

Workforce Training & Education Coordinating Board Overview

House College and Workforce Development Committee

January 28, 2021



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Workforce Training and Education Coordinating Board

- **Laser-focused on employment and economic outcomes for workers/jobseekers and employers.**
- Tri-partite with a **dual-customer** focus: **business** and **workers**.
 - **2/3 of seats held by Business and Labor**; remaining seats held by major service providers (OSPI, SBCTC, ESD).
 - **Advisory members** from targeted populations, chief local elected officials, DSHS, Commerce.
- Created by the Legislature in 1991:
 - As objective performance accountability, planning and policy advisor, and provide consumer protection and oversight.
 - Merged the functions of four existing state entities.





"Community" is Third Customer of Workforce Board

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

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

Values:

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



Workforce Board Main Roles



- **Independent Workforce Program Performance Evaluator**
- **Advocate for Innovation and Continuous Improvement**
- **Foster Multiple Pathways to Economic Self-Sufficiency**
- **Consumer Protection for Private Career School Students**
- **Uniting the State's Talent Pipeline Behind a Strategic Plan**
- **Workforce Education Investment Accountability and Oversight Board Staff**
- **Health Workforce Council Staff**



The Workforce System's Independent Performance Evaluator

- The Board/Agency is **Independent Third-Party Evaluator** of the State's Workforce System
 - **Tracks the performance** of the state's largest workforce programs to ensure a high-quality workforce training system.
 - Oversees **16 workforce programs** as defined in state statute.
 - **Sets performance standards and provides public-facing "consumer report card" (Career Bridge)** for education programs eligible for federal and state training dollars.

Washington Workforce Development Services

Annual participant and expenditure data for 2017-2018.

January 2020

Program	Washington Statewide and Quarterly by	Work Adjustment Evidence	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures	Median of Program Expenditures
...



Career Bridge – Careerbridge.wa.gov

Award-winning website created and managed by our agency, featuring 6,500+ WA education programs all in one place!

- **Program Details** - Shows the cost, length, description, and contact info for each program.
- **Performance Results** – Employment and earnings of recent graduates.
- **Career Quiz** – Align interests/talents with careers.
- **Pay for School** - Scholarships, grants, tax credits, other ways to afford education.
- **View Job Trends** - Which jobs are growing, what they pay, forecasted openings.



The screenshots show the Career Bridge website interface. The top screenshot is the homepage with navigation links like 'Explore Careers', 'View Job Trends', and 'Find Education'. The middle screenshot shows the 'Career Quiz' interface with a 'Check each box that applies to you' section and a 'Subjects' dropdown menu. The bottom screenshot shows the 'Education Details' page for 'Registered Nursing' at 'Highline College', featuring a 'Consumer Report Card' table.

Employment, wages and completion for Registered Nursing AAS at Highline College	
Completion Rate	93%
Employment Rate	93%
Typical (Median) Hourly Earnings	\$34.24
Typical (Median) Annual Earnings	\$65,298.00

Industry	Percent of all students who completed the program(s) and are employed
Healthcare and Social Services	93%
Administrative Support	4%



Advocating Continuous Improvement and Innovation

- The Workforce Board **supports continuous improvement** of the state's workforce system.
- The Board offers **policy recommendations to the Governor, Legislature, and Congress.**
- Periodically, the Board **administers and evaluates innovative pilot projects** or other "learning laboratories" to glean best practices that can be brought to scale on a regional or statewide basis.



Recent Sampling of Board Supported Bill Topics

- Occupational data
- State Need Grant (now WCG) for part-time students
- Healthcare workforce
- Postsecondary education for incarcerated individuals



Fostering Multiple Pathway Development – CTE Policy Role

- The Workforce Board is also the state's Career and Technical Education (CTE) policy board.
 - The only one in the nation among all state workforce boards.
- Board has long advocated supporting all learning styles for students and workers to access and fully benefit from appropriate education and training opportunities.
 - Additional focus on building industry-education consortia (Industry Skill Panels, Centers of Excellence).
- The Board has played an employer engagement role to make work-based learning (e.g. Career Connect Washington) available to all students to enhance career exploration, orientation to occupational practices, and occupation-specific learning, and mentorship.





Strategic Planning Across Partnerships for Workforce Development

Talent and Prosperity for All (TAP)

- State's strategic plan for workforce development, required by the Legislature to be updated every four years.
- Serves as WIOA state plan, but under WA law, contains broader set of partners.
- Includes the Perkins Plan.
- Four focus areas:
 - Business Engagement
 - Barrier Removal
 - Data Sharing
 - Integrating Service Delivery

Inclusive, Equitable Economic Recovery

- Inclusive Economic Recovery is plan's north star.
 - Close economic disparities.
 - Racial economic justice.
 - Meaningful metrics and public-facing data dashboards.
- Focus on work of the future (future of work, technology-induced changes/displacements).
- Capacity of postsecondary education and training is major priority—maybe biggest roadblock to success of plan.
- Opportunities for long-term impact/systemic reform.



Strategic Planning Across Partnerships for Workforce Development

What programs are part of Washington's workforce development system planning process?

Programs Affiliated with System under Federal Law

- **WIOA Title I**
 - Disadvantaged Adult
 - Youth
 - Dislocated Workers
- **WIOA Title II:** Basic Education for Adults
- **WIOA Title III:** Wagner-Peyser Services
- **WIOA Title IV:** Vocational Rehabilitation

- **Temporary Assistance for Needy Families (TANF)/WorkFirst**
- **Trade Adjustment Act**
- **Veterans Employment and Training**
- **Unemployment Insurance Services**
- **SNAP Employment & Training**
- **Senior Community Services Employment**
- **Community Development Block Grant**
- **Community Services Block Grant**

Programs Affiliated with System under State Law

- **Carl D. Perkins CTE Act (secondary and postsecondary)**
- **Worker Retraining Program**
- **Training Benefits Program**
- **Apprenticeship**
- **Private Career Schools**
- **Second Chance Act**
- **Job Skills Program**
- **Customized Training Program**
- **Career Connect Washington**



Private Career School Regulation and Oversight

- The Legislature designated the Board as the **primary agency overseeing private career schools and certificate programs and non-transfer degree programs for veterans.**
- An important function is to **provide consumer protection for students.**
 - Currently oversees approximately 330 schools and 34,000 students annually.
 - The Board staff **monitors schools for policies or actions** that would constitute unfair business practices (RCW 28C.10.110).
 - Staff also review and adjudicate student complaints and concerns.



TUITION RECOVERY TRUST FUND

The Board administers the Trust Fund, a risk pool created by the Legislature to protect students from unanticipated school closure, exclusively funded by licensed schools. Schools are re-assessed if fund drops below \$1M threshold, ensuring fund solvency.



Staff Support – WEIAOB and Health Workforce Council

Workforce Education Investment Accountability & Oversight Board

Established under E2SHB 2158 (2019) to:

- Provide guidance and recommendations to the Legislature on which workforce education priorities to fund.
- Ensure funded workforce education investments are accountable, increasing student success and career readiness.
- Required to meet four times a year and report to the Legislature annually.
- Workforce Board staff designated as staff support to the WEIAOB.

Health Workforce Council

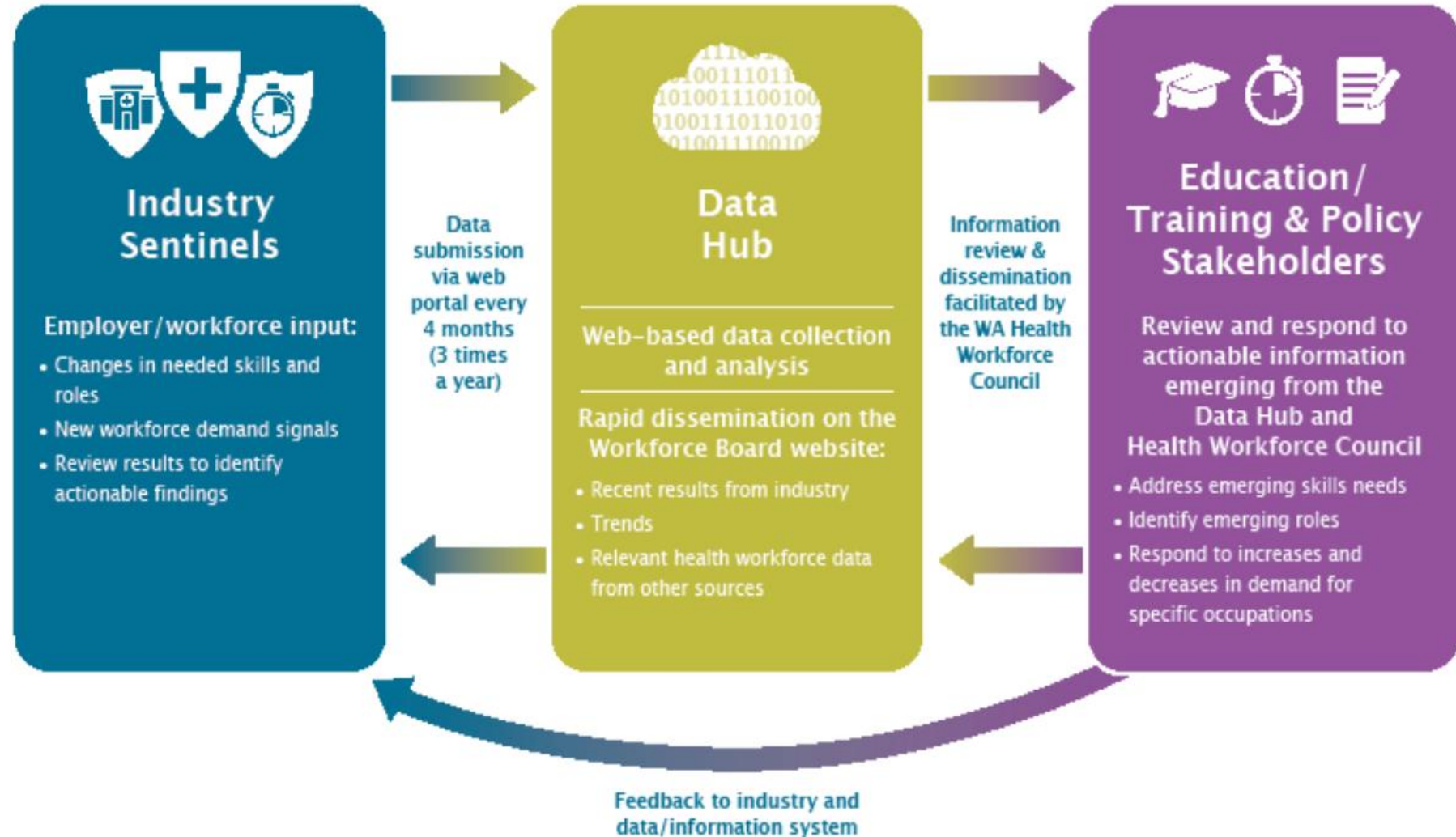
- Workforce Board first convened healthcare stakeholders in 2001; Healthcare Personnel Shortage Task Force created in 2002.
- Role formalized in statute in 2003.
 - Legislative intent recognized shortages were structural, not cyclical.
 - Goal: Address concerns about a significant shortage of healthcare workers.
- Name changed to Health Workforce Council in 2014.
- Annual reports to Legislature available at <https://www.wtb.wa.gov/planning-programs/health-workforce-council/>



Health Workforce Sentinel Network

Health Workforce Sentinel Network supports health workforce preparation and deployment by:

1. Identifying emerging health workforce demand signals and trends.
2. Rapidly disseminating information to education, training and policy partners who can take action based on findings.



