WASHINGTON PYS 2020-2023

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I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

Employment and training activities carried out by the Department of Housing and Urban Development

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

n/a

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

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

In 2018, four out of five of Washington's workers (83 percent) were working in the private sector, according to U.S. Bureau of Labor Statistics data. Within the private sector, healthcare and social services were the largest employers, accounting for about 13 percent of all jobs. Retail trade provided about 11 percent of all private sector jobs, followed by manufacturing with 8 percent of jobs. Meanwhile, public sector employment remained solid, but it has lagged other sectors both in terms of job growth and average wages in recent years.

The professional & business services led all sectors in job growth the last few years, adding 60,200 jobs in Washington between 2014 and 2019. The sector had an average wage of $101,198 (2018 annual average), higher than all except information ($194,774) and

management of companies. Construction, followed by health services, had the second and third highest growth during this five-year period. The utilities sector added the fewest jobs from 2014 to 2019 – only 1,000. Accommodation and food services had the lowest annual average wage at $24,006 followed by agriculture/forestry/fishing/hunting at $32,397.

The occupation with the largest number of openings was food preparation, followed by retail sales. Construction laborers also had high numbers of openings. These positions are projected to continue to have high numbers of openings, due largely to turnover. Software developers are expected to have the greatest number of openings in coming years, when discounting turnover.

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

Between 2017 and 2027, the information sector[1] is projected to have the fastest annual growth in employment ---at 3.2 percent, followed by "Professional, Scientific, and Technical Services" with 2.6 percent employment growth over those same 10 years, according to Washington's Employment Security Department. Overall, the state's employment growth is projected to average a 1.5 percent each year during this period. The slowest growing industry is mining (0.1 percent), followed by manufacturing (0.3 percent). In short, the forecast anticipates high-turnover, low-wage industries to grow enough to remain the largest in terms of employment, while professional services and education & health become increasingly more important economic drivers, primarily as the relative size of goods-producers declines (outside of construction, though that could change quickly depending on the economy).

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

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

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

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

Small businesses (those employing fewer than 20 people) account for 20 percent of Washington's workforce. They faced greater recruiting challenges than larger firms, and thus experienced greater losses in missed business opportunities because of being short staffed. However, the state's larger employers experienced more turnover and retention issues

than smaller businesses. Larger businesses also experienced a higher rate of declined job offers than smaller employers, according to the survey.

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

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

Since the recession low-point in December 2009, Washington has added nearly 700,000 net jobs, with the state's unemployment rate settling at 4.5 percent in November 2019 – lower than at any point since 1990. The state's labor force participation rate has been rising. An estimated 64.6 percent of working-age Washingtonians (those aged 16 to 64) were working in October 2019. However, the rate remains substantially behind the pre-recession peak of 68.6 percent labor force participation. Another chronic challenge is that labor force participation remains low among Washington's youngest workers. For example, just 33.7 percent of Washington's 16-19 year olds participated in the labor force in 2019. In 2008, labor force participation for this age group was 44.2 percent—nearly 12 percentage points higher.

Since the recession officially ended in June of 2009, all of Washington's population groups have experienced falling unemployment rates with more people heading to work during the longest economic expansion on record. However, some groups also had declining labor force participation. Some workers essentially sat on the sidelines, opting to not seek a job. Between 2010 and 2017, Asians, Native Americans, and Whites notched small declines in the labor force participation rates. In 2017, Hispanics had the highest labor force participation rate at 71.8 percent in 2017, and an unemployment rate of 6.3 percent. Native Americans had the highest unemployment rate among Washington ethnic groups. In 2019, the Native American unemployment rate was 21.6 percent. That is, more than one in five working-age Native Americans was actively seeking a job and ready to work, but unemployed. White Washingtonians, the state's largest portion of the labor force at 79 percent, had the lowest overall unemployment rate at 4.3 percent.

Like the rest of the U.S., men have consistently higher labor force participation rates in Washington than women – 84.1 percent compared to 72.5 percent for women. Much of this due to women staying home to raise children or care for elderly relatives, activities that are not counted in labor force statistics. The labor force participation rates for men and women were 83.5 and 72.5 percent respectively in 2010 – not very different from rates a decade later. However, men had slightly higher unemployment rates – 4.7 percent in 2017 compared to 4.1 percent for women.

People with disabilities faced significant labor market barriers. They were much less likely to be in the workforce (46.2 percent in 2017 and 45.0 percent in 2010) than those without. In addition to low participation rates, the unemployment rates for people with disabilities have been nearly twice the rate for non-disabled workers. The unemployment rate for people with disabilities peaked at 17.5 percent in 2010 and has fallen moderately to 11.5 percent in 2017.

In 2017, there were approximately 1,000,000 immigrants (foreign-born) in Washington state, about half of whom were naturalized citizens. Of these, the largest group came from Asia (57.2 percent since 2010), followed by Latin America (18.9 percent since 2010). More than one fifth of these immigrants had less than a high school diploma or equivalent, compared to 5.6 percent for the native-born population. Just over 10 percent spoke only English, while nearly 90 percent spoke a language other than English. Labor market outcomes overall were comparatively

favorable for immigrants – a 65.9 percent labor force participation rate (versus 64 percent for the native-population) and 4.3 percent unemployment rate (5.1 percent for native-born population). However, it should be noted that this is for the population we have data on, which no doubt misses large numbers of undocumented workers.

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

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

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

Those with higher education levels have stronger labor market outcomes, higher labor force participation rates, and lower unemployment levels. According to the American Community Survey, in 2017, 8.4 percent of Washington's labor force had less than a high school diploma, 21.4 percent of Washingtonians had a high school diploma or equivalent, 33.8 percent had some college or an associate degree, and 36.3 percent held a bachelor's degree or higher. Among prime working-age Washingtonians, more than one in three who lacked a diploma were absent from the labor force—a concerning statistic. Also concerning, those without high school diplomas who were counted as part of the state's labor force had high unemployment rates—7.7 percent were unemployed. In comparison to the overall population, those with some college or an associate's degree had a 77.7 percent labor force participation rate and a 3.8 percent unemployment rate. Those with a bachelor's degree or higher had a labor force participation rate of over 85 percent and an unemployment rate of just 2.6 percent.

Data published in 2019 by Washington's education department, the Office of Superintendent of Public Education (OSPI), shows that 80.9 percent of the students who entered ninth grade four years earlier graduated on time. Females had a higher graduation rate (84.0 percent) than males (78.1 percent). Asians (90.4 percent) had the highest graduation rate among different racial and ethnic groups, while Native Americans had the lowest graduation rate (61.7 percent). Low income students had a 72.2 percent graduation rate, students with disabilities 62.1, and homeless students had a 55.8 percent graduation rate.

Low high school graduation rates remain a concern. However, young people who are neither employed nor in school pose an even bigger concern. These so-called "disconnected youth" can delay critical milestones, such as marriage and home ownership, miss chances to hone their work skills and advance careers, and may end up relying on public assistance, or in worse cases, enter the criminal justice system. Being disconnected at a young age can have a lasting impact as these years are a critical period of growth and independence. In 2018, nearly 13.8 percent, or approximately one in seven youth age 16-24 in Washington, were neither in school nor employed. This totaled about 118,000 young people.

Educational attainment in Washington also varies widely by race and ethnicity. About one third of Hispanics had less than a high school education, a far higher percentage than any other group. For Whites, about 95 percent had a high school diploma or higher, the highest among ethnicities. Asians had the highest share attaining a bachelor's degree or higher and Pacific Islanders the lowest with a four-year degree.

(iv) Describe apparent 'skill gaps'.

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

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

To help match the output of degrees with future openings, three different education levels are given focus by the workforce system: 1) "mid-level" education that requires more than a year of post-high school training or education, but less than a bachelor's degree, 2) a bachelor's degree, and 3) a graduate degree. Although completions in middle-level training occupations is expected to be the highest out of the three education levels, the demand for mid-level skilled workers is also expected to see the greatest increase within the labor market. The number of projected mid-level openings is estimated at 10,000 more per year than the number of completions, if they continue at their current rate. The skill gap for bachelor's degrees is anticipated to be about 7,000 annually.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

The following data shows the number of people served, funds spent, and providers that are part of Washington state's Workforce Development System, with services provided at one-stop WorkSource career centers. The following information focuses on the 12-month period that ran from July 1, 2017 to June 30, 2018.

WIOA Title I Adults: There were 25,075 persons served and $13,251,000 in federal funds expended. Providers included WorkSource Centers and affiliate sites, contracted colleges, community-based organizations, and local government agencies.

WIOA Title I Dislocated Workers: There were 5,045 persons served and $14,961,000 in federal funds expended. Providers included WorkSource Centers and affiliate sites, contracted colleges, community-based organizations, and local government agencies.

WIOA Title I Youth: There were 3,822 persons served and $14,265,000 in federal funds expended. Providers included community-based organizations, educational service districts, school districts, and city/county government through the Workforce Development Councils.

Wagner-Peyser Labor Exchange: There were 102,827 persons served and $17,339,000 in federal funds expended. Providers included the Employment Security Department and WorkSource Centers statewide.

Trade Act – Trade Adjustment Assistance: There were 1,895 persons served and $11,597,000 in federal funds expended. Providers included the Employment Security Department and WorkSource centers statewide.

Basic Education for Adults: There were 54,549 persons served and $9,801,000 in federal funds and $76,099,000 in state funds expended. Providers included Washington's community and technical colleges and community-based organizations.

Vocational Rehabilitation Services: There were 12,094 persons served and $40,325,000 in federal funds and $10,621,000 in state funds expended. Providers included local divisions of Vocational Rehabilitation units and contracted community partners.

Department of Services for the Blind: There were 1,388 persons served and $10,893,000 in federal funds and $2,488,000 in state funds expended. Statewide services provided through six offices located throughout the state.

TANF/WorkFirst Education and Training Services: There were 4,252 persons served and $14,106,000 in federal funds expended. Providers included Washington's community and technical colleges, private career schools, and community-based organizations.

TANF/WorkFirst Community Jobs/Career Jump: There were 2,735 persons served and $16,589,000 in federal funds expended and $301,000 in state funds expended, provided by 21 community-based organizations throughout the state.

TANF/Community Works: There were 1,185 persons served and $2,365,000 in federal funds expended and $158,000 in state funds expended, provided by 21 community-based organizations throughout the state.

TANF/WorkFirst Employment Services: There were 8,105 persons served and $12,890,000 in federal funds expended. Providers included WorkSource offices and some community services offices.

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

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

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

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

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

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

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

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

- Variations in local service delivery;
- Inconsistent quality of counseling to help students transfer into training and employment;
- Variable degrees of engagement between employers and educators; and
- Federal restrictions on services particularly in TANF.

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

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

B. STATE STRATEGIC VISION AND GOALS

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

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

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

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

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

<u>Business Engagement Goals:</u>

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforcesystem.

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

Integrated Service Delivery Goals:

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

Access and Technology Goals:

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

Next-Generation Performance Accountability Goal:

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

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

Most performance goals will be negotiated and submitted to the U.S. Department of Labor and U.S. Department of Education in May of 2020.

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

The state established standard Core Measures of participant outcomes and has been applying them across a wide range of workforce programs for almost 20 years. In addition, periodic

surveys of both participants and employers have been conducted over the same time span. Both the state Core Measures and the surveys will be reviewed for possible revisions to enhance their applicability and relevance to the WIOA framework and implementation.

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

Next-Generation Performance Accountability

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

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

Next Generation Performance Goal

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

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

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

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

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

Overview of Washington's workforce development accountability system

Washington has made great progress in implementing a workforce development accountability system since the Workforce Board was created by the state's Legislature in 1991. Part of the Board's mandate was to establish standardized performance measures across multiple

workforce education and training partners and programs. In consultation with workforce training and education agencies and providers, a comprehensive set of Core Measures and data collection methods were established to address the following questions:

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

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

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

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

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

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

Washington also uses this performance information to help individuals seeking training make informed choices, most notably through the Washington Career Bridge website, launched in 2009. Not only can job counselors see whether an education program led to living-wage jobs, but so can jobseekers, students, parents, educators, and anyone else interested in the outcomes of thousands of Washington education programs.

WIOA promises a better integrated, more coordinated system

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

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

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

- Updated and standardized outcome measures applied across all six core programs. The majority of these measures are very similar to Washington's existing IPI/State Core measures, which have been used for all of the core programs except Wagner-Peyser.

- Reporting procedures which recognize the relationship between participants' barriers and other characteristics and their outcomes, and that many participants may be served by more than one program.

- Extending the types of training providers to be covered under performance-based Eligible Training Provider List processes.

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

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

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

<u>Washington's Commitment to System-Level Performance Accountability</u>

Washington's Workforce Board is committed to developing a true "system" of workforce delivery, with service delivery coordinated and aligned across programs and agencies. In May 2015, the Workforce Board decided to pursue development of performance data appropriate to a coordinated and aligned system of service delivery by measuring how the components of that system collectively affect the outcomes of different types of clients, regardless of the mix of

resources involved. That is, the system will be measured by how well the state is collectively serving populations—such as those with disabilities, or out-of-school youth—rather than how participants receiving services from Vocational Rehabilitation or from Title I Youth are faring.

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

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

Washington's Alignment with WIOA

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

WIOA measures compared to current Washington State Core Measures

Measure	WIOA	Washington	Impact
Employment Rate	2nd and 4thquarters after exit	3rd quarter after exit	These are very similar to the IPI/State Core measures. Existing sources and methods appear to be adequate for providing this data.
Median Earnings	2nd quarter after exit	3rd quarter after exit	
Credential Rate	Percentage of participants who either obtained postsecondary credential, or obtained secondary school diploma during participation or within one year after exit. (More complicated definition for Title III Youth)	State Core measure is similar, but significant details still to be determined.	
Skills Gain	Percentage of participants (not only exiters) who are in a program leading to either: a postsecondary credential, or	No comparable State Core measure	A new measure of progress while in training has yet to be fully defined, and will pose some challenges as it

Measure	WIOA	Washington	Impact
	employment and achieve measurable skill gains toward credential or employment		involves data and sources not used in previous workforce performance measures.
Effectiveness in Serving Employers	TBD	State has conducted periodic employer surveys, including Workforce Board's 2019 Employer Survey.	New measure(s) will be developed over the next year or more by the federal agencies.

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

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

Washington's Commitment to System-Level Performance Accountability

WIOA's goal is to serve customers at a variety of entry points and offer services as needed rather than requiring customers to move through increasingly "intensive" levels of assistance. If the intention of a high-functioning system is to enable customers to move into and across

programs as needed, then the performance measurement system should be appropriate to a system in which many of the participants are served by multiple programs. However, the formal WIOA performance assessment process does not focus on assessing the collective performance of the WIOA partners, instead focusing on each of the six separate federal funding streams.

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

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

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

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

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

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

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

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

Combining WIOA and State Core Measures
Because all three of the current State Core Measures for participant outcomes are very similar (but not identical) to WIOA measures, the number of measures used for the programs involved in WIOA should be consolidated. Because the State Core Measures have been in use for almost

20 years and are applied to programs outside WIOA, careful evaluation is needed before consolidation.

Eligible Training Provider List Processes

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

Measures for Combined Plan Programs and Other Partners

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

The System-Level View

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

Performance Accountability Summary and Goals

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

C. STATE STRATEGY

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

<u>Introduction</u>

Historic Opportunity to Strengthen Washington's Workforce System

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

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

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

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

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

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

State Strategic Plan Aligns with New Federal Act

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

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

A Coordinated Plan Aligned with Federal and State Mission and Goals

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

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

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

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

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

- *Explore fully the benefits of a Combined Plan.[1]*
- *Conduct an examination of integrating Temporary Assistance for Needy Families (TANF) program into the workforce system, including recommendations for serving the most at-risk customers.*
- *Provide a data-driven evaluation and recommendation for planning regions in consultation with chief elected officials, local workforce boards, and stakeholders.*
- *Provide recommendations for elevating the strategic role of both state and local workforce boards to focus on system goals and changing the service delivery system in order to improve outcomes for jobseekers and employers.*

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

Critical Steps to Successful Plan Implementation

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

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

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

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

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

Work on this Directive is Built on a Solid Foundation
Washington's many successes in workforce development are detailed in a 2015 report by the State Auditor's Officehighlighting the overall effectiveness in coordinating services among 55 programs across 12 state agencies: *"Washington's approach to coordinated service delivery is highly regarded at the federal and state level . . .The Workforce Training and Education Coordinating Board (Workforce Board) is the lead agency responsible for coordinating system*

partners statewide. It works with them, as well as the Governor and Legislature, to develop the strategic vision and policies for workforce development in Washington."

Washington's Choice of a Combined Plan

The many partners of Washington's workforce system chose to submit a robust Combined Plan to federal partners—one of two options under WIOA, and the second consecutive WIOA combined plan the state has submitted. This decision was made with a clear eye towards improving the breadth and depth of services to workers and businesses across the state. By submitting a "Combined Plan," partners are committing to working toward a seamless, customer-driven system that will not differentiate between programs and agencies whether local, state, or federal. The Combined Plan unites six core programs with any number of workforce services across the education and training system. Once included as "Combined Plan" partners, these programs will be aligned with the mission, goals, and priorities within the combined state plan submitted to federal agencies by March 2020.[2]

Sustaining Recovery by Unlocking Washington's Talent

Business Demand Rises for Highly Skilled Workers

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

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

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

To fulfill this growing demand for highly skilled workers, Washington companies have turned to out-of-state and foreign workers to broaden their labor pool, tapping talent from across the world through the U.S. Department of Labor H-1B Foreign Worker Program. It's clear that this is a missed opportunity for Washington's workers, who would benefit from higher-skill, higher-wage jobs, especially in Washington's thriving tech industry. Skilling up Washington's workforce to meet the needs of businesses that import their talent requires greater collaboration and frank discussions among workforce professionals, education providers, and the business community. A more engaged and invested business community would help fill existing skill gaps through targeted training opportunities and postsecondary education programs and help create a better skilled and educated, homegrown workforce. This would give Washington workers a clearer pathway to higher paying jobs, and businesses a more direct connection to their own backyard talent pipeline. In previous years, the state secured two grants totaling $9.8 million through the U.S. Department of Labor, which include a focus on the technology industry.[3] These grants will help reduce the number of imported workers.

Focus on Youth with Barriers to Employment

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

slumps and even returning to "normal" means there is much work to be done in finding solutions to chronic youth unemployment.

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

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

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

<u>Talent and Prosperity for All - Organized Around Four Strategic Priorities.</u>

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

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

2. Increase Business Engagement with a Clearly Defined Workforce Value Stream: An estimated 8 percent of Washington businesses utilize the public workforce system.[4] This stark fact underscores the limited interaction between businesses and workforce development service providers at all levels. Businesses need simple paths to the workforce system and a better understanding of the benefits, whether it's filling open positions with qualified applicants from WorkSource, shaping training programs to ensure workers have industry-specific skills, or

partnering with higher education. In addition, once businesses and industries *are* engaged—be it through sector strategies or recruitment services—the workforce system must build and sustain these partnerships. The system's promise to partnering businesses is streamlined and integrated services that are a recognized value and easy for an employer to navigate.

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

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

Key Commitments Braided Throughout the Plan

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

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

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

These goals include:

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

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

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

Continuous Improvement: Old Way of Doing Business is Not an Option
As the economy and population continue to change, Washington's workforce system must be even more nimble to adapt to new demands and challenges. Timely, clear, and informative performance indicators will guide strategic course corrections and resource deployment. The Workforce Board, along with its partners, will continue to measure the impact of services to customers and will create an oversight system capable of responding as needed to ensure continued success and system improvements.

Professional Development
A highly skilled and talented staff has played a pivotal role in Washington's workforce system success. The changes outlined in this plan will require continued investment in staff training and support across agencies and programs. To "manage the system to success," front-line staff and managers will need to be equipped to respond to changing customers' needs and support the four key strategies outlined in the plan. Team members will require a broader and deeper understanding of the services provided, not just by their own organization, but by other partners throughout the workforce system. Raising the bar on customer service will require thoughtful and coordinated outreach to businesses, and a tailored approach to providing education and training, and wraparound services for workers.

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

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

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

Who is Involved?

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

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

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

Workforce System Partner	Services
Registered Apprenticeship (Department of Labor and Industries)	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.
Carl D. Perkins Vocational and Technical Education Act	Aims to increase the quality of technical education at both the secondary and postsecondary levels and provide students with academic and technical skills for in-demand, living wage careers that advance the economy.
Community Development Block Grant (Department of Commerce)	The state Community Development Block Grant (CDBG) program, administered by the state Department of Commerce, awards funds to rural local governments for locally-prioritized activities,

Workforce System Partner	Services
	such as economic development, construction, and public services activities. These funds are awarded based on a competitive grant process for eligible CDBG recipients. This funding is administered federally by the Department of Housing and Urban Development (HUD).
Community Services Block Grant (Department of Commerce)	The state Community Services Block Grant (CSBG), administered by the Department of Commerce, awards state and federal funds to local eligible entities to provide services to low-income individuals and households at or below 125% of the federal poverty level (FPL). With approval from the CSBG State Lead Agency, eligible entities determine how funding will be used to support allowable activities, such as employment and training activities. This funding is administered through the State General Fund and federally by the Department of Health and Human Services (HHS).
Customized Training Program (State Board for Community and Technical Colleges)	A training institution delivers dedicated customized employee training as requested by the business. The level of customization ranges from existing training curriculum delivered at the job site to fully customized training curriculum developed exclusively for the business.
Higher Education (Community and Technical Colleges, Four-year Colleges and Universities, Private Career Schools)	Education and training, customized training, incumbent worker training, certification, registered apprenticeship related supplemental instruction (RSI), education and career counseling, small business resources.
Job Skills Program (State Board for Community and Technical Colleges)	Prospective and current employees of a business receiving a Job Skills Program (JSP) grant are eligible for training. Eligible businesses and industries include private firms and institutions, groups, or associations concerned with commerce, trade, manufacturing, or service provisions. Public or nonprofit hospitals are also eligible.
Title I Youth, Adult and Dislocated Worker programs (Local Workforce Development Councils)	Comprehensive workforce development services - assessment and career guidance , labor market information, workshops, resources for worker training, on-the-job training, support services for job seekers. Business services for employers, including hiring events, labor market information, training, and matching talent to demand .

Workforce System Partner	Services
Title II Adult Literacy (Community and Technical Colleges)	Adult basic skills training, English as a Second Language training, GED
Title III Wagner-Peyser (Employment Security Department)	Career guidance, job matching, and labor market information for job seekers. Job orders, job fairs and hiring events, labor market information, and other business services for employers.
Title IV Vocational Rehabilitation (Division of Vocational Rehabilitation and Department of Service for the Blind)	Training, retraining of individuals with disabilities, identification and support for the implementation of assistive technologies for jobseekers and businesses, job placement, job development, community rehabilitation providers.
Temporary Assistance for Needy Families (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations, Employment Security Department, Department of Commerce, Department of Early Learning)	Assessment, case management, job placement, education and training, work study, workfare, support services, and job development.
Senior Community Service Employment (Department of Social and Health Services and Community-Based Organizations)	Provide subsidized, part-time, community service work-based training for low-income people age 55 or older who have poor employment prospects. Through this program, older workers have access to the SCSEP services as well as other employment assistance available through WorkSource, the state's one-stop career center system.
SNAP, E&T (Department of Social and Health Services, Community and Technical Colleges, Community-Based Organizations)	Food assistance, assessment, education and training, job search, job search skill development, and support services.
Trade Adjustment Assistance (Employment Security Department)	A federal program that helps workers who have lost jobs due to foreign trade to gain the skills, resources, and support they need to become reemployed.
Training Benefits Program (Employment Security Department)	Training benefits pay up to 52 times a participant's unemployment weekly benefit amount, minus any regular unemployment benefits received. These additional benefits are available to eligible dislocated workers in a full-time vocational training program approved by the unemployment insurance (UI) program.

Workforce System Partner	Services
Veterans Employment and Training	Workforce development workshops, assessment and career guidance, and job development as well as referrals to worker training and on-the-job training, support services for disabled veterans.
Worker Retraining Program (State Board for Community and Technical Colleges)	Serves the unemployed or those facing imminent layoffs. Community and technical colleges provide training in basic skills and literacy, occupational skills, vocational education, and related or supplemental instruction for apprentices. Qualified students may receive financial assistance to help with tuition, other costs. Private career schools and colleges enroll a small number of students.

Improving the Customer Experience: Better Serving Current and Future Workers

The federal Workforce Innovation and Opportunity Act (WIOA), envisions a streamlined, demand-driven, integrated, and business-informed system that can support the talent needs of business, and the education and training needs of a diverse population of current and future jobseekers and workers, including those most in need.

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

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

Improving the Customer Experience Goals

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

- Improve Washington's workforce system staff capabilities to navigate customers to the resources they need to advance on their individual career pathways.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.

- Increase the number of participants, including those with barriers, who have defined career pathways and havegained portable skills, received industry-recognized credentials, and/or earned college credits.

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

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

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

Greater Flexibility and Access to Services

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

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

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

Customer Choice and Asset-based Programming

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

Staff must think holistically about customers, their goals, and their skill-sets when they enter the system, and be knowledgeable about their role in connecting them to the services that an individual requires to advance. This asset-based approach focuses first on the strengths and positive experiences each customer brings, and then builds on those assets by connecting individuals with an appropriate mix of services.

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

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

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

Career and Education Exploration and Guidance
All customers, but especially those with little or no work experience, need sufficient information to make informed career decisions and education choices. By fully exploring their career and education options, customers are able to choose a career pathway based on their interests, needs, and capabilities. Career pathway exploration should include timely information about a wide range of occupations and whether they're in demand by industry, connections to registered apprenticeship and other work-and-learn programs, and encouragement to consider non-traditional occupations for both women and men. Career guidance should also include a review of any foreign degrees and professional expertise held by educated, skilled refugees and immigrants experiencing unemployment or under-employment.

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

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

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

Customer Pathway and Outcome Plan Options

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

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

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

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

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

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

Post-Job Placement Support for the Customer and Employer
Landing a job is often just the first step for customers, even if they have benefited from effective pre-placement services. Once on the job they may struggle with child or elder care, transportation, interpersonal issues, family difficulties, medical needs, basic skills development, and court involvement. Or an individual may require additional skill development in specific areas to improve job performance or to keep pace with industry changes. Support services for

customers and the businesses who hire them may involve: periodic contact, information and referral for necessary services, and, when necessary, advocacy for the individual on the job.

System Training and Support

Professional Development

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

Implementation of Technology

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

Replication of Promising Practices

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

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

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

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

Peer Outreach contracts place select workers from an affected group, during closure, on-site at the affected work site and in WorkSource offices to offer a trusted source of support to provide critical information on the array of services available through the WIOA one-stop system and ease their fellow dislocated workers' transition to training, job search and/or relocation

activities, as appropriate. These individuals offer the emotional and motivational support necessary to assist a community experiencing a major layoff.

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

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

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

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

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

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

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

I-BEST Programs

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

Professional Technical Expansion I-BEST allows students to move further and faster down their career pathway by putting English and math courses in context, as needed for longer-term certificate and degree programs. This allows students to skip developmental education and earn their college or terminal-level English and math credits through contextualization and team teaching.

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

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

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

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

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

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

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

Integrated Service Delivery Summary and Goals

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

Engaging Business for Better Results

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

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

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

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

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

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

Business Engagement Goals

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

- Identify meaningful metrics to establish a baseline and increase the number of businesses utilizing the workforcesystem.
- Identify meaningful metrics to establish a baseline and increase the number of businesses reporting satisfaction withthe services they receive via the workforce system by 5 percent each year.

- Have at least one sector partnership in development in each workforce region. Use the Sector PartnershipFramework or a similar framework to show progress over time.
- Increase resources for work-based learning opportunities, including on-the-job training and registered apprenticeship,internships, job shadows, but especially, incumbent worker training.
- Increase the amount of work-based training including incumbent worker training, on-the-job training and registered apprenticeship, job shadows, internships.

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

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

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

What Better Engagement Means for Business

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

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

There are areas where the public system and business share in the cost of developing an employee's skills, including work-based learning (on-the-job training, incumbent worker training, registered apprenticeship). Business partnerships with workforce development and human services programs can increase diversity in the hiring pool and support job retention in the workplace. If employers are willing to partner with the workforce system, expend energy, and, devote resources, they can leverage their investment to create sustainable solutions to their workforce challenges.

What Better Business Engagement Means for the Workforce System

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

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

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

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

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

Aligning and Coordinating Across the Workforce System

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

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

Recently, a staff person at a WorkSource center described the transition as moving from inventory control to business solutions. In inventory control mode, staff thinks in terms of how many jobs a company has open and how many jobseekers the program has available or could quickly train to apply for these jobs. In the business solution model, staff move from focusing on

this "inventory" of specific services and programs to helping businesses access system resources and services that will meet their specific needs. Put another way, the system must move from a "push" that works to match the jobseeker inventory on hand to a "pull" or a "demand-driven" system working in partnership with businesses to determine and develop the talent they actually need.

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

Engaging Business through Sector Partnerships

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

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

In addressing industry sector workforce issues, system partners package their individual components to create customized solutions. This may include incumbent worker training that moves current workers into higher demand fields, paired with recruitment strategies to backfill the entry-level opportunities that open up as a result. Employer engagement may lead to more work-based learning opportunities where the company makes it easier for potential and existing workers to elevate their skills in workplace settings. Sector partners may also choose to focus on longer term solutions, including reaching within the K-12 system to prepare young people for future careers in the industry. The key is to leverage the investment and resources of all partners toward a common goal. Rather than competing for the attention of businesses, the workforce system strategically braids together the resources of the public, philanthropic, and private sectors to create new solutions to ever-changing business challenges.

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

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

Engaging Business through Career Pathways

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

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

Making workforce services more transparent, accessible and user-friendly

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

Identify/invest in business services and coordination

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

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

Speak the Language of Business

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

Create a Common Brand

The difference between on-the-job training, clinicals, internships, job shadows, cooperative training, work experiences, work study, registered apprenticeships, and other workforce

activities revolves around who offers the programs and program-specific rules and regulations. All are approaches that allow jobseekers to actively build their knowledge and skills in a work-and-learn setting. But the names are confusing, leading to the conclusion that the system is fragmented. Creating a common brand and a clear, common plain-language menu of service options will make it more likely that businesses will use these services.

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

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

<u>The role of Local Workforce Development Councils</u>

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

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

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

customer base, connecting jobseeker staff to the process, seeking alignment with business demand, and reporting and evaluating progress.

Business Engagement Summary and Goals

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

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

Guiding Principles

- Sector strategies are but one of many strategies for workforce and economic development.
- Statewide and local sector partnerships and strategies can co-exist in mutually reinforcing and beneficial ways. They are not mutually exclusive of one another.
- Critical factors for identifying sectors to be targeted for sector strategies include employment opportunities (including opportunities for those with barriers to employment), wage levels (including career and wage progression potential), and the economic impact of the industry.
- Because policy objectives vary, workforce and economic development partners may work from different lists of targeted sectors. That being said, collaboration and coordination is imperative when economic and workforce strategies target the same sectors.
- Nascent or emerging sectors, as well as mature or plateaued ones, have a role in workforce and economic development initiatives.
- Both traded sectors and local services sectors have a role in workforce initiatives. Traded sectors generally include export or innovation-based industries – agriculture, manufacturing, scientific research and development. Local services sectors are population-based. Retail, health care, educational services, food services, public administration – tend to locate based on population and are prevalent in almost all communities.
- Targeted sector lists should be updated to keep pace with changing economic conditions.
- As strategies are developed to serve the workforce needs of sector partnerships, there should be an emphasis on data-driven outcomes (such as employment placements) for businesses, jobseekers and workers, including individuals with barriers to employment.
- Alignment between local and statewide sectors

- Identified statewide sectors represent statewide priorities for sector work. When Workforce Development Councils (WDCs) identify regional and/or local sectors using the process and criteria in the Washington Sectors Partnership Framework, they will identify which statewide sectors are also of regional and/or local significance. Not all statewide sectors will be of significance to regional/local economies, nor will all regional sectors be significant at the state level.
- When regional, locally identified sectors are also statewide priority sectors, WDCs are expected to connect with state sector leads at the Department of Commerce or other designated agencies to determine how best to align local activities with statewide sector goals. Statewide sector leads are expected to reach out to WDCs operating in regional and local economies where high concentrations of companies are part of identified statewide sectors, in order to identify opportunities to work to together/align work. Opportunities to align regional/local industry sectors that are part of the supply chain for statewide sectors should also be coordinated among state sector leads and WDCs.

Criteria for identifying and prioritizing target sectors

Criteria

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

Process

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

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

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

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

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

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

Quantitative factors such as employment projections relating to retirements and turnover; output; earnings per worker; commute patterns; change in establishments; change in wages; exports as percent of output; traded versus local services sectors. (Possible Data Sources: *ESD's Employment projections, Bureau of Labor Statistics national replacement rates for occupations at* http://www.bls.gov/emp/ep_table_110.htm, *comparisons between job openings and numbers of*

unemployed from sources like Help Wanted on Line at https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/employer-demand-report*, Washington Department of Revenue's Quarterly Business Income at* http://dor.wa.gov/content/aboutus/statisticsandreports/TID/StatisticsReports.aspx?query=gbinaics, commuting patterns from the Census Bureau's county to county migration flows, c*hange in establishments and changes in wages reported on ESD's Quarterly Census of Employment and Wages; Occupational Employment Survey.)*

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

Common definitions

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

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

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

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

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

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

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

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

Tracking sector implementation and outcomes

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

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

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

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

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

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

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

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

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

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

Accessibility and Technology

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

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

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

Accessibility and Technology Goals

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

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

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

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

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

Universal access across the workforce system

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

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

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

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

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

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

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

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

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

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

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

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

Virtual Service Delivery
With WIOA, education and training services are no longer required to be administered in person. The availability of online, real-time, hybrid (blended online and face to face), and open source course materials warrants close system collaboration. Beyond simply providing access, the system must help customers gain the skills to effectively use these new technological tools. Some tools have become increasingly common in just a few short years. Video conferencing technology, for example, is widely available and less expensive than in years past. Reducing or eliminating the need for customers to travel and *physically* access a one-stop center will remove accessibility barriers for many Washingtonians.

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

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

Promoting Open Education Resources
Washington's 34 community and technical colleges provide a wide range of open education resources (OERs), online courses, and e-Learning strategies to workforce system customers. These resources allow working adults and place-bound customers who are far from a college or

university campus to access education when it fits their work and life schedules. OERs are teaching and learning materials that reside in the public domain or have been released under an open license. These resources may be used free of charge, distributed without restriction, and modified without permission. Often, OERs take the form of digital textbooks, video lectures, assessments, and new forms of "gamified" multimedia education experiences. Washington's community and technical colleges are leaders in the OER movement, ready to share their expertise with the entire workforce system.

Promoting eLearning

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

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

Thinking Beyond Technology to Remove Barriers

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

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

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

Local Workforce Development Councils (WDCs) will partner with the state advisory committee on barrier solutions to identify barrier removal projects and best practices that can be brought to scale statewide. Local WDCs have taken the lead for several years in convening their own advisory groups on system accessibility at the local level. Each WDC will designate either one of these existing advisory groups or create a new one to focus on barrier removal work, and will seek to recruit members from a broad spectrum of populations with barriers to employment,

including, but not limited to: people with physical, sensory, behavioral health, or cognitive disabilities; economically disadvantaged communities; low-skilled and under-educated individuals; English language acquisition or bilingual communities; disadvantaged youth; and the long-term unemployed. Local WDCs are encouraged to engage with real customers with barriers, including encouraging customers to be part of their local committees focused on barriers.

