Compact.	X	X	X	X	X
2.D.2	Facilitate alignment of eligibility criteria for dislocated worker programs.	X	X			
2.D.3	Advocate for improved linkages with community-based organizations, especially those that serve target populations, ex-offenders, and veterans.	X	X	X	X	X
2.D.4	Facilitate increased use of consistent performance measures among WorkSource partner programs.	X	X	X	X	X

	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.D.5	Assist ESD and WDCs to improve customer service in WorkSource Career Development Centers.	X	X	X	X	X
2.D.6	Assist state agencies to address tasks in Washington Works regarding integration.	X	X	X	X	X
2.D.7	Assist in researching and developing policies for the P-20 Education Council.	X	X	X	X	X
	Research Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
2.D.8	Support ESD's Workforce Executive Oversight Committee (WEOC) system in setting targets and monitoring the results of the WorkSource system, including re-examining the relationship with ESD's measurements to determine how the measurement scheme can be simplified.	X	X	X	X	X
2.D.9	Assist ESD and WDCs to enhance management information system integration including Workforce Investment Streamlined Performance Reporting (system) (WISPR) development activities.	X	X	X	X	X
2.D.10	Assist WWA to enhance documentation of WorkSource Membership System self-service activities and data reporting.	X				

GOAL 3 – INDUSTRY

Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need to enable the citizens and businesses of Washington state to prosper in a globally competitive marketplace.

Objective 3-A Guide the workforce development system to better match Industry’s needs.

Performance Measures

- **Number of work readiness assessments used by business (multiple brands) (to be developed).**
- **Number of Skill Panels.**
- **Number of workers engaged in workplace-based training opportunities (distance learning) (to be developed).**
- **Employer satisfaction with: work ready credentials, skill panels, and work based learning (to be developed).**
- **Number of workers who obtain a credential (to be developed).**
- **Earnings change for workers from before to after participating in industry programs (to be developed).**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.A.1	Advocate for meeting industry needs by expanding capacity in mid-level workforce education and training programs especially in high demand fields. <ul style="list-style-type: none"> ○ Increase capacity in mid-level education and training programs (greater than one year but less than four years) by an average of 9,400 degrees and certificates annually over 10 years. 	X	X	X	X	X
3.A.2	Advocate for policies that improve workforce system access and responsiveness to industry needs.	X	X	X	X	X
3.A.3	Advocate for policies, convene and support the state Health Care Personnel Shortage Task Force.	X	X	X	X	X
3.A.4	Advocate funding to establish and sustain Skill Panels in key economic clusters.	X	X	X	X	X
3.A.5	Advocate for policies to improve work readiness skills for program participants.	X (IWDES)	X (IWDES)	X (IWDES)		

	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
3.A.6	Assist SBCTC to advocate for the establishment of Centers of Excellence in key industry clusters.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.A.7	Manage Skill Panel contracts, including the provision of technical assistance, in key industry clusters.	X	X	X	X	X
3.A.8	Coordinate the state's Cluster Academy Initiative.	X				
3.A.9	Seek resources to facilitate the establishment of workplace learning opportunities.	X	X	X	X	X
3.A.10	Establish a toolbox of work-ready assessments used by business and program providers.	X	X	X	TBD	TBD
3.A.11	Expand apprenticeship training opportunities and recruitment of employers who hire apprenticeships for traditional and non-traditional programs.	X	X	X	X	X
3.A.12	Establish a state initiative modeled after the WIRED Grant program.	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.A.13	Perform the biennial <i>Survey of Employer Needs and Practices</i> and provide results by region and industry.	X		X		X
3.A.14	Perform the biennial <i>Survey of Employer Satisfaction</i> with the trainees of Washington state workforce programs, producing performance measures for workforce programs and publicizing employer satisfaction levels.	X		X		X
3.A.15	Perform the on-going survey of the satisfaction of employers with WIA services, including Labor Exchange services, and make the results available to Workforce Boards.	X	X	X	X	X
3.A.16	Measures skill gaps including measures in key industry clusters.	X	X	X	X	X
3.A.17	Evaluate Industry Skill Panel impacts on employers and workers along with quality and sustainability of Skill Panel partnerships.	X	X	X	X	X
3.A.18	Prepare research results necessary to support the Health Care Task Force's planning activities and its annual report to the Legislature.	X		X		X
3.A.19	Prepare report on the employment and earnings results of Washington Incumbent Worker programs.		X		X	