Accelerating Inclusive and Equitable Economic Recovery: Washington's Workforce Development Plan for Post-Pandemic Economic Recovery

<https://www.wtb.wa.gov/economic-recovery/>



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Board Vision:

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

Board's Priorities for Inclusive and Equitable Economic Recovery:

- Close economic disparities.
- Racial economic justice.
- Support employers' workforce needs.
- **Meaningful metrics and public-facing data dashboards.**
- Prepare workers and employers for **Work of the Future** (Future of Work, technology-induced changes and displacements).
- Identify opportunities for **long-term impact/systemic reform.**



Chapter 1: Economic and Demographic Picture

- Pre-pandemic outlook and economic conditions.
- Demographic data—Highlighting pervasive economic disparities.
- Impact of COVID-19 on industry and workers.
- Near-future projections and considerations.



UI Demographics

- First wave, hardest hit sectors: Accommodations, Restaurant, Retail, Tourism, Travel, Entertainment.
- Disproportionate Impact:
 - Younger and older workers.
 - Marginalized populations (people of color, indigenous people, immigrants, non-English-proficient).
 - Under-educated, lacking access to technology, broadband, and digital literacy.
 - Lowest wage-earners.
- **People without financial cushion, likely to need a new career, but also need to start earning a living quickly.**



Chapter 2: History Lessons

- Great Recession Lessons
 - Postsecondary System Capacity Collapse & 10-year rebuild.
 - Inequitable recovery: geography, race, gender, age.
 - Missed Opportunities:
 - Build ecosystem for economic resilience.
 - Future focus on high-quality jobs.
 - Programs specifically for older and younger workers (Career Connect Washington is a start).
 - Balanced scorecard – geography, population, state economic & societal health.
 - Higher education as business development driver, including graduate education, basic and applied research.
- Examining Historic and Entrenched Policy Barriers to **Wealth Accumulation**:
 - Housing and home ownership.
 - Non-wage asset development (i.e., property, share-holdings, pensions).
 - Entrepreneurial support (micro-development vs. business development).

RECOMMENDATIONS: SEVEN IDEAS





1. Create an Economic Recovery Ecosystem

- **Collective Impact Model:** (econ & workforce dev, social services, business, labor, etc.)
 - State and local agencies, business, labor, other stakeholders “re-design” the comprehensive system, with collective planning, data-sharing, and commitment to co-ownership of and improved outcomes for all customers.
- Transparent, **meaningful measurement** of system impact: success indicators for jobseekers, workers, employers, communities, students, families.
- Improve and increase **service integration** across program and funding silos.
- **Competency-based credential pathways** with economic momentum: recognize and value all learning regardless of modality (classroom, work-based, self taught, hybrid, credit or non-credit). Map pathways based on the skills, competencies and mastery levels to perform jobs.



2. Removing Barriers and Performance Accountability

1. Re-charter and Refocus the Board's Subcommittee on Removing Employment Barriers
 - Create and oversee systemic performance toward measurable "inclusive and equitable economic recovery" via data dashboarding.
 - Bring underrepresented voices to the table with industry and decisionmakers to discuss ways to achieve job quality, access, equity, anti-racism, and prosperity for all.
2. Forestall the creation of pools of "long-term unemployed" populations:
 - Modify/rebalance investment strategies towards most vulnerable populations.
 - Build data models to understand the unemployment insurance and other support needs of unemployed individuals.
 - Create subsidized employment & CCW opportunities.
 - Encourage and incent participation in postsecondary education and training.
 - Promote work opportunity tax credit, shared work, and other employer incentives.
 - Create paid work-based, trial employment or service learning opportunities that result in an economically meaningful credential (i.e., Career Connect Washington's Career Launch model).

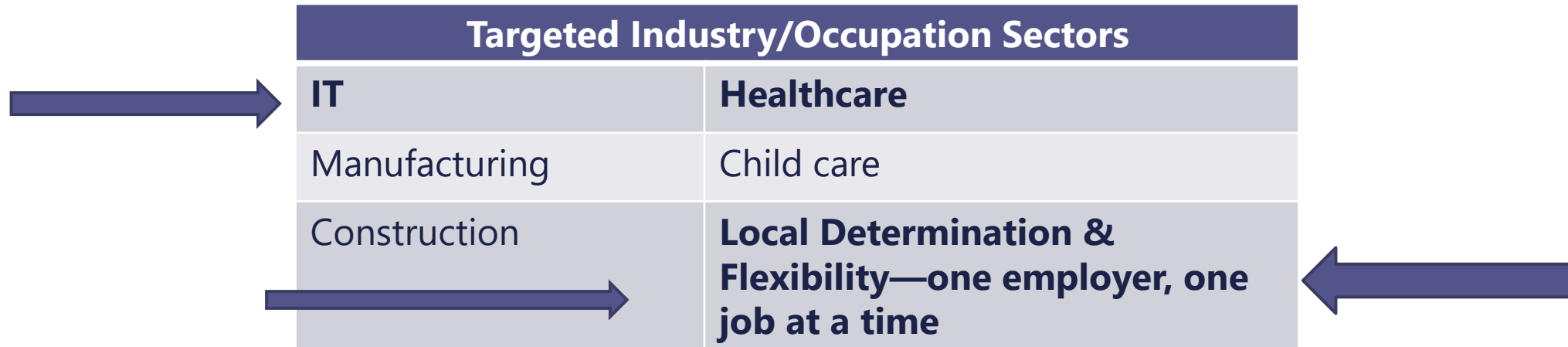


3. Leverage and Expand Capacity of Postsecondary Systems

- a) **Professional development and communities of practice.**
- b) Public-private partnerships to create earn-and-learn pathways to quality jobs.
- c) New pathways for instructional staff—talented dislocated workers, remote faculty.
- d) Partner w/ new outlets for learning—libraries, CBOs, WorkSource, etc.
- e) Statewide or system-wide career pathway programs, competency-based credentials, portable and interoperable student/worker credential records.
- f) Standardize and make more accessible wrap-around student support services—from enrollment to employment.
- g) **Upskill-Backfill**—customize for individual businesses; preserve and expand Job Skills Program investment and extend Customized Training Program.
- h) **IT equity and digital literacy**—all students have the tools they need to succeed in college and career.



4. Accessible, Navigable Career Pathways



10 CORE ELEMENTS

1. Build cross-agency & cross-institution partnerships and clarify roles.
2. Engage business and labor partners from high-growth industry sectors.
3. Identify persistent and pervasive structural and other barriers to the career success of people of color and other marginalized populations.
4. **Co-design education and training programs with industry and other partners that remove barriers to participant success.**



Career Pathways, Cont.

5. Incorporate work-based learning opportunities, i.e., CCW Career Launch.
→ Special section on Registered Apprenticeship as gold standard.
6. Participants earn livable wages at program onset or soon after.
7. Create resource map, identify funding gaps and potential sources.
8. Align policies and programs, elevate needed statutory reforms to Workforce Board and other appropriate change advocates.
9. Collectively, continuously, and transparently measure process and outcome performance and system change.
10. Provide tools, professional development, and other resources to support staff, faculty and partners to succeed.



4: Navigable Pathways to In-Demand Careers

- Child Care: Toward livable wages
 - Community-based training, including on-the-job and college credit attainment.
 - Apprenticeship or supported pathway to K-12 teaching professionals.
 - Substitute/TA pool.
 - Financial incentives for staying in caregiving jobs.
- Manufacturing:
 - Impact Washington – CARES Act business planning funds.
 - AJAC manufacturing apprenticeship pathways.
 - Community & Technical Colleges.
- Construction:
 - Apprenticeships!!
 - Support college credit attainment & credit for prior learning.



5: Re-Imagine Pathways to IT-Based Careers

- **Map IT** occupations and career pathways across state and across all industry sectors, all education and training resources, credential pathways.
- Fill identified education & training, access and completion gaps.
- Establish common learning standards for basic IT work readiness, and create a free or low-cost IT Academy program.
- Create an **IT Service Corps** within the Washington Service Corps (AmeriCorps) to provide paid real world experience, IT services to under-resourced communities.
- Opportunities to **build social capital**—Mentorship.
- Economic Equity—Target resources for those least technologically literate; expand access to modern computer hardware and affordable internet.
- Establish computer recycling programs that train to build, refurbish, maintain, and upgrade computers—distribute to under-resourced individuals.



6: Strengthening the Health Workforce Pipeline

Two key goals will help the state's health workforce recover:

- Access to a safe learning and working environment for licensed clinicians, education providers, and healthcare students.
- Stronger, **more equitable career pathway opportunities**, including navigation and support services for dislocated workers seeking new careers in healthcare.



Health Workforce Chapter

- Pre-COVID Landscape Analysis & Impact of COVID
 - Long-term Care.
 - Behavioral Health.
- Workplace and school safety issues
- New Career Pathway models, accelerated progress from entry-level to **livable-wage, professional jobs** (i.e., new LPN apprenticeship).
- Incentives and supports for dislocated workers.
- **Health-specific jobs portal:**
 - Facilitate job matching.
 - Improve surge-related movement of healthcare workers.
 - Facilitate deployment of furloughed healthcare workers.
 - Education, training, licensing, and professional development opportunities.



7: Pathways to Entrepreneurship and Business Ownership

Facilitate small business resilience or smooth local transfer of ownership when necessary.

- Comprehensive entrepreneurial training: business planning, stages of start-up, and operational success elements.
- Pandemic-Relevant Entrepreneurial and Business Ownership Support: Pivot, transform, transfer, or close with lower community/worker impact.
 - Product, process, and market analysis.
 - Technology adoption planning.
 - Partnerships and mergers.
 - Local transfers.
 - Employee Buy-out and Cooperative Ownership.



Alignment with Governor's Budget Priorities

- Maintenance of capacity and infrastructure.
- Fully fund Washington College Grant, including funds to support registered apprenticeship participation.
- Expand Career Connect Washington.
- Increase/stabilize incumbent worker training (Job Skills Program).
- Expand high-demand funds at SBCTC schools.
- Support for DEI efforts at Community and Technical Colleges, four-year institutions.

Questions?