These local advisory groups on barrier solutions will create an annual progress report to their local WDC outlining and discussing issues, accomplishments, and future deliverables related to the accessibility goals in local WDC strategic plans; concerns and challenges faced by populations with access barriers, as seen from the advisory groups' perspectives; a work-plan containing recommendations for improving accessibility in the coming year; and a progress report on previous work-plans for improving accessibility. The same report will be delivered each year to the state advisory group on barrier solutions, which will incorporate identified local best practices into statewide strategies. The state advisory group on barrier removal will also redirect resources toward barrier removal projects it prioritizes, and will help local advisory groups identify and broadly recruit representative members.

Accessibility and Technology Summary and Goals

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

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

States could also choose to create a "Combined Plan" that covers the core program and *one or more* of the additional partner programs listed in the act: postsecondary Carl Perkins Act programs, Temporary Assistance for Needy Families/WorkFirst, Trade Adjustment Assistance Act programs, veterans employment and training efforts, Unemployment Insurance services, SNAP Employment & Training, Senior Community Services Employment, Community Development Block Grant, Community Services Block Grant, and the Second Chance Act. The additional partners that join the plan coordinate service delivery strategies and make operational commitments in the plan among themselves and with the core partners.

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

[3] One of the grants, totaling $1.5 million, is being administered by the state's Department of Labor and Industries. It's expected to provide training and jobs for up to 1,000 people, 600 of

them in the technology industry. Another $3.5 million will go to the Washington Technology Industry Association to create a registered apprenticeship program in the information technology industry. The initiative will be carried out through an innovative partnership between the state, WTIA, and technology companies, including Microsoft, F5 and AT&T.

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

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

The Washington Workforce Training and Education Coordinating Board meets regularly to provide strategic direction to the workforce development system and issue guidance on performance measures. Since 2016, the Workforce Board has convened six WIOA implementation subcommittees of the Board led by business and labor members to develop ongoing policy guidance on implementing key features of WIOA, including professional development, removing barriers to access in one-stops, and defining and creating a seamless customer experience at one-stops. These committees will included Board members, policy professionals, and appropriate stakeholders with subject-matter expertise and reported their progress to the state Board on implementing the goals within the Talent and Prosperity for All plan at each state Board meeting. Subcommittees were assigned different goals from the state plan and portfolios of responsibility related to the Board's functions:

1. Performance Accountability
2. Business Engagement
3. Barrier Removal and Access Solutions
4. Professional Development
5. Integrating Service Delivery
6. Identifying Common Intake Processes

The six WIOA implementation subcommittees each met on a roughly monthly basis, and several implementation committees endure to 2020, in particular the Barrier and Access Solutions subcommittee convened to increase access to the system for all. The Workforce Board acted in 2016 to formalize that WIOA implementation subcommittee as the first standing subcommittee of the Board, emphasizing their commitment to address access issues and create an inclusive workforce system. WIOA implementation subcommittees were empowered to develop and advance policy recommendations to the state Workforce Board when appropriate, to be vetted and acted upon by the state Board.

2. IMPLEMENTATION OF STATE STRATEGY

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Core and partner programs in Talent and Prosperity for all will remain engaged in coordinating and aligning their activities dynamically through the network of WIOA implementation subcommittees convened by the state Workforce Board, and also at the direction of the Board itself. Every partner program in Talent and Prosperity for All has a voice

at the state Board level either through a voting member or an ex officio representative to the Board.

Decisions on the character of service delivery are made locally, including the extent to which participants are co-enrolled. Several local areas in Washington have spent the past few years refining their processes to achieve coenrollment among Title I and III participants, with some growth in Title II co-enrollment. Those conversations are growing and evolving due to the ongoing COVID pandemic and the new challenges social distancing places on creating an integrated service delivery system. There is a renewed interest at the local level to engage in wider adoption of co-enrollment of participants across as many WIOA programs as possible, and a cross-agency workgroup is convening at the state level in partnership with local Boards to collaborate on co-enrollment related guidance over the coming year.

TITLE I: ADULT, DISLOCATED WORKER, AND YOUTH SERVICES

Twelve local workforce development councils across the state lead efforts to implement WIOA and have direct responsibility for Title I (Youth, Adult, and Dislocated Worker) activities to execute the state's strategies around integrated/streamlined service delivery, technology and access, business engagement, and performance accountability include and are coordinated with the following partners:

Youth:

- Coordination with Wagner-Peyser for labor exchange service (targeted to older out-of-school youth)
- Coordination with TANF/SNAP for public/food assistance as appropriate, including use of BFET and Community Jobs programs leveraged in support of eligible customers and access to Washington Connection portal for eligibility assessment

Adult:

- Automatic co-enrollment between Wagner-Peyser and WIOA Adult in all local areas is a short-term goal
- Coordination with Wagner-Peyser for labor exchange services
- Coordination with TANF/SNAP on referrals to public/food assistance as appropriate; referrals of TANF/SNAP (also WorkFirst/BFET) clients to WIOA Adult program as priority of service (low-income) customers, as appropriate, and use of Washington Connection portal for eligibility assessment
- Coordination with UI for unemployment compensation as appropriate
- Coordination with businesses for work-based learning opportunities.
- Monster-powered WorkSourceWA.com to afford access to clients of other programs
- Serving jobseekers with disabilities is emphasized by priority of service for the Adult program (access).

Dislocated Worker:

- Co-enrollment of TAA participants into the WIOA Title I Dislocated Worker program.

- Co-enrollment of RESEA participants into the WIOA Title I Dislocated Worker program.
- Coordination with TAA, RESEA, and UI (partner programs) and CTCs to provide integrated service delivery in the form of DW support services, Trade Re-adjustment Assistance (additional UI benefits) and leverage between Worker Retraining funds, respectively; coordination with Commissioner Approved Training/Training Benefits.
- Coordination (via Rapid Response) with TAA during TAA-related Rapid Response events and with UI for general Rapid Response events and for Shared Work opportunities for employers as an alternative to layoffs.
- Coordination with RESEA for re-employment services
- Coordination with Wagner-Peyser for labor exchange services
- WorkSourceWA.com to afford access to clients of other programs

Title I (Youth, Adult, and Dislocated Worker) services to participants include the following:

Youth Program Elements (Youth Only):

- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to a high school diploma or recognized equivalent or recognized post-secondary credential
- Alternative secondary school services or dropout recovery services, as appropriate
- Paid and unpaid work experiences that have academic and occupational education components (summer employment, pre-apprenticeship, internships, job shadowing, OJT)
- Occupational skills training with priority for those that lead to recognized postsecondary credentials aligned with in-demand sectors or occupations
- Education offered concurrently with or in the same context as workforce preparation activities and training for a specific occupation or cluster
- Leadership development opportunities, including community service and peer-centered activities that promote responsibility and positive social and civic behaviors
- Supportive services
- Adult mentoring for the period of participation and for not less than 12 months following participation
- Follow up services for not less than 12 months (includes all allowable youth services and activities)
- Comprehensive guidance and counseling, which may include drug and alcohol abuse and referral
- Financial literacy education
- Entrepreneurial skills training

- Labor market information on in-demand industries and occupations in the local area, including career awareness, career counseling, and career exploration
- Activities that help youth prepare for and transition to postsecondary education and training

Basic Career Services (Adult and DW):

- Outreach, intake, and orientation to information and other services available through the workforce development system
- Initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skill gaps), and supportive service needs
- Labor exchange services (resumes, interviewing skills, job search and placement, information on in-demand industries and occupations, information on non-traditional employment for current and future jobseekers)
- Career guidance
- Referrals to coordination of activities with other programs and services within the workforce development system
- Job clubs
- Job development
- Meaningful unemployment assistance
- Financial aid eligibility
- Provision of:
    - Workforce and labor market information (job vacancies, job skills needed, demand occupations with earnings, skill requirements, and career pathways);
    - Performance and cost information on eligible training programs under all WIOA titles;
    - Information on local area performance or one-stop system performance
    - Information on and/or referral to supportive services or assistance, including child care, child support, Medicaid, SNAP, EITC, TANF, etc.
    - Information and assistance regarding filing UI claims
    - Assistance in establishing financial aid eligibility for non-WIOA-funded employment and training programs

Individualized Career Services (Adult and DW):

- Comprehensive and specialized assessments of the skill levels and service needs, including diagnostic testing, in-depth interviewing, and evaluation to identify employment barriers and employment goals
- Development of individual employment plans (employment goals, achievement objectives, appropriate services, eligible training providers, career pathways)
- Group counseling
- Individual counseling
- Career planning
- Short-term prevocational services (learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct), including pre-apprenticeship, to prepare for unsubsidized employment or training
- Internships and work experience
- Workforce preparation activities
- Financial literacy services
- Transitional jobs
- Testing
- Out of area job search and relocation assistance
- English language acquisition and integrated education and training programs

Follow-up Services (Adult and DW):

- Counseling regarding the workplace for up to 12 months for those placed in unsubsidized employment, as appropriate
- Customized follow-up services unique to the customer (e.g., additional career planning and counseling, information on and assistance pursuing additional educational or employment opportunities, assistance with work-related problems, peer support groups, referral to community services)

Training Services (Adult and DW):

- Coordination with training partners and institutions (both public and private, non-governmental training providers)
- Occupational skills training
- On the job training
- Registered apprenticeship

- Customized training

- Programs that combine workplace training with related instruction
- Skill upgrade and retraining
- Entrepreneurial training
- Adult education and literacy activities, including English language acquisition and integrated education and training programs, provided concurrently or in combination with services described above
- Customized training conducted with the commitment of the employer(s) to employ the participants upon successful completion of the training.
- Coordination with Adult Basic Education programs by integrating services for Adult and DW participants and facilitating enrollment.

Supportive Services:

- Assistance with clothing, counseling, family/health care, food, housing, tools, union dues, driver licenses, or car repairs to help participants become or stay independent while actively engaged in job search, work activities or training
- Goods in the form of transportation assistance to help participants become or stay independent while actively engaged in job search, work activities or training.
- Need related financial assistance (income support) to eligible adults, dislocated workers, and youth 18-24 in training to enable them to participate in training

Employer Services:

- Incumbent worker training
- Develop, convene, or implement industry or sector partnerships
- Customized screening and referral of qualified participants in training services to employers
- Customized services to employers, employer associations, or other such organizations, on employment-related issues
- Customized recruitment/hiring events, job fairs, workshops and related services for employers (e.g., targeted hiring, new business openings, seasonal hiring, and safety training)
- Marketing on-line with the support of ESD's Communications Office for occasions such as holiday hiring or major veterans hiring events

- Human resource consultation services (e.g., writing/reviewing job descriptions and employee handbooks; developing performance evaluation and personnel policies; creating orientation sessions for new workers; honing job interview techniques for efficiency and compliance; analyzing employee turnover; or explaining labor laws to help employers comply with wage/hour and safety/health regulations)
- Customized labor market information for specific employers, sectors, industries or clusters
- Increased coordination with WSATC, L&I, labor and business to support and develop pre-apprenticeship and apprenticeship opportunities and providing customized assistance or referral for assistance in the development of registered apprenticeships
- Job order listings and applicant referrals through WorkSourceWA.com, the Monster-based state job matching system to provide a deeper pool of talent for employers to recruit
- Employer Needs Assessment
- Unemployment Insurance Access
- Access to Facilities
- Translation Services
- Developing and delivering innovative workforce investment services and strategies for area employers, e.g., career pathways, skills upgrading, skill standard development and certification for recognized postsecondary credential or other employer use, apprenticeship, and other effective initiatives for meeting the workforce investment needs of area employers and workers
- Assistance in managing reductions in force in coordination with rapid response activities and with strategies for the aversion of layoffs, and the delivery of employment and training activities to address risk factors
- Assisting employers with accessing local, state, and federal tax credits, including Work Opportunity Tax Credit (WOTC) certification
- Local Veterans Employment Representatives outreach to businesses to employers interested in attracting qualified veterans
- Recruiting and initial screening for participation in WIOA special projects to train for demand occupations, OJTs or customized training
- Increasing rapid response and pursuing National Dislocated Worker Grant funding to serve dislocated workers
- Labor exchange services (job search and placement, info on in-demand industries and occupations, info on non-traditional employment for current and future jobseekers; recruitment and other business services for employers)
- Increase the partnership and level of participation between business services delivery agencies/organizations to avoid confusion for employers and duplication of work

TITLE II: ADULT EDUCATION AND LITERACY (BASIC EDUCATION FOR ADULTS)

The shared vision, values, and principles of collaboration mutually established by Basic Education for Adults (BEdA), Washington Workforce Association (WWA), and all core partners reflect the partnership and integration of service delivery that BEdA and local Workforce Development Councils (WDCs) intend to carry out through implementation of the Workforce Innovation and Opportunities Act (WIOA).

BEdA and the WDCs are partners in the development and operation of a WorkSource one-stop system that meets the needs of all customers, particularly those with significant barriers to education and employment. BEdA in collaboration with all core partners is dedicated to providing academic instruction and educational services to adults in order to provide them with the skills and resources needed to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency. The goal of this collaboration is to ensure that clients obtain the job skills training, education, and credentials needed to become full partners in their own educational development as well as the educational development of their children, which leads to sustainable improvement in the economic opportunities for their families. This includes attaining a secondary school diploma or its equivalency and transition to postsecondary education and training along a clearly defined, accelerated, and guided career pathway in order to be placed in a living wage job. The collaboration will engage employers and meet their workforce needs to help communities and the state strengthen their workforces and economies.

BEdA will demonstrate collaboration and service delivery integration with core partners to assure current and future jobseekers with basic skills deficiencies receive quality customer service within the WorkSource system, and will work jointly with employers to maximize the employment outcomes of jobseekers. BEdA commits to sharing resources in a manner that prioritizes the customer's experience and needs as well as acknowledges the responsibilities and expertise of each organization. Title II providers will:

- Participate in a locally driven, fully integrated WorkSource service delivery system;
- Provide staff training, technical assistance and consultation to WorkSource partners on service delivery to individuals with basic skills needs;
- Participate in annual reviews of WorkSource services and resources;
- Assign BEdA staff at designated co-located WorkSource locations when appropriate, and negotiate any occupancy costs (e.g., office space, equipment, utilities, etc.);
- Support integrated staff and co-located services whenever and wherever possible that move clients to living wage jobs;
- Contribute to the success of the one-stop system by participating in the orientation, referral and joint service delivery to individuals with educational needs;
- Participate in the development and implementation of the local WorkSource Business Plan and delivery of employer services aimed at the employment of current and future jobseekers with basic skills deficiencies;

- Contribute to the infrastructure of the WorkSource system costs financially and with in-kind support in proportion to the relative benefits received by BEdA customers and consistent with federal regulations under Title II;
- Refer and coordinate services for BEdA clients who are eligible and for whom funds are available so that they receive the Title I and Title II WorkSource and training services needed to achieve their employment goals. Services will be coordinated as described in the local Memorandum of Understanding and local WorkSource protocols; and
- Provide educational testing and placement services in collaboration with the WDCs to BEdA clients.

TITLE III: WAGNER-PEYSER ACT

Washington State Employment Security Department (ESD) is the State Workforce Agency (SWA) operating Wagner-Peyser (W-P) Act employment services and related merit-staffed programs in addition to WorkFirst (TANF-Job Search pathway) and the Unemployment Insurance (UI) program. ESD retains responsibilities carried forward into the WIOA era from longstanding executive order 99-02 as the state administrative lead for Title 1-B programs and the overall WorkSource one-stop service delivery system. Thus ESD provides leadership in the implementation of the State's strategies for Wagner-Peyser employment services, and shares leadership for WIOA Title 1-B with the local workforce development boards. These are the four of six designated WIOA core programs directly in its purview which are increasingly integrated. Accordingly, the department's vision is: "*The nation's best and most future ready workforce with opportunities for all*"; its mission: *"We provide our communities with inclusive workforce solutions that promote economic resilience and prosperity"; and the values are; "Collaboration, Diversity/Equity/Inclusion, Innovation, Integrity, Investing in our people, and Service with kindness".* These strategic items are on a poster which depicts the system as a lens displayed by ESD managers in one stop centers. The value and lens drive every decision that we make, determine how we interact with others and are at the core of who we are.

The Employment Connections Division (EC) operates the Wagner-Peyser-funded labor exchange, Migrant Seasonal Farm Worker (MSFW) and agricultural employer outreach, Re-employment Services and Eligibility Assessments (RESEA) grant activities serving UI claimants, Trade Act, Jobs for Veterans State Grant (JVSG), Foreign Labor Certification (FLC), Work Opportunity Tax Credit (WOTC), WorkFirst, and Washington Service Corps. While the general charge to assist current and future jobseekers and employers remains the central thrust of the Wagner-Peyser labor exchange and ancillary programs, lean management principles required across all cabinet level departments in Washington State are working continuously to improve WorkSource processes and eliminate waste to deliver results for all one stop customers more efficiently and effectively. Wagner-Peyser is a locus for instilling lean WorkSource operations that yield benefits more widely in local areas.

Leaning is also evident at the state agency level. Employment System Administration and Policy (ESAP), part of the Policy, Performance, Data and Integrity (PDPI) division, oversees DOL-funded core programs policy and administration for Title III Wagner-Peyser, WIOA Title 1-B and Rapid Response. ESAP works in consultation with the Washington Workforce Association (WWA) representing local workforce development boards to administer WIOA Title 1-B fiscal, administrative and program policies, and provides technical assistance. It also shares the lead

on WorkSource System policy with the state Workforce Board covering cross-program topics such as coordinated business services, dispute resolution, one-stop assessments, data element validation, common measures policy, Priority of Service for veterans/eligible spouses, customer complaint resolution, data sharing and security administration, and more. The department will continue to lead a consortium of local workforce development boards working on more fully aligned and integrated policies and services to include the core programs—WIOA titles I-IV—through such means as functional teams and simultaneous enrollment/co-enrollment.

The essence of Wagner-Peyser is facilitating the public labor exchange. To improve operations the department implemented a new job match website, WorkSourceWa.com, with the assistance of contractor Monster Government Solutions. WorkSourceWA.com replaced the aging Go2WorkSource.com in mid-PY15. The new system allows for semantic-based job match technology benefitting employers and current and future jobseekers. In addition, it provides integration across self-service and staff customer management platforms. The aging SKIES management information system (from which most performance information is derived for exits and subsequent Wagner-Peyser and other program and common measures reporting) was replaced at the same time with the Effort To Outcome (ETO) proprietary staff customer management information system. SKIES records have been transferred to the new system. When new self-service customers establish their account on WorkSourceWA.com, account creation will occur in ETO thereby expediting staff-assisted services.

TITLE IV: DEPARTMENT OF SERVICES FOR THE BLIND

The Department of Services for the Blind (DSB) is the designated state agency for Title IV Vocational Rehabilitation services in Washington State for residents who experience functional vision loss as a barrier to finding employment, keeping a current job, or promoting within a career. Eligible participants often have multiple co-occurring disabling conditions that are addressed by agency staff in tandem with issues of blindness, low vision or deaf blindness in order to move the individual towards greater independence, inclusion, and economic vitality. The agency provides vocational services statewide with approximately 82 FTE staff in six office locations. Vocational and adaptive skills of blindness rehabilitation services are provided in participant home and work locations, and each eligible participant has access to the in-house staff services of an inter-disciplinary team including a vocational rehabilitation counselor; a rehabilitation teacher, low vision specialist and orientation & mobility specialist; an adaptive technology specialist; and a rehabilitation technician. If more intensive (daily) adaptive skills of blindness training are required by an individual, they can be available through the agency's residential training center, located in Seattle. If vocational or training services are required beyond those provided by in-house staff, the agency collaborates with community resources and/or contracts with external vendor service providers. DSB activities are strongly aligned with implementation of the State's strategies.

DSB activities towards State Strategy

The DSB will leverage its existing success towards contributing to the State's strategy of *Talent and Prosperity for All*, and will create new pathways to greater self-sufficiency for DSB participants through deeper collaboration among core and partner programs.

The DSB will continue to provide the comprehensive, participant-centered, individualized vocational and blindness rehabilitation services that have consistently made a strong national reputation for quality and diversity of employment achieved and wages and benefits earned. The DSB will continue to provide highly professional and informed counseling and guidance services to assist the participant through issues of adjustment to disability, vocational and skill gap-analysis, career matching, and integration into the workplace. The DSB will continue to make use of client-centered tools, such as deep practice of Motivational Interviewing, to assist the participant to identify the pathways of change that fit best for the individual. The DSB will continue to provide the services that assist an individual who has had a change in vision to keep the high paying job they are skilled at, and will continue to assist individuals who require supports to expand and challenge their current work circumstances through promotional opportunities. The DSB will continue to develop, refine, and provide relevant job readiness and entrepreneurial exploration workshops for participants to refine their self-marketing skills and explore self-employment as an option. The DSB will continue to provide the highest quality blindness rehabilitation skills assessment and training which are essential to creating an equal footing among non-disabled peers and within the community and workplace. The DSB will continue to provide cutting-edge adaptive skills assessment, tools matching and training that are critical to developing the technical access, efficiencies and competencies that meet business workforce needs. The DSB will continue to provide vocational and academic training, work experience, and paid internship opportunities that bring the participant the technical and professional skills needed by business, broaden the participant perspective on workplace culture and expectations, and help a workplace recognize the talent of the individual blind participant through active demonstration of value to the business. The DSB will continue to partner among DSB staff, the participant, and employer to provide on-site workplace evaluations for accessibility recommendations and tools. The DSB will continue to refine its message and outreach methods to inform potential eligible participants, business and partners of our comprehensive services, and to provide businesses with the talent, information and referral they require. The DSB will continue to refine facilitation of services for historically underserved communities such as non-native-English speaking communities, co-occurring disabilities such as mental & behavioral health, homelessness, formerly incarcerated and youth.

Under the Combined State Plan, the DSB expects the relationship among core group and partner programs to address the development of pathways for access that allow blind, low vision and deaf blind individuals to also engage in the workforce activities that enhance and increase their opportunities towards the State's strategy of *Talent and Prosperity for All*. Future success of equal participation for individuals with a visual disability in these workforce activities will be enhanced by the WIOA partners' deepening awareness and belief that individuals who are blind are viable employees in any job that matches the individual's strengths, aptitude and interests (with the right tools and training), and that the DSB is a valuable collaborator among workforce partners. Access and navigation issues must continue to be addressed with highest priority among all partner programs. There is no easy fix for the obstacles that exist for people with a disability in accessing the range of services through the American Jobs Centers, and on-going explicit work is needed to identify and address these obstacles.

The DSB expects blind, low vision and deaf blind participants to become fully engaged in the greater array of workforce job readiness, job exploration, job training and job finding services through the American jobs Centers. The DSB expects our agency staff to be active and equal partners among the regional and local Business Service Teams, where the talents of agency participants can be more effectively matched with business needs through sharing of sector strategy and real time labor market information. The DSB expects staff will enter agency participant information into the shared profile mechanism that is developed among the core

and partner programs, schedule appointments to meet with agency participants at One-Stop centers, and connect agency participants to the array of wrap-around services they are eligible for. The DSB expects partner programs to identify shared core-participant job readiness skill needs, and to work with all partners to develop common-need trainings - and share presentation efforts where applicable – to strengthen the skill sets of our agency participants through access to all. The DSB expects that the new partnership will make our staff and agency participants more informed beneficiaries of relevant targeted workforce vocational training and apprenticeship opportunities towards gaining higher skills that match an individual's aptitude despite visual disability, and thereby securing higher wages and greater self-sufficiencies. The DSB expects to explore bridges among the partner Department of Labor youth programs to fully engage blind youth in integrated and competitive work experience opportunities that fit individual need.

DSB activities towards State Strategy: Business Engagement

The DSB will work towards the State's strategy of increased Business Engagement by developing the agency's array of services that businesses may require or desire of us, thereby facilitating the employment of qualified individuals who are blind, low vision or deaf blind. The agency will deepen collaboration with core and partner programs in order to better connect our blind participants' aptitudes to the skills training and business connection pathways that work best for business needs.

A DSB-offered array of services for business includes many components. One component is to increase awareness among business of the agency's range of services, in order to provide an easy pathway for business to retain a talented employee whose work performance may be impacted due to a change in vision. Another aspect is the ability to fulfill business recruitment needs through connecting the business with the talents of job-ready and skilled agency participants, and to offer the ability to create individualized and low-risk opportunities for the business so that a participant might best showcase their ability and potential value to the workplace. The DSB will explore various ways to introduce the individual with a disability to the workplace, and the workplace to a person with a disability, in low-risk activities such as workplace tours; job shadowing; informational interviews; and short-term work experience activities. The DSB will provide guidance on issues of disability in the workplace, including education around the Americans with Disabilities (ADA) Act; information on how to benefit from federal and local incentives for hiring of individuals with disabilities, and offer supports to the business for successfully meeting required mandates for hiring of individuals with disabilities. The DSB will offer workplace accommodation recommendations and supports, and education and guidance on making the workplace a disability-friendly and inclusive environment. The DSB will connect business to disability-related resources, training and/or education available in the community at large. The DSB will engage business in identifying supply chain needs, and will assist in establishing entrepreneurs and small businesses that might best fulfill that supply chain need.

Due to the small size of the DSB customer base and agency staffing in comparison to other workforce partner programs, the agency and its eligible participants could greatly benefit from the broader infrastructure that state plan partners develop and nurture towards increased business engagement. The DSB alone cannot fully provide the amount of skilled talent business requires, and the DSB as a separate entity cannot efficiently engage business statewide. The DSB will rely on active inclusion of its staff in the One-Stop Business Services Teams, or find alternative ways to engage our talent as consideration among the general talent pool for businesses. The DSB will depend on the accessibility of workforce programs for agency

participants, in order to meet the broader engagement of business in a manner that works best for business – through a seamless single point of contact. DSB staff develop relationships with local business partners, and will guide those relationships (as applicable) into the greater workforce system in order to best fulfill the business needs.

DSB activities towards State Strategy: Access and Technology

The DSB views the State's strategy for Access and Technology as the highest priority for the success of our agency participants to connect to and benefit from core group and partner program services which prepare and provide a pathway to them meeting the workforce needs of business.

The Workforce Innovation and Opportunity Act makes accessibility a more prominent expectation for workforce partners, and the DSB will gladly champion universal accessibility among the core group and partner programs, in particular for potential beneficiaries of the workforce system array of services and programs who are blind, low vision or deaf blind.

The DSB has helped workforce partners to broaden their understanding of what universal accessibility means beyond basic architectural access, and DSB has assisted the workforce partners in codifying universal access as an element in the One-Stop certification process. The DSB will continue to remind partner programs of the potential costs of not providing accessible electronic and programmatic services, and will continue to provide technical assistance and referral for procurement, testing and maintenance of electronic data systems and processes that are accessible and usable by adaptive technology users. The DSB is grateful for the efforts to achieve wireless access points in all the state's comprehensive AJC's, and know the next step is to ensure all workshop and other materials are available to the public through the Wi-Fi networks in a screenreader-accessible and usable format, so individuals with a disability can bring their own devices to attend AJC activities.

The DSB will be active in assisting with the recruitment of local and state advisory boards for access and technology in order to provide useful guidance to state and local workforce systems on developing and refining greater universal accessibility to communities with barriers to employment.

The DSB is grateful for the initial efforts of the Barriers and Access Solutions Committee networks developed locally and state-wide, and hope for a rejuvenation of energies to make it an effective tool to identify and resolve barriers to services for the broad underserved population (which includes individuals with a visual disability).

DSB activities towards State Strategy: Youth Opportunities

The DSB will leverage existing success towards contributing to the State's strategy of Youth Opportunities, and will create new pathways for youth to gain essential experience and pathways towards the world of work.

The DSB will continue to provide its array of workshops, programs and paid work experience to students and youth with visual disabilities. The DSB will maintain and expand summer and year-round workshops throughout the state that provide pre-employment transition career exploration, job readiness, self-advocacy, and work experience services to students with visual disabilities. The DSB will fund the two-week summer program that provides eligible students vocational experience exploring the world of work through informational interviews and job-shadowing. The DSB will continue to organize and manage the summer six-week paid work experience program for eligible students age 16+, and will expand the program and staffing to provide more paid work experience and pre-employment transition work experience service

opportunities in the school year. The DSB will continue to nurture the relationships with business that support these work opportunities for blind youth. The DSB will continue to organize and manage the summer university transition program to prepare students for the self-advocacy skills needed for the adult world of higher education. The DSB will continue to support fifth year students who require intensive adaptive skills training through the Washington School for the Blind before transitioning into adult pathways of higher education or work. The DSB will continue and grow age-appropriate career exploration workshops for students ages 9 – 13. The DSB will continue to build relationship and participate in IEP meetings with school districts, teachers of the visually impaired, students and families throughout the state. The DSB will continue to present at events such as the Pacific Northwest Association of Educators of Rehabilitation (PNWAER) to inform families and educators who work with students who might be eligible for vocational rehabilitation services.

The DSB will explore methods for supporting work experience for students with visual disabilities more locally across the state and more broadly throughout the year other than summer. The DSB has collaborated with the Washington State School for the Blind to co-fund a Youth Career Exploration position housed at the school which will be responsible for securing and supporting work experience for students both at the school and through the agency. The DSB continues to work with the Washington State School for the Blind on how to best promote work experience for students while simultaneously acknowledging competing pressures and tight timelines of academic requirements. The DSB will deepen coordination with schools, consumer groups and businesses to be able to provide more and varied career exploration services. The DSB is exploring with other partners new methods for providing pre-employment transition services to students with visual disabilities, focusing in particular upon the adaptive and soft skills necessary to succeed in an adult workplace culture.

DSB activities towards State Strategy: Performance and Accountability

The DSB will work with core and partner programs to develop systems that enhance the State's strategy of Performance and Accountability. The DSB has put in place inter-agency agreements that will allow the agency to provide second and fourth quarter employment and wage data. The DSB has developed systems among partner programs to track training achievements of agency participants after exit from program. The DSB will continue to collaborate with core and partner programs to track and share performance data around business engagement activity.

TITLE IV: DEPARTMENT OF SOCIAL AND HEALTH SERVICES – DIVISION OF VOCATIONAL REHABILITATION

The DSHS Division of Vocational Rehabilitation (DSHS/DVR) is committed as a core program to integrating VR services within the one-stop system by implementing a model of integrated service delivery that is comprised of the following components:

Intake. Individuals who experience disabilities will be welcomed in to the one-stop system beginning with their initial contact. An interview will identify their immediate needs and career interests; compile education and job history; gather information on barriers to employment and ability to access education and training, and screen for eligibility for services, funding and other resources. DHS/DVR will take an active role in helping all one-stop partners welcome individuals with disabilities in to the system.

Triage and Follow-up. Based on intake information, a brief evaluation will be conducted to determine the individual's interest and need for services from DSHS/DVR as well as other one-stop partners. This will provide the gateway for an individual's enrollment in to DSHS/DVR as a single program or co-enrollment in to multiple programs.

Assessment. Individuals may enter a career pathway at whatever stage that makes sense for them, depending on their career readiness, while also taking advantage of multiple entry and exit points as they develop new skills. Those eligible for DSHS/DVR services will assess their needs for specific VR services as well as services provides by other partner programs. Assessment of their needs will be individualized and may include standardized tests, criterion referencing, personal interviews, hands-on skill trials, and portfolios. Assessments will be tied to a credentialing process recognized by a targeted industry. The state approved basic skills assessment Comprehensive Adult Student Assessment System (CASAS) aligns with the state's community and technical college system and many other service providers. A key piece of this assessment is determining the disability barriers to employment experienced by an individual, and then identifying the VR and other one-stop services needed to reduce or eliminate those barriers.

Career and Education Exploration and Guidance. All DSHS/DVR customers, but especially those with little or no work experience, need sufficient information to make informed career decisions and education choices. By fully exploring their career and education options available through the one-stop system, customers are able to choose a career pathway based on their interests, needs, and capabilities. Career pathway exploration includes timely information about a wide range of occupations and whether they are in demand by local industry, connections to apprenticeship programs, and encouragement to consider non-traditional occupations for both women and men.

Customer Pathway and Individualized Plan for Employment. Career exploration will enable DSHS/DVR customers to select in-demand employment goals and develop an Individualized Plan for Employment (IPE) taking them along a career pathway that results in competitive, integrated employment. The IPE will identify VR and other one-stop services that an individual requires to achieve their employment goal.

Customer Navigation & Case Management. DSHS/DVR assist customers in successfully navigating the one-stop system, providing guidance and mentoring to help customers who are often unfamiliar with the overall workforce system.

Support Services. DSHS/DVR will enable customers to overcome disability-barriers to employment by connecting them with needed support services from other one-stop partners and community resources. For many individuals, career pathway success is directly linked to their ability to overcome significant barriers not related to their disabilities. A variety of social, economic, and other support services can help individuals overcome employment obstacles. These services, in tandem with VR services and other career pathway components, will enable individuals realize their employment goals.

Integrated Basic Education and Skills Training (I-BEST). Day-to-day living calls for literacy and numeracy skills, as do careers. Many DSHS/DVR customers lack basic skills that are needed across all occupations, both in landing a job and progressing within a career. Basic skills are also required for more advanced career-specific education and training. Evidence shows that I-BEST education, pioneered by Washington's community and technical college system, improves and accelerates the attainment of important learning outcomes. This model, which blends basic skills training with occupational training, has been replicated and expanded in several other

states. DSHS/DVR will forge an enhanced working relationship with I-BEST that integrates VR service delivery for joint customers.

Work Readiness Instruction and Assessment. Work readiness measures an individual's preparedness for getting a job and keeping a job. With work readiness training, customers learn about the structure and culture of the workplace, and about what makes a valuable employee—beyond job-specific skills. Topics typically include communication skills, decision-making and problem-solving, team building and teamwork, following instructions, healthy relationships with authority figures, leadership skills, personal growth, stress management, health and hygiene, and dealing with difficult people and situations. DSHS/DVR has developed a work readiness assessment and training curriculum tailored to the needs of individuals with significant disabilities; this will be shared with all one-stop partners.

Development of Knowledge, Skills, and Abilities for Job Entry. Skill development in this integrated service delivery model refers not just to those skills needed to enter the field, but building skills that allow individuals to advance within the field. Wherever possible, DSHS/DVR will integrate its customer skill development services with other one-stop partners to include project-based learning in the classroom, online coursework, industry guest lecturers, or direct workplace experience, including job shadows, mentorships, internships (paid or unpaid), clinicals, cooperative learning models, and apprenticeships.

Skills Upgrading for Occupational Advancement. DSHS/DVR will team with one-stop partners to assure opportunities exist for individuals with the most significant disabilities to upgrade their skills and advance in their careers. Skills upgrading refers to development of skills beyond entry-level (first employment during program participation). Skills upgrading will be tied to an industry-recognized credential, whenever possible. Industry credentials include college credits so individuals can more readily add and build on their education to help them move up the career ladder.

Business Engagement, Job Development, and Placement. Successfully connecting individuals with jobs requires working with businesses to determine which jobs are currently available, or projected to become available, along with the skill requirements for these jobs. Engaging businesses and sharing labor market data will better inform curriculum development, support work-integrated activities, enhance program offerings, and assist in evaluating the effectiveness of the program in meeting industry need. DSHS/DVR business services staff will work hand-in-hand with other one-stop job seeker and business services staff responsible for job development and placement, and faculty responsible for curriculum development and delivery, will work closely with business services staff and industry representatives to ensure skill development curriculum and materials are directly applicable to the workplace, and that participants are adequately prepared to meet the needs of business once on the job.

Post-Job Placement Support for the Individual and Employer. Landing a job is often just the first step for individuals, even if they have benefited from effective pre-placement services. Once on the job they may struggle with child or elder care, transportation, interpersonal issues, family difficulties, medical needs, basic skills development, and court involvement. Or, an individual may require additional skill development in specific areas to improve job performance or to keep pace with industry changes. Support services for program participants and the businesses who hire them may involve: periodic contact, information and referral for necessary services, and, when necessary, advocacy for the individual on the job. DSHS/DVR will integrate its delivery of VR Post-Employment Services to eligible individuals within the one-stop system.