3.A.20	Prepare a study of Worksite Digital Learning consistent with the requirements of SB 6295.	X	X	X		
	Research Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
3.A.21	Assist Skill Panels with research design and data collection regarding the impacts.	X	X	X	X	X
3.A.22	Assist ESD and Community, Trade and Economic Development (CTED) with definitions of terms and labor market research to analyze the current labor market and projected growth in green jobs, skill requirements, wages and benefits and training requirements, as required by HB 2815.	X				
	Communication Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.A.23	Publicize information on employer needs, training practices, and customer satisfaction with workforce programs.	X	X	X	X	X
3.A.24	Promote efforts that reduce the gap in the supply of workforce training, including new programs, especially in high demand clusters.	X	X	X	X	X
3.A.25	Convene/support the annual conference on workforce & economic development.	X	X	X	X	X

Objective 3-B Coordinate workforce development with economic development.

Performance Measures

- **The number of students enrolled in and the number completing postsecondary high employer demand programs of study.**
- **The supply of completers compared to the number of job openings per postsecondary high employer demand program of study.**

	Policy Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.B.1	Develop and advocate policies for common definitions among Workforce and Economic Development.	X				
3.B.2	Develop an advocate for comprehensive Cluster Strategy Legislation resulting from actions and input from the Cluster Academies & Transformation Team input.	X				

3.B.3	Develop and advocate policies to coordinate workforce and economic development at the state and regional level.	X	X	X	X	X
3.B.4	Align planning efforts of the Workforce Board with the Economic Development Council.	X	X	X	X	X
3.B.5	Develop workforce strategies that support state, regional, and local efforts to retain, expand and recruit business in Washington.	X	X	X	X	X
3.B.6	Convene industry-focused work groups on emerging issues.	X	X	X	X	X
	Policy Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
3.B.7	Assist partner agencies in advocating for policies that meet industry needs.	X	X	X	X	X
	Program Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.B.8	Provide technical assistance at the regional level to support the development and sustainability of strategic partnerships necessary for the cluster strategy development in workforce and economic development.	X	X	X	X	X
3.B.9	Coordinate with CTED, SBCTC, and ESD grant processes whenever appropriate.	X	X	X	X	X
3.B.10	Administer the High Skills, High Wages Strategic Fund.	X	X	X	X	X
	Program Strategies: Assisting Role	09-10	10-11	11-12	12-13	13-14
3.B.11	Convene a working group to examine small businesses workforce training needs.	X	X			
3.B.12	Assist key regional industry clusters to meet their workforce needs.	X	X	X	X	X
	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
3.B.13	Coordinate research activities for workforce and economic development agencies.	X	X	X	X	X
3.B.14	Lead a workgroup to specify the process and criteria to identify industry clusters, and which clusters are strategic.	X				

GOAL 4 – RESEARCH INFRASTRUCTURE FUNCTIONS

Objective 4-A Maintain and improve performance management system for workforce development.

Performance Measures

- Number of Career Bridge user sessions.
- User satisfaction with research products, measured by survey of policy makers, state level program managers, local WDC executives and area directors.
- Results on the five State Core Measures of Performance for workforce development programs.

	Research Strategies: Primary Role	09-10	10-11	11-12	12-13	13-14
4.A.1	Measure or obtain results of <i>High Skills, High Wages</i> Performance Measures on at least an annual basis.	X	X	X	X	X
4.A.2	Negotiate Perkins performance levels with Department of Education.	X	X	X	X	X
4.A.3	Negotiate WIA Title I performance levels with Department of Labor.	X	X	X	X	X
4.A.4	Negotiate local performance targets for WIA Title I-B.	X	X	X	X	X
4.A.5	Update regression models that mathematically estimate the effect of economic and demographic changes on the program outcomes for WIA and for ETP analysis.	X	X	X	X	X
4.A.6	Determine WIA incentive allocations.	X	X	X	X	X
4.A.7	Update Workforce Development GMAP Measures.	X	X	X	X	X
4.A.8	Oversee WIA Title I-B quarterly and annual reports.	X	X	X	X	X
4.A.9	Following the reauthorization of WIA, lead partners in a full scale review of the state core measures.	X	X			
4.A.10	Prepare local area information by workforce area from Workforce Board research.	X	X	X	X	X
4.A.11	Lead efforts to establish common definitions and data on certificates awarded and obtained throughout workforce programs.	X	X			