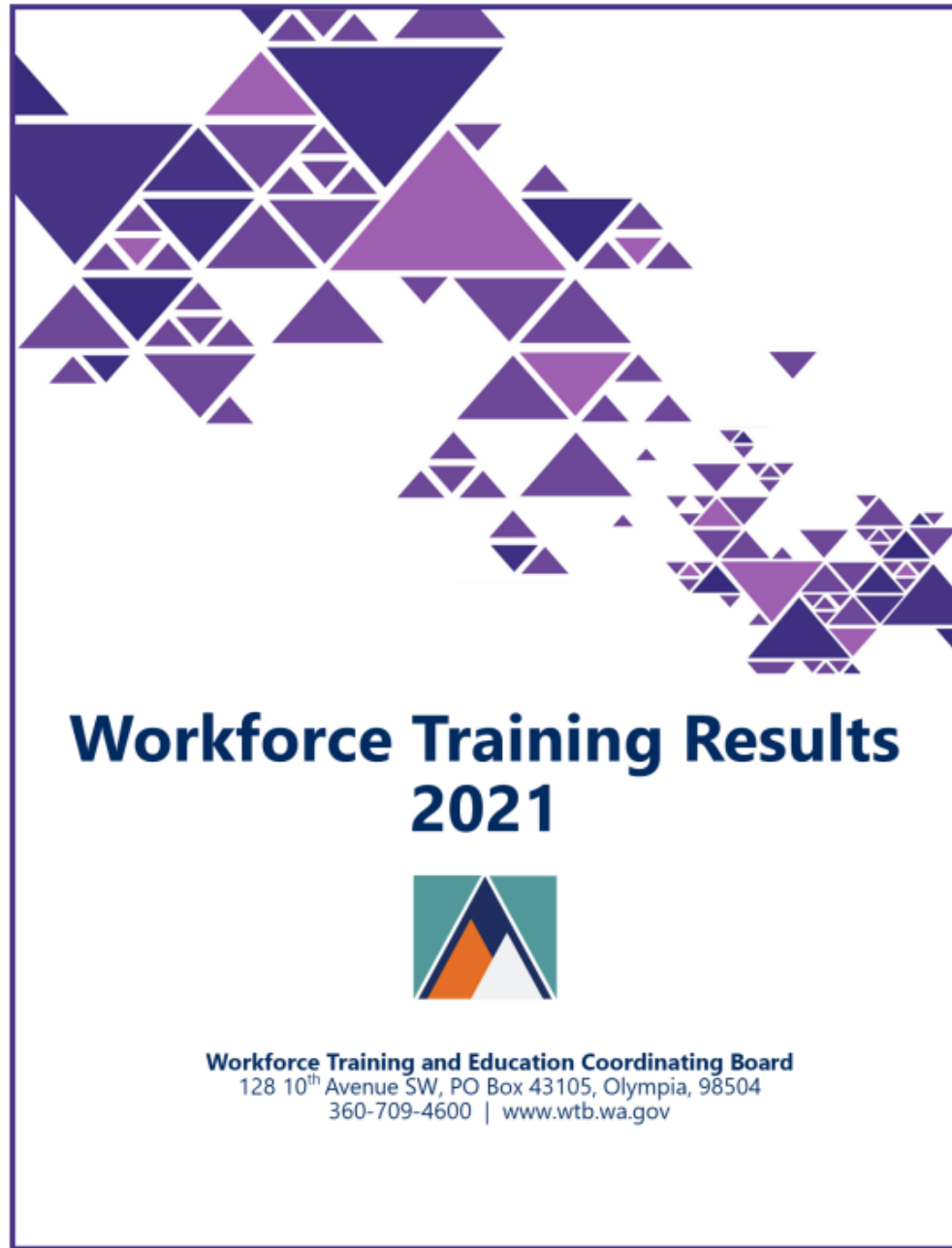
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www.wtb.wa.gov/





Workforce Training Results 2021



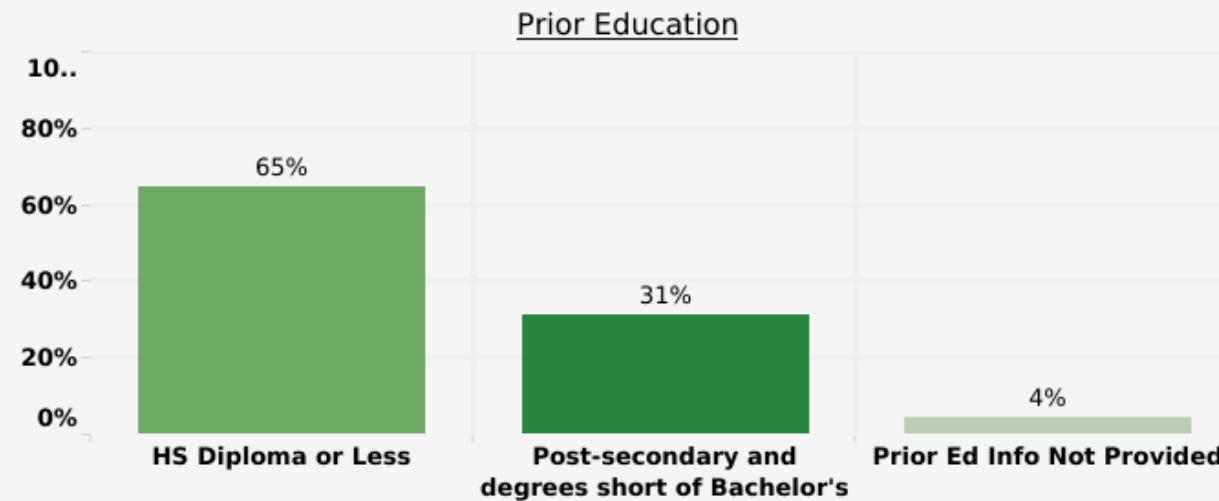
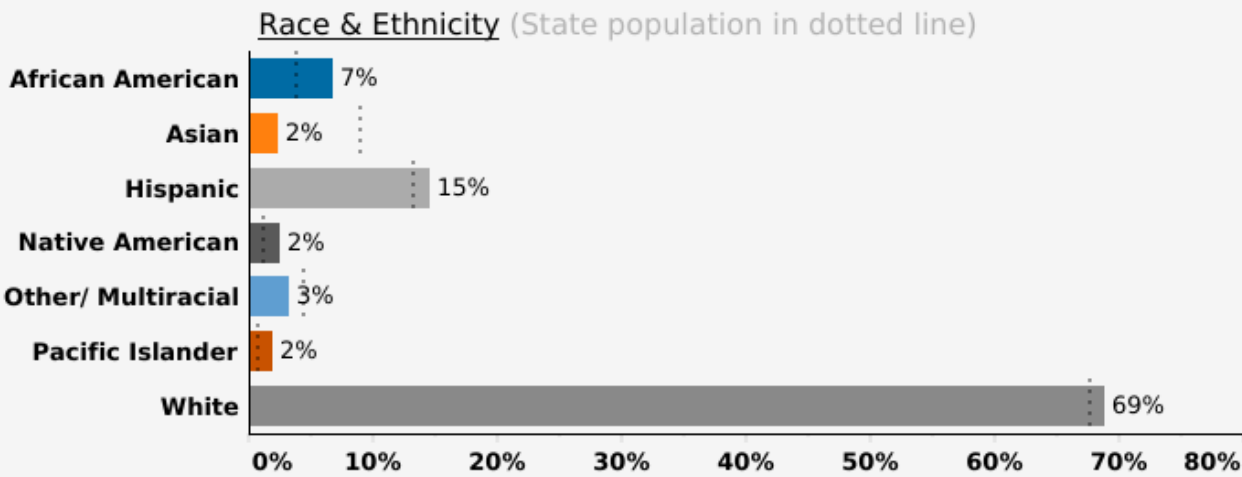
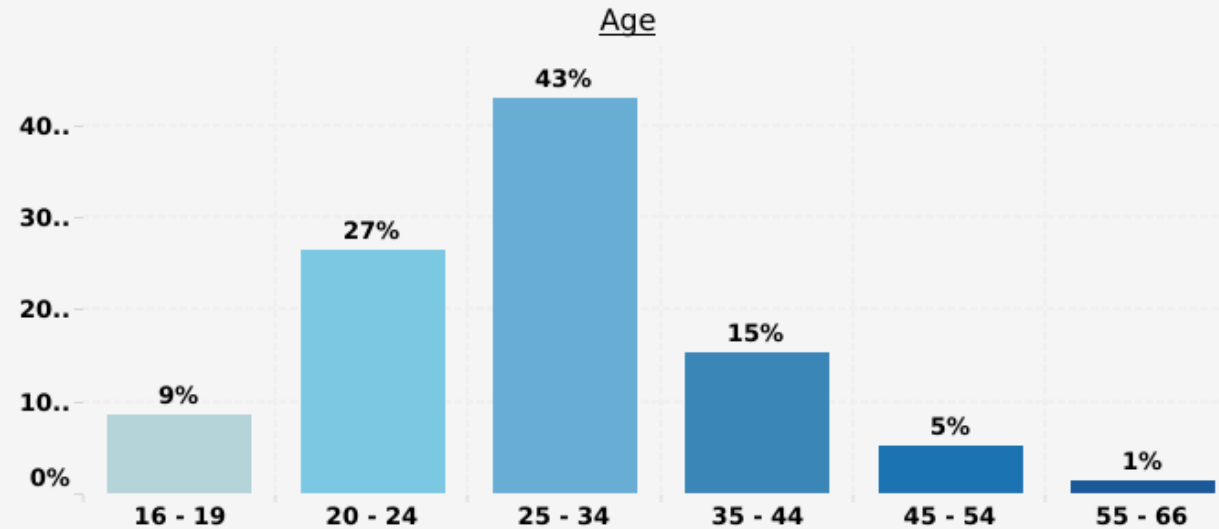
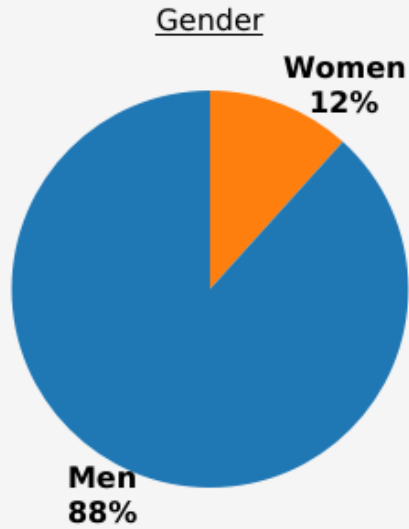
Workforce Training and Education Coordinating Board
128 10th Avenue SW, PO Box 43105, Olympia, 98504
360-709-4600 | www.wtb.wa.gov

Apprenticeship - Exit Cohort 2018-2019

Select Program
Apprenticeship

Program Year (Exit Cohort)
2018-2019

Explore the demographic profile of each program. Use the menus to the right to select program and exit cohort.