UNEMPLOYMENT INSURANCE

Use state employment and local offices to orient UI claimants to the services offered across all programs. Ensure all those that administer programs that can touch a UI claimant have the basic understanding of eligibility requirements including being able and available for all suitable work and making an active search for work. Work closer with training programs, community and technical colleges, Labor and Industries (apprenticeships and other back to work programs), Human Services (WorkFirst and DVR), The Washington Labor Council, along with various other programs and co-enrolling where a good fit is determined. This can be done by reaching out to claimants and assessing their needs.

JOBS FOR VETERANS STATE GRANTS (JVSG)

Disabled Veteran Outreach Program (DVOP):

1. Provide intensive services and facilitate placements to meet the employment needs of disabled veterans, their eligible spouses, and other veterans determined to have substantial barriers to employment.
2. Case manage veterans, TSMs and eligible spouses to help overcome significant barriers to employment (SBEs) and place in living wage career positions
3. Outreach to community events, activities and organizations to locate and assist veterans with SBEs
4. Prioritize services to veterans in accordance with 38 USC Chapter 41
5. Manage and document caseload activities

Local Veterans Employment Representative (LVER):

1. Conduct outreach to employers to assist veterans in gaining employment, including employer seminars, and job search workshops/groups
2. Facilitate employment, training and placement services furnished to veterans under the local service delivery model
3. Coordinate with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans
4. Inform Federal contractors on process to recruit and retain veterans
5. Coordinate and participate with partner agencies and entities, internal and external, on business outreach
6. Coordinate, plan and orchestrate hiring events to promote the hiring of veterans

TRADE ADJUSTMENT ASSISTANCE

Trade Adjustment Assistance (TAA) funding is restricted to participants who are dislocated from their jobs due to foreign trade affecting their employer. Those employers must be granted petition certification by the DOL in order for their employees to be eligible for TAA benefits. TAA benefits can include tuition, books, tools, and transportation/subsistence needs that a participant in classroom training might have. Additionally, TAA can assist in covering a portion of long distance job search costs and most of the cost of relocation for a new job outside the commuting area. Trade also offers on-the-job training and for workers over 50 there is a program that provides income subsidization to 50 percent of their pre-dislocation wage if their

new job does not pay to that level. Participants in training are usually eligible for unemployment based income support while they are in training and maintaining satisfactory progress. These benefits for TAA participants can help ease the potential strain these dislocated workers might put on other programs who provide similar services, such as Worker Retraining at the colleges and the Dislocated Worker program.

COMMUNITY DEVELOPMENT BLOCK GRANT/COMMUNITY SERVICES BLOCK GRANT

Block Grant (CSBG), administered by the Department of Commerce, awards funds to local community action agencies to provide services to low-income households at or below 125% of the federal poverty level (FPL). CSBG Grantees determine how funding will be used to support allowable CSBG activities, such as employment and training activities. This funding is administered federally by the Department of Health and Human Services (HHS).

The state Community Development Block Grant (CDBG) program, administered by the state Department of Commerce, awards HUD funds to rural local governments for locally-prioritized activities, such as economic development, construction, and public services activities. These funds are awarded based on a competitive grant process for eligible CDBG recipients. This funding is administered federally by the Department of Housing and Urban Development (HUD).

SENIOR COMMUNITY SERVICES EMPLOYMENT PROGRAM (SCSEP)

The Title V Senior Community Services Employment Program (SCSEP) is a job training and employment placement support program: defined in the Older Americans Act as amended in 2006 which provides the following definition, and outlines the SCSEP eligibility criteria:

As defined under the Older Americans Act Title V, Section 502(a) (1) "…unemployed low income person who are age 55 or older, particular persons who have poor employment prospects.

Eligible candidates for the program are:

- individuals 55 years year and older
- unemployed
- have a total family income of less than 125 percent of the Federal poverty level
- Have low employment prospects
- Are unable to find employment through the WOIA workforce system
- Homeless or at Risk of Homelessness
- Veterans and qualified spouses
- Have Limited English proficiency
- Have low literacy skills
- Have a Disability

SCSEP is:

Authorized by Congress in Title V of the Older Americans Act of 1965 to provide subsidized, part-time, community service work based training for low-income persons (125% of federal

poverty level) age 55 or older who have poor employment prospects. Poor employment prospects means unemployed at the time of application to SCSEP, and not job ready, in other words, have a need for training in order to become more marketable to employers in the community.

During the enrollment process the individual applicant works with the Employment Coordinator, and/or Participant Coordinator in developing an Individual Employment Plan (IEP) based upon the individual's preferences for future employment. During this process the individual is provided with job market opportunities (both present and future trends) which are made available through the State Economic Services Division, the local WorkSource offices, via internet information. Based upon the individuals plan the individual wherein the participant is placed in a part time subsidized job training position at a site (Host Agency) in the community that is a 501(c) 3 or a governmental entity for the purposes of gaining work experience. These subsidized positions are intended to be temporary job training placements wherein the individual can develop, acquire, re-acquire the skills and abilities through which an individual can become successfully employed.

During the time an individual is engaged in the work training positions being offered by the SCSEP programs. Historically the job training positions focused on community service positions at senior centers, and social service entities. Though these types of training positions are still available to those that choose that employment path many of the positions now are focusing on such marketable training positions as Participant Co-Coordinators/Employment Coordinators, Administrative Assistant with IT and computer skills; IT and data base support staff positions and recently SCSEP providers have supported individuals becoming certified to provide in home health, and Certified Nursing Aid positions. Individuals are encouraged to be engaged in additional education and training opportunities available through the WIOA Core Programs, and other continuing education opportunities available in the community. Historically the program has focus on community service types of positions and placements within community service organizations.

In recent years there has been a shift to develop training and education opportunities beyond the community services field. As technology continues to have a greater influence the job market and life in general there has been an increased effort for SCSEP providers to support the aging worker in gaining these skills and knowledge. Hence the efforts and expectations for individuals to be co-enrolled with appropriate WIOA Core Partner programs; increased training opportunities beyond the basic computer classes to include hands on IT and Data base computer training positions; administrative assistants training via the Microsoft academy and Workforce Development/WorkSource trainings, engaging with local community colleges towards certifications in the Home Health and Certified Nursing Aid programs.

Grantees or local projects will collaborate with local workforce development and economic development councils in both urban and rural areas in order to provide professional development and training on the exceptional qualities that older adults bring to the workplace, to learn about potential employment growth opportunities, to discuss where older workers could add value to growth areas, and to increase job opportunities.

Grantees will facilitate enrollee skill and professional development that matches the needs of industries and occupations critical to regional economic success.

Enrollees will be encouraged to pursue certifications and sub-grantees will facilitate on-the-job employment (OJE) opportunities that place them within view of and consideration by these

industries and occupations. This can include internships; apprenticeships and registered apprenticeship opportunities based upon the individual's personal preferences and IEP.

Grantees or local projects will review regional employment data to identify employment opportunities with established career ladders and that have annual vacancies suggesting that they can benefit from an ongoing relationship with the SCSEP program.

Grantees or local projects will pursue partnerships with these entities in conjunction with other partnership development activities and learn what their needs are and how the SCSEP program can serve them.

Enrollees will be encouraged to consider these industries in their IEPs, training, and job search activities via supportive counseling and facilitated access to supportive services.

DSHS/ALTSA is designated by the state as the SCSEP State Grantee and sub-grants to one contractor. Additionally, the AARP Foundation and Goodwill International are National Grantees for SCSEP with the Department of Labor (DOL), and the National Asian Pacific Council on Aging (NAPCA) is a set-aside grantee contracted directly with DOL, creating four different SCSEP providers operating in the state. The State Manager is working closely with the National Grantees in creating unified and streamlined efforts towards increasing collaboration and partnerships with the WIOA Core Service Partners.

During the forthcoming years the strategy will entail seeking to develop more formal partnerships between the SCSEP programs to share a new cooperative strategy to better connect the SCSEP Program, the WIA Title I-B Employment and Training Programs, Wagner-Peyser labor exchange services and entail the following systems.

- DSHS Aging & Long Term Support Administration (the state SCSEP grant administrator)
- National SCSEP contractors operating within the state, currently:
- AARP Foundation (a current national SCSEP contractor)
- Tacoma Goodwill (national SCSEP contractor)
- Washington Workforce Association
- Workforce Development Councils
- Employment Security Department (Employment and Career Development Division)
- Employment Security Department (Workforce Standards and Integration Division)
- Workforce Boards (State and Local)
- Other interested workforce development system stakeholders
- Such as the employment Pipeline Program developed by Economic Services Administration
- Division of Vocational Rehabilitation
- DSHS partner agencies (Developmental Disabilities Administration, Behavioral Health Services Integration Administration, Economic Services Administration, Health Care Authority, Rehabilitation Administration)

- State Program Manager is a member of the WIOA Combined State Plan workgroup, and the DSHS WIOA and Employment Services Steering Committee.

A component of the strategy will be to insure that each of the SCSEP Grantees operating within a local Workforce Development Council area will be signatories of the local plan. Additionally it will be highly encouraged that at least one SCSEP staff will be available to be on site at the local One-stops in order to provide information and resources on the program; support the local WorkSource staff team, and provide information and technical assistance on working with the aging workforce.

Grantees will access Washington State Employment Security Department data and relevant regional/local analyses from Washington Workforce Explorer at Washington State Workforce Explorer. This data can assist grantees and local projects in targeting employers as potential partners and support participants in understanding how to use the data in considering occupation opportunities.

Grantees will also meet with local workforce and economic development councils and WorkSource Centers to learn their perspective on regional employment opportunities, how best to serve local employers, and potential partnership and program leveraging opportunities with industries and occupations that are critical to the success of the regional economy.

Grantees will be expected to continue to refer SCSEP participants to all WIOA programs that the individual may be eligible to engage in. Additionally the SCSEP grantees have an approach of sharing information cross programs whether it be accepting all WIOA program assessments and/or providing any relevant information to the partner programs in order to foster streamlining of services and minimizing duplication of efforts. Co-enrollment continues to be encouraged to maximize and leverage the trainings, workshop, resume preparation and employer referrals available through the WIOA programs. Grantees within the state will be encouraged to participate regularly in WDC partnership meetings. The SCSEP State Manager has been fostering collaboration efforts both locally and at the state level in terms of partnership with DVR.

TEMPORARY ASSISTANCE for NEEDY FAMILIES (TANF) - WorkFirst

DSHS administers Temporary Assistance for Needy Families (TANF), which will be included in the Washington State WIOA Combined Plan as an optional, Combined Plan partner and as a "mandatory partner" within the one-stop delivery system. The State of Washington provides cash assistance to financially needy families through the federal TANF program. WorkFirst is the Washington State's welfare-to-work component of TANF. In addition to the TANF cash grant, WorkFirst provides a range of services that address barriers to work and move families towards financial stability and economic success.

The Department of Social and Health Services(DSHS) partners with several state agencies to provide WorkFirst services: the State Board for Community and Technical Colleges (SBCTC) provides basic and vocational education, and work-based learning; the Employment Security Department (ESD) provides job search services through its WorkSource offices; the Department of Commerce, through its contractors, provides subsidized employment and work experience for individuals with barriers to employment; DSHS's Office of Refugee and Immigrant Assistance provides services to limited English proficient individuals; and the Department of Children, Youth and Families provides subsidized child care.

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM EMPLOYMENT AND TRANING (SNAP E&T) - BASIC FOOD AND EMPLOYMENT TRAINING PROGRAM (BFET)

DSHS administers the Basic Food Employment and Training program (BFET), which will be included in the Washington State WIOA Combined Plan as an option, Combined Plan partner program. BFET joins the plan to articulate the programs' role in aligning with, leveraging, and supporting workforce development efforts in Washington State, but not as a partner within the one-stop delivery system due to the 50/50 match and reimbursement structure of the program. Through a 50% reimbursement program with 43 community-based organizations (CBOs), 34 community and technical colleges, the Employment Security Department and the DSHS's Office of Refugee and Immigrant Assistance (ORIA), the Department of Social and Health Services (DSHS) administers the BFET program. The program provides supervised job search, job search training, , educational services, skills training, help with development of self-employment microenterprises, a year of post-employment support services, and support services to Basic Food recipients not participating in the state's TANF program.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

TITLE I: ADULT, DISLOCATED WORKER, AND YOUTH SERVICES

Registered Apprenticeship and Pre-Apprenticeship:

- Locally, LWDBs and their Title I youth, adult and dislocated worker programs partner and coordinate with labor, business, public community and technical colleges, apprenticeship training centers to develop pre-apprenticeship and registered apprenticeship opportunities for Title I participants.
- At the state level, the State Workforce Development Board (WTECB), State Workforce Agency (ESD), and State Board for Community and Technical Colleges are ex-officio members of the Washington State Apprenticeship & Training Council (WSATC), which also includes ties to the state Department of Labor and Industries' Office of Apprenticeships
- Mutual goals of fostering the apprenticeship training system in the state by developing and monitoring registered apprenticeship programs, promoting apprenticeships as a skills development system for employers as well as a postsecondary training choice for individuals with the goal of expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.
- The Governor and Legislature seek yearly General-Fund state appropriations to support the Registered Apprenticeship Program.

Workforce Education (State Board for Community and Technical Colleges):

- Definite coordination between the Title I Dislocated Worker program and the state's Worker Retraining Program
- Probable coordination between Title I local workforce boards and various Centers of Excellence depending on the connection to key industry sectors and/or industry skill panels.

- Possible coordination between Title I and the state's Job Skills Program and Customized Training Program
- At the state level, WTECB and ESD are ex-officio members of the SBTC Workforce Training Customer Advisory Committee (CAC)

Entrepreneurship and Self-Employment:

- RCW 50.60.030 requires local boards to establish a plan for expending WIOA adult and/or dislocated worker funds on self-employment training at a rate commensurate with either customer demand or the rate of self-employment in the WDA. This is captured in state WIOA Title I Policy 5608 (Self-Employment Training).
- RCW 50.20.250 established the Self Employment Assistance Program that allows UI claimants profiled as likely to exhaust their UI benefits to participate in an approved entrepreneurial or self-employment training program without a work search requirement so long as the individual makes satisfactory progress.
- Some local boards have been involved in the Ice House entrepreneurial training project.

Local non-profit workforce development activities:

- Local workforce boards and their Title I programs have coordinated with a myriad of local non-profit organizations to leverage resources and funding to help at-risk youth, low-income adults (especially veterans) and dislocated workers acquire the skills and training needed to obtain and keep nonsubsidized employment.

Public Libraries and other Possible Connection Sites:

- Increasing partnership between Title I local workforce boards and public libraries as the latter have "brick and mortar" sites and electronic accessibility to host one-stop connection sites.
- The State Library has been an active planning partner and has expressed interest in building a stronger partnership with the workforce development system for better strategic coordination of services.
- Coordination among workforce development system partners can yield new possibilities for WorkSource connection sites statewide, such as at housing authorities, food banks, etc.

Business Groups:

- Local board directors frequently sit on the boards of local economic development councils, chambers of commerce, and county/city economic development advisory bodies.

Career and Technical Education:

- Coordination with the Office of the Superintendent of Public Instruction (OSPI)/K-12 (Perkins Act Programs) for YouthWorks and Title I services to In-School Youth, as well as collaborating to serve out-of-school youth through the Open Doors program.

TITLE II: ADULT EDUCATION AND LITERACY (BASIC EDUCATION FOR ADULTS)

Basic Education for Adults (BEdA) will demonstrate alignment with activities outside of the plan in the same way that alignment will occur with core programs, which is designed to assure that current and future jobseekers with basic skills deficiencies receive quality customer service within the WorkSource system. BEdA will also work jointly with employers to maximize the employment outcomes of jobseekers.

TITLE III: WAGNER-PEYSER ACT

ESAP and ESD continually look to align with activities beyond the elements which directly address program services under the Wagner-Peyser Act and WIOA amendments to realize strategic opportunities benefitting employers and workers and the overall quality of life in Washington State. The department envisions closer collaboration and utilization of Registered Apprenticeships as job-driven strategy, enhanced adult education and literacy program partnerships, transitioning service members to civilian life, offender re-entry support in terms of bonding and employment services, continued linkages with homeless prevention and rapid rehousing, and similar collaboration that can bridge dislocated or disadvantaged current and future jobseekers to higher skills, employment and support resources.

Employment Security reports on registered apprenticeship activities quarterly to the Washington State Apprenticeship and Training Council staffed by the Labor and Industries Department—the State Apprenticeship Agency. Promotion of registered apprenticeship openings or preparation such as through the King County partner program Apprenticeship and Non-Traditional Employment for Women (ANEW) is a regular part of making career services more accessible and increasing middle-income employment.

A statewide initiative is underway to increase awareness of one stop job prep and job search assistance for the thousands of vocational program graduates of the state's 34 community and technical colleges each year. Through at least PY16, the Employment Security Department is investing in a cadre of 12 Career Pathway Navigators to support pathways and placement for workers upskilling to pursue mid-level careers. Coordinated activities between the college workforce education departments and these Wagner-Peyser staff encompass local college career and technical education students preparing to enter targeted growth industries and industry sector opportunities identified by local Workforce Development Councils (WDCs).

Another area where Wagner-Peyser assets will continue to be leveraged is in partnering more with diverse community based organizations. Referring to or, in some cases, partnering with organizations providing food banks, English Language Learning, housing and energy assistance, financial counseling, and specialized job search such as for military families, offender families, ex-offenders, homeless individuals and families, and recent immigrants expands the value of WorkSource to communities. Under WIOA there is a new emphasis in Washington State for core programs including Wagner-Peyser to conduct outreach to engage these community service providers. Washington State AmeriCorps technology volunteers, Goodwill, libraries and some CBOs respond to WorkSource invitations to bring technology workshops and individual assistance to current and future jobseekers who need to acquire computer basics and intermediate skills.

Increasingly regional library systems carry on joint activities with one-stops. Individuals who frequent libraries and who may not be aware of one stops fall into several categories that can benefit from services. Among underserved groups that can be reached at libraries are women who want to return to the workforce with children entering school; discouraged workers who have given up on actively looking for work, but who would like to work; drop outs or students of working age; incumbent workers who want a different career, different job or different work shift; workers who have voluntarily left the workforce, but who are considering re-entry; or individuals with various barriers to employment such as homeless youth and adults. Wagner-Peyser staff have joined with WIOA Title 1-B staff and CBOs to provide outreach at community discovery days in alignment with library efforts to better serve the needs of customers. Staff provide not just program connections and basic information but put a friendly face on the system.

In many aspects ES operations is well-positioned to expand its partnership with the Department of Labor and Industries injured worker Return-to-Work efforts. A pilot project at WorkSource Everett, one of the state's busiest one-stops, has been very successful in helping injured and recovered workers find suitable employment.

Washington State Department of Social and Health Services received a 3-year $22 million federal grant from the Department of Agriculture to help elevate Supplemental Nutrition Assistance Program (SNAP) recipients to self-reliance. Resources to Initiate Successful Employment (RISE) will involve many community-based organizations and colleges who will serve SNAP recipients who are homeless, veterans, those with limited English proficiency, the long-term unemployed and non-custodial parents with access to skill building and job search assistance. ES RISE project staff will receive referrals to provide Strategies for Success workshops for many of the 7,000 people in King, Pierce, Spokane and Yakima counties who are selected for RISE. These workshops are designed to prepared participants to successfully enter and progress along a career pathway.

TITLE IV: DEPARTMENT OF SERVICES FOR THE BLIND

The DSB engages in activities with the Washington State School for the Blind (WSSB), school districts, teachers of the visually impaired, and families of students with a visual disability. If the student has a co-occurring disability, we advise co-enrollment with our partner agency the DSHS Division of Vocational Rehabilitation (DVR), and/or Tribal Vocational Programs (if applicable). DSB, DVR and the Office of Superintendent of Instruction (OSPI) have a memorandum of understanding of how all parties support transition youth services.

The DSB has engaged with the Center for Change in Transition Services (CCTS). The CCTS is a Washington State Needs Project funded annually by federal resources from the Office of the Superintendent of Public Instruction (OSPI). The goal of CCTS is to improve post-school outcomes for students with disabilities in the state. CCTS has provided transition services training, resources and technical support to DSB staff in support of the agency's transition youth services.

The DSB continues to engage with the Blind Youth Consortium, a quarterly meeting of partner agencies (DSB; Washington State School for the Blind; Washington Sensory Disability Services; Lighthouse for the Blind; Washington Talking Book and Braille Library; OSPI Educational School Districts; the Department of Early Learning; the Department of Health; Seattle Children's

Hospital; University of Washington; Portland State University) to collaborate and share resources on blind youth issues within Washington State. The group has worked to refine coordination of Birth – 3 vision services statewide, collaborated in the need to identify and provide services for individuals with either ocular and/or cortical visual impairment at the earliest point, and assisted in the development of the only regional Orientation and Mobility training program housed at Portland State University.

The DSB engages actively with Public Institutions of Higher Education. DSB and DVR have entered into a formal agreement with the Public Institutions of Higher Education in Washington. This agreement facilitates collaboration for our participants with disabilities who are attending Higher Education schools in Washington State. One of the primary components in the agreement concerns cost sharing for certain high cost accommodations.

The DSB engages with the Washington Assistive Technology Act Program (WATAP) to broaden access and services to adaptive technology for the agency participants. The DSB and WATAP have an interagency agreement to facilitate equipment loans, technology assessment services and trainings. The DSB informs agency participants of funding mechanisms for adaptive technology through the Washington Access Technology Fund.

The DSB works with the Deaf Blind Equipment Program to coordinate technology assessment and training.

The DSB engages in activities with tribal vocational rehabilitation programs, meeting quarterly in each region of the state with the ten partner tribal programs and the DVR, and all partners meet annually to refine the memorandum of understanding on how we will partner on service delivery.

The DSB engages with the Vocational Rehabilitation and Employment program through the Veteran's Administration (VA), and the agency has entered into a memorandum of understanding among the DVR and the VA on how all will partner to provide services among potentially shared customer base.

The DSB engages with the Washington Sensory Disability Services (WSDS). DSB staff partner with WSDS in providing referrals and services to children who are deaf or hard of hearing, blind or visually impaired, or deaf-blind, by providing training and other support to families and service providers. They are a strong partner within the Blind Youth Consortium.

The DSB engages with the Office of the Deaf & Hard of Hearing (ODHH). ODHH is a state agency that provides resources for our Deaf Blind participants, including telecommunication-related services, reasonable accommodations to access DSHS services and human services via regional service centers of the deaf and hard of hearing. ODHH manages the funds for the Deaf Blind Service Center, which provides information, referral and Support Service Providers for environmental interpretation.

The DSB engages with the Helen Keller National Center (HKNC). The Helen Keller National Center is a resource for DSB on Deaf-Blind resources and can provide contracted services to DSB participants as well as trainings for DSB staff for working effectively with DSB Deaf Blind participants.

TITLE IV: DEPARTMENT OF SOCIAL AND HEALTH SERVICES - DIVISION OF VOCATIONAL REHABILITATION

The vocational rehabilitation portion of the Combined State Plan describes in detail how the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, aligns its activities and services with mandatory and optional one-stop partners as well as an array of other programs outside the one-stop system to jointly serve eligible individuals with disabilities. These activities are identified through cooperative agreements and tailored to the needs of an individual through the Individualized Plan for Employment developed by each DSHS/DVR customer. That plan specifically identifies all of the services required by an individual to achieve their chosen employment goal, including which one-stop partner or other provider will jointly serve the individual to assist them in reaching their goal.

UNEMPLOYMENT INSURANCE

Align with the Reemployment Service and Eligibility Assessment (RESEA) program provided by WorkSource staffwho conduct a comprehensive assessment of claimant reemployment needs and continued UI eligibility. These staff should be given cross training on various workforce program requirements to ensure they are able to provide claimants a broad array of available WorkSource services relevant to the claimant's individualized needs. This will also help to ensure strong well balanced performance across programs and a broad range of UI activities that strengthen Program integrity. Claimants with specific UI issues will be able to speak with a claims center agent about their claim. This includes a direct line feature available to those claimants who seek assistance through our WorkSource offices. Each claimant receives a one-on-one interview which includes the provision of labor marketinformation, a comprehensive assessment of claimant knowledge, skills and abilities related to their employmentneeds, completion of a reemployment action plan and an assessment of continued unemployment eligibility. Claimants will be given specific reemployment/career service referrals determined most likely to result in reemployment or a referral to career-related training. This could be enhanced further by up to one additionalinterview. Activities are monitored for compliance, and reported as necessary.

JOBS FOR VETERANS STATE GRANTS

DVOPs routinely co-enroll case managed clients with other programs to provide the widest possible range of eligible services. These programs include: WIOA, Trade Adjustment Act, WorkFirst, and Labor Exchange. They also partner with local community organizations that provide services to veterans.

LVERs partner with other WorkSource programs, as listed above, to conduct employer outreach on behalf of veterans and other eligible. LVERs partner extensively with business services staff, chambers of commerce, and other employer-related organizations. They also work with apprenticeship programs to secure opportunities for veterans.

TRADE ADJUSTMENT ASSISTANCE

When co-enrolling participants with other programs, TAA counselors coordinate with program partners in the community to ensure there is no duplication of services. TAA can provide retraining after extensive assessment and research to ensure the participant is suitable for that training and the training is in demand. TAA counselors encourage co-enrollment in programs which will assist the participant to be successful in getting back to work.

COMMUNITY SERVICES BLOCK GRANT

The Community Services Block Grant (CSBG), administered by the Department of Commerce, awards funds to local eligible entities to provide services to low-income households at or below 125% of the federal poverty level (FPL). With approval from the state CSBG Lead Agency, CSBG eligible entities determine how funding will be used to support allowable activities, such as employment and training activities. In addition, the funds may be used to provide actual services to individuals, or they may be used to support the administration of allowable services and activities funded thru a different source. When the CSBG eligible entity elects to use CSBG funding to provide workforce development employment and training services to individuals and families, those services will be required to align with the States WIOA strategies and be coordinated with the local one-stop center.

COMMUNITY DEVELOPMENT BLOCK GRANT

If a rural local government applies for and receives CDBG funding for a job creation activity, the business will be required to coordinate job recruitment and hiring with the regional WorkSource/one-stop center. If a local government applies for and receives CDBG funding for job training services, the training program (in most cases a community action program) will align with the State's WIOA strategies. Any CDBG funded construction activities must comply with the Davis Bacon Act, including registration with the federal Department of Labor or DOL-recognized State Apprenticeship Council when apprentices are employed. CDBG funded contracts must comply with Section 3 of the Housing and Urban Development Act of 1968.

SENIOR COMMUNITY SERVICES EMPLOYMENT PROGRAM

The transition from WIA to WIOA has the potential for the SCSEP Grantees to have significant impacts on a variety of levels. One of the most significant changes is that the SCSEP Grantees are moving towards taking on a more unified voice at both the state and the local levels. One of the key strategies includes shifting the SCSCEP Four Year State plan from a stand-alone state plan to that of being a part of the Four Year WIOA Combined State Plan. This promotes SCSEP being of more of a member partner of the workforce community throughout the state. Being involved with the combined state plan includes the commitment to better support the workforce development systems and being with and in alignment with the services, increased streamlining of information and data sharing, co-enrollment with partner programs, and sharing of resources (employment, education , social services, and supportive services).

The SCSEP State Manager's role with SCSEP, and concurrent role as the Employment Program Manager for the DSHS Aging and Long Term Support Administration allows for that position to have not only an increased presence at the state planning level, but also in promoting additional opportunities for SCSEP grantees and the state workforce development council in providing resources beyond employment and education for individuals enrolled in employment and education programs. This can also prove beneficial for employers striving to hire disadvantaged and individuals with disabilities.

There are significant changes to federal and state legislation as to the focus on enhancing opportunities for individuals with disabilities to become not just employable, but towards

increased access and opportunities for career paths and beyond living wage jobs. Some of these changes have been addressed with the revisions to the Rehabilitation Services Act, changes with the Center for Medicaid Services criteria for services which increases the opportunities for individuals receiving Medicaid services to include supported employment. In Washington State the Governor has engaged the Committee/TaskForce on improving employment opportunities for individuals with disabilities; and for the hiring of individuals with disabilities in state government positions.

Since 2013 ALTSA has engaged with employment service staff and partners from other state agencies to explore collaboration and partnership opportunities to expand employment service opportunities for Washington State. The state agencies exploring collaboration and potential partnerships on employment opportunities are the Developmental Disabilities Administration; Behavioral Health Services Integration Administration, Juvenile Justice Rehabilitation Administration; Employment Security, Healthcare Authority

SCSEP programs have also initiated discussion with the Washington State Centers for Independent Living Council; Washington State Rehabilitation Council; and Traumatic Brain Injury Council and Veterans Administration to explore options for enhancing opportunities for the SCSEP program and other employment and education providers and interested stakeholders.

We will continue to develop Overviews of the SCSEP program on a minimum of an annual basis and provide to the aforementioned and required organizations; as well as making this available to other community stakeholders and potential partners. (Such as the Washington Business Leadership Network; the Community Employment Alliance; Center for Continuing Education in Rehabilitation; WISe (Washington Institute for Supported Employment).

These are elements critical to developing additional partners and other sources of income towards sustaining and enhancing the opportunities for the program.

We are in the process of developing an increased presence in the WorkSource system by engaging with Aging Forums in a number of counties around the State; providing presentations on issues facing the Aging Workforce, to individuals receiving services through the WorkSource systems in an effort to both market SCSEP and also in regards to providing additional opportunities for collaboration between the organizations and systems.

SCSEP programs coordinate with the local Area Agencies on Aging to understand available services and assist participants to link up with services for which they may be eligible. These relationships also assist individuals determined ineligible for SCSEP, but in need of help to navigate the aging & disability network. The AARP Foundation has been a long-time national partner with the Administration on Aging for improved services for older adults, including family caregivers and older workers.

The Area Agencies on Aging are continually working via government to government relationships with tribes located in their planning and service areas (PSAs), including those that receive funding under Title VI of the OAA. This is a work in progress with ongoing improvement and refinement.

The Social Security and entitlements (Federal, State and Veterans) can be very complex and difficult to understand and navigate. Many individuals decide not to work or work fewer hours based upon the misperceptions that they will lose their benefits (medical and financial) if they go to work. As such we are in the process of developing partnership efforts with the Washington State Benefits Planner Networks, The Maximus Ticket to Work WIPA program, the Division of

Vocational Rehabilitation and others in an effort to provide individuals with access to these resources. This is in addition to the Affordable Care Act and the Healthcare for Workers with Disabilities (HWD) or Medicaid Buy In program.

The SCSEP providers have established relationships with organizations providing services to older adults and persons with disabilities. These include, but are not limited to, aging information & referral/assistance (I&R/A), transportation, family caregiver support, kinship caregiver support, nutrition, legal services, and in-home care. All but a few of the AAAs provide aging I&R/A directly. As the I&R/As transform over the next few years into Aging and Disability Centers (ADRCs) their knowledge and collaborative efforts will expand via relationship-building with disability-related service systems, including independent living centers, Labor and Industries, and Ticket-to-Work programs. The SCSEP programs will be natural partners with the ADRCs as one ADRC goal is to connect consumers with workforce options.

Local 2-1-1 development and implementation has also provided impetus for relationship-building and coordination. In the arena of private employers, AAAs have established relationships with healthcare organizations and business-related services. Because of these established and emerging relationships, AAAs are well-positioned to coordinate within their communities to build strategic alliances on behalf of older workers. The combination of AAA and workforce-related entities among the state's sub grantees results in a dynamic opportunity for creative and successful private/public partnerships.

SCSEP providers use other public and private agencies as part of their community outreach. Recruiters visit public places older people frequent such as senior centers, faith-based centers, senior apartments, job fairs, food stamp and Social Security offices. Project directors will leverage relationships with Vocational Rehabilitation, Veterans Affairs, disease groups and March of Dimes to help with physical barriers to employment.

NAPCA seeks partnership and information resources in local ethnic communities which can help AAPI older jobseekers with special needs or disabilities. The partnership with local ethnic organizations is very important due to many participants' limited language capacity.

TANF (WorkFirst) /SNAP E&T (BFET) Programs

WorkFirst and BFET activities are structured to be provided in partnership with core and mandatory one-stop partners. Alignment within the comprehensive one-stops varies in local regions and per contractors situated in the respective regions. There may be some duplication in services between the partner programs; however, that is primarily due to each program having its own eligibility criteria which must be met by the participants. In addition, WorkFirst includes 26 Local Planning Areas (LPAs) that help coordinate and plan for WorkFirst implementation and poverty reduction efforts locally. Representatives of the workforce development system are called out as partners in the law requiring these local collaboration entities.

For BFET specifically, there may be local contractors that provide BFET services as well as WIOA funded services. These contractors may or may not be located within the one-stop. In this case, contractors determine which program(s) the client may be served by and how a comprehensive suite of services can be provided to support the individual along the pathway to goal completion.

Services are provided through the WorkFirst and BFET partnerships, and program data is tracked using the Electronic Jobs Automated System (eJAS). The eJAS tracks participation by service component code with starting and ending dates. The partners who provide the services

are also identified in eJAS using distinct contractor codes, allowing the program to track multiple services by different partners. The system is able to track participation by participant, by contractor and by service component. Historical data for the programs from eJAS is stored in the DSHS data warehouse. This allows partners to be aware of services the participant is actively enrolled in as well as where there may be opportunities for additional support and potential co-enrollment in WIOA funded services.

With TANF as a mandatory partner program within the comprehensive one-stop in each workforce development region, DSHS will continue to partner to analyze methodologies to streamline intake, share information, and jointly serve WorkFirst and BFET eligible participants.

CARL D. PERKINS ACT SECONDARY AND POSTSECONDARY Programs

Washington's secondary and postsecondary career and technical education system has been an integral part of the state's workforce system since the state Legislature recognized CTE as a component of the comprehensive talent development pipeline in the early 1990s. Reflecting this understanding, the Washington Workforce Training and Education Coordinating Board is unique among Perkins eligible agencies as the only state workforce Board administrator of CTE. Both administrative agency partners administering career and technical education, the State Board for Community and Technical Colleges and the Office for Superintendent of Public Instruction, hold voting seats on the state Workforce Board, ensuring alignment and coordination among systems.

All of Washington's 12 local workforce development councils maintain tight relationships with their local school districts and institutions of higher education. All Boards maintain representation from the community and technical college system, and while representation from local K-12 systems is not required, most Washington WDCs enagage their secondary partners in structured and regular dialogue.

The CLNA process is a particularly exciting opportunity to tighten collaboration between secondary and postsecondary Perkins recipients and the workforce system. The state has worked collaboratively with local workforce development council directors to develop the labor market information dashboard that is being launched to accompany the CLNA, and each Perkins recipient is required to consult with their local WDC to complete their CLNA. Contact information for all WDCs has been provided as part of the CLNA packet. Partners will continue to convene opportunities across the state for local CTE directors and community and technical college workforce deans to broaden collaboration with local workforce development councils, who have access to economic information and employer contacts that will be critically useful for local recipients completing CLNAs.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

All partners in Washington's combined plan have agreed to explore opportunities to align service delivery to improve outcomes for all workforce development participants, in particular

populations with barriers to employment. All participating program partners are committed to the goals outlined in the Integrated Service Delivery and Access and Technology chapters of the state combined plan and will monitor their implementation through the planning cycle, and meeting periodically to assess where additionally coordination among partners is needed to accomplish a particular goal. In particular, system partners were committed to meeting regularly in the early part of the plan cycle to discuss appropriate professional development for frontline and managerial one-stop staff that aligns to the Navigational model discussed in the Integrated Service Delivery chapter of the plan. This resulted in some jointly developed professional development modules that are accessible by partner staff and provide a baseline understanding of WIOA and the Core and Mandatory partner programs and their services.