4.A.12	Assist with the preparation of <i>High Skills, High Wages</i> through calculation of performance measures and statistics embedded in that plan and through updating chapters on Tomorrow's Economy and Tomorrow's Workforce.	X	X	X	X	X
4.A.13	Locate data, collect information, and locate publications useful to advancing agency goals and developing agency initiatives.	X	X	X	X	X
	Research Strategies: Assisting Role					
4.A.14	Help to enhance the statewide information system (SKIES) for case management that is shared by WorkSource partners, including preparations for WISPR.	X	X	X	X	X
4.A.15	Support the P-20 Council and OFM Educational Data Center programs through participation on advisory groups.	X	X	X	X	X
	Communications Strategy: Primary Role					
4.A.16	Distribute and market value of agency research products.	X	X	X	X	X
4.A.17	Distribute performance targets and results for WIA and Carl Perkins.	X	X	X	X	X

GOAL 5 – LEADERSHIP AND OPERATIONS

Objective 5-A Engage business, labor and public partners in the on-going continuous improvement of the state’s workforce development system.

Performance Measures

- Percentage of *High Skills, High Wages* strategies that are fully implemented.
- Results of survey of workforce development stakeholders regarding the contribution of *High Skills, High Wages* to building a workforce development system.
- Results on the five State Core Measures for workforce development programs.
- Skill gap for mid-level jobs.

	Leadership and Operations Strategies	09-10	10-11	11-12	12-13	13-14
5.A.1	Update and promote <i>High Skills, High Wages</i> .	X	X	X	X	X
5.A.2	Review operating agencies’ plans for consistency with <i>High Skills, High Wages</i> .	X	X	X	X	X
5.A.3	Make recommendations on state operating agencies’ budget and policy requests with regard to consistency with <i>High Skills, High Wages</i> .	X	X	X	X	X
5.A.4	Advise the Governor and Legislature on emerging state and federal policy issues such as the reauthorization of WIA.	X	X	X	X	X
5.A.5	Provide Annual Report to the Legislature on progress on <i>High Skills, High Wages</i> .	X	X	X	X	X
5.A.6	Use the IC to develop and implement policies for the Board.	X	X	X	X	X
5.A.7	Assist the statewide business and labor organizations in providing leadership for the workforce development system.	X	X	X	X	X
5.A.8	Assist WDCs in updating their strategic plans in alignment with <i>High Skills, High Wages</i> .	X	X	X	X	X
5.A.9	Facilitate opportunities for local partners to engage on workforce development issues with the Workforce Board.	X	X	X	X	X
5.A.10	Facilitate recertification of local councils.	X	X	X	X	X
5.A.11	Produce an inventory of workforce development programs.	X		X		X

5.A.12	Produce a “Workforce Tracking Matrix” that shows workforce development program funding, services, and results.	X	X	X	X	X
5.A.13	Advocate for workforce issues on the P-20 Education Council.	X	X	X	X	X
5.A.14	Advocate for workforce issues on the Economic Development Commission.	X	X	X	X	X
5.A.15	Host conference for workforce development leaders to promote innovation and “best practices,” facilitate engagement in federal and state policy development, and foster partnerships.	X		X		X
5.A.16	Develop and maintain the Washington State Compact for Workforce Development.	X	X	X	X	X
5.A.17	Develop and implement a communications and marketing plan that supports the Workforce Board’s initiatives.	X	X	X	X	X
5.A.18	Engage in the national dialogue on workforce development issues.	X	X	X	X	X

Objective 5-B Align agency resources with priorities of the Board.

Performance Measure

- **Agency expenditures and obligations compared to agency budget.**
- **Results on the five State Core Measures for workforce development programs.**
- **Skill gap for mid-level jobs.**

	Leadership and Operations Strategies	09-10	10-11	11-12	12-13	13-14
5.B.1	Use the Workforce Board retreat to establish key annual priorities.	X	X	X	X	X
5.B.2	Seek diversified resources for the Board’s priorities.	X	X	X	X	X
5.B.3	Use federal and state resources to accomplish agency goals.	X	X	X	X	X
5.B.4	Optimize the agency organizational structure.	X	X	X	X	X

Objective 5-C Continue to improve the quality of agency operations.