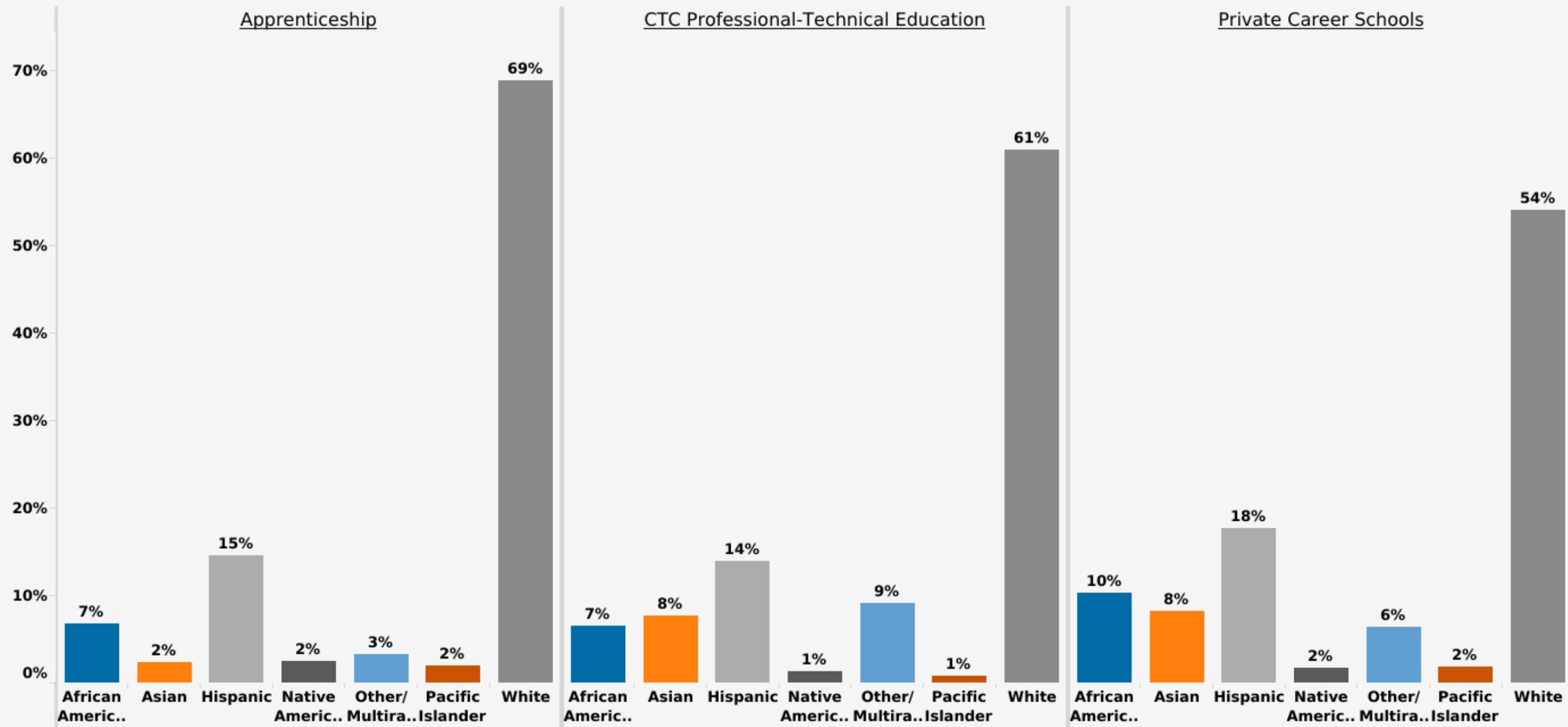


Race & Ethnicity Across Workforce Programs

Compare ethnicity for two or more programs. Use the menus to the right to select program and exit cohort.

Select Programs
Multiple values

Program Year (Exit Cohort)
2018-2019



Prior Education Across Workforce Programs

Select Programs
Multiple values

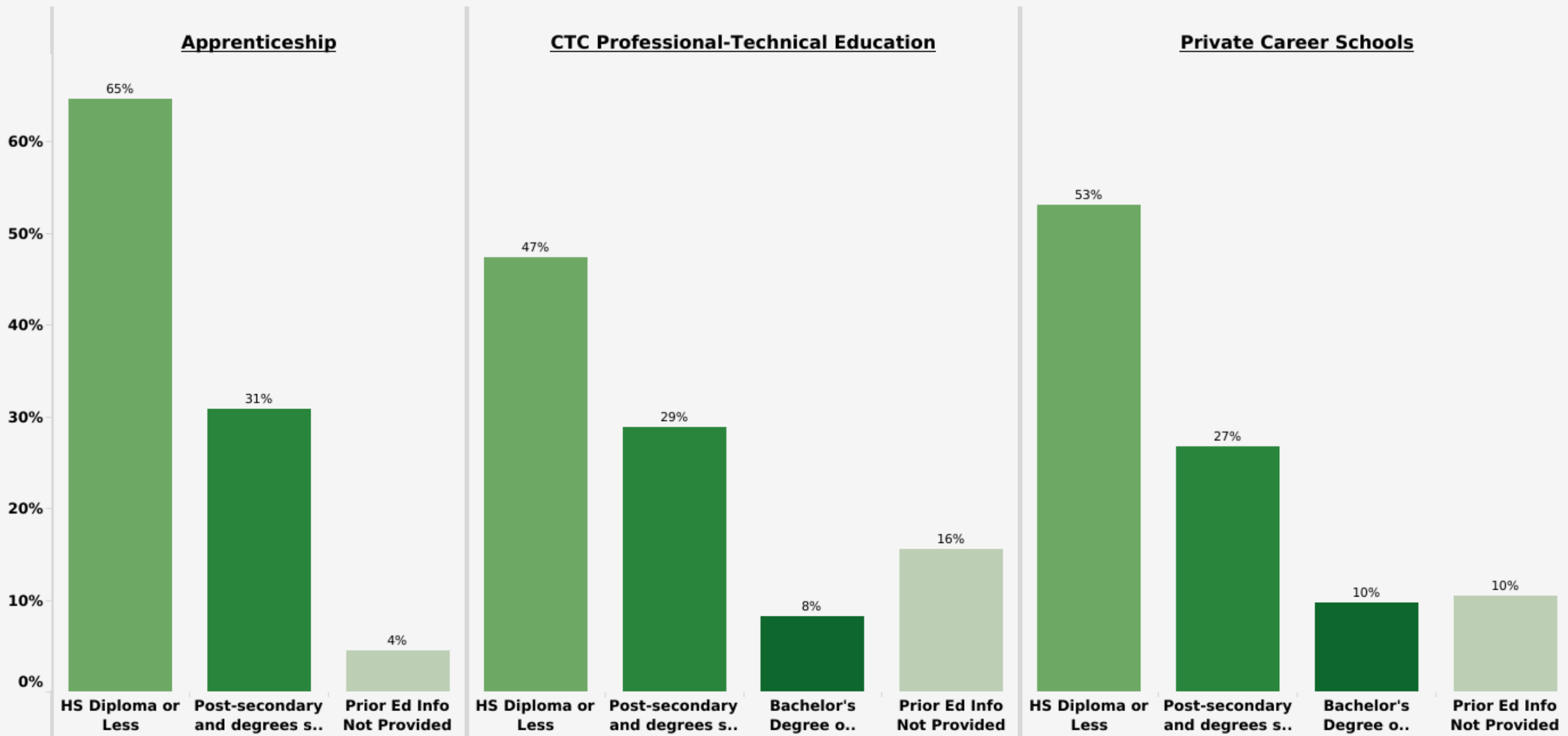
Program Year (Exit Cohort)
2018-2019

Compare prior education for two or more workforce programs. Use the menus to the right to select programs and exit cohort.

Apprenticeship

CTC Professional-Technical Education

Private Career Schools



Employment Outcomes Across Workforce Programs

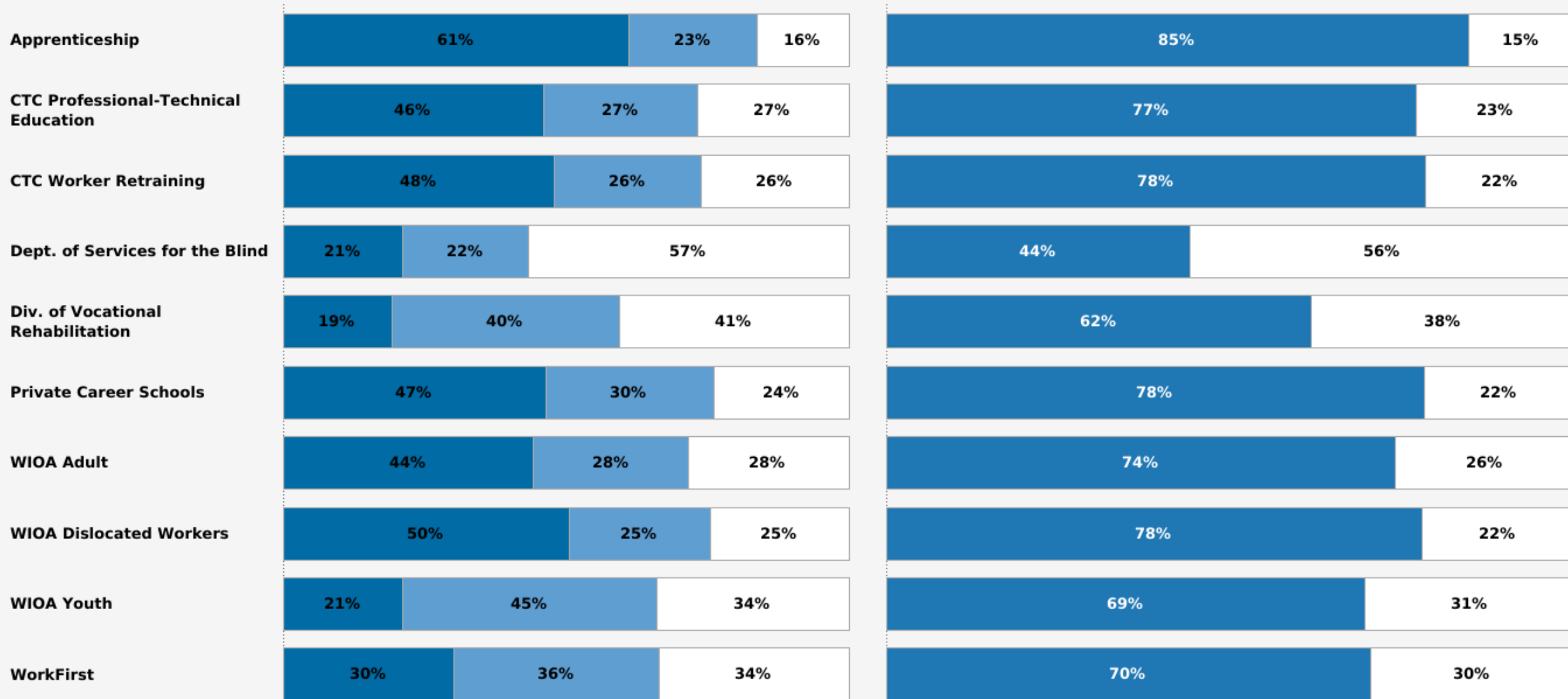
Finding a job or enrolling in school is considered a successful outcome. We look at the participants three quarters after exit. When comparing outcomes across programs remember that the programs differ greatly in both participant profile and content. In your analysis take note of status regarding enrollment in further education as well as exit cohort in menus to the right.