Overall, the system's goal is to ensure that every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency, and receives the wraparound services needed to pursue his or her career pathway. The three goals the system has committed itself to are:

- Increase the number of front-line staff with system-navigator competencies within the workforce system.
- Developing an intake process that eliminates redundant assessments and streamlines customer experience.
- Increasing the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.

Ensuring universal access to workforce development services has been a bedrock principle in Washington's planning process. Every Washington resident needs universal, barrier-free access to our state's workforce system. Technology is a powerful tool that can reduce obstacles to access. However, it's clear that technology will not solve all accessibility issues. Tailored approaches to different populations are required. To that end, Washington has developed the following goals geared towards improving access to services for populations with barriers to employment:

Establish a state-level advisory committee on accessibility and barrier solutions and ensure the designation of local advisory committees during the first two years of the plan. By the fourth year of the plan, ensure the state-level advisory committee has received annual progress reports on one-stop centers' accessibility at the local level.

Identify and encourage local pilot programs that use technology to facilitate and improve an integrated service delivery for customers, including programs designed to improve access to the system.

TITLE I: ADULT, DISLOCATED WORKER, AND YOUTH SERVICES

System-wide referral of veteran/other eligibles with significant barriers to employment (SBE) to the Employment Security Department's Disabled Veterans Outreach Program (DVOP). Line staff in all of the core and partner programs under Washington's Combined State Plan will be educated as to the definition of SBE in order to more readily identify such veterans when they present themselves and those line staff will also be availed of contact information and directions

for the nearest WorkSource (one-stop) center(s) to facilitate a front-end assessment and staff referral to DVOP. Front line staff will administer initial assessments for SBE veterans/other eligibles.

Once a veteran or other potential eligible person is identified by non-JVSG staff, they are informed of Priority of Service (POS) and are assessed for basic job readiness and are offered verbally or in writing, a veteran questionnaire to self-disclose barriers to meet eligibility (as identified in VPL 3-14, Changes 1 and 2 and VPL 3-19). Once determined to meet eligibility, the customer is referred to the DVOP for an individualized and comprehensive assessment to evaluate the immediate barriers to employment, in addition to employment skills, interests, needs for additional training or skill development that will lead to employment or financial independence, and finally motivation.

An on-line Division of Vocational Rehabilitation (DVR) assessment tool has been built into WorkSourceWA.com so that WorkSource (one-stop) customers who disclose a disability can determine if they are potentially eligible for DVR services. If the on-line survey indicates such, a follow up contact with a DVR representative is initiated to facilitate a formal eligibility determination.

Washington issued state WIOA Title I Policy 5602 on Supportive Services and Need Related Payments, addresses the use of WIOA Title I funds for supportive services and needs-related payments (NRPs) to support adults, dislocated workers, and youth participating in WIOA Title I activities.

TITLE II: ADULT EDUCATION AND LITERACY (BASIC EDUCATION FOR ADULTS)

Washington State's Adult Education Advisory Committee provides guidance in the development of system one-stop operations to provide the following core services:

- Use of CASAS as the state-wide assessment for Educational Functioning Level (EFL and educational gain)
- Adult Education and ELA instruction to clients in need of retraining
- High school equivalency or HSC preparation for clients in need of retraining
- All educational services for WorkFirst clients
- Navigational and support services to adult education students

In collaboration with the local Workforce Development Councils (WDC), local providers work together to provide literacy services to adult learners, parents, and their children. Staff from one-stop centers and/or partnering agencies, along with community college and community based organization providers, have been cross-trained in CASAS assessment and data collection to provide targeted support for Washington's college and career readiness pathways.

Programs across the state, in collaboration with local WDCs and the SBCTC Workforce Division, are piloting the *Start Next Quarter* initiative to connect current and potential students with services and programs in Washington State. This is a free online eligibility screener for employment and training programs at participating agencies and community colleges. Eligible students may then apply for funding and learn the steps to start a training program.

In partnership with the Workforce Training and Education Coordinating Board (WTECB) and Washington Workforce Association (WWA), SBCTC collaborated to create the *I-BEST Program* Information website. This interactive online tool provides partners from the workforce

development system, including WorkSource, Labor and Industry, WorkFirst and others with accurate I-BEST program information that can be accessed quickly and easily. This allows all agencies and systems to work together more effectively to create education/employment plans for shared clients and to coordinate resources that result in the skilled workers that Washington employers need. At the same time, the site addresses the needs of college and CBO staff such as advisors, faculty, volunteers, program directors, SBCTC staff, and students in locating I-BEST programs being offered across the state.

This tool provides real-time information about what types of I-BEST programs are being offered on each college campus and provides a contact name, phone number and email for further inquiries. It also indicates when a student can enroll in an I-BEST program and links directly to the college's Web page. Students and agency partners can search for I-BEST programs by institution, career pathway, program name, county, or quarter the program will be offered.

This tool leverages power from two perspectives:

1. **Within the system –** Provides the ability to engage potential students, advisors, instructors, etc. in order to guide students into the programs that address their needs and goals, keep programs vital, and fulfill the college's role to meet the dual demands of employers and soon-to-be skilled workers.
2. **Outside the system –** Provides partners from the Workforce Development System, the WorkSource System, Labor and Industry, WorkFirst and others with accurate information that can be accessed quickly and easily and allows them both to create specific education/employment plans for their clients and to access the required funding that allows clients to become I-BEST participants and skilled workers.

TITLE III: WAGNER-PEYSER ACT

In accordance with section 8(b) in the Wagner-Peyser Act, local comprehensive centers and affiliates have assigned disability specialists. The ES staff serving in this role receive training on serving individuals with disabilities and on accessible computer work stations. Also, they are often involved in local efforts to enhance employment and training access for individuals with disabilities. When there are special grants such as the Disability Employment Initiative (DEI), core program staff will be equipped to direct referrals for assessment and program services.

In cooperation with the Division of Vocational Rehabilitation and the Department of Services for the Blind, ESD will support ongoing efforts to expand accessibility for blind individuals who, as a population, infrequently use one stops. One stops and the WorkSourceWA.com website will be ADA section 508/Web Content Accessibility Guidelines (WCAG) compatible. Local one stops will accommodate blind, deaf and other individuals with disabilities. Such strategies as having a sign language interpreter scheduled to come in for accommodating those who are deaf will continue. Blind individuals can be served in any of the large variety of one stop workshops by staff offering to go over written handouts on an individual basis, or simply offering to email materials that could be made accessible by the individual's own text-to-voice software.

Some centers have co-located vocational rehabilitation counselors with the Division of Vocational Rehabilitation in the Department of Social and Health Services. Co-location of VR staff increases referrals from Wagner-Peyser and other co-located staff and vice versa. Coordination between core and other programs is better so that persons with disabilities can get more help to compete for and enjoy high quality employment through acquiring the necessary skills while receiving any necessary supports. Under WIOA Title IV, VR staff outreach to disabled youth graduating from the K-12 system will encourage more young people to pursue assistance from WorkSource to begin career pathways toward self-support through viable avenues. Many ES-staffed one stops have taken the initiative to invite high school teachers of students on IEPs to make field trips fostering a sense of comfort in approaching WorkSource.

Wagner-Peyser staff are on the front lines and have skills to triage customers. When learning deficits are indicated, staff may refer to specialized program services, but always attempt to first include customers in group services and one-on-one services. Staff often deploy the career safety net by strongly recommending ESL, GED preparation, high school completion, or I-BEST programming through contracted education providers or the local college even if their previous jobs didn't require any basic level of educational attainment.

Individuals participating in TANF WorkFirst program pathways are often jointly served by two or more partner providers. For instance, parents participating in *community jobs* work experience can receive job search preparation assistance at the local WorkSource. Some offices even serve as work experience sites. Likewise, TANF mandated work participation rates are increased by involvement across multiple partners whenever possible. Case staffing for particular individuals on TANF who are struggling, or in some locations, Department of Social and Health Services staff engagement with parents at one stops has improved TANF participation performance and outcomes.

Alignment and coordination across federal, state and local programs for veteran employment and training is mandated by the Jobs for Veterans Act and regulated by 20 CFR 1010, as well as joint DOL VETS and ETA formally issued guidance and WorkSource system policy. Locally operated DOL programs, including Wagner-Peyser and TAA under the direct oversight of ES management, and other programs identified in the regulation must provide Priority of Service to covered persons as mandated. Qualified disabled veterans and other eligibles may receive a referral to a Disabled Veteran Outreach Program (DVOP) specialist if they meet at least one of the DOL VETS disability or disadvantaged veteran criteria. Other eligible populations may also qualify under the SBE criteria for DVOP services. Some areas have many more options for veterans and their families such as opportunities available through The Serve Center in Everett, Washington. The Serve Center is located with WorkSource Snohomish County at Everett Station. Co-located veteran program partners include the VA, Veteran Employment Services Office; Washington Department of Veterans Affairs, Homeless Veterans Reintegration Program; Local Veterans Employment Representative (LVER) and DVOP specialists; Volunteers of America, Catholic Family Services, and others serving transitioning military members, veterans and their families.

Once a veteran or other potential eligible person is identified by non-JVSG staff, including Wagner-Peyser Staff, they are informed of Priority of Service (POS) and are assessed for basic job readiness and are offered verbally or in writing, a veteran questionnaire to self-disclose barriers to meet eligibility (as identified in VPL 3-14, Changes 1 and 2 and VPL 3-19). Once determined to meet eligibility, the customer is referred to the DVOP for an individualized and comprehensive assessment to evaluate the immediate barriers to employment, in addition to

employment skills, interests, needs for additional training or skill development that will lead to employment or financial independence, and finally motivation.

TITLE IV: DEPARTMENT OF SERVICES FOR THE BLIND

The DSB will champion the State's strategy of Access and Technology, which has the express intent of identifying potential barriers to services for the communities identified within the Workforce Innovation and Opportunity Act, and developing ways for addressing those barriers. The success of this strategy will be critical for the ability of blind, low vision and deaf blind individuals to access the workforce array of services and opportunities. If the State's Access and Technology strategy is successful, the DSB will be able to offer a wider array of vocational trainings and opportunities to agency participants, providing stronger and more effective pathways to employment that both meets participant aptitude and business need. The DSB will continue to be a resource to partner programs for technical assistance in creating service delivery systems, processes and tools that are disability-friendly, inclusive, and accessible. The DSB will continue to advocate among partner programs that universal access often provide benefit for the general public and will often result in more streamlined, usable services for all.

The DSB as a Title IV Rehabilitation Program has a long history of participant-centered service provision with client-focused concepts such as "informed choice" and "comprehensive and individualized services" incorporated since 1998 into the fabric of our work and services, and the DSB can and will provide technical assistance and unique perspectives among our Combined State Plan partners towards improved customer service provision.

The DSB will work to increase awareness among partner agency staff of the array of services offered through the DSB, and which their customers may also benefit from. The DSB will assist in the education of its own agency staff to the array of services available through our workforce partners that our agency participants might also benefit from.

The DSB appreciates that the State's Workforce Board has been fulfilling its mandate to provide representation on the agency's State Rehabilitation Council, which had not been true at the start of the last combined plan cycle. The DSB State Rehabilitation Council's purpose is described within the Rehabilitation Act of 1973 (as amended) to provide informed advisement toward the agency's successful implementation of the intent of the Rehab Act, and representation on the Council of a member of the State Workforce Board is a legal requirement as defined in the Rehab Act, and helps provide the critical workforce perspective that would allow the SRC and the DSB to fully meet our congressionally-defined roles. Workforce representation on the agency's Council aids the agency in meeting the new WIOA mandates for business engagement.

TITLE IV: DEPARTMENT OF SOCIAL AND HEALTH SERVICES – DIVISION OF VOCATIONAL REHABILITATION

The vocational rehabilitation portion of the Combined State Plan describes in detail an extensive array of cooperative agreements that the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, develops with mandatory and optional one-stop partners as well as other programs outside the one-stop system to jointly serve eligible individuals with disabilities. Each of these cooperative agreements includes provisions for co-enrollment and

joint service delivery to individuals who require services from multiple programs to achieve their employment goal.

UNEMPLOYMENT INSURANCE

Depending on the individuals assessment provide specific reemployment services that could include, co-enrollment into training programs, referrals to other reemployment activities, suitable job matches, provisions of labor market information with one data base so that each person who interacts with an individual will readily see what actions have been taken and what next steps will benefit the claimant.

We may have the capability to partner closer in areas connected to training opportunities such as:

Training Benefits (TB) program, waives work search requirement while eligible claimants train for careers in high-demand fields. Claimants may be eligible to extend the length of time they receive unemployment benefits.

Commissioner Approved Training (CAT), waives work search requirement while eligible claimants train for careers in high-demand fields. Will not extend unemployment benefits.

Self-Employment Assistance Program (SEAP), waives work search requirement while eligible claimants can enter into self-employment entrepreneurial training and receive business counseling while collecting unemployment benefits.

Trade Adjustment Assistance (TAA) helps trade affected workers who become unemployed as a result of increased imports from or shift in production to foreign countries return to suitable employment as quickly as possible. This could include Trade Readjustment Allowances (TRA), Occupational skills training, income support, reemployment services, relocation, job search allowances and Alternative or Reemployment Trade Adjustment Assistance (ATAA/RTAA).

JOBS FOR VETERANS STATE GRANTS

System-wide referral of veterans and other eligibles with significant barriers to employment (SBE) to the Employment Security Department's Disabled Veterans Outreach Program (DVOP). Line staff in all of the core and partner programs under Washington's Combined State Plan will be educated as to the definition of SBE in order to more readily identify such veterans and other eligibles when they present themselves and those line staff will also be availed of contact information and directions for the nearest WorkSource (one-stop) center(s) to facilitate a front-end assessment and staff referral to DVOP.

TRADE ADJUSTMENT ASSISTANCE

Because TAA doesn't cover supportive services, TAA participants are usually also enrolled in the Dislocated Worker and Veteran programs. Often, workers with families are also enrolled in

TANF. Worker Retraining and Dislocated Worker programs at the colleges frequently provide funds for the first quarter of training while the participant is being enrolled in TAA and doing training research.

COMMUNITY SERVICES BLOCK GRANT

The Community Services Block Grant (CSBG), administered by the Department of Commerce, awards funds to local eligible entities to provide services to low-income households at or below 125% of the federal poverty level (FPL). With approval from the state CSBG Lead Agency, CSBG eligible entities determine how funding will be used to support allowable activities, such as employment and training activities. In addition, the funds may be used to provide actual services to individuals, or they may be used to support the administration of allowable services and activities funded thru a different source. When the CSBG eligible entity elects to use CSBG funding to provide workforce development employment and training services to individuals and families, those services will be required to align with the States WIOA strategies and be coordinated with the local one-stop center.

COMMUNITY DEVELOPMENT BLOCK GRANT

The state Community Development Block Grant program administered by the state Department of Commerce awards funds to rural local governments for locally-prioritized activities. If a local government applies for and receives CDBG funding for job training services, the training program (in most cases a community action program) will align with the State's WIOA strategies.

SENIOR COMMUNITY SERVICES EMPLOYMENT PROGRAM

SCSEP has very specific guideline and enrollment criteria that provide for a niche target population within the overall spectrum of WIOA Core Services in Washington State.

- Eligible candidates for the SCSEP program are:
- individuals 55 years year and older
- unemployed
- have a total family income of less than 125 percent of the Federal poverty level
- Have low employment prospects
- Are unable to find employment through the WOIA workforce system
- Homeless or at Risk of Homelessness
- Veterans and qualified spouses
- Have Limited English proficiency
- Have low literacy skills
- Have a Disability

In reviewing the data from DOL it becomes apparent that there are a significant number of individuals enrolled in the program that could most likely benefit from services through a DSHS medical, behavioral health or other entitlement driven service. As SCSEP staff provides this information to potential participants a secondary gain will be the training and education of

WorkSource staff as to the social service programs and resources available to enrollees of all WIOA Core Service partners.

The federal guidelines for WIOA list of "individuals with a barrier to employment" and the eligibility criteria for the SCSEP program are virtually identical. Additionally there are SCSEP providers in the Central Washington area that have provided services for migrant and seasonal farm workers (or members of their family), Ex-offenders, individuals who have been on TANF, Single parents and there are two Tribal Nation AAA and the National Indian Council on Aging who serve primarily Native Americans, and the National Asian Pacific Council on Aging and other SCSEP providers that have enrolled Native Hawaiians.

To ensure equitable participation by individuals who meet the federal guidelines for the SCSEP most-in need criteria the SCSEP provider organizations will continue to cultivate cross-referral coordination and recruitment partnerships with local entities serving prioritized individuals are fostered by the state and national grantees and achieved by local projects. Some of these partners include, but will not be limited to:

- Local organizations serving minorities and/or individuals with Limited English Proficiency (LEP), including local translation/interpreter services
- Indian tribes
- Centers for Independent Living, Vocational Rehabilitation, and other disability-related organizations, including those serving individuals with physical, learning, developmental, mental and sensory disabilities
- Home and community-based long-term care social service organizations and providers
- DSHS partner agencies; Community Service Offices; DVR; Area Agencies on Aging; Behavioral Health Care agencies;
- Congregate meal sites and other places were older adults congregate for publicly-funded services
- Information and Referral/Assistance (I&R/A) programs, including 2-1-1, aging I&R/A, Aging & Disability Resource Centers (ADRCs), Family Caregiver Support, Military Family Support Centers, Grandparents Raising Grandchildren programs and Kinship Navigators, Child Resource and Referral, etc.
- Housing and Homeless programs
- Department of Social and Health Services (DSHS) local offices, where staff determine and authorize Medicaid, food assistance, general assistance and other public programs for low-income individuals
- Faith-based organizations
- Other Employment and Training Programs, including WorkSource employment centers, community and technical colleges, Ticket – to Work programs, and national SCSEP sponsors
- Local and regional Veterans' contacts and entities, including the State Department of Veterans Affairs, Veteran medical centers, and the U.S. Department of Veterans Affairs

- In addition, employment newsletters, local newspapers and electronic bulletin boards/Internet job listings, where available, may be utilized to recruit most-in-need enrollees.

Recruitment goals for targeted, priority participants will continue to be met primarily by using the Application for SCSEP services. This application will be used to determine and document participant income eligibility according to revised income definitions, inclusions and exclusions. Once an inquiry has been made to a SCSEP office, staff/participant staff will determine who is eligible and, if there is a waiting list, the priority that will be given to each applicant.

It is policy and procedure for all SCSEP grantees to serve minorities in at least the same proportion to a service area's population. Grantees will work jointly to provide enhanced emphasis on training and technical assistance to assist subprojects to improve targeted outreach, recruitment, and identification for persons who meet eligibility and most-in-need criteria.

TANF (WorkFirst)/SNAP E&T (BFET) Programs

DSHS will continue to partner with core, mandatory, and other one-stop partner programs to coordinate activities and use of resources to provide comprehensive, high-quality, customer-centered services, including supportive services to TANF and BFET eligible individuals, including those populations identified in section II (a) (1) (B).

DSHS is worked with local Workforce Development Councils (WDCs) to develop a "Principles of Collaboration" agreement to help formalize how we will engage and interact with each other. In addition, the department is worked to enhance the previous Memorandum of Understanding (MOU) with the Division of Vocational Rehabilitation (DVR) regarding the co-enrollment and joint service provision to individuals eligible for both DVR and TANF services.

DSHS has also co-convened an ad-hoc committee made up of workforce development partners, including all core program administering agencies at the state level to examine the possibility of developing a joint eligibility process for clients entering the workforce development system. This will potentially inform process as we continue to partner across programs and agencies to decrease duplicative efforts regarding screening for eligibility for multiple programs as well as co-enrollment and supportive services strategies.

As one of the TANF/WorkFirst and BFET partners, the State Board for Community and Technical Colleges (SBCTC) has also provided a response DSHS would like to include with our response regarding SBCTC collaborative efforts with DSHS around these programs specifically:

WorkFirst - SBCTC WorkFirst providers include community and technical colleges, private career schools and community-based organizations that provide access to education and training. SBCTC providers contribute basic skills and college placement assessments and one-on-one academic planning to establish appropriate education and training pathways for individuals. They provide ongoing academic advising in collaboration with other WIOA partners to develop a career pathway for each individual and provide ongoing barrier resolution. SBCTC providers work closely with partners to appropriately co-enroll participants in education, training, work-based and barrier removal activities to best meet the employability skill needs of the individual and move them toward self-sufficiency. SBCTC providers also offer Work Study and internship opportunities.

Basic Food Employment and Training (BFET) - SBCTC BFET providers include all 34 community and technical colleges within the state. College BFET providers are available to assist individuals

with accessing SNAP assistance through the Washington Connection portal and/or by evaluating their eligibility and submitting requests to DSHS for final verification. Colleges provide basic skills and college placement assessments and one-on-one academic planning to establish appropriate education and training pathways for individuals. Colleges offer barrier removal services to individuals and collaborate with WIOA partners to access additional needed services. A one-on-one, client-centered approach to career pathway development is utilized by college staff. Colleges provide funding for tuition, education and training fees, testing fees, books, transportation, tools, and emergency services. They also provide assistance in acquiring other resources and support services from other partners when needed. This includes co-enrollment with community-based organizations for work-based learning and employment services, ESD for employment services, and other college programs for access to additional support services and funding.

CARL D. PERKINS ACT SECONDARY AND POSTSECONDARY Programs

In the broadest sense, coordination between Perkins and WIOA workforce programs happens at the highest level in Washington, through the Workforce Training and Education Coordinating Board that serves as both the state vocational education and state WIOA Board. For the purpose of serving individuals enrolled in either Perkins or workforce programs, secondary and postsecondary partners are committed to deepening partnerships with local workforce development councils, particularly through the development and growth of the CLNA process in which local WDCs are a required and integral part.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

WIOA is an opportunity to reinvent and re-energize business engagement. By serving jobseekers and businesses, the workforce development system will be a catalyst for creating a strong and vibrant future workforce.

Local workforce development councils will play a lead role in business engagement. The state's workforce development partners have collaborated on a set of resources local councils can leverage to improve business engagement. Additionally, state partners have set the following goals to improve business services. These goals will be monitored by state partners regularly during the planning cycle.

- Establish a baseline and increase the number of businesses utilizing the workforce system.
- Establish a baseline and increase the number and percentage of businesses reporting satisfaction with the services they receive via the workforce system by 5 percent each year.
- Have at least one sector partnership in development in each workforce region. Use the Sector Partnership Framework to show progress over time.
- Train at least 30 percent of the workforce system on the implementation of sector partnerships.
- Increase resources for work-and-learn opportunities, including on-the-job training and apprenticeship, internships, job shadows, but especially, incumbent worker training.

- Increase the amount of work-based training, including incumbent worker training, on-the-job training and apprenticeship, job shadows, internships.
- Increase the partnership and level of participation between business services delivery agencies/organizations to avoid confusion for employers and duplication of work

TITLE I: ADULT, DISLOCATED WORKER, AND YOUTH SERVICES

- The Title I program will continue to use funds to expand both engagement and participation of employers in the State's workforce investment system through, but not limited to, the following business services:
- Develop, convene, or implement industry or sector partnerships
- Customized screening and referral of qualified participants in training services to employers
- Customized services to employers, employer associations, or other such organizations, on employment-related issues
- Customized recruitment/hiring events, job fairs, workshops and related services for employers (e.g., targeted hiring, new business openings, seasonal hiring, and safety training)
- Marketing on-line with the support of ESD's Communications Office for occasions such as holiday hiring or major veterans hiring events
- Human resource consultation services (e.g., writing/reviewing job descriptions and employee handbooks; developing performance evaluation and personnel policies; creating orientation sessions for new workers; honing job interview techniques for efficiency and compliance; analyzing employee turnover; or explaining labor laws to help employers comply with wage/hour and safety/health regulations)
- Customized labor market information for specific employers, sectors, industries or clusters
- Increased coordination with WSATC, L&I, labor and business to support and develop pre-apprenticeship and apprenticeship opportunities and providing customized assistance or referral for assistance in the development of registered apprenticeships
- Job order listings and applicant referrals through WorkSourceWA.com, the Monster-based state job matching system to provide a deeper pool of talent for employers to recruit
- Employer Needs Assessment
- Unemployment Insurance Access
- Access to Facilities
- Translation Services

- Developing and delivering innovative workforce investment services and strategies for area employers, e.g., career pathways, skills upgrading, skill standard development and certification for recognized postsecondary credentials or other employer use, apprenticeship, and other effective initiatives for meeting the workforce investment needs of area employers and workers
- Assistance in managing reductions in force in coordination with rapid response activities and with strategies for the aversion of layoffs, and the delivery of employment and training activities to address risk factors
- Assisting employers with accessing local, state, and federal tax credits, including Work Opportunity Tax Credit (WOTC) certification
- Local Veterans Employment Representatives outreach to businesses to connect or refer veterans to employers interested in attracting qualified veterans
- Recruiting and initial screening for participation in WIOA special projects to train for demand occupations, OJTs or customized training
- Increasing rapid response and pursuing National Dislocated Worker Grant funding to serve dislocated workers

First and foremost, Local Workforce Development Boards are, by law, business led, which by definition provides an effective and enduring focus on the needs of local businesses.

WorkSource partnerships of program providers have become a network of support for business customers in league with our critical secondary and higher education partners. Our operations are retraining seasoned workers and preparing the next generation of skilled workers. We are succeeding in large part because of business, labor and government participation toward full employment for the state's diverse communities. Connecting business and industry representatives so that they have a voice in directing WorkSource resources at the local board level contributes to a prepared, skilled workforce for employers and has the ultimate goal of creating jobs and careers for workers and a stronger economy.

Local boards, while adapted to varying local economic structures and conditions, commonly assign staff to conduct outreach to businesses. Their focus is to represent the local workforce development system and its resources before employers and to inquire about and respond to immediate employment needs that the WorkSource system might be able to fill. Local boards and business outreach staff in one-stop centers strive to build relationships with businesses, and groups of businesses within industry sectors, to assess skill requirements and find ways to quickly respond to labor shortages. WorkSource partners are cognizant of the need to coordinate business outreach within the system at the staff level. At the local board level, the effort continues to coordinate education, economic development, community organizations and agencies to meet workforce needs. ESD state administrative staff provides tools, information, and resources to assist state workforce agency area directors, workforce development councils, and business services specialists to conduct effective labor exchange and affect workforce development.

Linked through the state's WorkSource comprehensive web site are a vast array of local, state and federal workforce development and related resources for businesses and current and future jobseekers. Labor market information (LMI) is a particularly rich resource for employers needing workforce information and analysis. The Labor Market and Performance Analysis (LMPA) division of ESD conducts ongoing research and posts regular reports on employment

showing which industries and occupations are high-growth and high-demand. Hiring trends, job vacancy rates, career opportunities within the occupations, and other demographic information are readily accessible and used widely.

Washington is committed to helping employers have easy access to workforce information and resources. Businesses, as well as current and future jobseekers, have access to the 24/7 self-service WorkSourceWA.com website. The Monster-powered website is a comprehensive, on-line job exchange system that guides employers through the process of posting current job openings, reviewing resumes, and contacting qualified jobseeker applicants and scheduling hiring events.

TITLE II: ADULT EDUCATION AND LITERACY (BASIC EDUCATION FOR ADULTS)

In collaboration with the community and technical college workforce programs, Basic Education for Adults works with their advisory boards in the development of I-BEST pathways and programming. Employers provide guidance on program development, implementation, and assessment. In addition, all colleges are required to work with employers on the development of all professional technical I-BEST pathways in order to have them approved by SBCTC for implementation.

SBCTC's ten Centers of Excellence are flagship institutions that build and sustain Washington's competitive advantage through statewide leadership. Each Center focuses on a targeted industry that drives the state's economy and is built upon a reputation for fast, flexible, quality education and training programs. A targeted industry is identified as one that is strategic to the economic growth of a region or state and all community and technical college programming has access to the research and business and employer information, data, and connections.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy.

Key roles of the Centers include:

- Maintain an institutional reputation for innovation and responsive education and training delivery to their targeted industry.
- Act as a broker of information and resources related to their targeted industry for industry representatives, community-based organizations, economic development organizations, community and technical colleges, secondary education institutions, and four-year colleges and universities.
- Translate industry research into best practices.
- Provide system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems.
- Build a competitive workforce for driver industries in Washington State

Basic Education for Adults and the Washington State Center of Excellence for Careers in Education have collaborated over the past five years to provide professional development and training for basic skills, On-Ramp to I-BEST, and I-BEST teaching teams in order to support integrated, co-enrolled workforce and basic skills training programs that accelerate transition to post-secondary certificates and degrees and employment in high demand jobs. In 2015 over 350 faculty were trained in the implementation of innovative teaching strategies that incorporate the development of employability skills required by employers.

Coordination, alignment, and provision of services to employers are further aligned through I-BEST at Work Programming, I-BEST at Work, is based upon a partnership between a community college or community-based organization and an employer, in which the college or organization provides a basic skills instructor who team-teaches with a representative from the employer. It is part of the comprehensive I-BEST Pathway, designed to accelerate basic skills within the contest of work for incumbent workers.

TITLE III: WAGNER-PEYSER ACT

Title 1-B programs staff annually serve more than 20,000 businesses. Thousands more have been served through ES business service desks helping to screen applicants and arrange hiring events to fill job openings. Yet the estimate is that only 8 percent of Washington businesses connect with WorkSource services. Washington State will establish a baseline and increase the number of businesses utilizing the workforce system. However, with the implementation of the new WorkSourceWA.com public labor exchange system, staff will assist employers to fill openings, provide labor market information etc, but the department has discontinued the suppressed job order screening process. The new system will score applicants based on applicants' resumes and other documents voluntarily uploaded for view by employers.

Services to agricultural employers are primarily organized in season by, or in coordination with, ES Migrant Seasonal Farm Worker (MSFW) staff. Coordination with section 167 National Farmworker Jobs Program staff is discussed in the Agricultural Outreach Plan (AOP) included in this combined plan.

Coordinated Business Services is well-established WorkSource system policy inclusive of Wagner-Peyser (including ES-operated affiliated programs) and Title 1-B core programs (Policy 1014 rev. 1). The purpose is to ensure Washington's WorkSource System provides business services that connect employers to WorkSource resources with the goal of strengthening and growing businesses, creating jobs and meeting the hiring needs of employers. Workforce Development Councils in Washington are responsible under this policy for the development and oversight of a locally-coordinated, focused and cost-effective business services strategy that aligns with state strategies. Underlying the need for coordination is simply the expectation businesses have that representatives who approach them under the WorkSource brand should be on the same page. Of course, because the WorkSource system is vast and control decentralized, this expectation is quite difficult to achieve with first impressions.

Given different programs operated by MOU partners, different management, and different grants and contracts to conduct various business service activities, coordination is easier required than accomplished. Increasingly businesses are also recruited to participate in employer/industry sector panels, career fairs or hiring events sponsored externally by agencies,

colleges and universities, CBOs, private enterprises and industry associations that intersect with WorkSource business services. In most areas, however, WorkSource business services staffed by ES are being carried out with improved communication between partners, co-branded marketing and shared program staff. In the coming years, providing additional relevant and high quality business services may be easier to achieve than establishing statewide functional supervision of business outreach staff from multiple programs and entities. Coordination will continue with the Wagner-Peyser labor exchange helping to anchor job-driven business services efforts.

State strategies under WIOA potentially enlarge the system of service providers to employers and departs further from the more limited, traditional Wagner-Peyser job order and hiring fair approaches. Innovative linkages by local boards in some workforce development areas such as facilitating employer panels that bring together industry sector employers and current and future jobseekers to discuss particular employer needs and hiring practices are very successful at generating interest in career pathways and employment outcomes and are anticipated to engage more local Wagner-Peyser and education partners. Wagner-Peyser will broaden approaches to identify and develop new pools of labor that may not be using the American job center network—older youth, new immigrants, incumbent workers, discouraged workers, dislocated homemakers etc. This strategy is particularly necessary in areas of low unemployment and tight labor markets where employers are struggling to find job ready workers. The department will be focusing on industry sector relationship strategies just as Workforce Development Councils have been establishing for a number of years. Together core programs will seek to lead and coordinate employment and training assets not only at the local level but across economic regions of the state where career opportunities are growing with the clustering of industry sectors.

TITLE IV: DEPARTMENT OF SERVICES FOR THE BLIND

WIOA continues to be an opportunity to reinvent and re-energize business engagement. By serving jobseekers and businesses, the workforce development system can be a catalyst for creating a strong and vibrant future workforce.

Local workforce development councils will often play a lead role in business engagement, due to size and structure, but the DSB also is active in business engagement.

Business engagement occurs through the DSB adult residential training center work experiences, and our Pre-Employment Transition Career Exploration/Experience services for youth with a disability. We will be pursuing a model called Progressive Employment to develop low-risk ways for employers and job seekers with a visual disability to interact, with the job seeker gaining awareness of the needs of the workplace and the employer gaining comfort and confidence in the abilities of individuals with a disability.

DSB provides technical assistance on disability- and accessibility-related issues for employers.

The DSB will continue to work collaboratively with various regional WDC's such as the Workforce SW and implementing a number of reverse job fair events for employers and job seekers with disabilities.

The DSB implemented a new customer management system that allows for documenting employer engagement activities.

The DSB will work towards the State's strategy of increased Business Engagement by developing the agency's array of services that businesses may require or desire of us, thereby facilitating the employment of qualified individuals who are blind, low vision or deaf blind. The agency will deepen collaboration with core and partner programs in order to better connect our blind participants' strengths and aptitudes to the skills training and business connection pathways that work best for business needs.

A DSB-offered array of services for business includes many components. One component is to increase awareness among business of the agency's range of services, in order to provide an easy pathway for business to retain a talented employee whose work performance may be impacted due to a change in vision. Another aspect is the ability to fulfill business recruitment needs through connecting the business with the talents of job-ready and skilled agency participants, and to offer the ability to create individualized and low-risk opportunities for the business so that a participant might best showcase their ability and potential value to the workplace. The DSB will provide guidance on issues of disability in the workplace, including education around the Americans with Disabilities (ADA) Act; information on how to benefit from federal and local incentives for hiring of individuals with disabilities, and offer supports to the business for successfully meeting required mandates for hiring of individuals with disabilities. The DSB will offer workplace accommodation recommendations and supports, and education and guidance on making the workplace a disability-friendly and inclusive environment. The DSB will connect business to disability-related resources, training and/or education available in the community at large. The DSB will engage business in identifying supply chain needs, and will assist in establishing entrepreneurs and small businesses that might best fulfill that supply chain need.

Due to the small size of the DSB customer base and agency staffing in comparison to other workforce partner programs, the agency and its eligible participants will benefit from the broader infrastructure that state plan partners develop and nurture towards increased business engagement. The DSB alone cannot fully provide the amount of skilled talent business requires, and the DSB as a separate entity cannot efficiently engage business statewide. The DSB will rely on active inclusion of its staff in the One-Stop Business Services Teams, and depend on the accessibility of workforce programs for agency participants, in order to meet the broader engagement of business in a manner that works best for business – through a seamless single point of contact. DSB counselors develop relationships with local business partners, and will guide those relationships (as applicable) into the greater workforce system in order to best fulfill the business needs.

TITLE IV: DEPARTMENT OF HEALTH AND HUMAN SERVICES – DIVISION OF VOCATIONAL REHABILITATION

The vocational rehabilitation portion of the Combined State Plan describes in detail services to employers that the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program,

provides in conjunction with mandatory and optional one-stop partners. The activities conducted by DSHS/DVR focus on services to employers that assist in the recruitment, hiring, retention, and promotion of qualified individuals with disabilities, including employment and work-based learning opportunities for students and youth with disabilities.