Performance Measures

- **Percent of performance agreements that are in place.**
- **Percent of quarterly GMAP sessions that are conducted and used to identify and make improvements.**
- **Agency self-assessment score using Baldrige criteria.**
- **Result on survey of Workforce Board customers.**
- **Results on the five State Core Measures for workforce development programs.**
- **Skill gap for mid-level jobs.**

	Leadership and Operations Strategies	09-10	10-11	11-12	12-13	13-14
5.C.1	Conduct annual agency self-assessment using Baldrige criteria and develop and implement quality action plan.	X	X	X	X	X
5.C.2	Identify and implement opportunities for streamlining and improving agency business processes.	X	X	X	X	X
5.C.3	Identify performance measures, including GMAP measures; regularly review results; use results to identify improvements; and implement improvements.	X	X	X	X	X
5.C.4	Maintain the agency’s technology capability and the physical plant.	X	X	X	X	X
5.C.5	Submit Washington State Quality Award application.	X				
5.C.6	Make improvements in products and services as identified through customer feedback.	X	X	X	X	X
5.C.7	Develop staff Performance Development Plans and performance agreements that identify individual work assignments, establish performance standards, recognize accomplishments, and promote employee development.	X	X	X	X	X
5.C.8	Promote collaboration and sharing of information among research, program, and policy staff.	X	X	X	X	X
5.C.9	Implement Collective Bargaining provisions.	X	X	X	X	X

5.C.10	Review and prioritize agency policies for updating and clarification.	X	X	X	X	X
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Objective 5-D Make the Workforce Board an attractive and satisfying place to work.

Performance Measures

- **Score on annual agency employee survey.**
- **Result on survey of Workforce Board customers.**
- **Results on the five State Core Measures for workforce development programs.**
- **Skill gap for mid-level jobs.**

	Leadership and Operations Strategies	09-10	10-11	11-12	12-13	13-14
5.D.1	Identify and act on opportunities to improve employee satisfaction.	X	X	X	X	X
5.D.2	Ensure that the workplace environment is clean, safe, and efficient.	X	X	X	X	X
5.D.3	Implement recommendations from the Employee Satisfaction Audit.	X	X	X	X	X
5.D.4	Support and encourage community building among employees including employee celebration fund activities.	X	X	X	X	X

The Workforce Training and Education Coordinating Board's 2009-2013 Strategic Plan represents a new direction that includes aligning the agency plan very directly to *High Skills, High Wages: Washington's Comprehensive Plan for Workforce Development* and identification of performance measures that assist the agency in attaining its goals, objectives and strategies and in meeting the Governor's Government Management and Accountability Performance process. The agency is in the process of establishing baselines and targets for the performance measures identified in the preceding strategic plan document.

External Assessment

The agency's strategic plan contains detailed strategies that encompass both external challenges and opportunities. In addition, the following summaries from *Tomorrow's Workforce and Tomorrow's Economy* contained in *High Skills, High Wages 2008* together with a description of the workforce system are provided to further address the external environment in which the agency operates.

Tomorrow's Workforce

Compared to the workforce of decades ago, Washington's labor force today is older, more racially and ethnically diverse, and consisting of a higher proportion of women. In fact, it is a workforce that better reflects the changing composition of the population. However, the aging of the workforce and lower birthrates of the post-baby boom years suggest a potential labor force shortage in the future. With much of our growth coming from in-migration, Washington's ability to compete will rely on its ability to make sure that its population can obtain the skills they need.

Technological advances and globalization spurring the growth of a knowledge-based economy suggest that our existing workforce will need new skills too. We must consider how best to increase labor force participation and skills in order to assure continuing economic growth and prosperity. If we do nothing, we may find tomorrow's workforce unprepared and our economy wanting. If we act now, however, we may create new opportunities for previously under-utilized populations and enable our economy to grow into the future.

Tomorrow's Economy

Washington's economy was especially hit hard by the recession in 2002-2003. Since early 2003, however, our job growth has been better than the nation. Employment gains were strong throughout 2007 and recent gains were widespread across all industries. Construction, professional, and business services have experienced especially notable gains. As the economy begins to soften in 2008, Washington's economy continues to out-perform the national economy.