Further Education
All Participants

Program Year (Exit Cohort)
2018-2019

■ Full time employed ■ Part time employed □ Not employed

■ Employed or in further education □ No Earnings and not Student



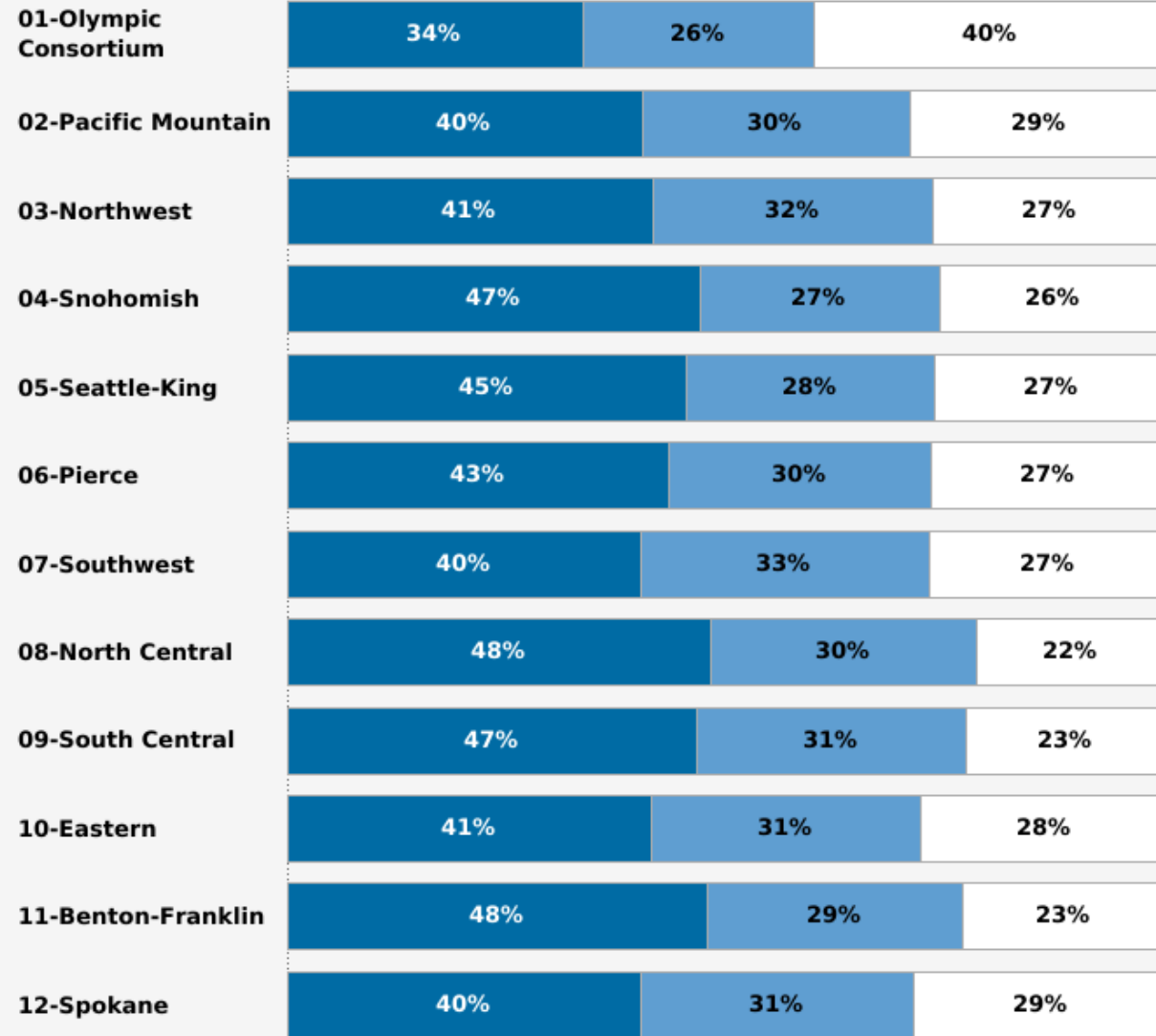
Outcomes and Workforce Development Area - All programs

Outcomes per workforce area is found by combining participants from all programs. Participants in multiple programs are counted more than once (no unduplication). In your analysis take note of status regarding enrollment in further education as well as cohort in menus to the right. * See Note under Methods.

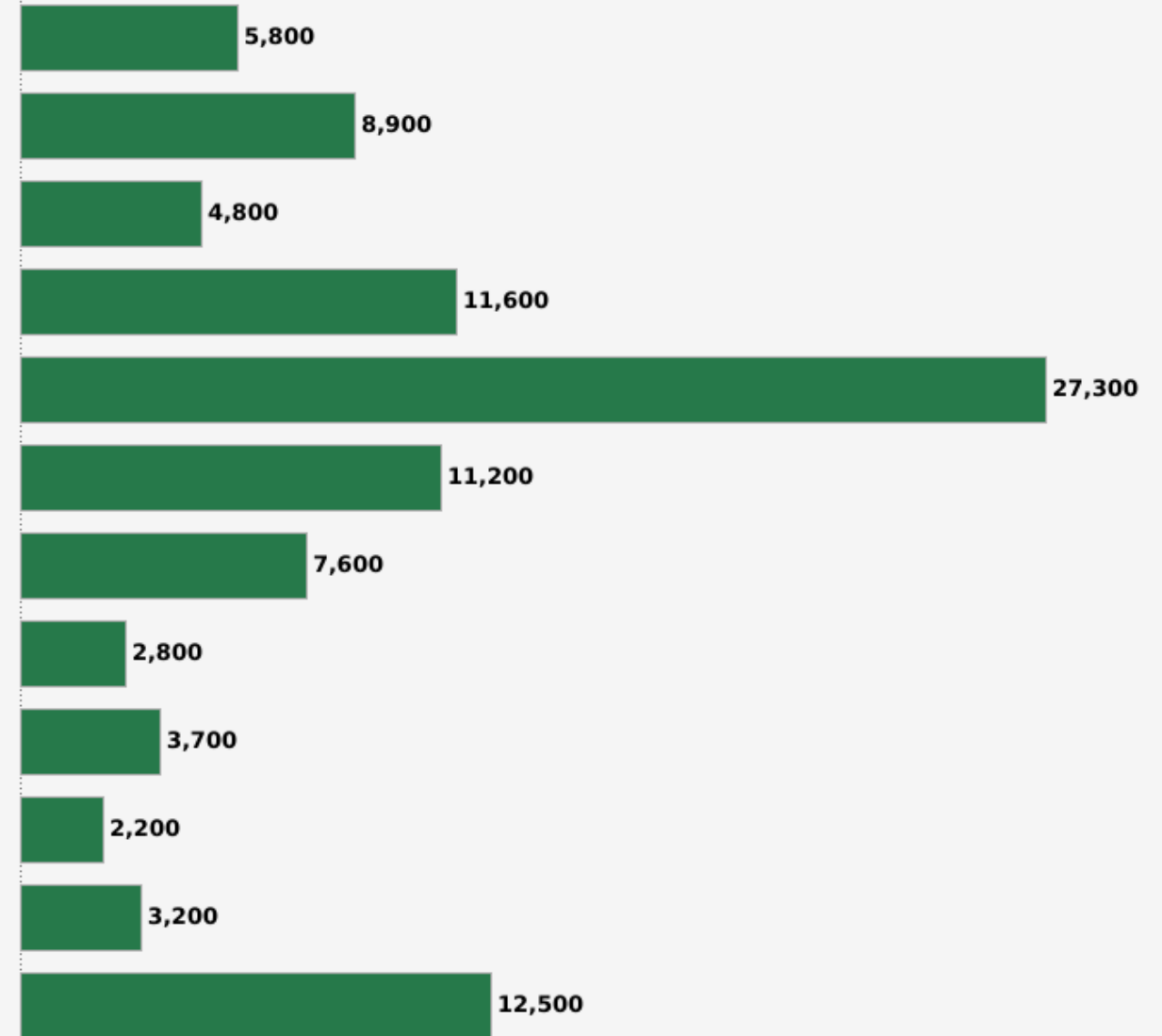
Further Education
All Participants

Program Year (Exit Cohort)
2018-2019

■ Full time employed
 ■ Part time employed
 ■ Not employed



Exiters



CTC Professional-Technical Education

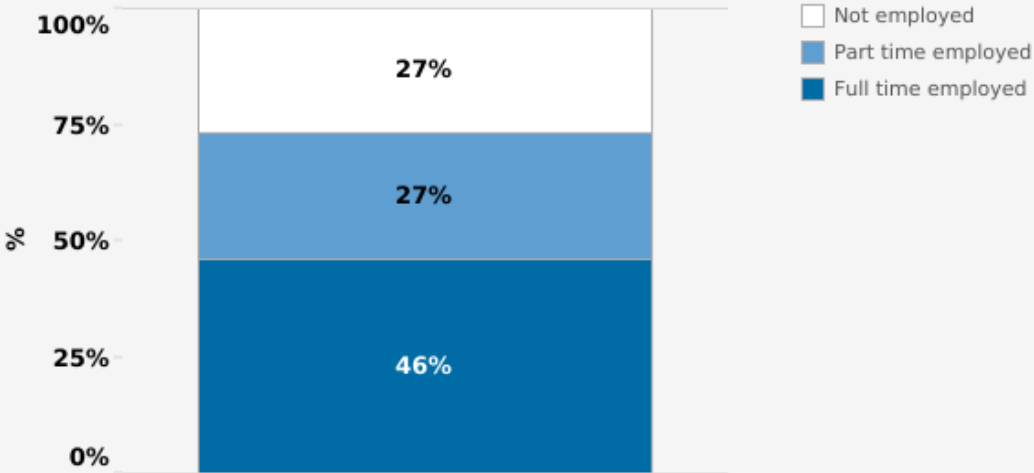
Further Education
All Participants

Program
CTC Professional-Technical..