UNEMPLOYMENT INSURANCE

Staff working with claimants and employers will have a basic understanding of UI eligibility requirements and will follow through to make sure only those meeting the qualifications the employer is looking for and is a good match will be referred. Follow up from the employers and claimants will be necessary to ensure those that are not following through as directed are referred to the claims center for adjudication of any issues that arise maintaining program integrity and a high-quality service to the employers. This can also include identifying employers in high wage high demand occupations and connecting them with claimants needing retraining with a cost break to employers willing to enter into these partnerships. Claimants receiving benefits will also be in a pool for random selection to review their job search activities involved in meeting the statutory requirements of RCW 50.20.240. Other programs/activities that could benefit employers and claimants alike:

- Shared Work: offers employers alternatives to laying off workers when facing a temporary decline in business allowing individuals to collect partial unemployment benefits to replace a portion of their lost wages.
- Senior Community Service Employment Programs: community service and work-based job training program for older individuals at least 55 years of age and a family income of no more than 125% of the poverty level.
- Work Opportunity Tax Credit:
    - Employers can reduce their federal business taxes by up to $2,400 for more eligible hires. Up to $9,000 over two years for each qualifying welfare recipient; $5,600 for most military veterans and up to $9,600 for hiring veterans who have a service-related disability.
    - Eligible workers, people who are on or who received public assistance within 18 months of being hired; needy or disabled veterans; felons hired within a year after leaving prison and those participating in work release; people in state or federal vocational rehabilitation programs that have an employment plan for employment within two years of being hired; adults under 40 who receive food assistance in the six months before being hired; anyone who received Supplemental Security Income (SSI) for any month in the 60 days before being hired.
- Bonding services: any person who has a barrier that could lead employers to question their reliability or honesty and deny them a job. This could be persons with a criminal

background, WorkFirst participants, dishonorably discharged veterans, recovering substance abusers (alcohol & drugs), individuals with a poor credit history or economically disadvantaged persons who lack a work history. In general, anybody who needs bonding and can't get bonded through a commercial bonding company would qualify for the fidelity bond as long as they are not self-employed.

- Alternative Trade Adjustment Assistance (ATAA): wage supplement program that covers half the difference between their wages and the wages earned at the time they were laid off. ATAA is for workers 50 and older earning a lesser wage in their new job than they were in their pre-layoff job. New wages cannot exceed $50,000 per year and can get a maximum of $10,000 for up to a two year period.
- On the Job Training Programs (OJT) can help reduce employers cost with OJT that helps employers find qualified workers and pays part of their wages during the training period
- H2A (Foreign certification for agricultural jobs) and H2B (Foreign certification for non-agricultural jobs) programs help employers to actively recruit available US workers employed in similar jobs.
- Migrant Seasonal Farmworkers staff coordinate farmworkers between farms to meet growers needs:
- Employers are contacted about their needs and to recruit workers
- Workers are contacted where they gather or live to conduct outreach to recruit and refer qualified individuals
- Rapid response:
- Employers get confidential assistance with planning transition needs for their workers
- Workers get customized services to meet their specific needs about being laid off including information about unemployment benefits.

JOBS FOR VETERANS STATE GRANTS

LVERs work directly with employers and business groups to meet specific employer needs. They assist employers in interpreting qualifications of veterans, TSMs, and eligible spouses, as they apply to the employer's requirements. LVERs coordinate job development activities for veterans, TSMs and eligible spouses to meet business needs. They also conduct workshops and employer functions to assist employers in understanding the advantage of hiring veterans in their workforce. Lastly LVERs plan, coordinate and implement hiring events of all sizes, to assist employers in finding veterans, TSMs and eligible spouses to meet their needs.

TRADE ADJUSTMENT ASSISTANCE

Often, Trade Act counselors work closely with employers who are certified for a Trade Act petition. This can include writing the petition request, holding employee orientations on-site and assisting the employer in determining how best to proceed with layoff process.

Trade Act offers on-the-job training programs where the employer, counselor and participant work closely together to create a training program that will meet both the employer's and participant's needs. This benefit offers participants the chance to obtain a job they might not

have been eligible for. The employer has the opportunity to train the employee for a set period of time while receiving reimbursement for a portion of the participant's wages.

COMMUNITY SERVICES BLOCK GRANT

CSBG activities support services to eligible individuals and households at or below or below 125% of FPL. These services are not directly applicable to employers.

COMMUNITY DEVELOPMENT BLOCK GRANT

The state Community Development Block Grant program administered by the state Department of Commerce awards funds to rural local governments for locally-prioritized activities. If a rural local government applies for and receives CDBG funding for a job creation activity, the business will be required to coordinate job recruitment and hiring with the regional WorkSource/one-stop center.

SENIOR COMMUNITY SERVICES EMPLOYMENT PROGRAM

Grantees or their representatives will meet and strategize with local workforce development and economic development councils, in coordination with local WorkSource Centers to participate in building a unified regional approach to developing and maintaining successful employer partnerships and ensure performance-based successful placements that meet community needs. In addition, grantees will also ensure support for the SCSEP follow-up and satisfaction survey process. Consistent and ongoing communication and follow-up with partners will provide sub-grantees with feedback and understanding on how to better serve both participants and community partners. Participation in a regional approach will provide increased opportunities for recognition and participation in future activities thereby establishing more long-term relationships.

TANF (WorkFirst)/SNAP E&T (BFET) Programs

DSHS will collaborate with workforce development partners to help ensure a coordinated, intentional effort to engage businesses and provide services is developed and executed. To best serve employers and current and future jobseekers, partner agencies must work to streamline communication and relationship building efforts with business and provide support, technical assistance, and a supply of job-ready and qualified workers without alienating employers through a haphazard or redundant approach which is often the result of each workforce development partner in a given region conducting individual as opposed to collaborative job development and relationship building. Employment placement services will require working with employers to determine which jobs are currently available, which jobs are projected to become available, and what the skill requirements are for available jobs. Engaging employers and sharing labor market trend data will better inform curriculum development, support work-integrated activities, enhance program offerings, and assist in evaluating the effectiveness of the program in meeting industry need. In addition, the workforce system must work to inform both industry and postsecondary education about labor market trends, wage expectations, incumbent worker training opportunities, and retention strategies. Staff must be able to engage business as equal partners in the service delivery process.

CARL D. PERKINS ACT SECONDARY AND POSTSECONDARY PROGRAMS

At the secondary level, Perkins V and further integration with Washington's workforce system and vision for economic development will be fueled by the Comprehensive Local Needs Assessment Process. The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results

of the local needs assessment must form the foundation of the local application, and drive local spending decisions. Local workforce development councils have been added as a required consulting party for the development of local CLNAs, ensuring a connection between local applicants and their nearest workforce development council, which in turn can provide valuable economic information and business connection to inform CLNA development.

While schools and colleges have advisory committees for their CTE programs to help inform program development, labor market analysis has not commonly been employed in local funding decisions for Perkins expenditures. The Workforce Board is recognized for their expertise in providing labor data analysis and is making strides to package the data necessary to complete an effective CLNA in a user-friendly, dashboard format that will also be accessible to CTE professionals around Washington to deep-dive into the workforce composition in each county of the state. By providing this information in a user-friendly format, it ensures that all Perkins planners have equal access to the data.

In addition, Washington's Community and Technical College system plays a critical role in the development of a well-educated citizenry essential to a growing knowledge based economy. Community and technical colleges are expanding capacity consistent with the state's strategic industries to:

- Increase and retool workforce education programs, especially for anchor occupations, high demand occupations and strategic industries.
- Develop new mechanisms for business and industry partnerships and expand customized training.
- Use Centers of Excellence to strengthen programs, share best practices, and develop transitions and pathways for working people.
- Increase participation in and contribution to state and local economic development strategies, focused on providing skilled and knowledge workers for the economy.
- Leverage resources and coordinate initiatives with local and regional economic development efforts.
- Leverage resources and coordinate initiatives with state level economic development plans.
- Serve more adults by identifying and mitigating access barriers for adults, especially for underserved populations such as people of color, people with disabilities, children leaving foster care, low wage workers and other working adults.
- Offer educational and career building blocks with multiple entry, re-entry, and exit points.
- Ensure all courses lead to diplomas, certificates and degrees, and all associate degrees lead to bachelor's degrees, including Tech Prep-like pathways that transition students into certificate programs and applied bachelor's degrees.
- Expand integrated instruction models. Increase I-BEST and develop more models for integrating basic and professional/technical skills. Expand models that integrate college level academic and professional/technical education.

- Provide a system for recognizing prior learning credit (e.g., for competencies, military training experiences, foreign degrees or certifications, and skills) gained from professional development and continuing education courses.
- Enhance student success through retention and transition strategies aimed at targeted groups of students, including working adults, low-income adults, first generation college students, people without high school diplomas, and adults with limited English fluency.
- Integrate instruction and student services efforts that increase flexibility for students to customize their education.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

The state's strategies were developed in close partnership with education and training providers statewide. The state Workforce Board also serves as the Washington state administrator for the Carl Perkins Act, and the executive director of the State Board for Community and Technical Colleges and K-12 Superintendent of Public Instruction are voting members of the Board.

The State Board for Community and Technical Colleges (SBCTC) is an active, collaborative member in the WIOA workgroups, keeping a focus on students, workers, employers, and industry driven priorities around education leading to job entry, job and wage progression, and retention. DSHS also contracts with the SBCTC to provide education, employment, and training services to eligible TANF and BFET eligible recipients. DSHS supports state level coordination of educational policy, practice, data, and evaluation for TANF and BFET participants with SBCTC by providing agency funded staff at the organization that are specifically focused on these programs. In addition, there is coordination through a tiered, collaborative, leadership model that begins with the Legislature with the Legislative Executive Task Force, includes a group of high level agency leaders focused on policy, and a group of mid-level leadership focused on implementation of services.

BEdA adult education and literacy activities are integrated with other education, training, and employment programs at the state and local levels. At the state level, the governor-appointed Adult Education Advisory Council (AEAC) is charged with improving partnerships, collaboration and coordination at every level. Membership in the AEAC includes representatives from the Basic Education for Adults division of the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction (OSPI), higher education, adult education, community based organizations, private sector employers, business, private literacy organizations, economic development councils, library programs, labor programs, corrections education, and the general public.

The council membership meets once each quarter at one of the colleges and, in collaboration with representatives of the State Board for Community and Technical Colleges, organized labor and the Association of Washington Businesses, explores and develops initiatives to improve access to workforce training, to boost local economic development and to expand the services for dislocated workers in the state.

The Workforce Education Council (WEC) consists of the chief workforce education officer from each of the 34 community and technical colleges in Washington State. The WEC is a subsidiary of the Instruction Commission (IC) and the Washington Association of Community and Technical Colleges (WACTC) and works collaboratively with BEdA in the development,

implementation, and expansion of Washington's nationally recognized and replicated Integrated Basic Education and Skills Training (I-BEST) initiative to accelerate basic education client's transition into professional-technical, college-level certificate and degree programs in high demand industries.

The Washington State Instruction Commission for Community and Technical Colleges (IC) exists to enhance instruction and library/media services within the community and technical colleges of the State. The Instruction Commission is directly responsible to the Washington Association of Community and Technical Colleges presidents (WACTC) through a liaison appointed by the president of WACTC. The liaison serves as the primary communication link between the Commission and WACTC. The IC also forms a communication link between the following councils, all of which send representatives to the IC: the Council for Basic Skills, the Articulation and Transfer Council, the Continuing Education Council, the eLearning Council, the Library Media Directors Council, and the Workforce Education Council. The Instructional Commission and Student Services Council are also critical partners in the expansion of and educational support services to students in I-BEST programming.

OSPI and BEdA have partnered to create a seamless pathway for Out of School Youth and adults lacking a high school diploma or its equivalent. The Open Doors re-engagement program administered through OSPI and the competency-based High School + programs implemented across the community and technical college system provide students with a seamless pathway to high school completion. As students age out of Open Doors all credits and competencies earned count towards a high school diploma in the HS + competency based diploma program in Washington's community and technical colleges.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

Under WIOA, the Board will continue to consult with training providers when making substantial changes to the ETPL system. The workgroup for WIOA implementation of ETPL includes representation from the community and technical college system, and from licensed private career schools, as well as other stakeholders, including local area boards. CareerBridge.wa.gov, launched just over 10 years ago, remains Washington state's central hub for career and education information. This nationally recognized website, which is home to Washington's ETPL, will be updated soon to include a digital portfolio feature, making it easier for students and jobseekers to save their searches, upload resumes to a centralized place, and connect with counselors who can help customers with career searches.

The Board continues to reach out on a regular basis to the state's education and training providers to ensure they are providing current program details and data for agency staff to conduct independent evaluations of program performance for possible inclusion on Washington's ETPL. Career Bridge is home to over 6,500 education programs, with a little more than half of these programs on the state's ETPL.Many of these Washington ETPL programs will also be posted to a national credential registry by the fall of 2020.

The Workforce Board received a grant from the nonprofit Credential Engine to do this work, including creating the state's first-ever Credential Advisory Committee, that includes representatives from the state's higher education and apprenticeship system. This group is working to create a vision for credential transparency for the state of Washington. The committee's launching off point is Career Bridge and the state's ETPL, which includes performance results for 3,800 education programs. The Board's partnership with Credential Engine will expand the reach of Washington's ETPL and help the state's jobseekers more quickly connect with programs that lead to in-demand jobs.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Washington's guided pathway for BEdA clients allows students in levels 1-3 Adult Basic Education (ABE) and English Language Acquisition (ELA) to participate in On-ramps to I-BEST at a $25 dollar per quarter fee, which is waived for students unable to pay. BEdA's five on-ramp program options include:

- A competency-based high school completion on-ramp. HS + awards credit for prior learning and military and work experience;
- An I-BEST at work on-ramp which works with incumbent workers in the workplace. The teaching team is comprised of a basic skills instructor and a trainer from the company;
- An ELA on-ramp, Integrated Digital English Acceleration (I-DEA) targets the lowest 3 levels of ELA and provides students with 50% of the instruction online, a computer, and 24/7 Internet access to learning;
- On-ramps contextualized in employability skills and college readiness; and
- Career specific on-ramps that are contextualized to a specific career pathway like healthcare or welding.

When students are ready, most often at Level 4 ABE and Level 5 ESL, they can move into quarter one of I-BEST with tuition funded by the Washington State Opportunity Grant, Washington's State Need Grant, or partnering agency funds if eligible. This allows students without a high school diploma or an equivalency to earn the six college-level credits required to transition onto Ability to Benefit and federal financial aid in their second quarter of I-BEST.

Beginning in their second quarter in I-BEST, students move on to federal financial aid under the Ability to Benefit option if eligible. Upon receiving a 2-year degree in Washington, students without a high school diploma or GED® can check a box and receive their high school diploma.

They then can then use those same funding sources (with the exception of Opportunity Grant) to transition into a CTC applied baccalaureate program or transfer to a 4 year university.

TANF/WorkFirst: DSHS promotes educational access and uses TANF funds to fund tuition, fees and supportive services for TANF (WorkFirst) participants to engage in Basic Education for Adults (BEdA), enabling them to obtain credentials such as a Washington state high school diploma, GED or high school equivalency, as well as Limited English Proficiency Pathway education to increase the literacy and numeracy skills required to earn college level vocational education credits and credentials. The SBCTC's Integrated Basic Education and Skills Training (I-BEST) program, which has approved vocational education career pathway programs at all 34 community and technical colleges, is also an allowable, funded, activity under TANF/WorkFirst. I-BEST allows participants either without a high school diploma or equivalency and/or testing below college level in English and/or math to be immediately enrolled within a college-level vocational education career pathway program while concurrently boosting basic skills in literacy and numeracy, expediting the acquisition of college level credits and credential leading to living wage jobs.

BFET: The BFET program is comprised of a 50/50 reimbursement program with contracted providers. These BFET partner agencies, which include all 34 community and technical colleges, put forward the cost of program operations, BFET activity, and participant reimbursement. The funds used by the BFET partner agency cannot be from a federal source. DSHS subsequently reimburses the partner 50% of allowable BFET expenses. This partnership and funding model

increases access to education and educational attainment, and enables Washington State to leverage state, county, city, local, and private funds by matching these funds with Federal funds.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Washington's Integrated Basic Education and Skills Training Program (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can earn postsecondary credentials and degrees and move through school and into living wage jobs faster.

Pioneered by Washington's community and technical colleges, I-BEST uses a team-teaching approach to combine college-readiness classes with regular, credit-bearing academic or job training classes. I-BEST challenges the traditional notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap.

I-BEST was named a Bright Idea by Harvard's John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as one of the most significant, national innovations. I-BEST is being replicated and implemented across the country.

Research conducted separately by the Community College Research Center and the Workforce Training and Education Coordinating Board found that I-BEST students outperform similar students enrolled in traditional basic skills programs. I-BEST students are:

- Three times more likely to earn college credits.
- Nine times more likely to earn a workforce credential.
- Employed at double the hours per week (35 hours versus 15 hours).
- Earning an average of $2,310 more per year than similar adults who did not receive basic skills training. According to a December 2012 report by the Community College Research Center, I-BEST benefits are well worth the costs.

DSHS TANF (WorkFirst) and SNAP Employment and Training (Basic Food Employment and Training-BFET) strategies support access to post-secondary credentials through contracting and partnering with the State Board for Community and Technical Colleges. This partnership includes all 34 community and technical colleges.

TANF: Through TANF (WorkFirst), participants have access to a continuum of educational opportunities to include Basic Education for Adults and Vocational education. Washington's innovative post-secondary educational opportunities are structured around career pathways with stackable certificates allowing students to earn college credits leading to industry recognized certifications and degrees. DSHS supports participant access to these programs through referral, tuition payment, coordinated case management, supportive services, and child care. In addition, the TANF/WorkFirst program actively supports and promotes the use of the Integrated Basic Education and Skills Training (I-BEST) program, allowing low skilled (literacy and numeracy) adults or those without a high school diploma or equivalent to enter a college-level, credit bearing, career pathways program and bolster basic skills through team-taught, integrated instruction contextualized to the vocational education career pathway. In addition, DSHS has developed linkages with Labor and Industries Apprenticeship programs and is participating in collaborative cross-agency workgroups designed to maximize opportunities and referrals for work-based learning to help ensure TANF participants are considered for Registered Apprenticeship opportunities.

BFET: Vocational education is available to BFET participants when they have education or training needs that are necessary to enhance employability or as part of a job placement program that requires industry specific training. SBCTC's "Tipping Point Research" shows that it takes at least one year of college level credits and a credential for individuals to receive the "economic bump" in wage earning potential that will increase the likelihood of earning a living wage. All 34 of Washington's community and technical colleges provide vocational training education as part of the BFET strategy for meeting the demand for a skilled workforce. This effort is supported and coordinated by SBCTC in partnership with DSHS.

Some of the supports that remove barriers to educational access under the BFET program include: transportation, books, tuition, clothing, dependent care, tutoring services, and equipment necessary for degree completion. Along with funding, BFET partner agencies provide career navigation and academic advising to assist BFET participants to succeed in their academic endeavors.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

TITLE I: ADULT, DISLOCATED WORKER, AND YOUTH SERVICES

Title I engages at both the state and local levels with the state Department of Commerce's Office of Economic Development and Competitiveness, which encompasses a number of key sectors: aerospace, clean technology, information and communication technology, life science and global health, maritime, military and defense, and forest products. At the state level, the State Workforce Development Board (WTECB) and State Workforce Agency (ESD) coordinate with partners at the state Department of Commerce in sector strategy projects. Locally, Local Workforce Development Boards engage economic development, business, labor, and education partners around key sector strategies, industry skill panels, and two-year training-curriculum focused Centers of Excellence.

The Employment Security Department (ESD) is an ex-officio member of the Community Economic Revitalization Board (CERB), which provides funding to local governments and federally-recognized tribes for public infrastructure (e.g., domestic and industrial water, storm water, wastewater, public buildings, telecommunications and port facilities) that supports private business growth and expansion. One provision in CERB guidelines is that employers that benefit from CERB investments must use WorkSource for recruitment, screening, and hiring for the new jobs created. Local Title I boards are kept abreast of CERB developments so as to be aware of workforce needs of CERB-related employers.

Local Workforce Development Boards continue to be involved in local economic development strategies and often have seats on economic development councils and chambers of commerce. Conversely, economic development council, public port, and chamber of commerce directors often hold economic development seats on Local Workforce Development Boards. The objective is to increasingly recognize that the availability of a skilled and educated workforce is critical to economic development.

In the recent past, the Governor's WIA 10% discretionary funds have been used to leverage the training and education needs of private sector employers targeted through state-supported economic development projects. It is anticipated that the Governor's WIOA 10% discretionary funds will be used, to some extent, in a similar fashion.

TITLE II: ADULT EDUCATION AND LITERACY (BASIC EDUCATION FOR ADULTS)

Title II local programs across the state are working with local Workforce Boards to align their comprehensive guided college and career pathways and training and program meta-majors to the needs of the key industry sectors identified in each planning region. This will target the needs of business in each region. BEdA's elements of the WIOA State Operational Plan were developed with guidance from the Governor's appointed Adult Education Advisory Council (AEAC) in support of Governor Jay Inslee's Results Washington initiative, the Higher Education Coordinating Board's *Strategic Master Plan for Higher Education*, the State Board for Community and Technical Colleges' *System Direction and Mission Study* and *Policy Focus and Dashboard,* and the Workforce Training and Education Coordinating Board's *High Skills High Wages* plan.

In addition, Washington's Community and Technical College system plays a critical role in the development of a well-educated citizenry essential to a growing knowledge based economy. Community and technical colleges are expanding capacity consistent with the state's strategic industries to:

- Increase and retool workforce education programs, especially for anchor occupations, high demand occupations and strategic industries.
- Develop new mechanisms for business and industry partnerships and expand customized training.
- Use Centers of Excellence to strengthen programs, share best practices, and develop transitions and pathways for working people.
- Increase participation in and contribution to state and local economic development strategies, focused on providing skilled and knowledge workers for the economy.
- Leverage resources and coordinate initiatives with local and regional economic development efforts.
- Leverage resources and coordinate initiatives with state level economic development plans.
- Serve more adults by identifying and mitigating access barriers for adults, especially for underserved populations such as people of color, people with disabilities, children leaving foster care, low wage workers and other working adults.
- Offer educational and career building blocks with multiple entry, re-entry, and exit points.
- Ensure all courses lead to diplomas, certificates and degrees, and all associate degrees lead to bachelor's degrees, including Tech Prep-like pathways that transition students into certificate programs and applied bachelor's degrees.
- Expand integrated instruction models. Increase I-BEST and develop more models for integrating basic and professional/technical skills. Expand models that integrate college level academic and professional/technical education.
- Provide a system for recognizing prior learning credit (e.g., for competencies, military training experiences, foreign degrees or certifications, and skills) gained from professional development and continuing education courses.

- Enhance student success through retention and transition strategies aimed at targeted groups of students, including working adults, low-income adults, first generation college students, people without high school diplomas, and adults with limited English fluency.
- Integrate instruction and student services efforts that increase flexibility for students to customize their education.
- Make courses, programs and services more accessible for working people. Distance learning, evening/weekend classes, on-site business and industry classes, and new funds for Opportunity Grants and customized training provide venues to try new approaches.

TITLE III: WAGNER-PEYSER ACT

The Washington State Department of Commerce is the lead for Governor Jay Inslee's economic development agenda focusing on keeping Washington a great place to grow a business and the best place to live and work. The State's sector-based economic development strategy identifies the importance of ensuring career readiness and expanding workforce training. In the big picture this is particularly vital for skills in science, technology, engineering and math to maintain comparative advantages in sectors like advanced manufacturing (exemplified by the sizeable aerospace industry in the region), information technology/online retail, biotech and healthcare sectors. The opportunity under WIOA is to reinvent how the state supports workforce development so that every Washingtonian will have a chance to earn a living wage, and every employer will have access to enough skilled workers. To ensure statewide progress on coordinating education and training with workforce and economic development for job-driven expansion of opportunity, the state board has set a goal to have at least one sector partnership in development in each workforce region.

The flexibility under Wagner-Peyser allows ES to support career readiness through triage and initial assessment of skill gaps for referral to a range of suggested learning and training options. Training options may range from registered apprenticeship to formal online or classroom coursework offered by eligible education and training providers. Thus ES front line staff market economic opportunities. They work with one stop partners and other in identifying candidates to fill immediate job openings and to get established on pathways to jobs in growth industries. A number of ES managers participate on college CTE advisory committees and some work closely with economic development councils, chambers of commerce, and their local boards. ES staff serve all employers, but with limited resources the department is willing to devote more resources for supporting recruitment efforts when the jobseeker inventory matches, when targeted jobseekers can get a step up to self-supporting wages, and when small and medium businesses can get the recruitment support they depend on. Reinventing workforce development will include further integrating Wagner-Peyser assets to support economic development projects and programs such as Work Start. This strategic reserve funding coordinated through WDCs and often with colleges provides workforce training tailored to the specific needs of the eligible, target industry employers. Wagner-Peyser staff help recruit for such projects. Having access to the large pool of UI claimants is an advantage in identifying and outreaching to potential applicants.

TITLE IV: DEPARTMENT OF SERVICES FOR THE BLIND

The DSB activities should be well-aligned with Washington's economic development strategies, if agency participants have access to core group and partner services and programs.

Blind, low vision and deaf blind users of the workforce system have typically been underserved in the good work of the state's sector industry strategies. In addressing the business needs for identifying and developing targeted training to fill workforce gap needs in the key sector industries, Washington State's workforce system has a stellar reputation, but those with visual disabilities have not typically benefited from the programs, apprenticeships and opportunities. With the new partnership through the Workforce Innovation and Opportunity Act, the DSB expects the needs of its blind and low vision customer base to also be served in the workforce programs supporting key sectors of aerospace, agriculture, information and communications technology, clean energy, rural economic development, and life sciences.

The DSB and its Workforce Innovation and Opportunity Act partners are the key players in Washington State economic strategy for workforce development, and the DSB encourages and supports science, technology, engineering and mathematics (STEM) employment goals and vocational and academic training for all eligible participants who have aptitude and interest, and look to collaborate with the Washington School for the Blind and other partners to develop workshops and programs that will encourage interest in STEM activities at a young age.

The DSB will continue to identify eligible participants with aptitude for entrepreneurialism, and continue to support start-up opportunities of small business as an important means for blind, low vision and/or deaf blind individuals to join in on the key Washington State economic development strategy of encouraging small business. Blind business owners often become employers themselves, helping drive the state's workforce engine.

TITLE IV: DEPARTMENT OF SOCIAL AND HEALTH SERVICES – DIVISION OF VOCATIONAL REHABILITATION

The DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, will engage actively with mandatory and optional one-stop partners to coordinate and contribute to economic development strategies across the state. Specifically, DSHS/DVR will:

Increase the number of DSHS/DVR customers who attain credentials in STEM and other in-demand occupations so they can contribute to filling the skills gap that Washington businesses face today.

Encourage a larger segment of DSHS/DVR customers to pursue and achieve self-employment goals to launch new businesses that contribute to the vitality of local economies.

Assist newly located and start-up businesses in successfully recruiting and hiring qualified employees with disabilities, particularly businesses that are federal contractors or subcontractors and have a contractual obligation to employ individuals with disabilities.

UNEMPLOYMENT INSURANCE

Currently, there is little integration between UI programs and a larger economic development strategy. As a workforce development system partner, UI will coordinate with other partner programs to align to economic development strategies, where appropriate.

JOBS FOR VETERANS STATE GRANTS

DVOP and LVER activities are integrated into local service delivery models, ensuring that they directly support respective Workforce Development Councils and Economic Development Councils in their areas. LVERs partner closely with business entities, which are a representation of the local economic growth team. They routinely attend chamber of commerce meetings and other functions that promote local economy development efforts.

Trade Act does not directly coordinate with Economic Development Strategies. Trade Act could be in dialog with economic development entities to help develop strategies to steer dislocated workers in the direction of strong employer needs and provide training in those areas.

COMMUNITY SERVICES BLOCK GRANT/COMMUNITY DEVELOPMENT BLOCK GRANT

The state Community Development Block Grant program administered by the state Department of Commerce awards HUD funds to rural local governments for locally-prioritized activities. Grant applications for economic development activities must be consistent with local economic development strategies and will be more competitive if aligned with regional and state economic development strategies.

SENIOR COMMUNITY SERVICES EMPLOYMENT PROGRAM

During the coming year(s) the SCSEP Grantees (State and Nationals) will continue to move towards a cohesive and collaborative partnership. The efforts have taken on a new sense of urgency with the implementation of WIOA. Additionally the efforts have been taken on with a greater sense of opportunity to provide a more effective integrated and holistic approach through the fostering of increased levels of partnership across the continuum of employment; education and the social services. The process will enhance the existing collaborative efforts both between both the State and National Grantees as well as in conjunction with the Workforce Development Councils, and State and local economic development entities.

The goal is to develop more formal agreements between the State and National Grantees in order to expand upon the strengths, capabilities and resources of the individual grantees. These formal partnerships and working agreements will be of benefit not just to the SCSEP provider organizations, but also for the benefit of the spectrum of Workforce employment and education programs.

Some of these agreements would prove beneficial on many levels in terms of; minimizing the current confusing aspects of 2 or more SCSEP Grantees operating within the same county, and/or the same local Workforce Development Council area; streamlining engagement for information and referral supports; involvement of all SCSEP grantees in local WDC partnerships and for inclusion in all development and problem solving aspects involved for the system.

Additionally the SCSEP grantee staff and participants can bring perspective, and training resources to the Workforce system regarding the Aging workforce.

In order to develop strategies for overall grantee success in serving participants and the community, local projects will work with their grantees within local economic regions to systematically help participants become well matched with their community's high-growth industry recruitment criteria.

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES/BASIC FOOD EMPLOYMENT AND TRAINING PROGRAM

DSHS will join in the collaborative process of identifying priorities and strategies regarding economic development at the state, regional, and local levels in order to better ensure a coordinated and supported process and reduce the likelihood of fragmented or duplicative efforts for both TANF and BFET.

CARL D. PERKINS ACT SECONDARY AND POSTSECONDARY PROGRAMS

At the secondary level, Perkins V and further integration with Washington's workforce system and vision for economic development will be fueled by the Comprehensive Local Needs Assessment Process. The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results of the local needs assessment must form the foundation of the local application, and drive local spending decisions. Local workforce development councils have been added as a required consulting party for the development of local CLNAs, ensuring a connection between local applicants and their nearest workforce development council, which in turn can provide valuable economic information and business connection to inform CLNA development.

While schools and colleges have advisory committees for their CTE programs to help inform program development, labor market analysis has not commonly been employed in local funding decisions for Perkins expenditures. The Workforce Board is recognized for their expertise in providing labor data analysis and is making strides to package the data necessary to complete an effective CLNA in a user-friendly, dashboard format that will also be accessible to CTE professionals around Washington to deep-dive into the workforce composition in each county of the state. By providing this information in a user-friendly format, it ensures that all Perkins planners have equal access to the data.

In addition, Washington's Community and Technical College system plays a critical role in the development of a well-educated citizenry essential to a growing knowledge based economy. Community and technical colleges are expanding capacity consistent with the state's strategic industries to:

- Increase and retool workforce education programs, especially for anchor occupations, high demand occupations and strategic industries.
- Develop new mechanisms for business and industry partnerships and expand customized training.
- Use Centers of Excellence to strengthen programs, share best practices, and develop transitions and pathways for working people.
- Increase participation in and contribution to state and local economic development strategies, focused on providing skilled and knowledge workers for the economy.
- Leverage resources and coordinate initiatives with local and regional economic development efforts.

- Leverage resources and coordinate initiatives with state level economic development plans.
- Serve more adults by identifying and mitigating access barriers for adults, especially for underserved populations such as people of color, people with disabilities, children leaving foster care, low wage workers and other working adults.
- Offer educational and career building blocks with multiple entry, re-entry, and exit points.
- Ensure all courses lead to diplomas, certificates and degrees, and all associate degrees lead to bachelor's degrees, including Tech Prep-like pathways that transition students into certificate programs and applied bachelor's degrees.
- Expand integrated instruction models. Increase I-BEST and develop more models for integrating basic and professional/technical skills. Expand models that integrate college level academic and professional/technical education.
- Provide a system for recognizing prior learning credit (e.g., for competencies, military training experiences, foreign degrees or certifications, and skills) gained from professional development and continuing education courses.
- Enhance student success through retention and transition strategies aimed at targeted groups of students, including working adults, low-income adults, first generation college students, people without high school diplomas, and adults with limited English fluency.
- Integrate instruction and student services efforts that increase flexibility for students to customize their education.
- Make courses, programs and services more accessible for working people. Distance learning, evening/weekend classes, on-site business and industry classes, and new funds for Opportunity Grants and customized training provide venues to try new approaches.

B. STATE OPERATING SYSTEMS AND POLICIES

See following sections.

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

Titles I and III is using a data system designed by Monster Government Solutions, WorkSourceWA.com, which combines the prior Wagner-Peyser job matching system with Monster.com's resume and job-matching database and the prior Case Management/MIS system (SKIES). Title IV agencies use STARS as their Case Management/MIS. The Title II Case Management/MIS system is WABERS.

For Job-matching, the new WorkSourceWA.com job-matching system.

For Career Planning, consumer information and training options, the Workforce Board maintains the extensive CareerBridge.wa.gov website which allows for searches for training programs, by occupation and area, with outcome results and ETPL status indicators.

For identifying training options, the State Board for Community Colleges has developed *Start College Now*, a system for identifying Integrated Basic Skills and technical training options (I-

BEST). SBCTC has also been awarded a grant from College Spark to develop an application for guiding students in course selection for efficient completion of short-term programs of study.

For cross program eligibility pre-screening, there is an existing web-based tool for prescreening for referrals to Title IV programs. In addition, the Department of Social & Health Services (DSHS) has a system (*Washington Connections*) for eligibility screening for several programs included in WIOA. This system will be evaluated for deployment across the WIOA partners and for expansion to include more of the partner programs. The system used in Oregon will also be evaluated for possible use in intake for co-enrollment between Title I Adults and Title III in those local workforce development councils implementing a co-enrollment model.

For five of the six core programs, there is an annual process by which the Workforce Board collects records for cohorts of exiting participants, matches them to administrative records of employment and education outcomes, and reports standardized outcomes metrics that are similar to some of the WIOA measures. Some of the non-core WIOA partners have also been included in that annual process.

In addition, some of the participant records for workforce systems and administrative records of employment and education outcomes are collected, unduplicated, and matched in the state's p-20 Workforce longitudinal research data base, which is operated by the Education Research and Data Center (ERDC). However, neither of these systems is designed to provide support to multi-agency operations in real-time. ERDC processes are also designed for long-term research, rather than quarterly reporting. So while some of the ERDC processes can be utilized for WIOA analysis and reporting purposes, and the Workforce Board currently performs similar annual and quarterly reporting, there is no existing system that can provide comprehensive WIOA data reporting without significant modification. A comprehensive system for cross agency case management for all the WIOA partners would be years and millions of dollars in the future.

Titles I and III data collection is handled by the Employment Security Department. The data is collected into the Phoenix MIS system before being entered into the PIRL.

Title II AEFLA-funded program data collection processes are coordinated by SBCTC and reported through their WABERS+ online application (MIS). SBCTC provides training on all WIOA requirements to all levels of program staff, publishes and maintains policy and procedure manuals, including a comprehensive data dictionary, Assessment Policy, and documents that define all WIOA measures and data elements. Data verification and further technical support is offered through SBCTC's WABERS+ Helpdesk, frequent contact with providers, and regular desk audits and on-site monitoring visits. The data collected through the WABERS+ application is able to be disaggregated by subpopulation (e.g., student, age, race, and sex) and program (e.g., ABE, ESL, ASE, correctional education, distance education) and the application supports many reports to find missing and erroneous data.