Long-term economic trends—pervasive technological change and increasing globalization—will continue to skew labor demand toward the more highly skilled. Keeping up with this demand will pose stiff challenges for both social cohesion and economic competitiveness. The jobs being created demand higher skills. A world-class workforce is vital for global competitiveness, and the bar for competitiveness is rising.

Employers report a shortage of job applicants with the skills required for the contemporary workplace. The state’s workforce training and education system must prepare more workers with the kinds of skills employers are looking for. The training system must also assist in the continual retraining and upgrading of incumbent workers so their skills stay current. Given the dramatic technological and structural changes buffeting our economy, we must do more to enable workers to make smooth employment transitions.

The Workforce Development System

Workforce development programs help people acquire the education, support and/or training they need to become employed, re-enter the workforce, or move ahead in their careers. The programs represent sub-baccalaureate programs, which means they cover a broad territory beginning with high school and reaching through apprenticeships, certificate programs and college education that stops short of a four-year degree. With 40 percent of all jobs requiring less than a bachelor’s degree but more than a high school diploma, the programs outlined here have the potential to change lives and lift the state economy at the same time.

High Skills, High Wages, encompasses the 18 programs of the workforce development system, providing goals, objectives and strategies for this system of programs. Taken together, the state-defined workforce development system manages nearly \$1 billion a year in state and federal funding. The programs provide a variety of services, including occupational skills training, adult basic skills and English as a second language instruction, job search assistance, career guidance, and support services, such as child care, transportation and other services.

State Workforce Development System (RCW 28C.18, RCW 50.12, and E.O. 99-02)

State Board for Community and Technical Colleges

Postsecondary Technical Education

Worker Retraining Program

Job Skills Program

Customized Training Program

Adult Basic Education

Volunteer Literacy Program

Office of Superintendent of Public Instruction

Secondary Career and Technical Education

Even Start Family Literacy Program
Employment Security Department
Workforce Investment Act (WIA) Title I-B Dislocated Workers Program
WIA Title I-B Adult Training Program
WIA Title I-B Youth Activities Program
Training Benefits Program
Wagner-Peyser
Department of Social and Health Services
Division of Vocational Rehabilitation
Department of Services for the Blind
Vocational Rehabilitation for the Blind
Workforce Board
Carl D. Perkins Technical Education
Private Vocational Schools Act
Department of Labor and Industries
Apprenticeship
Internal Assessment

The agency's strategic plan reflects current and anticipated work and is comprehensive as well as ambitious. The Workforce Board receives General Fund-State and General Fund-Federal resources to accomplish its two-fold role of (1) workforce policy planning, coordination, and performance management, and (2) administration of specific state and federal programs. The agency will continue to use its combined resources to effectively carry out its role in providing planning, coordination, performance management, and policy analysis for the workforce development system as a whole, and advice to the Governor and Legislature concerning the workforce development system. The agency maintains its administrative oversight for the Private Vocational Schools Act (including the Tuition Recovery Trust Fund), Carl Perkins Career and Technical Education Act, and Veterans' Act Approval Process.

At the maintenance level, anticipated current resources appear adequate to carry out mandated functions and specific program responsibilities. Federal resources are allotted each year subject to Congressional appropriations activity. The Workforce Investment Act is slated for reauthorization in the near future. Due to the current economic picture in the state and its impact on workforce training and education, it is expected that the agency will seek additional resources to address this situation.

We will continue to rely on the combination of current and future staff resources and purchased specialized services to accomplish our goals, objectives, and strategies. The agency employs Career and Technical Education Program Specialists, Policy Analysts, and

Research personnel to carry out its duties and activities. Certain tasks that require external expertise not available within the agency nor in state government will be contracted out as in the past. Innovative practices and initiatives will be pursued consistent with the Board's vision, mission, and strategic plan. The agency will remain a proper steward of its resources and a staunch advocate of prudent management of available resources.

Attainment of the goals and objectives of the workforce development system is directly related to the performance of the operating agencies. In order to spur additional improvements and investments, the agency continues to investigate opportunities for innovative approaches to funding and incentives tied to continuous quality improvement.