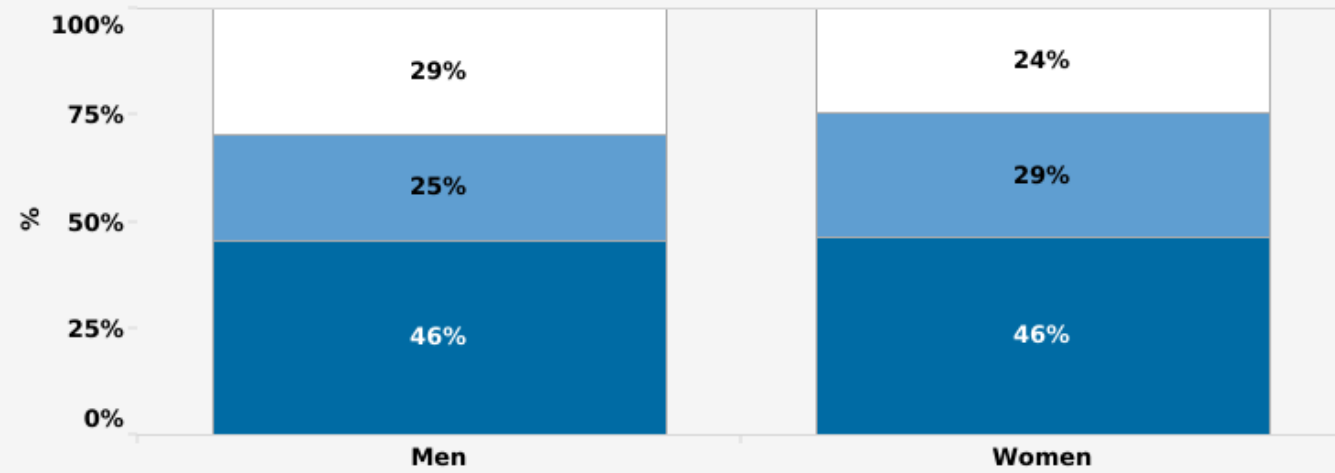
Program Year (Exit Coh..
2018-2019

Employment Outcomes by gender, race, and disability

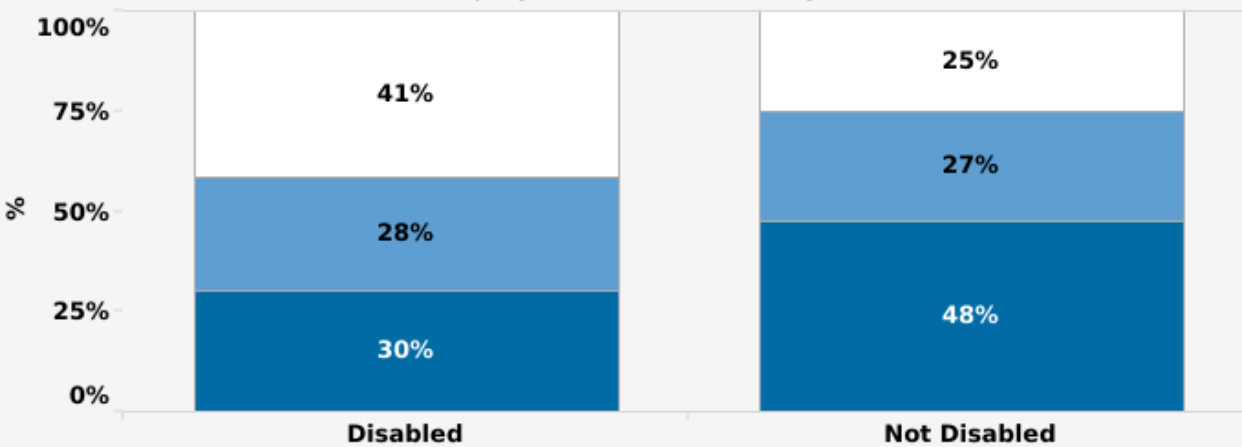
Program Wide Employment Rate



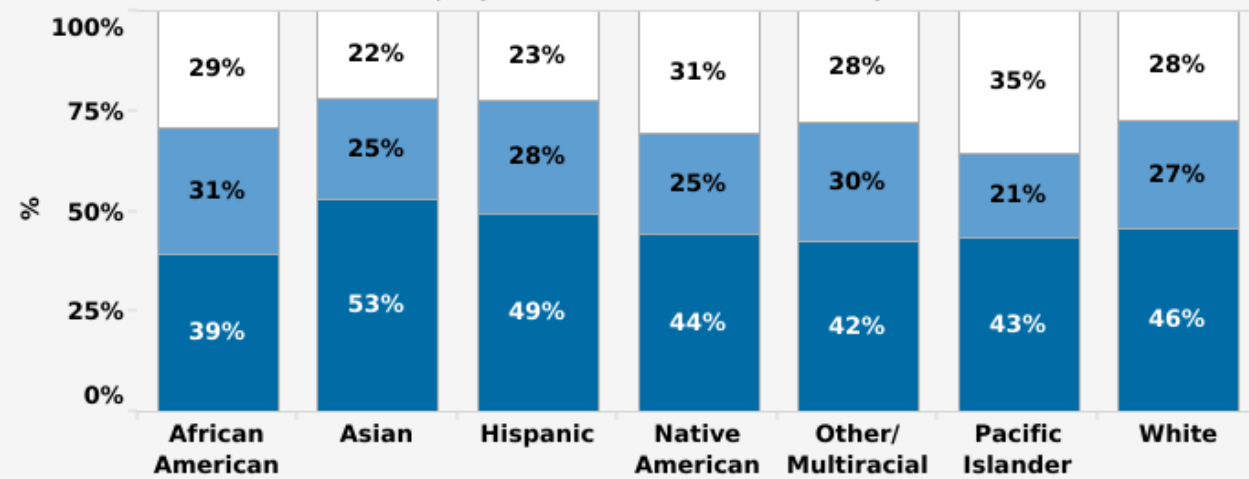
Employment And Gender



Employment And Disability



Employment And Race & Ethnicity



Hourly Wage Distribution Across Workforce Programs

Wages vary between programs, but how do wages vary within a program. Here you can explore first and third quartile to get a sense of wage distribution among program participants. You can also toggle between ethnicity, gender, disability, and whether participants worked full time or part time, and whether they were enrolled in further education.

A filter will show only values that are relevant given the values of the other filters. For example - if you choose a WIA program you will be limited to 'All Participants' under Completer since there is no variable for completion in WIA.

All programs will have a wage statistic for 'All Participants' across every race, but some programs will only have a few races shown.

Statistics from a sample of less than 25 participants is suppressed and not shown here. The same rule is applied to the categories of gender, disability, full-time employment, and student enrollment.

Select Programs

All

Completer

All Participants

Further Education

All Participants

Full-Time

All Participants

Gender

All Genders

Race & Ethnicity

All Participants

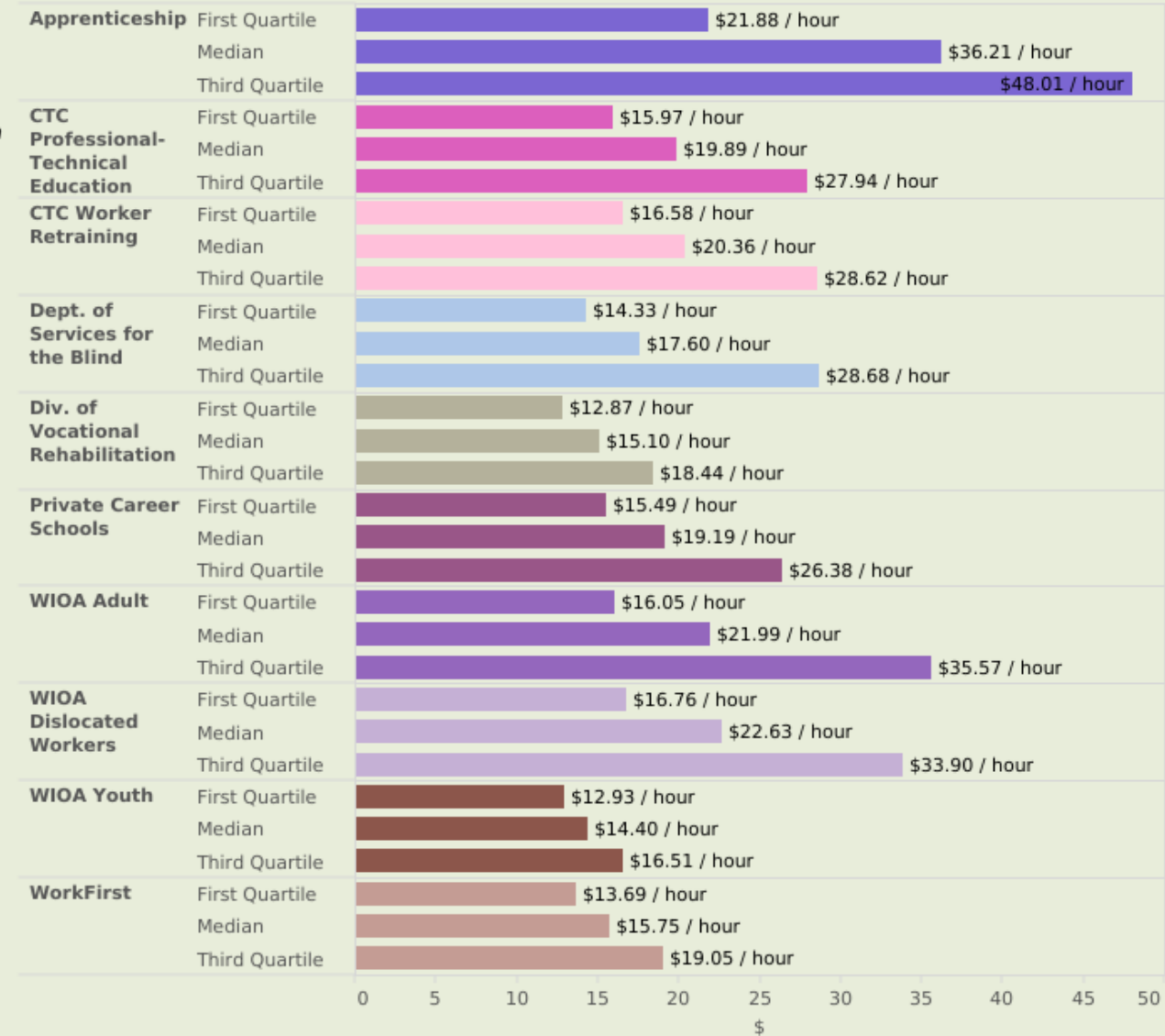
Disability

All Participants

Program Year (Exit Cohort)