Title IV program Washington Division of Vocational Rehabilitation data is collected using STARS, a home-grown case management system for data collection needs. This system allows for collection of information consistent with WIOA and RSA reporting requirements. Additionally, this data is collected in a way that allows the agency to use the data for program improvement efforts. This data is then made available to the Workforce board researchers.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-

ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

A critical goal of integrated service delivery is to provide customers a streamlined intake process that quickly connects them to relevant services and subsequent wrap-around support, customized to their specific needs. This requires staff to move beyond being experts in the programs they administer to thinking holistically about customers, their goals, and their skill-sets when they enter the system. The approach to the customer should be asset-based, focusing first on the strengths and positive experiences that the customer brings, and helping the individual build on those assets and move along a career pathway of their own design.

Streamlining customer intake means taking targeted information from a participant on day one to place them in a program, or mixture of programs, that will—at a minimum—meet their immediate needs. New participants, particularly individuals with barriers to employment, should experience connection and the feeling of momentum or forward movement beginning on the first day. Finding the right program fit can occur in subsequent visits, but the customer should not be bombarded with duplicative requests for information or skills assessments. Staff must be "Navigators" who help people design individual career pathways and then assist them in finding an economically self-sustaining route forward. Partners will need to work together differently, including at points of transition (hand-offs) between organizations, the points of co-servicing (participant receiving multiple services from multiple organizations at the same time), and in the way they manage funding and services braided across organizations.

MOUs and Infrastructure Funding Agreement Guidelines

Through 2017, the state Workforce Board convened representatives from all local workforce development councils and all administrative agencies responsible for one-stop partner programs to design a model memorandum of understanding (MOU) between Washington's one-stop service delivery system partners. The MOU was designed provide a foundation for state program representatives to participate in the collaborative development of local MOU and infrastructure funding agreements (IFAs) with Workforce Development Councils (WDCs) that relate to the operation and funding of the One-Stop Service Delivery System in each local Workforce Development Area. Each local one-stop service delivery system is unique and presents a different set of circumstances within which costs are allocated among partners.

Partner did not execute a "state-level" MOU, but the principles expressed in the MOU informed the development of local memoranda developed by local boards in the first infrastructure funding agreement negotiation cycle and beyond. Parties to this process included: Employment Security (Adult, DW, and Youth Title I; Title III; Jobs for Veterans Programs; UI; TAA); State Board for Community and Technical Colleges (Basic Education for Adults – Title II; Workforce Education programs including Perkins); Department of Social and Heath Services (Div. of Vocational Rehabilitation – Title IV; TANF; SCSEP); Department of Services for the Blind (Title IV); and the Department of Commerce (CSBG; CDBG/HUD Grants).

The MOU also provided a model for guiding decisions on cost sharing among programs, which were undertaken locally. The MOU provided guidance that the total operating budget for the WorkSource site should be the basis for determining the amount that a state-level program contributes to Infrastructure Costs and Shared Services Costs. The budget should specify a 12-month timeframe, aligned to the program year and itemized by:

1. Cost Category;

2. Cost Pool;
3. Cost item; and
4. Cost Dollar Amount.

Any cost sharing formula must have a clear justification for how proportional use and proportional benefit were determined by the local partners.

Infrastructure Costs: Those, non-personnel, Infrastructure Costs are those that are necessary for the general operation of the one-stop center, including, but not limited to applicable facility costs (such as rent), costs of utilities and maintenance, equipment (including assessment related products and assistive technology), and technology to facilitate access to the one-stop center, including technology used for the centers planning and outreach activities. Defined in 20 CFR 678.700 and TEGL 17-16.

Additional Costs: Those described in 20 CFR 678.760 and TEGL 17-16 that are funded by a state-level program to provide its applicable career services Sec. 134(c)(2) at a one stop site including agreed upon shared operating costs and shared services costs that do not constitute infrastructure costs.

1. Career Services and Applicable Career Services include: Basic Career Services; Individualized Career Services; and Follow-up Services.

Each state-level program that provides its applicable career services, as described in 20 CFR 678.425, at a WorkSource site will determine the dollar valuation of those services to be included in the site's operating budget as a non-cash contribution.

Shared Operating Costs and Shared Services Costs: A state-level program's contribution to locally agreed shared operating costs and shared services costs should be based upon its proportion of customers at the WorkSource site who were reportable customers during the previous 12-months, including WIOA Title I Adult, Dislocated Workers, and Youth Services, WIOA Title III Wagner-Peyser Services, and the Trade Adjustment Assistance Program.

Example: Customers of State-Level Program XYZ comprised 20.0% of all individuals who were reportable customers during the past 12-months at WorkSource ABC, so the program will contribute an amount equal to 20.0% of shared operating costs and shared services costs for the coming 12-month budget period.

When a state-level program contracts with a WDC to provide career services exclusively to its customers at a WorkSource site, the amount of the contract should be factored into the program's contribution of shared operating costs and shared services costs.

Further, all parties reaffirmed mutual understanding that the amount and type of funds or non-cash contributions that each State-Level One-Stop Service Delivery System Partner Program contributes to the operating costs of specific WorkSource sites shall be determined at the local level through MOUs and IFAs with individual WDCs. The amount of contribution is relative to the program's benefit and proportion of usage by the identified factors described in Section IX, based upon the *Federal Cost Principles Contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, 2 CFR Part 200.

For the purpose of developing IFAs that will be in effect through June 30, 2019, the parties presumed that each State-Level One-Stop Service Delivery System Partner Program received relative benefit from its role within and use of the system. Therefore, consistent with TEGL 17-16, an exact or absolute measurement of benefit was not conducted. However, during the period

of this MOU, the parties collaborated to reach consensus on defining a reasonable method of determining relative benefit that was factored into the development of IFAs that take effect July 1, 2020.

Cost Allocation: The specific methodologies used to allocate costs among one-stop service delivery system partners are not prescribed in WIOA, the law's implementing regulations, or related guidance. When developing the local MOU and IFA, local workforce development boards and state partner agencies may choose from a number of methods, provided they are consistent with the law, regulations, and the Uniform Guidance, including the Federal Cost Principles.

Because of the need to provide maximum flexibility to accommodate various organization structures, costs and budgets in local areas, there is no single method prescribed for allocating costs.

The MOU parties agreed that local representatives of each state-level program will be directly involved in the development of MOUs and IFAs with WDCs, and should use the following elements to negotiate their program's contributions to Infrastructure Costs and Additional Costs on a site-by-site basis.

A state-level program's contribution to these costs should be calculated by adopting one, or a combination of, the following factors:

1. The actual cost of square footage occupied by the program's staff assigned to the site for offices, work stations, meeting rooms, and other space dedicated for only their use.
2. The actual and/or proportional cost of utilities associated with staff occupancy (e.g., internet connections, phone lines, heat, lights, water and sewer, etc.).
3. The proportional cost of shared or common space associated with staff occupancy (e.g., resource rooms, shared meeting rooms, computer labs, reception areas, bathrooms, lunch rooms, etc.).
4. The proportional cost of shared equipment and technology associated with staff occupancy (including assessment and assistive technology).
5. The proportional cost of facilitating virtual service delivery through direct linkages within a WorkSource Center when program staff are not physically located in the center.
6. A negotiated cost-per-participant rate based on actual or projected use of facilities/infrastructure.

Local representatives of state-level programs may negotiate alternative, "innovative" methods of determining a partner's contribution of costs, with the written authorization of their respective agency leadership.

Per guidance from TEGL 17-16, in selecting a method to allocate Infrastructure and Additional Costs, partners were guided to consider the additional effort and expense required to achieve a greater degree of accuracy. Additionally, all parties encouraged WDCs to utilize the *Sample MOU and Infrastructure Costs Toolkit*, https://ion.workforcegps.org/resources/2017/03/23/13/30/Sample_MOU_Infrastructure_Costs_Toolkit?utm_source=Global+Notification+WFGPS&utm_campaign=7e6ea7f043-EMAIL_CAMPAIGN_2017_03_24&utm_medium=email&utm_term=0_df70b47c9f-7e6ea7f043-421305201, available from the federal Department of Labor as a foundation for developing local MOUs and IFAs.

Finally, the state has had WorkSource System Policy 1013 in effect since 2012, governing the framework and minimum standards for the development of Memoranda of Understanding that align with federal regulations. Monitoring teams ensure compliance with this system policy on an annual basis. MOUs are federally mandated agreements managed by local Workforce Development Councils (WDCs), with the concurrence of the Chief Local Elected Officials (CLEOs) and WorkSource Partners. MOUs address the operation of the WorkSource system in local Workforce Development Areas (WDAs), and each partner outlines its role in the delivery of services to individuals within the integrated WorkSource system.

MOUs offer flexibility for WDCs and WorkSource partners to collaborate in providing programs and services to meet local needs. MOUs also support statewide goals for the WorkSource system to provide high quality employment and training services that strengthen the state's businesses and industries, and increase the skills of job seekers that will result in employment. MOUs also support the WorkSource Framework Initiative.

WDCs must ensure there is an MOU in place reflecting overall strategies and partner commitment to the WorkSource system. The development of an MOU is an important part of WDCs' responsibility for convening local WorkSource partners and stakeholders, planning the area's workforce development strategy and overseeing effective working relationships of partners in WorkSource Centers and WorkSource Affiliates.

Each WDC, with the agreement of the CLEO(s), must develop and enter into an MOU between the WDC and the WorkSource partners concerning the operation of the WorkSource centers and affiliate sites in their WDA.

The MOU can be a local WorkSource system wide agreement (i.e. one umbrella MOU) or it can consist of several agreements within the WDA (i.e. multiple umbrella MOUs or per individual partner with an overall agreement that describes partners' roles and contribution in the local WDA).

It is understood by the partners to the MOU that each will fulfill its responsibilities under the MOU in accordance with the provisions of law and regulations governing their activities. Nothing in the agreement is intended to negate or otherwise interfere with any such provisions or requirements.

The MOU shall, at a minimum, incorporate the following information:

i. Services to be provided through the WorkSource system including methods of referral of individuals between the WorkSource partners for the appropriate services and activities (WIA Sec. 121(c)(2)(A)(i)):

WDCs are encouraged to consider developing separate descriptions for individual WorkSource Centers and Affiliate Sites. This approach will likely result in a more accurate and detailed depiction of the strategy and each partner's role. The inclusion of these descriptions in the MOU is necessary to ensure partners are aware of their expectations.

The MOU must clearly describe the area's combined strategy and each partner's roles and responsibilities involved in the following activities:

1. Responsibility of each partner for customer service delivery;
2. Customer flow through the local WorkSource center(s) and their affiliated site(s);
3. Integrated Service Functions:

4. Customer referrals

NOTE: Roles of partners that are not involved specifically in any of the above functions must also be clearly defined in the MOU.

Funding the services and operating costs of the system: The MOU must outline how the costs of such services described above and the operating costs of the system will be funded. A more detailed cost sharing plan is contained in the Resource Sharing Agreement (RSA), which is a separate document to the MOU and need not be attached or referenced.

The MOU will identify the duration of the MOU and the WDC's established procedure for amending the MOU (including the timeframes for these changes).

The MOU is a living document that should serve WorkSource partners by establishing consistent and cooperative operations. Routine operations with continuous improvement changes normally will not require modifications; however, the term of the MOU shall be no longer than five years.

Partners that suggest a significant modification to any element in the MOU must bring these recommendations forward in a participatory manner in coordination with the WDC.

Disputes should, wherever possible, be resolved at the local level. The WDC must have a dispute resolution procedure in place that covers steps to be taken to resolve disputes, including those regarding specific provisions of language within the MOU or amendments to the MOU. All local actions to resolve the disputes must be documented.

As partners participate in the local WorkSource system or discuss the MOU and any amendments to it, disagreements may occur. In such cases, the local WDC dispute resolution procedure should be followed and all local actions documented.

In addition, any WDA in which a WDC has failed to execute an MOU with all of the required partners is not eligible for state incentive grants.

A report will also be sent to the Department of Labor as noted in 662.310(b) and to the Workforce Training and Education Coordinating Board for membership review purposes.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Our state's workforce system helps Washington residents find jobs, re-enter the workforce, or move ahead in their careers. The system also helps Washington's businesses get the skilled workforce they need to succeed. Discrete workforce programs are administered by a half-dozen state agency partners in Washington state, while program delivery is largely coordinated at the local board level as described below. The state Workforce Training and Education Coordinating Board is responsible for performance accountability, planning, and policy advocacy related to the following programs and administrating agencies:

- WIOA (Titles I Adult, Youth, and Dislocated Worker programs & III administered at Employment Security Dept. [ESD], Title II by the State Board of Community and Technical Colleges, and Title IV by Dept. of Svcs. For the Blind and the Division of Vocational Rehabilitation)
- Trade Adjustment Assistance (ESD)
- WorkFirst/Basic Food Employment and Training (Dept. of Social and Health Services)

- Secondary and Postsecondary Career and Technical Education
- Registered Apprenticeship (Dept. of Labor and Industries)
- Temporary Assistance for Needy Families (Dept. of Social and Health Services)
- Community Services Block Grant (Dept. of Commerce)
- Community Development Block Grant (Dept. of Commerce)
- Jobs for Veterans State Grants (ESD)
- Unemployment Insurance (ESD)
- Senior Community Service Employment Program (Dept. of Social and Health Services)

The state Workforce Board also monitors and evaluates the state's 12 largest workforce programs supported federal fund and publishes those results in an annual Workforce Training Results report. The report outlines how much workforce participants earn, their employment rate, and taxpayer return on investment, among other items.

Washington's 12 Workforce Development Councils direct federal activities centered on the Workforce Innovation and Opportunity Act (WIOA), connect with local employers, and oversee the state's employment center system, WorkSource. Each council develops a local strategic plan centered on regional economic and workforce conditions, that aligns with goals outlined in Talent and Prosperity for All, the state's strategic workforce plan. Each local Workforce Development Council Board contains representation from partner agencies administering workforce programs in Washington. Local decision on service integration and leveraging of resources are made independently in each local area, though recently several local areas have banded together to explore tighter integration of services and are working directly with state partners to create policy that supports further braiding of service delivery.

Additionally, by Washington state law, career and technical education is considered an element of the state workforce system, including Perkins-funded programs. The state Workforce Board simultanenously serves as the state's Perkins-eligible entity and state vocational education board, bringing CTE stakeholders to the center of the conversation on developing the state workforce system, even at the state Board level.

B. STATE BOARD

See following sections.

I. MEMBERSHIP ROSTER

MEMBER	ORGANIZATION/TITLE	REPRESENTING
Perry England, Chair	Vice President of Building Performance, MacDonald-Miller Facility Solutions	Business
Larry Brown	President, Washington State Labor Council	Labor
vacant		Labor
Jane Hopkins	Executive Vice President, SEIU Healthcare 1199NW	Labor

MEMBER	ORGANIZATION/TITLE	REPRESENTING
Creigh H. Agnew	President, Slade Gorton International Policy Center	Business
Gary Chandler	Vice President of Government Affairs, Association of Washington Business	Business
Lee Anne Caylor	Chief of Staff, Microsoft Learning eXperiences	Business
Chris Reykdal	Superintendent of Public Instruction, Office of the Superintendent of Public Instruction	Workforce Agency Partners
Jan Yoshiwara	Executive Director, State Board for Community and Technical Colleges	Workforce Agency Partners
Suzi LeVine	Commissioner, Employment Security Department	Workforce Agency Partners

Additionally, the following serve as participating ex officio, non-voting members of the Board:

NON-VOTING MEMBER	ORGANIZATION/TITLE	REPRESENTING
Chris Alejano	Director of Education, Technology Access Foundation	Barrier Populations
Cheryl Strange	Secretary, Department of Social and Health Services	Workforce Agency Partners
Mark Mattke	Chief Executive Officer, Spokane Area Workforce Development Council	Chief Local Elected Officials
Lisa Brown	Director, Department of Commerce	Workforce Agency Partners

II. BOARD ACTIVITIES

The Workforce Training and Education Coordinating Board is a Governor-appointed partnership of nine voting members from business, labor, and government. Non-voting members also participate.

The Workforce Board:

- Advises the Governor and Legislature on workforce development policy.
- Ensures the state's workforce services and programs work together.
- Evaluates the performance of Washington's key workforce programs.

Two-thirds of voting seats are held equally by business and labor representatives. Remaining seats are held by major service providers. This means customers have a direct, influential voice in all decision-making. With business and labor at the table, we get a real-world view of our challenges and opportunities--and take action on them.

Our workforce customers have a broad range of ages, abilities and backgrounds--from high school students who require relevant, applied learning to stay in school, to low-skilled working adults who need more education to earn a living wage, to the recently laid off retooling for new careers. We advocate for lifelong learning so all workers become better educated and better skilled--keeping our workforce, and our state, competitive.

The Workforce Board coordinates 16 workforce programs (Title I, Title II, Title III, and Title IV WIOA Programs; Postsecondary Professional Technical Education, Worker Retraining Program, Job Skills Program, Customized Training Program, Secondary Career and Technical Education Programs, Training Benefits Program, Apprenticeships, Perkins Act programs, and the Private Vocational Schools Act), administered by seven agencies. We measure the performance of programs accounting for about 95 percent of federal and state dollars spent on our workforce system--or roughly $780 million per year.

Researchers, policy analysts and managers prepare and analyze our detailed reports on everything from worker skill gaps to how effectively our state's programs train workers to fill jobs. Staff members have expertise in a wide range of disciplines but specialize in outreach and building partnerships.

Washington state law provides an explicit list of the Board's functions at RCW 28C.18.060. The board, in cooperation with the operating agencies of the state training system and private career schools and colleges, shall:

- Concentrate its major efforts on planning, coordination evaluation, policy analysis, and recommending improvements to the state's training system;
- Advocate for the state training system and for meeting the needs of employers and the workforce for workforce education and training;
- Establish and maintain an inventory of the programs of the state training system, and related state programs, and perform a biennial assessment of the vocational education, training, and adult basic education and literacy needs of the state; identify ongoing and strategic education needs; and assess the extent to which employment, training, vocational and basic education, rehabilitation services, and public assistance services represent a consistent, integrated approach to meet such needs;
- Develop and maintain a state comprehensive plan for workforce training and education, including but not limited to, goals, objectives, and priorities for the state training system, and review the state training system for consistency with the state comprehensive plan. In developing the state comprehensive plan for workforce training and education, the board shall use, but shall not be limited to: Economic, labor market, and populations trends reports in office of financial management forecasts; joint office of financial management and employment security department labor force, industry employment, and occupational forecasts; the results of scientifically based outcome, net-impact and cost-benefit evaluations; the needs of employers as evidenced in formal employer surveys and other employer input; and the needs of program participants and workers as evidenced in formal surveys and other input from program participants and the labor community;
- In consultation with the student achievement council, review and make recommendations to the office of financial management and the legislature on operating and capital facilities budget requests for operating agencies of the state training system

for purposes of consistency with the state comprehensive plan for workforce training and education;

- Provide for coordination among the different operating agencies and components of the state training system at the state level and at the regional level;
- Develop a consistent and reliable database on vocational education enrollments, costs, program activities, and job placements from publicly funded vocational education programs in this state;
    - Establish standards for data collection and maintenance for the operating agencies of the state training system in a format that is accessible to use by the board. The board shall require a minimum of common core data to be collected by each operating agency of the state training system;
- Develop requirements for minimum common core data in consultation with the office of financial management and the operating agencies of the training system;
- Establish minimum standards for program evaluation for the operating agencies of the state training system, including, but not limited to, the use of common survey instruments and procedures for measuring perceptions of program participants and employers of program participants, and monitor such program evaluation;
- Every two years administer scientifically based outcome evaluations of the state training system, including, but not limited to, surveys of program participants, surveys of employers of program participants, and matches with employment security department payroll and wage files. Every five years administer scientifically based net-impact and cost-benefit evaluations of the state training system;
- In cooperation with the employment security department, provide for the improvement and maintenance of quality and utility in occupational information and forecasts for use in training system planning and evaluation. Improvements shall include, but not be limited to, development of state-based occupational change factors involving input by employers and employees, and delineation of skill and training requirements by education level associated with current and forecasted occupations;
- Provide for the development of common course description formats, common reporting requirements, and common definitions for operating agencies of the training system;
- Provide for effectiveness and efficiency reviews of the state training system;
- In cooperation with the student achievement council, facilitate transfer of credit policies and agreements between institutions of the state training system, and encourage articulation agreements for programs encompassing two years of secondary workforce education and two years of postsecondary workforce education;
- In cooperation with the student achievement council, facilitate transfer of credit policies and agreements between private training institutions and institutions of the state training system;
- Develop policy objectives for the workforce investment act, P.L. 105-220, or its successor; develop coordination criteria for activities under the act with related programs and services provided by state and local education and training agencies; and

ensure that entrepreneurial training opportunities are available through programs of each local workforce investment board in the state;

- Make recommendations to the commission of student assessment, the state board of education, and the superintendent of public instruction, concerning basic skill competencies and essential core competencies for K-12 education. Basic skills for this purpose shall be reading, writing, computation, speaking, and critical thinking, essential core competencies for this purpose shall be English, math, science/technology, history, geography, and critical thinking. The board shall monitor the development of and provide advice concerning secondary curriculum which integrates vocational and academic education;
- Establish and administer programs for marketing and outreach to businesses and potential program participants;
- Facilitate the location of support services, including but not limited to, child care, financial aid, career counseling, and job placement services, for students and trainees at institutions in the state training system, and advocate for support services for trainees and students in the state training system;
- Facilitate private sector assistance for the state training system, including but not limited to: Financial assistance, rotation of private and public personnel, and vocational counseling;
- Facilitate the development of programs for school-to-work transition that combine classroom education and on-the-job training, including entrepreneurial education and training, in industries and occupations without a significant number of apprenticeship programs;
- Include in the planning requirements for local workforce investment boards a requirement that the local workforce investment boards specify how entrepreneurial training is to be offered through the one-stop system required under the workforce investment act, P.L. 105-220, or its successor;
- Encourage and assess progress for the equitable representation of racial and ethnic minorities, women, and people with disabilities among the students, teachers, and administrators of the state training system. Equitable, for this purpose, shall mean substantially proportional to their percentage of the state population in the geographic area served. This function of the board shall in no way lessen more stringent state or federal requirements for representation of racial and ethnic minorities, women, and people with disabilities;
- Participate in the planning and policy development of governor set-aside grants under P.L. 97-300, as amended;
- Administer veterans' programs, licensure of private vocational schools, the job skills program, and the Washington award for vocational excellence;
- Allocate funding from the state job training trust fund;
- Work with the director of commerce to ensure coordination among workforce training priorities and economic development and entrepreneurial development efforts, including but not limited to assistance to industry clusters;

- Conduct research into workforce development programs designed to reduce the high unemployment rate among young people between approximately eighteen and twenty-four years of age. In consultation with the operating agencies, the board shall advise the governor and legislature on policies and programs to alleviate the high unemployment rate among young people. The research shall include disaggregated demographic information and, to the extent possible, income data for adult youth. The research shall also include a comparison of the effectiveness of programs examined as a part of the research conducted in this subsection in relation to the public investment made in these programs in reducing unemployment of young adults.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

Washington has been evaluating workforce training programs for many years, and was gratified that many of the approaches used were adopted by WIOA. The state will continue to evaluate performance by provider and by area (as required for Title I programs) based on its current practices – as described below.

The broadest and most regularly occurring program performance effort is the annual state Workforce Training Results (WTR) process. The WTR assesses performance of eleven public workforce programs, using measures of employment, employment and/or further training, earnings, credentials, industry of employment, hours worked, and hourly wage. These measures can be calculated for sub-state areas. For training providers, the state annually updates performance data on over three thousand public and private training programs for its Eligible Training Program List for use by Title I Adult and Dislocated Worker programs and some state programs. The measures used include: completion rate, employment rate, and median earnings. This information is also used for the "consumer report" function of the award-winning career information website, CareerBridge.wa.gov.

Employment, earnings, industry worked in, and hours worked measures are based on wage records collected by the state unemployment insurance (UI) system for employer payroll taxes. Washington's federal and state measures use UI wage records from the Employment Security Department (ESD). In addition, Washington participates in the State Wage Interchange System (SWIS), which provides UI wage records from 49 other states and the District of Columbia. Further training information is provided the State Board for Community and Technical Colleges in addition to the information in the PIRL.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Washington's goal is to put into place a is in the process of designing and putting in place a dashboard showing outcomes for all of the Combined Plan programs. It is also the goal to have outcomes for all of the target populations identified in the program. In addition the state has designated funding for and is working to put together a dashboard showing outcomes for employers and integrating that with other workforce information.

One example of a combined evaluation approach is the WorkFirst Program. The program is jointly operated and administered by the state's Commerce, DSHS, and ESD Departments. It is part of our WTR annual evaluation as well as our intermittent Net Impact Study.

WDCs are the local leaders, conveners and managers of the WorkSource system through which WIOA and non WIOA-funded programs are accessed. They are the strategic visionaries for local implementation of WIOA funds. There are 12 WDCs in Washington, and each is private industry

led and locally focused. Council members are appointed by Chief Elected Officials (CEOs), and councils are certified by the Governor. CEOs are the local area WIOA Title I grant recipients. CEOs direct their WDC's staff to administer the funds and oversee the area's workforce development system to most effectively respond to the local economy and needs of local citizens. WDCs convene with regional partners and stakeholders to assess skill gaps, identify emerging and future employment possibilities and collaborate with economic developers and other partners to develop and implement the region's workforce development plan. WDCs are the system's portal into the business community and are responsible for facilitating multiple interagency projects and programs.

C. PREVIOUS ASSESSMENT RESULTS

Year	Program Name	Employment Rate*1	Full-Time Employment*2	Median Quarterly Hours	Median Hourly Wage*4	Median Annualized Earnings*4
2018	Basic Education for Adults	45%	49%	413	$14.20	$22,984
2018	DVR	57%	35%	282	$13.82	$15,346
2018	DSB	46%	43%	346	$17.16	$22,673
2018	WIOA - Adult	67%	61%	456	$19.29	$33,318
2018	WIOA - Dislocated Worker	74%	71%	484	$20.53	$38,738
2018	WIOA - Youth	63%	37%	319	$13.06	$15,985
2018	WorkFirst	59%	46%	370	$14.18	$20,435
2019	Basic Education for Adults*3	27%	__	__	__	$22,000
2019	DVR	57%	35%	286	$14.48	$15,762
2019	DSB	40%	43%	333	$17.48	$21,239
2019	WIOA - Adult	67%	63%	464	$21.58	$37,489
2019	WIOA - Dislocated Worker	74%	72%	483	$22.68	$42,695
2019	WIOA - Youth	65%	33%	297	$13.45	$15,715
2019	WorkFirst	62%	46%	369	$14.70	$21,199

Year	Program Name	Employment Rate*1	Full-Time Employment*2	Median Quarterly Hours	Median Hourly Wage*4	Median Annualized Earnings*4
*1 Employed or in Further Education for WIOA Youth	*2 Full time employment as share of participants with employment	*3 Participant level data was not made available for Exit cohort of 2017-2018. Measures provided as stated by program administrator.	*4 Dollars adjusted to 2019 Q1			

D. EVALUATION

State evaluation efforts for workforce programs have been coordinated through the Workforce Board since implementation of the 1991 legislation which created the Board. Cross-agency research projects can and do come from our Board as it has agency representation (in addition to business and labor). An example of this is the employer dashboard effort that originated from our business representatives (with labor support), but has been moved forward and is staffed by agency personnel. Additionally agencies may identify a research priority, which in our case would go through Board approval.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

A. FOR TITLE I PROGRAMS

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

See b(5)(A)(iii).

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

See following section.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

WIOA law gives the Governor one opportunity a year to change the WIOA Title I (sub-state) local formula allotment methodologies used for the youth, adult, and dislocated worker programs. Under WIOA, the state workforce development board is directed to assist the governor to develop the allotment formula.

1. Current Metholodogies

The State's current methodologies for determining local area WIOA Title I formula allotments for the youth, adult, and dislocated worker programs are articulated below.

<u>Local Area WIOA Title I Formula Allotment Methodology for Youth</u>

After the state's Youth program allotment is divided into state administration, state set-a- side, and local funds in accordance with the appropriate Training and Employment Guidance Letter (TEGL), local area allotments are determined by three county-level factors:

1. The average number of unemployed individuals for Areas of Substantial Unemployment for the 12-month period ending June 30 (33.3% of the allocation)
2. The number of excess unemployed individuals for the 12-month period ending June 30 (33.3% of the allocation)
3. Share of economically-disadvantaged youth (American Community Survey 2006- 2010) (33.3% of the allocation)

If a county qualifies for any one of the factors, its percentage of the whole is calculated for that factor. If a county does not qualify for any one factor, its client data will be excluded from the calculation for that factor. Once that has been completed for all three factors, the average percentage of the three factors is calculated at the local area level. If, for example, Olympic WDA's average is 4 percent, 4 percent of the Youth funding would go to Olympic WDA.

Once the total amount of Youth funds have been divided amongst local areas within the state based on their county data, ESD ensures that no local area receives an amount of funding less than its hold-harmless level or greater than its stop-gain level.

The hold-harmless amount is determined for each local area by calculating 90 percent of the average allotment share for the two prior program years and multiplying that share by the total local Youth allotment.

If a local area's initial award is below its hold-harmless level, funding adjustments are necessary. Funds will be given to local areas whose pre-hold-harmless amounts are less than the calculated hold-harmless amount in order to raise their total Youth allotment to match their calculated hold-harmless level. The offsetting reduction to the balance of local areas (those at or above hold-harmless) is based on their percentage of the total pre-hold- harmless amount less the amount surrendered to local areas that were funded below the hold-harmless level.

After all adjustments are made, a final award is issued to each local area, 10 percent of which is local administrative funding and 90 percent of which is local program funding.

<u>Local Area WIOA Title I Formula Allotment Methodology for Adult</u>

After the state's Adult program allotment is divided into state administration, state set-a- side, and local funds in accordance with the appropriate Training and Employment Guidance Letter (TEGL), local area allotments are determined by three county-level factors:

1. The average number of unemployed individuals for Areas of Substantial Unemployment for the 12-month period ending June 30 (33.3% of the allocation)
2. The average number of excess unemployed individuals for the 12-month period ending June 30 (33.3% of the allocation)
3. Share of economically disadvantaged adults(AmericanCommunitySurvey2006- 2010) (33.3% of the allocation)

If a county qualifies for any one of the factors, its percentage of the whole is calculated for that factor. If a county does not qualify for any one factor, its data will be excluded from the calculation for that factor. Once that has been completed for all three factors, the average percentage of the three factors is calculated at the local area level. If, for example, Olympic WDA's average is 4 percent, 4 percent of the Adult funding would go to Olympic WDA.

Once the total amount of Adult funds has been divided amongst local areas within the state based on their county data, ESD ensures that no local area receives an amount of funding less than its hold-harmless level.

The hold-harmless amount is determined for each local area by calculating 90 percent of the average allotment share for the two prior program years and multiplying that share by the total local Adult allotment.

If a local area's initial award is below its hold-harmless level level, funding adjustments are necessary. Funds will be given to local areas whose pre-hold-harmless amount are less than the calculated hold-harmless amount in order to raise their total Adult allotment to match their calculated hold-harmless level. The offsetting reduction to the balance of local areas (those at or above hold-harmless) is based on their percentage of the total pre-hold-harmless amount less the amount surrendered to local areas that were funded below the hold-harmless level.

After all adjustments are made, a final award is issued to each local area, 10 percent of which is local administrative funding and 90 percent of which is program funding.

Local Area WIOA Title I Formula Allotment Methodology for Dislocated Workers

After the state's Dislocated Worker (DW) program allotment is divided into state administration, state set-a-side, statewide rapid response, and local funds in accordance with the appropriate Training and Employment Guidance Letter (TEGL), local area DW allotments are determined by three county-level factors that have been assigned certain weights:

1. The average number of unemployed individuals for the 12-month period ending September 30 (weight of 1 = 33.3% of the allocation).
2. The number of excess unemployed individuals for the 12-month period ending September 30 (weight of 1 = 33.3% of the allocation).
3. The average share of long term unemployed (Unemployment Insurance claimants with 15+ weeks of benefits for the 12-month period ending September 30) (weight of 1 = 33.3% of the allocation).

After the funding has been divided between the factors, it is spread amongst the counties based on the percentage of individuals that reside in that county per that factor. For example, if 4 percent of the state's long term unemployed participants live in Clallam County, 4 percent of the long-term unemployed funding would go to Clallam County. If a county does not qualify for any one factor, its data is excluded from calculation for that factor.

Once the total amount of DW funds has been divided amongst local areas within the state based on their county data, ESD ensures that no local area receives an amount of funding that is less than its hold-harmless level or greater than its stop-gain level.

The hold-harmless amount is determined for each local area by calculating 90 percent of the average allotment share for the two prior program years and multiplying that share by the total local DW allotment.

The stop-gain amount is determined for each local area by calculating 130 percent of the allocation percentage of the prior program year and multiplying that share by the total local DW allotment.

If a local area's initial award is below its hold-harmless level or above its stop-gain level, funding adjustments are necessary. Funds will be given to local areas whose pre-hold- harmless

amounts are less than the calculated hold-harmless amount in order to raise their total DW allotment to match their calculated hold-harmless level. The offsetting reduction to the balance of local areas (those at or above hold-harmless) is based on their percentage of the total pre-hold-harmless amount less the amount surrendered to local areas that were funded below the hold-harmless level.

The same process is used to determine the stop-gain amount for each local area.

After all adjustments are made, a final award is issued to each local area, 10 percent of which is local administrative funding and 90 percent of which is program funding.

1. Revising the Methodologies

The process for revising the State's methodologies for determining local area WIOA Title I formula allotments for the youth, adult, and/or dislocated worker programs is as follows:

1. The Workforce Training and Education Coordinating Board (Workforce Board) will consult with Employment Security Department and the 12 local workforce boards, through the Washington Workforce Association on the alignment of fund distribution with the state's strategic priorities. Final guidance on the distribution formula, if warranted, will be determined at the Fall meeting of the Workforce Board each year.

2. Requests to explore changes to any of the WIOA Title I formula allotment methodologies (youth, adult, and/or dislocated worker) must be communicated, in writing, to the State Workforce Development Board (SWDB) by July 31 preceding a program year (e.g., by October 31, 2016 for PY16/FY17 allotments covering April 1, 2017-June 30, 2018).

3. The request must detail the alternate variable(s) proposed and program (youth, adult, and/or dislocated worker) methodology to which the variable(s) would be applied; the existing alternate variable(s) proposed for elimination and program (youth, adult, and/or dislocated worker) methodology from which the variable(s) would be eliminated; or both.

4. Pursuant to a request, the SWDB will, having delegated operational development of local formula methodologies to the State Workforce Agency (SWA), direct the SWA to convene a state-local work group comprised of SWA and Local Workforce Development Board (LWDB) representatives between November 1 and January 1 to research and develop local area allotment scenarios based on the alternate variables proposed to be added or eliminated. Based on the information, the work group may recommend that one, two, all, or none of WIOA Title I formula allotment methodologies be revised.

5. If the work group recommends revising program methodologies, a recommendation will be prepared as an agenda item for the regularly-scheduled February meeting (or special meeting, if necessary) of the SWDB for consideration and action.

6. The SWDB, in acting on the work group recommendation, represents the Governor.

7. Changes to any WIOA Title I formula allotment methodology will be communicated to the SWA for the purpose of aligning allotment calculation worksheets and this state policy.

8. Formula calculation worksheets reflecting approved methodologies will be provided by the SWA to LWDBs after issuance of this policy and future revisions of this policy so

local areas are able to research impacts of prospective methodological changes and inform decisions on whether or not to request changes.

9. Formula calculation worksheets reflecting local area allotments for the coming program year will be provided by the SWA to LWDBs at least five business days before the SWA issues local formula grant packages.

10. If the SWDB does not receive a written request to explore changes to the formula allotment methodologies by October 31 preceding a program year, the methodologies referenced under Section 3.a of this policy will remain in effect and be applied to that program year.