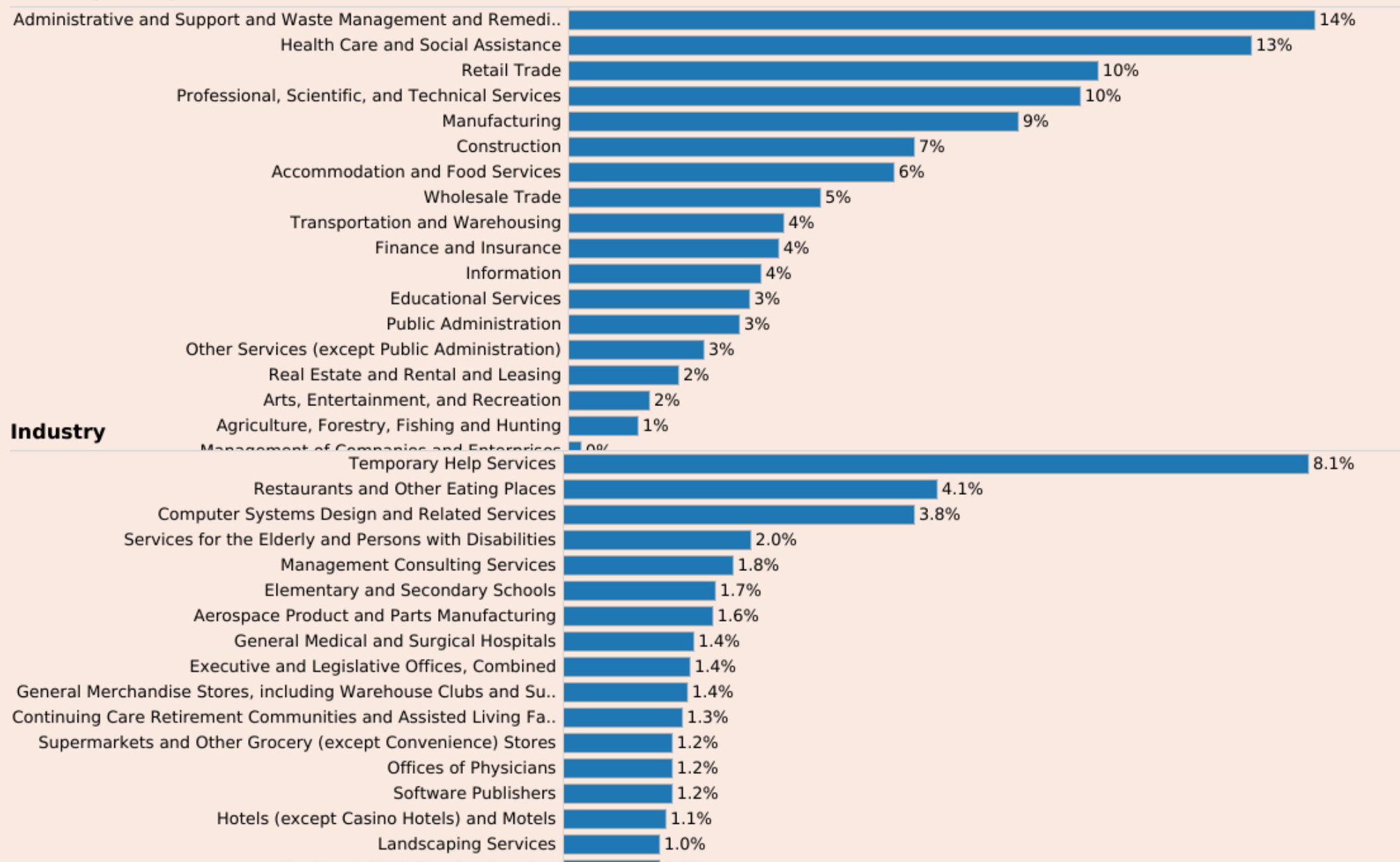
2018-2019

Hourly Wage



Industry Drill Down - WIOA Adult - Exit Cohort 2018-2019

Industry Group (Sector)



Select Program
WIOA Adult

Program Year (Exit Cohort)

- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

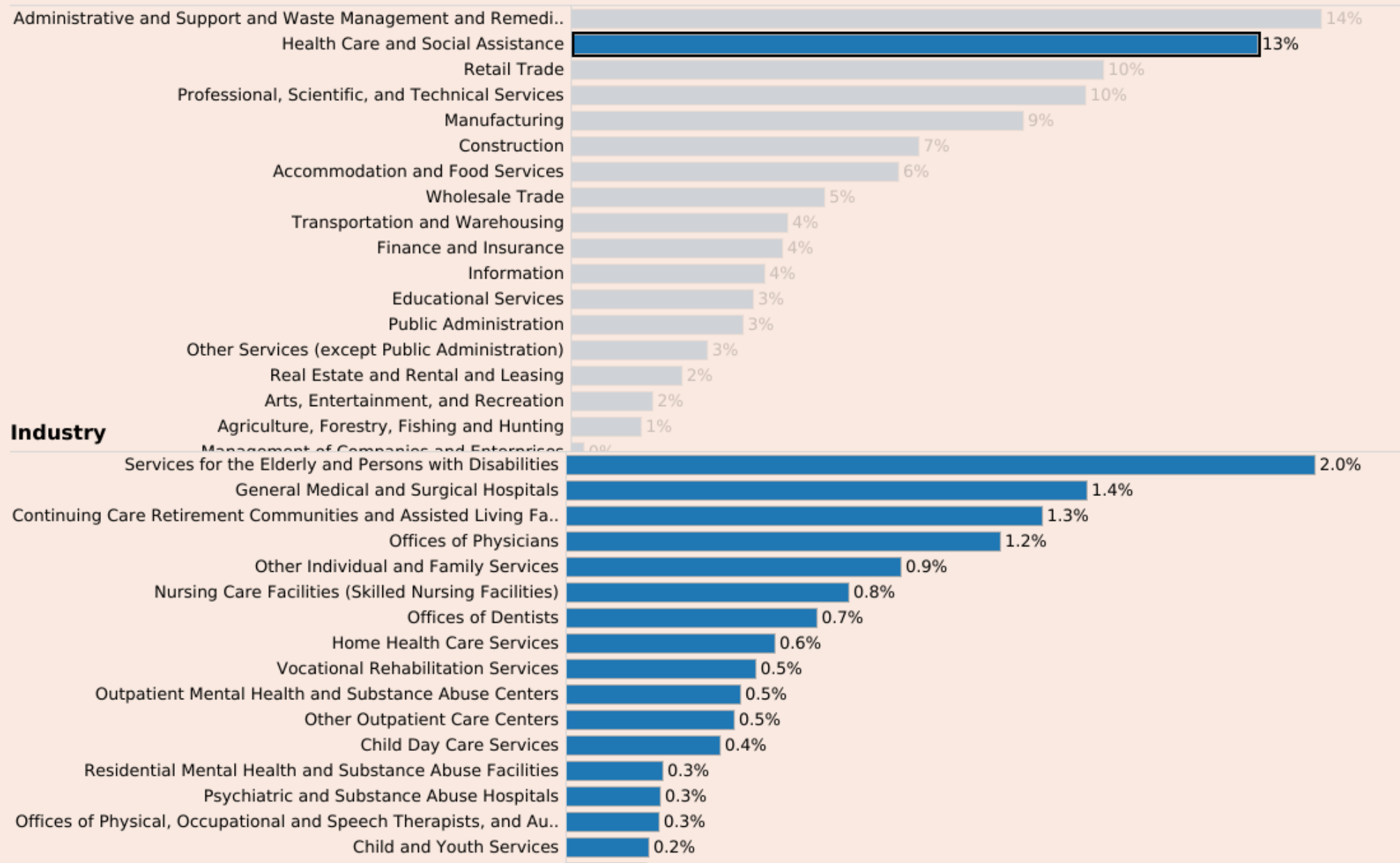
Employer is categorized by industry according to the activity of the business. This enterprise category, North American Industry Classification System (NAICS), gives us an idea of what type of occupation the employees enter into.

Percentages are based on program participants who left the program and who found employment.

Crosstabulation with less than 25 individuals are suppressed, therefore: Sectors will not always add up to 100%, and Industry will not always add up to the Sector.

Industry Drill Down - WIOA Adult - Exit Cohort 2018-2019

Industry Group (Sector)



Select Program
WIOA Adult

Program Year (Exit Cohort)

- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

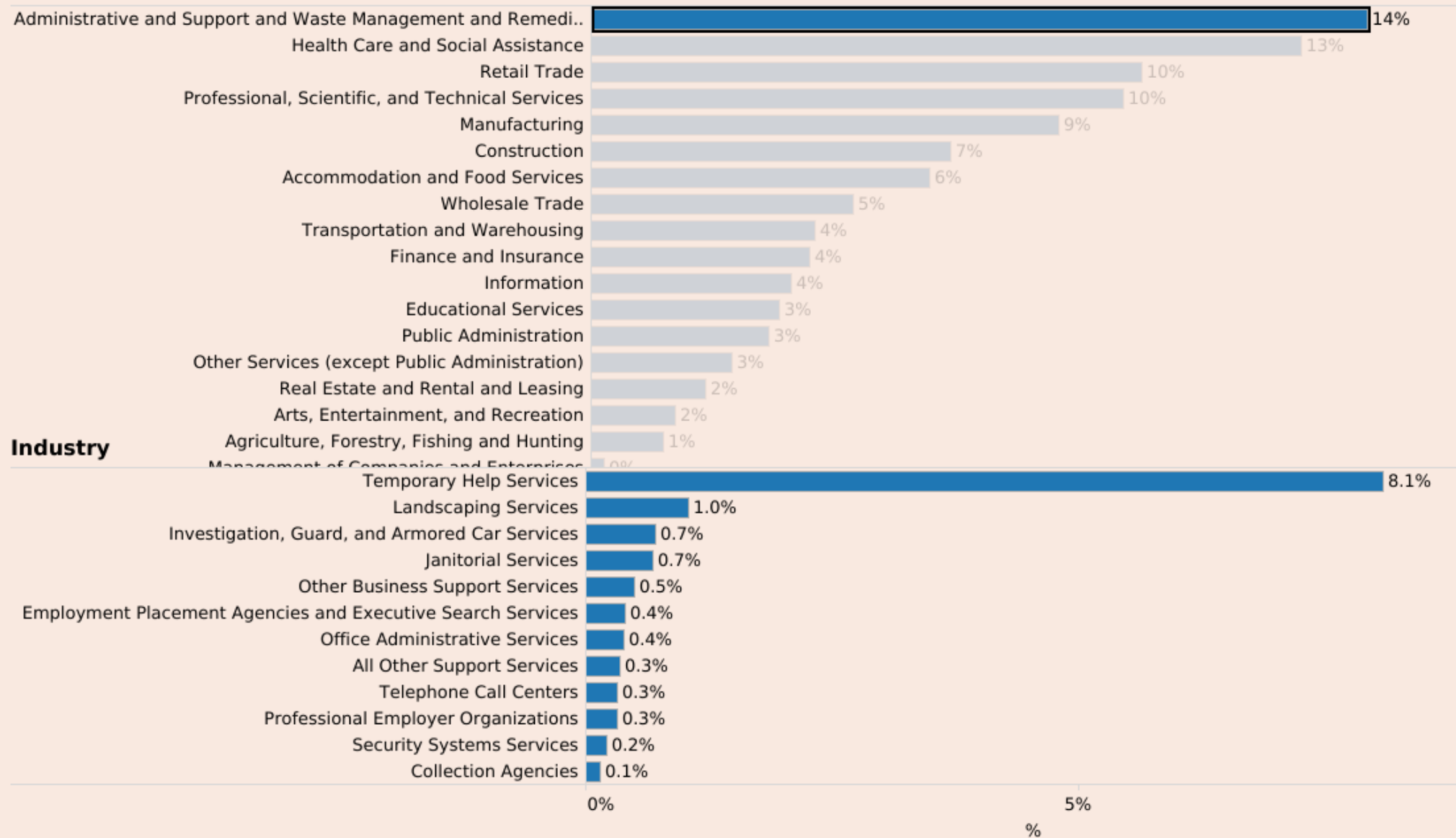
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Industry Group (Sector)



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WIOA Adult

Program Year (Exit Cohort)

- 2014-2015
- 2015-2016
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- 2018-2019

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Industry Groups And Workforce Programs

Analyze how participants find jobs in different industries depending on what workforce program they enrolled in.

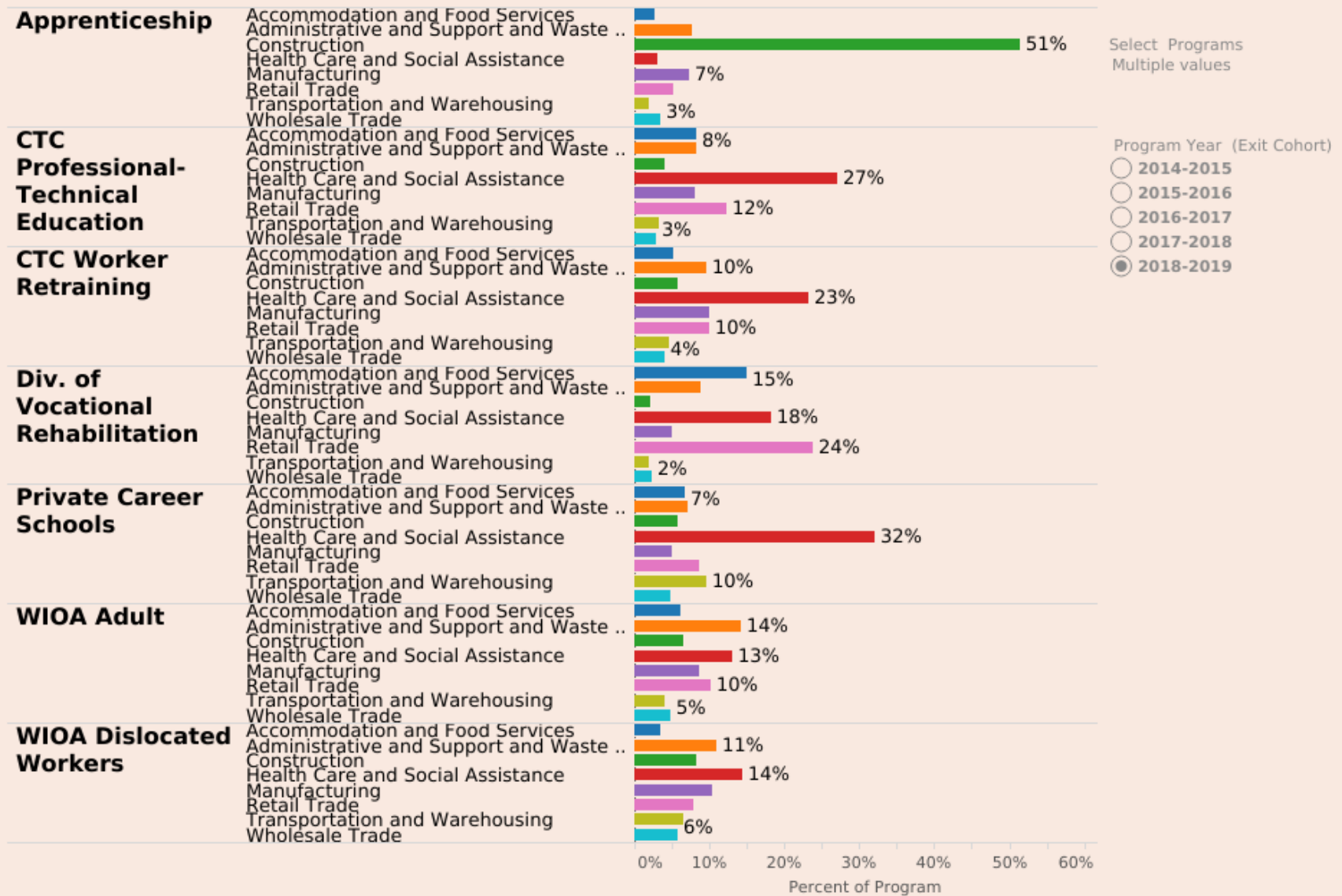
Industry Groups (Sector)
Multiple values

Industry groups (Industry Sectors) are according to North American Industry Classification System (NAICS) version 2017.

46% of 2015-2016 exiters from *Apprenticeship* found a job in *Construction*. None of the other programs had more than 8 % in this sector (select 'All' programs and industry group 'Construction'). Three years later (for exiters 2017-2018) the share of *Apprenticeship* in construction was at 51%.

Health Care and Social Assistance takes up the largest share of most program's exiters. Except for *Secondary CTE* and *Apprenticeship*, the share of employees in health care ranges between 20% and 35% (select 'All' programs and industry group "Health Care and Social Assistance").

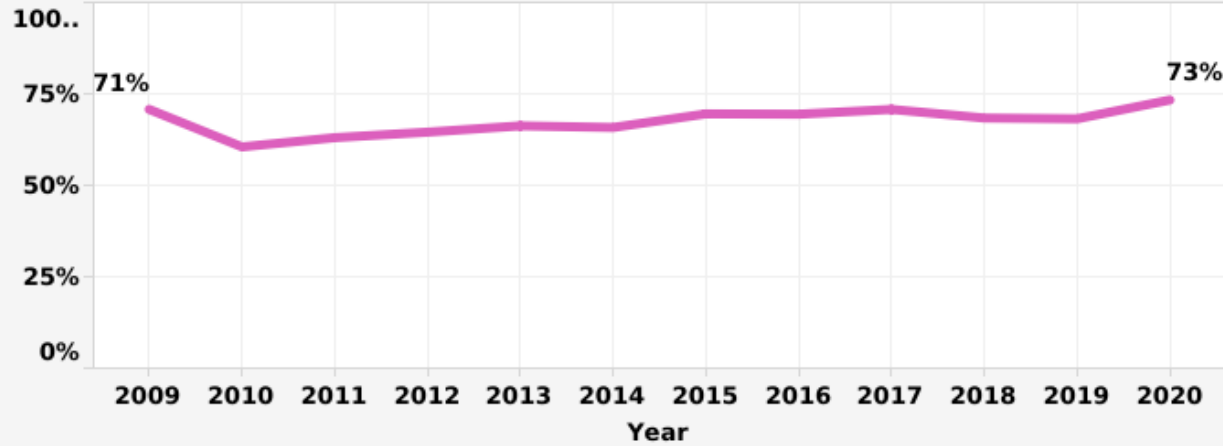
Nearly half of the employees out of the youth programs can be found in the two industry groups *Accommodation and Food Services* and *Retail Trade*.



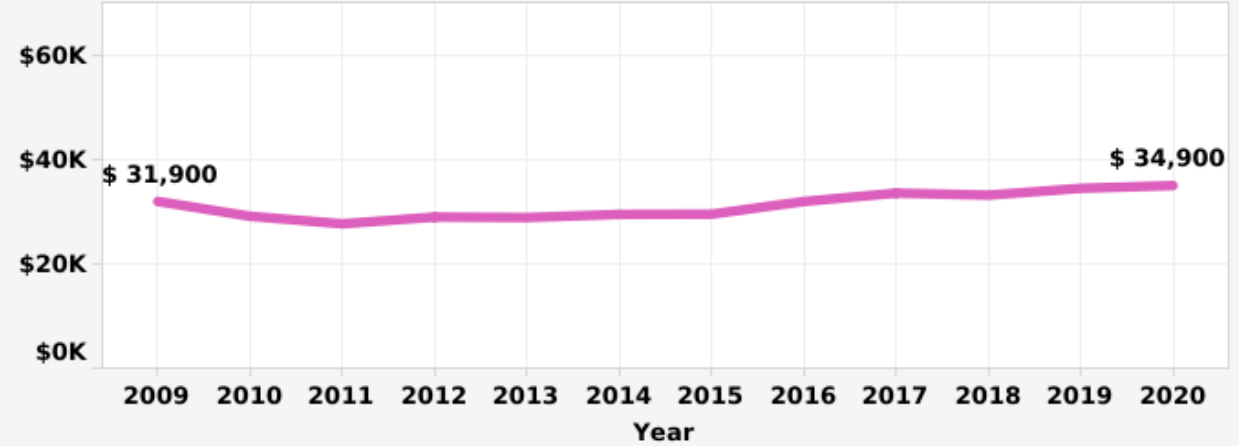
CTC Professional-Technical Education - Key Outcomes Over Time

Select Program
CTC Professional-Technical..

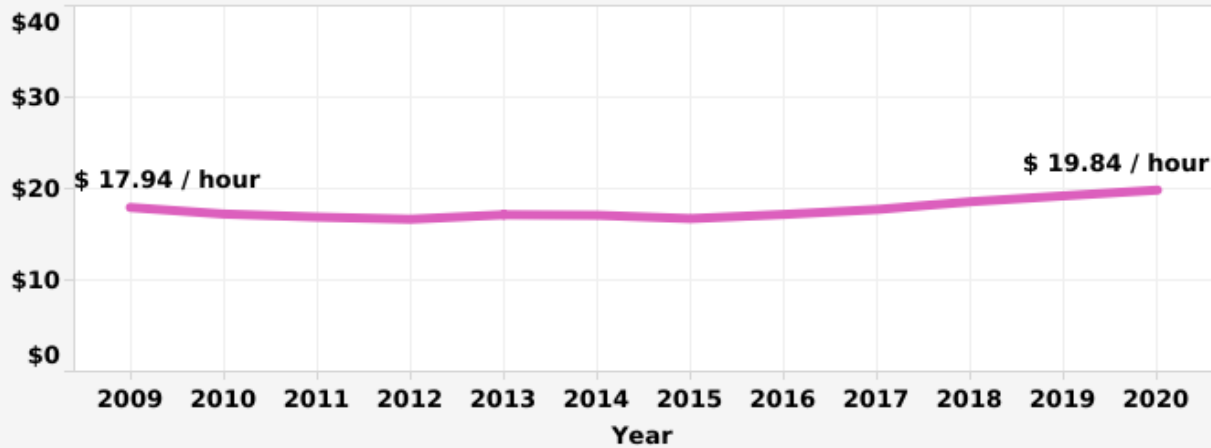
Employment Rate



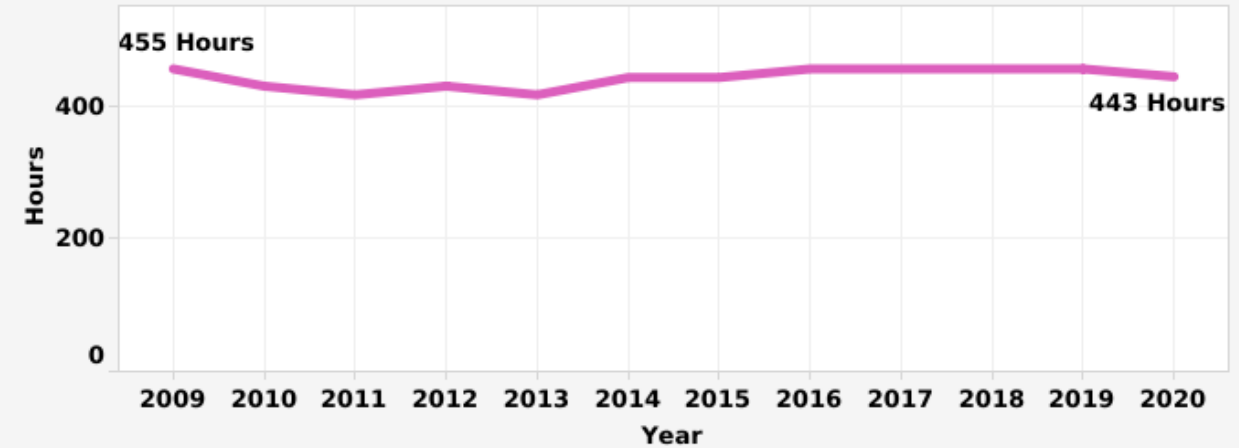
Annual Earnings



Hourly Wage



Quarterly Hours



Questions?

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