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

Eligible Providers

An eligible provider to apply for the multi-year grant is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. Eligible providers for grant funding may include but are not limited to the following:

1. Local education agency;
2. Community-based organization or faith-based organization;
3. Volunteer literacy organization;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not described in 1) through 7) and has the ability to provide literacy services to eligible individuals;
9. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1) through 8)
10. Partnership between employers and an entity described in 1) through 8)

Notice of Availability

SBCTC announces the availability of funds through the internet via the SBCTC website.

Process

Those interested in applying for SBCTC Adult Basic Education Funding must:

- Submit a letter of intent;
- Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each section of the application; and,

- Submit fully completed applications electronically to the SBCTC through (OGMS) by the designated submission date.

Evaluation of Applications

Proposals for the 4-year application are reviewed by a team of experts from SBCTC and/or other partner organizations. The review of applications is based on the completion of the requested information in the narrative, budget, and assurances as well as completion of required forms and comprehensive implementation of all WIOA requirements, both state and federal. Criteria for scoring proposals is based on the following AEFLA requirements:

- The degree to which the eligible provider will establish measurable goals;
- The degree to which the eligible provider has the ability to place and navigate all students along a clearly defined, comprehensive, guided college and career pathway;
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 161WIOA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
- The commitment of the eligible provider to serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills and those individuals with barriers to employment, access to opportunities for employment, education, training and support services they need to succeed in the labor market;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses research-based instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading strategies and comprehension, numeracy, solving problems in technology rich environments, and employability skills;
- Whether the activities are built on a strong foundation of research and effective educational practice;
- Whether the activities effectively employ advances in technology, as appropriate, including the use of computers and blended learning resources;
- Whether the activities provide learning in real life, college and career contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- Whether the activities are staffed by well-trained instructors, counselors, and administrators;
- Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
- Whether the activities offer flexible schedules and support services (such as child care and transportation) as needed to enable all students, including individuals with disabilities or other special needs, to attend and complete programs;

- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- Whether the local communities have a demonstrated need for additional English literacy programs.

In addition, to ensure that providers meet the WIOA requirements, mutli- year proposals are evaluated by evaluation teams on their ability to:

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Develop individual career and education plans for each individual served that includes funding available to support educational goals;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to living-wage jobs. Plans must include:
    - Implementation of the CCR Standards in all programming;
    - Integration of employability skills training and instruction in all courses at all levels;
    - Implementation of integrated employment and training activities (IET) such as I-BEST into all IELCE instruction;
    - Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and
    - Integrate problem solving in technology rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

Teams comprised of two adult education and workforce leaders and one SBCTC policy associate/program administrator rate applications. The applications are reviewed and independently rated by each member of the team to determine an average score. In order to be considered for BEdA Master Grant funding, BEdA Master Grant applications must receive a minimum average score of 102 or higher. In order to be considered for IELCE funding, IELCE Grant applications must receive a minimum average score of 17 or higher. Final recommendations for approval are determined based on ratings ensuring support for Title II services is available across the state.

In addition, in February 2017, the State Board for Community and Technical Colleges (SBCTC) met with all WDC directors across the state to clarify the roles and responsibilities of all partners in the review of Title II AEFLA grant applications and to train WDC directors and board

leads on the feedback process. Feedback forms were developed and jointly agreed on and a conflict of interest agreement was completed for all reviewers. As a result, all Title II applications were approved for alignment with local industry sectors. Subsequent MOUs and collaborations continued throughout 2018-2019. The same process will be followed for the multi-year 2023-2027 competitive grant process.

PURPOSE and Methodology for Distribution of Federal ABE/IECE Funds

Washington's Federal ABE/IELCE funding formula aligns with the BEdA and the governor-appointed Adult Education Advisory Council's (AEAC) visions, missions, values, and goals in support Governor Jay Inslee's *Results Washington* initiative, the Higher Education Coordinating Board's *Ten-Year Roadmap*, the State Board for Community and Technical Colleges' *Strategic Plan*, the Council of Basic Skills, *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for Adults' (BEdA) *Shared Vision, Principles, and Goals for Collaboration Guidance Agreement*, and Washington state's *Talent and Prosperity for All (TAP): Washington's Operational and Program-Specific Workforce Plan Components* and *Key Strategic Priorities.* The intent is to serve more students and serve them more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage careers.

In 2014, the Washington state WIOA Title II funding methodology shifted the funding formula from a regional need based demographic methodology (based solely on census data) to a service and performance-based formula giving equal weight to service/access and to performance. The past state plan and federal funding formula did not recognize providers that expanded service to serve more students, nor did it include any metrics on performance. The multi-year FY17-FY22 and the FY23-27 formulas shift funding from regional demographics towards providers enrolling more students and increasing the numeracy, literacy and college and career readiness skills of participants. This service and performance-based formula is focused on increasing the number of students being served and the quality of that service.

FUNDING PRINCIPLES

The following funding principles were developed as a result of comprehensive input from all stakeholders through statewide forums, online surveys, and provider groups in FY13 and FY14.

- Funding needs to be transparent and credible;
- Formula should be based on objective criteria (not local negotiations or regional need);
- Formula should incent transitions to postsecondary education;
- Formula should be data-driven, focused on increased access (FTEs) and increased success for students (Student Achievement Points [SAI]). Both total points and points per student should be considered; and,
- Providers must have capacity to spend allotted performance money effectively.

METHODOLOGY*

Funds are distributed based on a pro rata share among providers for the following (3-yr avg. of data):

- <u>50% Performance based</u>
    - 10% Transitions

- 20% Total Student Achievement Points
- 20% SAI points per student

- 50% FTE Enrollment

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Adult Education and Literacy Activities (Section 203 of WIOA) Adult education;

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Workplace adult education and literacy activities; Family literacy activities;

English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; or

Integrated education and training that—

1. ***Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and***
2. ***Is for the purpose of educational and career advancement.***

All services provided under Title II of this multi-year plan accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and life- sustaining jobs and support vital families, communities, and economies across Washington.

In Washington state, Basic Education for Adults (Title II) is being integrated as the foundations of the state's guided pathways development and implementation. In the above model, when a student tests into basic skills, they are assessed for skill levels, and whether or not a high school credential is needed. Their goals, interests, and meta-major (or broad industry sector or career pathway--like healthcare or business) are identified and a Title II and/or Workforce Development Council navigator assigned. Funding and support services are then identified and an educational plan created. The earliest English language acquisition and basic skills learners are placed in foundational programming that are based in contextualized instruction and contextualizes college and career readiness to the different meta-majors available at the college. Then, when students are ready, they move into the college-level certificate or degree program within that meta-major. I-BEST is offered as a core of each meta-major at this level, providing the added academic and navigational support students need to be successful. Students in need of a high school credential are co-enrolled for dual credit in HS+, or receive their HS diploma upon completion of their two-year degree. Job search support is then provided by the local WorkSource center.

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- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law;
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SBCTC is also advised and supported by the Washington State Adult Education Advisory Council (AEAC), which meets four times each year. This body was created by the legislature in 1991, and its members are appointed by the state governor to represent agencies, partners and sectors. Represented entities include: a current or past Title II student, an Adult Basic Education provider, community-based organizations, employers, libraries, unions, the Department of Commerce, the Department of Corrections, Community and Technical Colleges, the Department of Health and Human Services, the Employment Security Department, the Governor, the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Washington Workforce Association (WIBs), and the Workforce Training and Education Coordinating Board (state WIB). The AEAC was the first officially certified state advisory council when it was recognized by the U.S. Department of Education in March of 1997.

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II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE

AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

Introduction

This section describes how DSHS/DVR contracts with private vocational rehabilitation (VR) service providers, Washington's Community Rehabilitation Programs (CRPs), as well as the services these partners provide.

CRP Contract & Services

DSHS/DVR contracts with CRPs to provide assessment, placement, retention, and training services. The majority of CRPs are private nonprofit providers. However, in some instances, the CRP contract is with a government organization or private, for-profit businesses.

The State of Washington requires contracts, in lieu of cooperative agreements, for the purpose of procuring goods and services. These contracts meet requirements specified within CFR 361.31. DSHS/DVR's CRP contract is procured through an open Request for Qualifications (RFQ) process and is renewed every two years. The RFQ defines the services, expected outcomes of service delivery, payment systems, uniform fees, and the qualifications prospective contractors must meet to be granted a CRP contract. DSHS/DVR does not currently limit the number of contractors who may respond to the RFQ and contractors choose which of the contracted services they provide. Currently, approximately 110 organizations have a CRP contract with DSHS/DVR.

The following service are defined, and provided to DSHS/DVR customers through, the CRP contract:

- Vocational Evaluation

Customers participate in one or more types of standardized vocational tests used to obtain objective information requested by a DSHS/DVR counselor regarding work-related strengths and limitations.

- Trial Work Experience

Customers' ability to benefit from DSHS/DVR services is assessed in a real work setting(s) arranged by the contractor. Results are used to determine eligibility based on clear and convincing evidence whether the individual's disability is too significant to benefit from services.

- Community Based Assessment

Customers' work interests, abilities, and employment barriers are assessed in realistic work settings arranged by the contractor. These assessments collect information and help identify the nature and extent of supports or accommodations needed for the customer to obtain and maintain competitive employment.

- Job Placement

Customers are placed into paid and integrated employment, arranged by the contractor, through mutual agreement between the DSHS/DVR counselor, customer, and contractor.

- Intensive Training (Supported Employment)

Customers attain job stabilization with job supports, meet their employers' expected levels of work productivity, and transition to long-term Extended Services provided by an entity other than DSHS/DVR through one-on-one job skills training and support provided at the supported employment job site by the contractor.

- Job Retention

Customers learn the essential functions of a job, meet the employer's expected level of performance, and retain employment for ninety calendar days after placement through individualized training and support services provided by the contractor.

- Off-Site Psycho-Social Job Support Services

Customers who have not disclosed their disabilities to their employers or customers whose employers prohibit access to the worksite receive regular therapeutic interaction. Off-Site Psycho-Social Job Support Services enables customers to maintain satisfactory job performance and successful interactions with others at the workplace.

- Pre-employment Transition Services

Students with disabilities participate in individualized and group services coordinated with their schools. These services include 1) job exploration; 2) information regarding post-secondary opportunities at institutions of higher education; 3) self-advocacy instruction; 4) work readiness training; and 5) work-based learning.

Trial Work Experience, Community Based Assessment, Job Placement, Intensive Training, and Job Retention are available at three levels of intensity. Customers' universal and unique barriers determine which intensity level, and commensurate support level, is needed.

All contracted service payments are outcome based; delivery of the expected result or outcome is required to receive payment. The expected outcome is specific to the service as indicated in the definition with a report detailing the activities associated with the provision of service and outcomes attained. Bonus payment incentives for employment outcomes under certain circumstances (e.g. employment which offers health insurance) are included in the contract.

Collaborative Activities

DSHS/DVR will establish a workgroup of DSHS/DVR and CRP staff. This workgroup will collaborate of a series of initiatives which will improve service quality, promote better outcomes, and improve DSHS/DVR and CRP partnerships.

Workgroup Initiatives:

1. Review the current contract model to determine needed improvements or modifications.
2. Develop an evaluation tool to assess CRP performance and service quality.
3. Complete, publish, and disseminate the CRP Cost Study, collaborative research conducted by the University of Washington Center for Continuing Education in Rehabilitation (CCER) and DSHS/DVR, and use results to inform future contracts and fee structures.
4. Develop and provide training for DSHS/DVR and CRP staff to promote effective collaboration, CRP staff retention, and shared best practice service methodologies.

5. Disseminate best practice guidance to DSHS/DVR staff regarding communication and collaboration with local CRPs.

In the FFY 2015 DSHS/DVR State Plan, DSHS/DVR targeted quarterly local-level meetings between CRPs and office-level DSHS/DVR staff. These quarterly meetings were implemented statewide and both DSHS/DVR and CRP staff report that these meetings have strengthened partnerships and improved service coordination. Therefore, DSHS/DVR will continue to conduct these mandatory quarterly meetings and will continue to foster strengthening local-level partnerships.

DSHS/DVR has elected to combine three distinct state plan attachments required by the Rehabilitation Services Administration (i.e. *Arrangements and Cooperative Agreements for the Provision of Supported Employment Services*, *Goals and Plans for Distribution of Title VI Funds*, and *Quality, Scope, and Extent of Supported Employment Services*) into this one section. The intent is for authorities and stakeholders to comprehensively evaluate the Supported Employment Program in one complete narrative.

The cooperative agreements, program goals, funding distribution, and supported employment services described in this section represent the coordinated efforts of DSHS/DVR, its State collaborators, and its service delivery partners to ensure that all Washingtonians with disabilities can obtain and maintain employment, maximize independence, and experience improved quality of life.

Supported Employment Partners & Agreements

DSHS/DVR primarily provides supported employment services to individuals with intellectual and developmental disabilities and individuals with mental health disabilities. Of these two customer groups, individuals with developmental disabilities represent the majority of supported employment outcomes.

DSHS/DVR's success in serving individuals with intellectual and developmental disabilities is based on a long-standing relationship with the DSHS Developmental Disabilities Administration (DSHS/DDA). DSHS/DDA is committed to funding extended services for all of its clients who achieve a supported employment outcome through DSHS/DVR.

Substantial resource reductions within the DSHS Division of Behavioral Health and Recovery – Mental Health (DBHR-MH), DSHS/DVR's supported employment partner for customers with mental health disabilities, has limited State capacity to provide extended services to this population. Diligent efforts continue to address these reductions. DSHS/DVR continues its collaboration with DBHR-MR, the Mental Health Employment Consortium, and the Washington Community Mental Health Council to expand the availability of extended services through alternative resources and innovative approaches. These efforts intend to establish cooperative agreements with all Behavioral Health Organizations (BHOs) responsible for county-level delivery of community mental health services.

DSHS/DVR continues to promote the use of Ticket to Work as a potential income source for developmental disability, mental health, and traumatic brain injury service providers to build their capacity for providing extended support services.

During the 2017 – 2020 planning cycle, DSHS/DVR will collaborate with DBHR-MH to leverage the strong state-level partnership to facilitate local-level agreement development. In addition, DSHS/DVR will collaborate with the DSHS Aging and Long Term Support Administration to explore funding of extended services to be provided for individuals with traumatic brain injuries and other significant disabilities who require supported employment.

Many individuals with disabilities would benefit from supported employment, yet do not have access to a long term funding source for extended services. In response, DSHS/DVR has encouraged supported employment providers to focus on developing natural supports within customers' workplaces.

DSHS/DVR strategies for expanding the availability of supported employment services:

- Participate in an interagency service committee which supports initiatives and increased employment outcomes for persons living with developmental disabilities, mental health disabilities, autism spectrum disorders, and traumatic brain injuries.
- Train staff and partners on Social Security Work Incentives, Plan to Achieve Self Sufficiency, and other work incentives to identify optional funding sources.
- Provide technical assistance on the use of natural supports in the workplace.
- Coordinate cross-program training opportunities on innovative supported employment strategies.

Supported Employment Goals & Title VI Funds

For 2017 – 2020, DSHS/DVR estimates the Title VI Supported Employment Grant will fund between 1,450 and 1,600 customers who receive supported employment services through Individualized Plans for Employment (IPEs), resulting in 300 - 400 supported employment outcomes per year. At these levels, DSHS/DVR estimates serving approximately 6,100 supported employment IPEs and producing 1,400 supporting employment outcomes during the four-year period of this plan. DSHS/DVR also will use the Title I Vocational Rehabilitation Services Grant to fund supported employment for additional customers when Title VI funds have been expended.

The Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act, allows DSHS/DVR to determine the length of time for which youth with the most significant disabilities can receive extended services from DSHS/DVR. DSHS/DVR has selected a 24-month timeframe for these services.

Supported Employment Services

DSHS/DVR provides supported employment services primarily to individuals with intellectual and developmental disabilities. DSHS/DVR and its partners continue to pursue innovative strategies to expand these services to other populations, as resources are often comparatively scarce.

The State of Washington has applied for a Medicaid 1115(c) Waiver that is pending approval. If approved, the waiver will fund supported employment as a Medicaid service, expanding the availability of extended services to individuals who experience a wide array of significant disabilities.

Through continued collaboration, innovative approaches, and the use of natural supports, DSHS/DVR and its partners will be able DSHS/DVR will expand the availability, quality, and scope of extended services for all individuals who require supported employment.

Title II:

The SBCTC ran an open competition on March 5, 2017 to identify providers for the 2017-2022 grant period and will follow the same process to run an open competition for 2023-2027. Each

eligible organization desiring a continuation submits a Grant Continuation Application annually containing required information and assurances, including:

- A description of how funds awarded under AEFLA will be spent to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently with workforce training and employability skills. All activities identified in Section 203 WIOA are eligible for funding.
- A description of cooperative arrangements the eligible provider has with local one-stops and other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
- A plan detailing the implementation of the required WIOA Activities as listed in section 4.1.

The SBCTC will spend no less that 95 percent of the funds for carrying out adult education and literacy activities, and the remaining amount will be used for planning, administration, personnel development and interagency coordination.

Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

Washington's SBCTC Office of Basic Education for Adults ensures equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program, such as adult basic education, and promotes the ability of such students, teachers, and beneficiaries to meet high standards.

The office also ensures equitable access to, and participation in, all projects and activities conducted with federal adult education funds. Programs address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to programming and participation, including those based on race, gender, sexual orientation, color, national origin, disability, and age.

Eligible Providers

An eligible provider is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. Eligible providers for grant funding may include but are not limited to the following:

1. Local education agency;
2. Community-based organization or faith-based organization;
3. Volunteer literacy organization;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not described in 1) through 7) and has the ability to provide literacy services to eligible individuals;

9. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1) through 8)
10. Partnership between employers and an entity described in 1) through 8)

Notice of Availability

SBCTC announces the availability of funds through the internet via the SBCTC website.

Process

Those interested in applying for SBCTC Adult Basic Education Funding must:

- Submit a letter of intent;
- Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each section of the application; and,
- Submit fully completed applications electronically to the SBCTC through (OGMS) by the designated submission date.

Evaluation of Applications

Proposals are reviewed by a team of experts from SBCTC and/or other partner organizations. The review of applications is based on the completion of the requested information in the narrative, budget, and assurances as well as completion of required forms and comprehensive implementation of all WIOA requirements, both state and federal. Criteria for scoring proposals is based on the following AEFLA requirements:

- The degree to which the eligible provider will establish measurable goals;
- The degree to which the eligible provider has the ability to place and navigate all students along a clearly defined, comprehensive, guided college and career pathway;
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 161WIOA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding suchperformance measures, especially with respect to those adults with lower levels of literacy;
- The commitment of the eligible provider to serve individuals in the community most in need of literacyservices, including individuals who are low-income or have minimal literacy skills and those individuals withbarriers to employment, access to opportunities for employment, education, training and support servicesthey need to succeed in the labor market;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses research-based instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading strategies and comprehension, numeracy, solving problems in technology rich environments, and employability skills;
- Whether the activities are built on a strong foundation of research and effective educational practice;
- Whether the activities effectively employ advances in technology, as appropriate, including the use of computers and blended learning resources;

- Whether the activities provide learning in real life, college and career contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- Whether the activities are staffed by well-trained instructors, counselors, and administrators;
- Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
- Whether the activities offer flexible schedules and support services (such as child care and transportation) as needed to enable all students, including individuals with disabilities or other special needs, to attend and complete programs;
- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- Whether the local communities have a demonstrated need for additional English literacy programs.

In addition, to ensure that providers meet the WIOA requirements, proposals are evaluated by evaluation teams on their ability to:

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Develop individual career and education plans for each individual served that includes funding available to support educational goals;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to living-wage jobs. Plans must include:
    - Implementation of the CCR Standards in all programming;
    - Integration of employability skills training and instruction in all courses at all levels;
    - Implementation of integrated employment and training activities (IET) such as I-BEST into all IELCE instruction;
    - Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and
    - Integrate problem solving in technology rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and

- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

Teams comprised of two adult education and workforce leaders and one SBCTC policy associate/program administrator rate applications. The applications are reviewed and independently rated by each member of the team to determine an average score. In order to be considered for BEdA Master Grant funding, BEdA Master Grant applications must receive a minimum average score of 102 or higher. In order to be considered for IELCE funding, IELCE Grant applications must receive a minimum average score of 17 or higher. Final recommendations for approval are determined based on ratings ensuring support for Title II services is available across the state.

In addition, in February 2017, the State Board for Community and Technical Colleges (SBCTC) met with all WDC directors across the state to clarify the roles and responsibilities of all partners in the review of Title II AEFLA grant applications and to train WDC directors and board leads on the feedback process. Feedback forms were developed and jointly agreed on and a conflict of interest agreement was completed for all reviewers. As a result, all Title II applications were approved for alignment with local industry sectors. Subsequent MOUs and collaborations continued throughout 2018-2019. The same process will be followed for the 2023-2027 competitive grant process.

PURPOSE and Methodology for Distribution of Federal ABE/IECE Funds

Washington's Federal ABE/IELCE funding formula aligns with the BEdA and the governor-appointed Adult Education Advisory Council's (AEAC) visions, missions, values, and goals in support Governor Jay Inslee's *Results Washington* initiative, the Higher Education Coordinating Board's *Ten-Year Roadmap*, the State Board for Community and Technical Colleges' *Strategic Plan*, the Council of Basic Skills, *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for Adults' (BEdA) *Shared Vision, Principles, and Goals for Collaboration Guidance Agreement*, and Washington state's *Talent and Prosperity for All (TAP): Washington's Operational and Program-Specific Workforce Plan Components* and *Key Strategic Priorities.* The intent is to serve more students and serve them more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage careers.

In 2014, the Washington state WIOA Title II funding methodology shifted the funding formula from a regional need based demographic methodology (based solely on census data) to a service and performance-based formula giving equal weight to service/access and to performance. The past state plan and federal funding formula did not recognize providers that expanded service to serve more students, nor did it include any metrics on performance. The FY17-FY22 and the FY23-27 formulas shift funding from regional demographics towards providers enrolling more students and increasing the numeracy, literacy and college and career readiness skills of participants. This service and performance-based formula is focused on increasing the number of students being served and the quality of that service.

FUNDING PRINCIPLES

The following funding principles were developed as a result of comprehensive input from all stakeholders through statewide forums, online surveys, and provider groups in FY13 and FY14.

- Funding needs to be transparent and credible;
- Formula should be based on objective criteria (not local negotiations or regional need);

- Formula should incent transitions to postsecondary education;
- Formula should be data-driven, focused on increased access (FTEs) and increased success for students (Student Achievement Points [SAI]). Both total points and points per student should be considered; and,
- Providers must have capacity to spend allotted performance money effectively.

METHODOLOGY*

Funds are distributed based on a pro rata share among providers for the following (3-yr avg. of data):

- 50% Performance based
    - 10% Transitions
    - 20% Total Student Achievement Points
    - 20% SAI points per student
- 50% FTE Enrollment

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Colleges, the Washington Workforce Association (WIBs), and the Workforce Training and Education Coordinating Board (state WIB). The AEAC was the first officially certified state advisory council when it was recognized by the U.S. Department of Education in March of 1997.

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C. VOCATIONAL REHABILITATION PROGRAM

DVR and DSB split the distribution of funds to the VR agencies with 86% going to DVR and 14% going to DSB. This has been the long-standing split between the agencies and is based on factors such as: caseloads, case costs, length of cases, etc.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

The state has up to twenty years of experience integrating program data from five of the six core programs (and some other partners and potential partners as well) with unemployment insurance data on employment outcomes and education system data on further education and training outcomes for reporting, evaluation and assessment purposes. Modest modifications to accommodate new WIOA requirements are planned, with substantial progress expected by the time the first WIOA reports are due. Integration of these data at the operational level of Case management or MIS systems in near real-time is far less developed, outside of some programs operate by the same agency and organizations (e.g. Title I and Title III). Integration within operational systems is a much more complicated and expensive task, requiring formal design and cost analysis, with resulting substantial lead time before implementation.

(i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Interoperability across the MIS's of WIOA Combined plan partners would be a very complicated project, not to be undertaken without thorough assessment of feasibility and schedule – nor without realistic expectations about the availability of funds and expertise. The existing MIS's vary greatly in technology, vintage, complexity, confidentiality and security rules and interaction with other systems. Outside of the Title 1 & 3 programs, almost every other program operates under a completely different MIS.

As there have been no potential sources identified for either federal or state funding of the magnitude required for a major interoperability project, the state's initial efforts will be concentrated on more affordable strategies to provide a small number of key data across system partners on a near "real-time" basis. The approach is derived from the Client Registry operated across the ten divisions of DSHS. The basic approach is to identify a very limited set of key data elements, to be updated frequently on a new central database, and made available over an

appropriate interface within each of the component systems. In the case of WIOA, the key information identified so far are the information necessary to unduplicate a person known to more than one MIS, and the current service status of that person. It is not clear whether funds will be available for even this limited type of automated operational data exchange. Cost estimates for this or more ambitious approaches to operational data sharing or interoperability compete with other WIOA and non-WIOA demands on a limited number of agency staff with the requisite knowledge – and may be premature until final federal data specifications are available. Some additional modifications can improve WIOA objectives and compliance at relatively modest costs, such as achieving adaptations and availability across partners of existing applications and resources, and the required modifications and expansions of the ETPL and consumer report functions.

Streamlined intake and service delivery across the MIS's of WIOA Combined plan partners would be a very complicated project, not to be undertaken without thorough assessment of feasibility and schedule – nor without realistic expectations about the availability of funds and expertise. The existing MIS's vary greatly in technology, vintage, complexity, confidentiality and security rules and interaction with other systems. Outside of the Title 1 & 3 programs, almost every other program operates under a completely different MIS.

As there have been no potential sources identified for either federal or state funding of the magnitude required for a major common intake and service delivery project, the state's initial efforts will be concentrated on more affordable strategies to provide a small number of key data across system partners on a near "real-time" basis. The approach is derived from the Client Registry operated across the ten divisions of DSHS. The basic approach is to identify a very limited set of key data elements, to be updated frequently on a new central database, and made available over an appropriate interface within each of the component systems. In the case of WIOA, the key information identified so far are the information necessary to unduplicate a person known to more than one MIS, which programs the person is known to, and the current service status of that person. It is not clear whether funds will be available for even this limited type of automated operational data exchange. Cost estimates for this or more ambitious approaches to operational data sharing or interoperability compete with other WIOA and non-WIOA demands on a limited number of agency staff with the requisite knowledge – and may be premature until final federal data specifications are available.

Retrospective tracking of services across programs for reporting and program assessment purposes is already conducted on an annual basis by the Workforce Board or many of the proposed Combined Plan partners, and will be continued and modified under WIOA. This is much less complicated and expensive than operational implementation of common intake and service delivery systems across different MIS's.

The State board will advise the governor of the quarter desirability of aligning technology and data systems across one-stop partner programs to facilitate common intake, collection of federally required or otherwise key date in order to improve service delivery to individuals, including unemployed individuals, while balancing the desirability and cost of such improvements against other requirements and improvements that implement or enhance the effectiveness of WIOA, including staff curriculum and training, training services, modifications of facilities, assistive technology, required public information dissemination, self-service enhancements, collection of new data elements, new data validation procedures, and expanded and modified reporting systems.

Washington will evaluate the core programs workforce training programs by provider and by area. Evaluation will be based upon administrative wage records obtained from ESD, using reports such as the QPS and data from the PIRL.

Employment and earnings measures are based on wage records collected by state unemployment insurance (UI) systems for employer payroll taxes. Washington's federal and state measures use UI wage records from the Employment Security Department (ESD). In addition, Washington participates in the Wage Record Interchange System (WRIS), which provides UI wage records from 49 other states and the District of Columbia.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Currently the state assesses eleven public workforce programs - including five of the six core EIOA programs – on first-year measures of employment, employment and/or further training, earnings, credentials, industry of employment, hours worked, and hourly wage. Longer term follow-up will be available through the Education Research and Data Centers P-20 Workforce longitudinal data system (SLDS). Decisions about selection, deletion or modification of additional indicators will depend on final definitions of the WIOA measures and the rules relating thereunto. The state also conducts periodic net impact and cost benefit econometric comparison group studies of many workforce system. These studies are conducted about every four years per state statute, and the next cycle will be modified to improve its applicability to assessing WOA implementation.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

UI wage data has been used by the Workforce Board for annual or biennial assessments of participant outcomes from a range of workforce programs for nearly twenty years, utilizing both Washington UI records and those from neighboring states under reciprocal agreements.

D. PRIVACY SAFEGUARDS

Washington's Workforce Board is statutorily authorized as both a workforce agency and an education agency. It has a statutory state mandate to evaluate both education and workforce programs, and is a designated PACIA under WIA. With twenty years of experience in program evaluation and assessment using education and employment records, the agency has routinely and securely handled substantial volumes of personal information. The agency is familiar with, and keeps up to date on, data security issues, non-disclosure requirements (FERPA, WRIS, and FEDES, NSC), and aggregation procedures to avoid disclosure in reporting. While it is hoped that WIOA results in some simplification of these requirements, the state is fully prepared for the situation in which the Workforce Board uses outcome records in aggregate program assessment that cannot be disclosed to the agencies managing the programs - as when WRIS records cannot be disclosed to education agencies, or when education records go beyond registry information and cannot be disclosed to workforce agencies.

7. PRIORITY OF SERVICE FOR VETERANS

In accordance with VPL 07-09 priority of service is provided to all veterans and eligible spouses. ESD and partners work together to ensure that veterans and eligible spouses are given priority over non covered persons in the receipt of employment, training and placement services. Veterans and eligible spouses also receive access to a service earlier in time if the resource is limited, the veteran or eligible spouse receives access to the service instead of or before the non-covered person. Priority of service is provided by all DOL funded programs to all veterans and eligible spouses.

Identification and notification: Upon point of entry to the WorkSource system, whether in person, telephonically, or via www.WorkSourceWA.com, individuals are asked if they have served in the military or if they are an other eligible person (spouses). If they indicate they have, they are thanked for their service, and informed of Priority of Service with a Priority of Service flyer if in person, verbally over the phone, and via a pop up notification on WorkSourceWa.com as well as a rolling banner on our main page. Signage at WorkSource locations as well as at events also provides notification to individuals visually.

How we provide Priority of Service: individuals identified as eligible for priority of Service on a walk in basis are served next by the next available Employment Connections staff member and provided with a Veterans questionnaire, provided the service they came to WorkSource to receive, and if eligible for DVOP services, are referred to the DVOP for Individualized Career Services and Case Management and referred to other Partner Programs they also meet eligibility for. If a DVOP is not available, the client is able to receive services from any individual or program within WorkSource they meet eligibility for.

Partner Programs such as Adult, Dislocated Worker, and other DOL funded programs provide Priority of Service to Veterans and other eligible persons as well. In some offices JVSG staff participate in meetings to determine which clients will receive training to ensure Veterans and other eligible persons are identified and receive consideration prior to other non-eligible persons.

Commonly, Veterans are provided early access to hiring and other events both in the WorkSource center and on off site locations. Employers are able to identify which applicants are registered as a Veteran or other eligible person on WorkSourceWA.com, and employers that have specified they are seeking Veterans are able to be identified by a job seeker as such.

LVERs collaborate with OneStop Operators to monitor Priority of Service and provide training and guidance to OneStop operators, staff and Administrators on the provision and improvement of Priority of Service. The Veterans and Military Families Program Support Specialist provides training to Supervisors and Administrators that includes Priority of Service and the ability to use LVERs to assist in the training of staff on Priority of Service. Our Professional Pathways training plan includes Priority of Service training to all new WorkSource Specialist 4s and below. Although LVERs and the Veterans and Military Families Program Support specialist provide training and guidance to staff and management on Priority of Service, it is the responsibility of ESD managers and supervisors to implement and monitor priority of service not not JVSG staff.

If a veteran or other potential eligible person is identified by non-JVSG staff, they are informed of Priority of Service and are assessed for basic job readiness and are offered verbally or in writing, a veteran questionnaire to self-disclose barriers to meet eligibility (as identified in VPL 3-14, Changes 1 and 2 and VPL 3-19). Once determined to meet eligibility, the customer is referred to the DVOP for an individualized and comprehensive assessment to evaluate the immediate barriers to employment, in addition to employment skills, interests, needs for additional training or skill development that will lead to employment or financial independence, and finally motivation. Upon determining the eligible veteran or person is experiencing a significant barrier to employment (SBE) and are motivated to overcome those barriers, the DVOP will enroll them into case management services and begin development of an Individual Participant Plan (IPP). The IPP identifies specific and measurable short and long-term goals to overcome barriers and to obtain suitable employment or financial stability.

A client can be referred to a DVOP at any point in their interactions with WorkSource if it is discovered they are an eligible Veteran or other eligible person.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

System-wide Commitment to Improving Accessibility for All Participants

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

WIOA has provided new energy across Washington's workforce system to address and remove barriers to access so that a greater number of Washingtonians will be able to connect with a career pathway and a living-wage job. Advances in personal computing and telecommunications technology have made the Internet and person-to-person connectivity a feature of many people's daily lives. WIOA acknowledges these improvements by opening the door to "virtual" service delivery—bringing services each participant needs to their doorstep, or kitchen table.

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

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

Local workforce development boards will partner with the state advisory committee on barrier solutions to identify barrier removal projects and best practices that can be brought to scale statewide. Local workforce development boards have taken the lead for several years in convening their own advisory groups on system accessibility at the local level. Each local workforce development board will designate either one of these existing advisory groups or create a new one to focus on barrier removal work, and will seek to recruit members from a broad spectrum of populations with barriers to employment, including: people with physical, sensory, behavioral health, or cognitive disabilities; economically disadvantaged communities; low-skilled and under-educated individuals; English language acquisition or bilingual communities; disadvantaged youth; and the long-term unemployed. Local workforce development boards are encouraged to engage with real customers with barriers, including encouraging customers to be part of their local committees focused on barriers.

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

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

One-Stop Certification and Ensuring Accessibility

All one-stops ("WorkSource" centers in Washington) must be certified pursuant to WIOA Title I Policy 5612 on One-Stop Evaluation and Certification, promulgated by Washington's Employment Security Department. Local workforce development boards are required to use an *Application for WorkSource Certification* approved by the state Workforce Board during the WIOA implementation planning process.

The SWDB, in consultation with local Chief Elected Officials and LWDBs, must review and update the one-stop certification criteria embodied by Attachment A every two years as part of the review and modification of the WIOA State Plan.

LWDBs can establish additional criteria and set higher standards for service coordination than those set by the State. If they do, they must also review and update those additional criteria and standards every two years as part of the WIOA Local Plan update process. Additional criteria must be clearly identified in addenda to the *Application for WorkSource Certification*.

One-stop sites will be evaluated and certified no less than once every three years. LWDBs (or the SWDB in those cases where LWDBs are the one-stop operator) may direct "for-cause" site evaluation and certification as determined appropriate and warranted. In support of the goal of continuous improvement, each certified site will provide an annualreport to the LWDB detailing the progress toward reaching higher standards set forth in the certification criteria.

One-stop certification teams will be established by LWDBs (or the SWDB in those cases where LWDBs are the one-stop operator) and are responsible for conducting independent and objective evaluations of one-stop sites and making certification recommendations to LWDBs (or the SWDB in those cases where LWDBs are the one-stop operator). One-stop certifications teams are comprised of LWDB members and staff and individuals who represent local partners with specific expertise serving populations with barriers. Certification team members should be free of conflicts of interest. Per 20 CFR 678.800(a)(3), the SWDB, rather than local one-stop certification teams, must certify one-stop sites if LWDBs are the one-stop operator.

One-stop certification teams will render written determinations within 30 days of conducting one-stop site evaluations. There are three possible determinations: (1) certification, (2) provisional certification with a requirement that one-stop operators provide action plans and timelines for meeting certification standards, and (3) not certified or decertified.

Provisional certifications must be accompanied by detailed description of the issues/concerns identified so one-stop operators have sufficient information around which to develop required action plans and timelines. A determination to not certify a one-stop site must be accompanied by a detailed description of the deficiencies, including an explanation as to why the certification team believed the deficiencies could not be addressed or resolved provisionally.

Operators of one-stop sites that are not certified have 10 business days, if they choose, to appeal those determinations, in writing, to the LWDB (or SWDB in those cases where LWDBs are the one-stop operator) using the *Appeal of WorkSource Certification Determination* form developed

by the Employment Security Department. For each deficiency identified, the appellant must specify why and how it believes the deficiency could have been resolved. The appeal form must be accompanied by a copy of the one-stop certification team's written determination.

The LWDB (or SWDB in those cases where LWDBs are the one-stop operator) have 10 business days to issue, in writing, a final, binding determination.

If a one-stop site is ultimately not certified following a standard or "for-cause" evaluation, the LWDB must have a plan to ensure continuity of service between the time a site is not certified and a new one-stop operator is procured.

The success and accountability of Washington's one-stop delivery system – WorkSource – depends on the values that local Workforce Development Boards and their partners use to guide their planning and operations:

- Integrated – Think and act as an integrated system of partners that share common goals with services delivered by various organizations with the best capabilities for a seamless customer experience.
- Accountable – Committed to high quality customer services with regular program performance review based on shared data and actions that enhance outcomes.
- Affirmative outreach – Meet the needs of customers by ensuring affirmative outreach to programs, services, and activities for all eligible individuals.
- Continuous Improvement – Create a delivery system that utilizes feedback from employers and current and future jobseekers to challenge the status quo and innovates to drive measurable improvements
- Partnership – Align goals, resources, and initiatives with economic development, business, labor and education partners.
- Regional Strategy - Work with counterparts to address broader workforce needs of the regional economy and leverage resources to provide a higher quality and level of services.

WIOA requires that there must be at least one physical one-stop career center in each local area. Additional locations may also provide access to workforce system services and may include specialized centers serving targeted populations, such as youth, dislocated workers, or basic skills deficient individuals, English language learners, or industry-specific centers. To achieve the goal of increased access, Washington state recognizes three levels of sites that can be certified within the one-stop service delivery system.

Comprehensive

- Accessible to the general public during regular business days, as well as physically and programmatically accessible to individuals with disabilities
- Portal site for electronic access
- Provider of basic and individualized career services, educational services, and training services
- Provider of business services
- Representation of five mandated partners (WIOA Titles I-IV, TANF)

- Additional related employment and training resources

Affiliated

- Accessible to the general public and physically and programmatically accessible to individuals with disabilities
- Portal site for electronic access
- Provider of basic career services
- Representation of one or more mandated partners
- Additional related employment, education, and training resources
- Established working relationship as part of an integrated system of WorkSource sites

Connection

- Accessible to the general public *or one of the 14 populations with barriers outlined in WIOA that includes physical and programmatic access to individuals with disabilities*
- Portal site for electronic access
- Provider of basic career services
- Additional related employment and training resources
- Established working relationship as part of an integrated system of WorkSource sites

Sites seeking certification as a Comprehensive Center, Affiliated, or Connection Site are required to submit an application and receive a site visit from the Local Workforce Development Board (LWDB) Certification Team. Staff will answer questions about their site and how it functions to add value and provide customers with quality services as a part of the WorkSource system. This team is comprised of LWDB members and staff as well as other community partners who have specific expertise in serving populations with barriers.

Following the site visit, interviews, and final responses to any follow up questions, the Evaluation Team will provide a written response within 30 days indicating one of three outcomes:

1. Certification granted
2. Provisional Certification with plan and timeline for meeting standards
3. Not Certified

In support of the goals of continuous improvement of the one-stop delivery system, on at least an annual basis each certified site will provide a report detailing the progress toward reaching higher standards set out in the certification criteria and this information will be provided to the Local Workforce Development Board.

Improved availability, a welcoming atmosphere, inclusive settings, and high quality customer service benefit all customers. WorkSource extends services and outreach not just to individuals who walk in the door, but also to those who have become disengaged in the labor force. Integrated, quality services are provided to all customers within the center and via technology through online or phone access. Principles of universal design are considered which designs inclusive space and materials to be available to individuals regardless of their range of abilities,

mobility, age, language, learning style, intelligence, or educational level. During certification, each one-stop site must:

- Describe how the site works cooperatively with WIOA core partners to provide quality services to all customers. Describe your outreach to populations with barriers in the community and relationship with core program and community partners to effectively serve them.
- Provide evidence that basic ADA requirements have been met.
- Describe initiatives or strategies in developing affirmative outreach and provide tangible evidence of implementation or solution driven plan development, and address the following four specific areas of access:
    - Physical: Architectural or building
    - Information: all paper, printed or posted materials
    - Digital: software, web-based programs and alternatives to print
    - Communication: verbal, non-verbal access for services, phone and other
- Describe their wireless internet infrastructure.
- Address how the needs of populations with barriers are met through staff-assistance and other means.
- List any best practices to highlight and share for continuous improvement.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

The delivery of high quality services to individuals with limited English proficiency by Washington's One-Stop Delivery System is ensured in the following manner:

1. **Customers with Limited English Proficiency Receive Integrated Services that Lead to Employment and Careers**: Limited English proficient jobseekers will be assisted by a culturally competent navigator that helps guide them to the workforce development pathway that is best for them. This means Washington's richly complex system will help these customers move beyond program specific solutions to make informed choices that pull from a full menu of services. These services will be designed and delivered with the worker being the focal point. The system is promising to combine all resources to help each individual learn how to find and keep the right job and receive continued support to advance careers.

2. **Agencies Providing Direct Services to Individuals with limited English Proficiency in One-Stops**: A number of system partners provided general services to individuals with limited English proficiency across Washington. However the addition of Department of Social and Health Services DSHS (contains the Office of Immigrant and Refugee Assistance), as a One-Stop partner significantly increases the resources that are available across the workforce system. Added to this resource is the participation of our Adult Basic Education services team located within our Community College system, which also has a strong history of supporting individuals with limited English proficiency. As a result job seekers with limited English will more effectively connect with the wrap-around services of the plan from I-Best Training and on-the-job work experiences to training funds, food assistance and housing assistance. In addition

there will be an enhanced ability to communicate effectively through a wide array of media from written to online information.

3. **State Advisory Committee on Barriers - Partnering with Local Committees**: The plan requires the establishment of the Workforce Board's first ongoing state-level advisory committee that will be focused on Accessibility and Barrier Solutions, along with the designation of local advisory committees. By the fourth year of the plan the state advisory committee will be receiving annual progress reports on One-Stop centers' to ensure accessibility at the local level and across the system.

4. **Professional Training with Focus on Cultural Competency**: Throughout the Plan the importance of professional development is emphasized in order to equip our Field Staff with the support they need to make the system successful. A key component of Professional Development is training on "Cultural Competency" and creating a safe and welcoming environment for all sectors of our community in particular those facing the barrier of limited English proficiency.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Washington's Choice of a Combined Plan

The many partners of Washington's workforce system chose to submit a robust Combined Plan to federal partners—one of two options under WIOA, and the second consecutive WIOA combined plan the state has submitted. This decision was made with a clear eye towards improving the breadth and depth of services to workers and businesses across the state. By submitting a "Combined Plan," partners are committing to working toward a seamless, customer-driven system that will not differentiate between programs and agencies whether local, state, or federal. The Combined Plan unites six core programs with any number of workforce services across the education and training system. Once included as "Combined Plan" partners, these programs will be aligned with the mission, goals, and priorities within the combined state plan submitted to federal agencies by March 2020.[1]

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

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

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

- *Explore fully the benefits of a Combined Plan.[1]*
- *Conduct an examination of integrating Temporary Assistance for Needy Families (TANF) program into the workforce system, including recommendations for serving the most at-risk customers.*

- *Provide a data-driven evaluation and recommendation for planning regions in consultation with chief elected officials, local workforce boards, and stakeholders.*
- *Provide recommendations for elevating the strategic role of both state and local workforce boards to focus on system goals and changing the service delivery system in order to improve outcomes for jobseekers and employers.*

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

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

States could also choose to create a "Combined Plan" that covers the core program and *one or more* of the additional partner programs listed in the act: postsecondary Carl Perkins Act programs, Temporary Assistance for Needy Families/WorkFirst, Trade Adjustment Assistance Act programs, veterans employment and training efforts, Unemployment Insurance services, SNAP Employment & Training, Senior Community Services Employment, Community Development Block Grant, Community Services Block Grant, and the Second Chance Act. The additional partners that join the plan coordinate service delivery strategies and make operational commitments in the plan among themselves and with the core partners.

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

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local	Yes

The State Plan must include	Include
boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

Washington's Governor designated 12 local workforce development areas for WIOA as follows:

- WDA 1 – Olympic

- WDA 2 – Pacific Mountain
- WDA 3 – Northwest
- WDA 4 – Snohomish County
- WDA 5 – Seattle-King County
- WDA 6 – Tacoma-Pierce County
- WDA 7 – Southwest
- WDA 8 – North Central
- WDA 9 – South Central
- WDA 10 – Eastern Washington
- WDA 11 – Benton-Franklin
- WDA 12 – Spokane Area

The Governor further designated each of the 12 local workforce development areas as individual regions under WIOA:

- Olympic Region
- Pacific Mountain Region
- Northwest Region
- Snohomish County Region
- Seattle-King County Region
- Tacoma-Pierce County Region
- Southwest Region
- North Central Region
- South Central Region
- Eastern Washington Region
- Benton-Franklin Region
- Spokane Area Region

Endeavoring to proactively and aggressively implement WIOA at the state and local levels in Washington, on April 10, 2015, Governor Jay Inslee granted initial designation to 12 local workforce development areas for WIOA. Five days later, the U.S. Department of Labor's Employment and Training Administration issued Training and Employment Guidance Letter 27-14 (Workforce Innovation and Opportunity Act Transition Authority for Immediate Implementation of Governance Provisions), which provided substantive guidance on local area designation.

Washington enshrined the process and procedures, including appeals, for initial and subsequent designation of local workforce development areas in state WIOA Title I Policy 5609 (Local

Workforce Development Area Designation), which was issued on July 1, 2015. The policy included an application through which local chief elected officials were to request either initial or subsequent designation of existing or new local workforce development areas. For the purpose of initial designation, the application/request was due to the State Workforce Development Board (Workforce Training and Education Coordinating Board) by July 31, 2015. The State Workforce Development Board reviewed data and information associated with both "performed successfully" and "sustained fiscal integrity" as consistent with the definitions provided in the Act, Final Rules, and federal guidance.

The appeals process used by Washington as it relates to designation of local areas is captured in Section 3.h of State WIOA Title I Policy 5609 (Designation of Local Workforce Development Areas). That provision holds that a local Chief Elected Official who requests and is denied initial and/or subsequent designation has 10 business days to submit a formal appeal to the State Workforce Development Board (SWDB) by communicating, in writing, the reason(s) for appealing the Governor's decision and providing evidence or information supporting appeal. Upon receipt of a formal appeal, the SWDB has 10 business days to render a decision on that appeal. If a decision is not rendered within that time frame or if the appeal is similarly denied, the local Chief Elected Official may request review by the U.S. Secretary of Labor pursuant to 20 CFR 683.640. The Secretary may subsequently order local workforce development area designation if the Secretary determines that the entity was not accorded procedural rights under the state's appeals process or finds that the area meets the initial and/or subsequent designation requirements at WIOA Section 106(b)(2) or 106(b)(3) and 20 CFR 679.250.

Any disputes and resulting appeals of one-stop infrastructure funding determinations will be addressed first through processes/procedures outlined in local dispute resolution and appeals policies developed by Local Workforce Development Boards per state WIOA Title I Policy 5410 (Dispute Resolution and Appeals), which may be accessed at http://media.wpc.wa.gov/media/WPC/adm/policy/5410.pdf. For one-stop infrastructure disputes, local dispute resolution is the sole avenue of appeal. If the dispute cannot be resolved locally, the Governor's state criteria and methodology for one-stop infrastructure funding will be imposed as a default as per WIOA Title I Policy 5618 (One-Stop Memorandum of Understanding and Infrastructure Cost Sharing), which is currently undergoing revision.

WorkSource System Policy 1013 sets fourth the minimum requirements for one-stop memoranda of understanding and infrastructure agreements, and lays out the dispute resolution methodology in that process, found at http://media.wpc.wa.gov/media/WPC/adm/policy/1013.pdf.

Disputes should, wherever possible, be resolved at the local level. The WDC must have a dispute resolution procedure in place that covers steps to be taken to resolve disputes, including those regarding specific provisions of language within the MOU or amendments to the MOU. All local actions to resolve the disputes must be documented.As partners participate in the local WorkSource system or discuss the MOU and any amendments to it, disagreements may occur. In such cases, the local WDC dispute resolution procedure should be followed and all local actions documented.

If the dispute remains unresolved, CFR 662.310(b) provides for alternatives for states to provide assistance. If the Local Board and required partner continue to disagree, they may request that the WorkSource Standards and Integration Division (WSID) review the dispute. WSID will release a written recommendation to all parties after its review.

2. STATEWIDE ACTIVITIES

Washington is in the process of developing state WIOA Title I Policy 5617 (Use of Governor's Discretionary Funds for WIOA Title I Statewide Activities), which articulates the process for identifying, assessing and securing the Governor's approval for use of the WIOA 10% discretionary set-aside funding. Until such time as that policy is issued, the current approach allows the Governor unilateral decision-making authority over state funds for workforce investment activities, though the Governor's senior policy advisor for workforce issues does solicit proposals from workforce development stakeholders.

The **TAP Accelerator: Upskill-Backfill Committee** was formed to work with the six Implementation Committees to create a funding disbursal framework, develop funding recommendations to the Workforce Board, and then provide ongoing oversight for the effective investment of this portion of Governor Inslee's WIOA Statewide Activity Funds. The Workforce Board therefore provides the following guidelines and procedures to assist in the development and distribution of these funds.

Career Connect Washington: In 2017, Governor Inslee invested a portion of PY16 and PY17 funds discretionary set-aside funds in the Career Connect Washington Initiative. Career Connect Washington intends to reach 15,000 youth with this first round of funding, 100,000 students within five years, and continue growing until it reaches all students, funded by private sector contributions and public funds working together. This is the first round of investments and will make available two public funding streams to expand Career Connected Learning opportunities for youth and adults in regions across Washington, including apprenticeships.

A request for proposals was developed by the Washington State Employment Security Department (the ESD) in partnership with Washington STEM, the Office of the Governor, the Office of the Superintendent of Public Instruction, The Washington State Department of Labor and Industries, Washington State University Extension, and the Washington State Workforce Training and Education Coordinating Board.

Proposals were developed by regional Career Connect Teams comprised of a host of partners representing workforce development, business and industry, and education as described under Contract Requirements. Proposals underwent a competitive process resulting in contracts funded by the Workforce Innovation and Opportunity Act (WIOA) and administered by the ESD. Applicants had to demonstrate clear regional strategies that coordinate the work of the multiple funding streams and activities through regional Career Connect Teams. Projects end in mid-2019, though partners continue to seek other sources of sustainable funding. 11 recipients of funding were chosen, regional sites sharing a total of $5.9 million in federal funding leveraged against private funds. Of the $5.9 million, approximately $600,000 came from Governor Inslee's PY16 discretionary funds and $2.5 million from PY17 discretionary funds.

The Upskill-Backfill Initiative: Governor Inslee provided approximately $3 million of WIOA Statewide Activity funds in PY17 to help accelerate implementation of TAP. The Workforce Board established six TAP implementation committees to bring the voices of the system's multiple stakeholders and partners together to ensure attainment of TAP's goals. In addition to the general support for the six TAP implementation committees, the Workforce Board was tasked to consider projects incorporating elements that align with the Governor's administrative priorities, specifically to incorporate the use of a strategy model identified as "Upskill-Backfill" when approving and funding pilots or demonstrations that advance the implementation of TAP goals.

"Upskill-Backfill" joins public and business resources to improve the workplace skills of both incumbent workers and new hires—and creates a pathway to gainful employment and wage progression for our job-seeking Washingtonians, especially those at the lowest income levels or who have other disadvantages in the job market. Each project funded by TAP Accelerator: Upskill-Backfill Statewide Sector awards will result in benefits to the employer, the incumbent workforce, and job-seekers. Businesses will improve their productivity and competitiveness, to thrive and grow new jobs. Current workers will have the opportunity to train (upskill) for promotional opportunities and higher wages, and to contribute to the stability and vitality of their workplace. As promoting incumbent workers creates vacancies, or as higher productivity and competitiveness create new job opportunities, Washington job-seekers will benefit. The TAP Accelerator: Upskill-Backfill Statewide Sector Initiative will include customized training for job-seekers to prepare for jobs that are created, and our public talent development system will support a pipeline or pathway for low-income and underserved individuals to these gainful, high-demand jobs.

Upskill-Backfill Statewide Sector Project funding is an exciting and rare opportunity to test new approaches to service design while continuing existing services, tying together a comprehensive strategy uniting the public talent development system, employers, and workers/job-seekers to promote the advancement of all three. The Workforce Board encourages applicants to work with an industry sector that has broad economic significance across the state, and with a diverse set of partners to test new and innovative service designs using the upskill-backfill concept, particularly as a means for improving service among individuals facing barriers to employment, and for engaging employers as co-investors in our system. The Workforce Board understands that no one project application can possibly outline a strategy covering all aspects of implementing an upskill-backfill strategy for all talent development system participants. The intent of TAP Accelerator: Upskill-Backfill Statewide Sector awards is to test specific approaches and to share outcomes and strategies with other awardees in a community of learning. In keeping with this principle, successful grant applicants will actively participate in learning opportunities to share best practices and assist TAP partners to better understand the principles, practices, and performance of their funded Upskill-Backfill initiative.

The top priority for TAP Accelerator: Upskill-Backfill Statewide Sector Project funding is to identify new or enhanced methods of reaching statewide goals identified in Washington's TAP plan, including supporting industry sectors across workforce regions, and to implement and test the Upskill-Backfill concept, and when successful, catalyze permanent change to existing funding streams through WIOA Core, Combined, and other system partners.

Successful applicants will lay the framework for significant improvements in how the workforce system engages the business community, supports career advancements for existing employees and increases employment opportunities for jobseekers, in particular those facing barriers to employment. Successful applications will test new approaches to service design that lead to improved outcomes for and significant increases in the number of business customers served, incumbent workers trained and gaining increased earnings, availability of services for individuals facing barriers to employment, and workers/job-seekers hired.

TAP Accelerator: Upskill-Backfill Statewide Sector Project funding should be seen as a one-time catalyst that creates permanent change statewide and in local communities. The permanent systemic change should be of benefit to both business customers and job-seekers, with a specific focus on populations facing barriers to employment (see footnote 1 below). Proposals should be designed with intent to provide guidance to future policy recommendations and to permanently alter service design after the funding period is over. Project applicants are also encouraged to demonstrate mechanisms for on-going industry co-investment, which can be sustained and replicated.

The projects were awarded in two phases, the first phase to single WDCs who acted as fiscal agents for the funds and team coordinators that connect training providers directly with the participating employers. In phase two, the Board awarded funds to a consortium of two WDCs coordinating in the maritime sector in the Puget Sound region. Workforce Board staff provides technical assistance to grantees and has established a statewide learning community to share information across all the grantees. Currently, eight projects are underway statewide after being selected in the competitive bid process in 2017. Projects are 18 months in duration and spread across 7 counties, involving six WDCs. 21 businesses in 4 sectors (healthcare, construction, manufacturing, and maritime) have joined the initiative, leveraging $1.85 million from business partners against the Governor's $1.95 million investment in the project.

Washington utilizes state Rapid Response set-aside funds in the form of Rapid Response Additional Assistance grants made to local boards that are dealing with extraordinary layoff events that would strain the formula Dislocated Worker program funds if those funds had to be brought to bear. This activity is bounded by WIOA Title I Policy 5604(Rapid Response Additional Assistance). Washington is also prepared to continue using Rapid Response Additional Assistance funds to keep specifically serving long-term unemployed individuals as warranted.

Washington continues to explore with its business and labor partners the use of Rapid Response funds for layoff aversion strategies and activities. An existing layoff aversion strategy that will continue in Washington under WIOA is coordination with the state's Shared Work Program, which is codified at Washington Administrative Code 192-250. Shared Work is a voluntary, flexible Unemployment Insurance (UI) program that offers public and private sector employers in Washington an alternative to laying off skilled employees during periods of general economic downturn by allowing them to reduce an employee's usual weekly hours of work from 10%-50% while the employee receives the same percentage of unemployment benefits to replace a portion of lost wages for a period of up to 52 weeks. Beyond retaining skilled workers, it helps employers avoid costs of recruiting, hiring, and training new employees when business improves.

To further enhance layoff aversion strategies through Rapid Response, discussions will ensue between state and local partners to improve communication and better align coordination between Rapid Response staff and business engagement/services staff. It is generally recognized that the latter, due to their regular and frequent contact with employers, is often aware of employer circumstances that could lead to layoffs before decisions are made or actions taken and that that represents an opportunity for layoff aversion if that business intelligence is shared with state or local Rapid Response staff so they can initiate, for example, discussions around Shared Work.

Washington will also continue to provide Rapid Response Additional Assistance funds, when appropriate, for layoff aversion assistance as consistent with state WIOA Title I Policy 5604 (Rapid Response Additional Assistance). The assistance could encompass any and all of the layoff aversion strategies reflected in TEGL 03-15 and TEN 09-12, to include incumbent worker, customized training, feasibility studies, etc.

Washington has a proven track record of sponsoring Rapid Response events and providing state aside funds in the form of Rapid Response Additional Assistance in response to natural disasters. Rapid Response events and Rapid Response Additional Assistance funds are coordinated with the efforts and resources of local, state, and federal emergency management entities by Local Workforce Development Boards. The provision of Rapid Response funding is accompanied by State outreach to and coordination with local workforce development boards to determine interest in and feasibility of pursuing disaster-related National Dislocated Worker Grants, which Washington did in response to several disasters through National Emergency Grants under WIA.

Washington's local boards routinely activate the Rapid Response teams when a TAA petition is filed. That approach is directed by state WIOA Title I Policy 5603 (Rapid Response for WIOA and TAA). Washington's State Employment Security Department (the State Workforce Agency) also engages local boards after TAA petitions are filed to determine if "gap" funding in the form of Rapid Response Additional Assistance is needed to serve dislocated workers attached to events for which TAA petitions have been filed between the time those event occur and such time as the events are certified by the U.S. Department of Labor. This approach is enshrined in WIOA Title I Policy 5604 (Rapid Response Additional Assistance).

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

Washington is pursuing alternative, work-based training models in the form of on-the-job training, incumbent worker training, and customized training, including the nationally recognized I-BEST program, which is developing enhanced work-based learning opportunities. To that end, the state has issued policies governing on-the-job training and incumbent worker training, and is developing a policy for customized training. Transitional Jobs will also be pursued, though the State continues to seek guidance as to the fine distinction between Transitional Jobs as a training service and Work Experience as an individualized career services as both are defined as time-limited, paid/unpaid work experience. Additionally, Washington will endeavor to connect alternative training models, where appropriate, to key state and local sectors.

2. REGISTERED APPRENTICESHIP

A key role of workforce system partners is their relationship with registered apprenticeship and how they align across workforce development programs. It is the core business of the Washington State Apprenticeship and Training Council (WSATC) and state Department of Labor and Industries' Office of Apprenticeship (OA) to bolster the apprenticeship training system by developing and monitoring registered apprenticeship programs and promoting apprenticeship as a skill development system for employers as well as a post-secondary training option for workers. Accordingly, OA partner with public community and technical colleges, WorkSource offices, and Local Workforce Development Boards (LWDBs) to promote registered apprenticeship. WSATC is expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs. The Governor

and Legislature annually seek General-Fund state appropriations to support registered apprenticeship.

Locally, part of the state strategy to continue to better coordinate and align apprenticeship with the WorkSource (one-stop) system is to take full advantage of the workforce-affiliated apprenticeship member requirement on LWDBs under WIOA. Local apprenticeship training councils were already represented on many local boards under WIA, but the visibility has increased under WIOA and LWDBs will use the increased profile to ensure there is a voice for apprenticeship as a work-based learning opportunity for customers.

Additionally, the WorkSource System is represented on the Washington State Apprenticeship Training Council (WSATC) through non-voting seats held by the Workforce Training and Education Coordinating Board (state workforce development board), Employment Security Department (state administrative entity for WIOA Title I), and the State Board for Community and Technical Education (state administrative entity for WIOA Title II). Each quarter, the three state agencies report to WSATC on local apprenticeship and pre-apprenticeship activity lead or supported by Washington's WorkSource (one-stop) system. Concurrently, the three state agencies hear about state policy, research, and activities that are communicated to local WorkSource operators and service providers across the state. For more information on apprenticeship in Washington, including the WSATC, see the Washington State Department of Labor and Industries' apprenticeship site.

Of note, two Washington applicants were among those recently awarded American Apprenticeship Grants by the U.S. Department of Labor. The Washington State Department of Labor and Industries received $5 million to partner with Washington Technology Industry Association (WTIA), the Construction Center of Excellence at Bates Technical College, and the Spokane Area Workforce Development Council to establish an information technology apprenticeship program and diversify participation among existing apprenticeship programs in the central and south Puget Sound regions and Spokane County. South Seattle College received $4.8 million to partner with Renton Technical College, Clover Park Technical College, Seattle Central College, Edmonds College, Aerospace Joint Apprenticeship Committee (AJAC), Apprenticeship and Non-Traditional Employment for Women (ANEW), the Manufacturing Industry Council, Center of Excellence for Aerospace and Advanced Manufacturing, and workforce development councils in Seattle-King County, Tacoma-Pierce County, and Snohomish County to establish three new programs and expand 12 existing programs in advanced manufacturing and maritime apprenticeship in central Puget Sound and Spokane County.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Washington has a comprehensive policy and procedures for determining training provider eligibility as articulated in state WIOA Title I Policy 5611, Revision 1 (Governor's Procedures for Determining Training Program Eligibility), which may be accessed at http://media.wpc.wa.gov/media/WPC/adm/policy/5611.pdf. The state's Eligible Training Provider List is managed by the State Workforce Development Board and is widely employed by the state and federally-funded training programs in Washington as a consumer report tool. In addition to WIOA Title I, other programs that have policies requiring the use of the state's Eligible Training Provider List to identify qualified training providers includes the state's Trade Adjustment Assistance (TAA) program, Unemployment Insurance-related Training Benefits program, and Worker Retraining, Job Skills, and Customized Training programs under the public community and technical college system.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Priority selection is established for and local areas must target certain populations in accordance with WIOA Section 134(c)(3)(E) and 20 CFR 680.600 and 20 CFR 680.640. These targeted populations must first meet the eligibilityrequirements for the adult program.

The matrix below describes the order and rationale for prioritization based on the requirements in WIOA Section 134(c)(3)(E), 20 CFR 680.600, 20 CFR 680.640, and TEGL 10-09. For purposes of this section, the term "covered person(s)" refers to veterans and eligible spouses per priority of service for veterans.

Priority requirements for the WIOA Title I adult program are as follows:

Priority	Mandatory Priority Group	Explanation
First	Covered persons (veterans and eligible spouses) who are low-income (may include unemployed individuals), recipients of public assistance, or basic skills deficient.	Guidelines for serving covered persons(WorkSource System Policy 1009 Revision 2– Priority of Service, found at http://media.wpc.wa.gov/media/WPC/adm/policy/1009.pdf) apply within themandatory priority criteria of low-income / public assistance recipient.
Second	Individuals (non-covered persons)who are low-income (may include unemployed individuals),recipients of public assistance, or basic skills deficient.	The mandatory priority criteria (low-income / public assistance) have preference over covered persons (veterans and eligible spouses) who do not meet the mandatory priority criteria.
Third	Covered persons (veterans and eligible spouses) who are not low- income and are not recipients of public assistance and not basic skills deficient.	Guidelines for serving covered persons(WorkSource System Policy 1009 Rev. 2 –Priority of Service, found at http://media.wpc.wa.gov/media/WPC/adm/policy/1009.pdf) apply in the third category(individuals who are not low-income / public assistance recipients).
Fourth (optional)	LWDBs (in consultation with CLEOs) may establish additional priority groups for subsequent priority for services (WorkSource Policy 1019, Revision 4 - Section 3.d – Local Responsibilities, found at http://media.wpc.wa.gov/media/WPC/adm/policy/1019.pdf).	The mandatory priorities (if funding is limited) established by DOLETA do not prohibit WIOA adult services to only the recipients of public assistance and other low income individuals. Local WDBs and the Governor may establish a process that gives priority for services to other individuals meeting eligibility criteria, as longas the mandatory priority groups are given priority.

NOTE: An adult with a disability can be considered a family of one for low-income determinations (refer toSection 5.6.2).

According to 20 CFR 680.120, 680.130, and 680.210, the above priority requirements do not necessarily meanthat only the recipients of public assistance and other low-income individuals can receive WIOA adult funded career and training services. LWDBs may serve other eligible individuals who are not recipients of public assistance, other low-income, or basic skills deficient after first serving eligible individuals who meet theestablished priority selection criteria. Unemployed individuals may be considered low-income individuals (refer toSection 5.6.1).

Priority Selection for Career Services and Training Services Funded with WIOA Statewide (10%) DiscretionaryGrants/Contracts

For purposes of WIOA statewide (10%) discretionary funds, the Governor has determined that these funds will be prioritized as follows:

1. Eligible veterans and spouses;
2. Unemployed individuals;
3. Low-income individuals;
4. Other Washington job seekers.

As indicated by the first priority, recipients of WIOA 10% discretionary grants and contracts will continue to providepriority selection of veterans for career and training services as required under P.L. 107- 288 "Jobs for Veterans Act" and in alignment with state system policy. In applying this policy to 10% funded projects, veterans who areunemployed and/or low-income, have priority over all other individuals served under these projects.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

WIOA allows Local Workforce Development Boards (LWDBs), with approval from the Governor, to transfer up to 100 percent of formula funds between the adult and dislocated worker programs.

The SWDB adopted a motion at its May 28, 2015 meeting to table action on a 100 percent fund transfer policy in order to gather further stakeholder input on the proposed policy. Until such time that a 100 percent fund transfer policy is adopted, the SWDB directed that criteria for the WIA Title I-B policy governing fund transfers of up to 30 percent between the Adult and Dislocated Worker programs be applied under WIOA.

LWDBs may transfer up to and including 30 percent of a program year base allocation (see "Definitions") for the adult program to the dislocated worker program or up to and including 30 percent of a base allocation for the dislocated worker program to the adult program.

Before effecting transfers, LWDBs must first obtain written approval from the Employment Security Department (ESD), which has been delegated authority to act on behalf of the Governor.

Transferring funds from the dislocated worker program prevents a LWDB from accessing state Rapid Response Additional Assistance funds for six months following fund transfers. ESD may waive this condition based on extreme or unforeseen local circumstances.

Transfer Request Procedure:

LWDBs must submit requests to transfer adult or dislocated worker funds to ESD's Workforce Initiatives Division. Requests must include the following:

1. Thetransferfundsource(i.e.,fromadulttodislocatedworkerordislocatedworkerto adult);
2. Thedollaramountofthetransferrequest,includingthepercentageshareofthebase allocation represented by that dollar amount;
3. Thereason(s)forthetransfer;
4. Signedapprovalfromthefulllocalboardorlocaladvisoryboard(e.g.,Executive Committee, Finance Committee, etc.) requesting the transfer;
5. Revised"ParticipantPlanningForms"forboththeadultanddislocatedworkerprogramsto accompany a program impact analysis. The program impact analysis must include:
    a. Proposedservicesandnumberofparticipantsoriginallyplannedtobeservedbythe base allocation compared to the services and number of participants planned to be served after funds are transferred;
    b. Justificationthatthetransferoffundswillnotadverselyimpacttheprovisionofservice s to participants and that necessary services and client-planned activities will be maintained in the program from which funds are transferred;
    c. A discussion of the LWDB's past history of transfer requests, including how previous transfers impacted participants and funds; and
    d. AnassessmentofanypotentiallayoffsorclosuresofwhichtheLWDBisawareand how these events will be addressed using existing funds if funds are transferred from the dislocated worker program.

LWDBs may request fund transfers at any time during the program year. However, LWDBs must confirm that transfers will not lower the obligation rate of the fund source to which the funds are transferred to a degree that jeopardizes their ability to achieve the required 80 percent obligation rate for either the adult or dislocated worker fund source by the end of the first program year.

ESD's Workforce Initiatives Division will make recommendations to the Financial and Administrative Services Division director for approval based on a review and assessment of the requests and accompanying documentation. As part of the review, ESD may request additional information from LWDBs or ESD's Labor Market and Performance Analysis (LMPA) Division. ESD may alternatively deny the request or authorize a partial transfer of funds. Following approval of a fund transfer, ESD will notify LWDBs by e-mail, which will also include the appropriate grant modification packages for LWDBs to complete and sign.

NOTE: Though not state policy, the following is provided for local consideration in assessing fund transfers from the dislocated worker formula program specifically. DOL has indicated that one consideration in assessing LWDB applications for National Dislocated Worker Grants (NDWG) (WIOA Section 170, Part 687) may be dislocated worker formula fund transfers during that program year. As a general rule, organizations that transfer up to 10 percent of their

dislocated worker formula funds during any one program year can still be considered for NDWG funds, but those that transfer more than 10 percent may have difficulty securing approval.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

Washington is in the process of developing state criteria for use by local boards in awarding grants for youth workforce investment activities via the Youth Services Task Force convened by the State Workforce Development Board as part of its WIOA implementation activities.

Local boards are directed to establish local policies and procedures to assess the ability of providers to meet performance accountability measures based on the primary indicators of performance for the youth program in Section 3.b.ii.E of WIOA Title I Policy 5404 (Procurement and Selection of One-Stop Operators and Service Providers).

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

WIOA Title I funds that are formula-allocated by the State to Local Workforce Development Boards (LWDBs) for youth services are sub-contracted by LWDBs to local service providers who partner with WorkSource, employers, organized labor, school districts, community-based organizations, and other local partners to leverage and coordinate WIOA youth funds and activities, respectively. WIOA youth service providers are responsible for making 14 required services elements available to all enrolled youth.

These major components of the WIOA youth program serve as guiding principles to ensure that the needs of youth participants are met. The target population of the WI)A youth program includes those both in-school and out-of-school, so services provided reflect the priorities of each of these unique populations.

Service strategies, developed by workforce providers, prepare youth for employment and/or post-secondary education through strong linkages between academic and occupational learning. The most important aspect is to focus on meeting the training, education and employment needs of youth as well as the needs of businesses for skilled workers. Washington's education reform is linking academic learning to the world of work through partnerships with local school districts, business, and community partners that prepare youth for careers, while addressing local employment shortages and growing talent locally for current and future needs.

To ensure the youth formula program addresses services to targeted most in need youth, the state established WorkSource System Policy 1019 Revision 1, which requires LWDBs to serve in-school (14-21) and out-of-school (16-24) youth who meet the eligibility criteria.

The same state policy includes a requirement that LWDBs maintain local policies that define "individuals who require additional assistance." In addition to state policy, ESD will use a

variety of operational approaches to ensure that comprehensive, integrated services are provided throughout the state to eligible youth, including those most in need.

Youth can access WorkSource basic career services that provide them with a wide range of information to help make informed decisions about training opportunities including opportunities for non-traditional employment. Maximum local flexibility is afforded LWDBs in developing a design framework for local youth programs. The State requires that local WIOA plans include a service design framework for youth describing how:

- All 14 required service elements will be available to the youth in the service area.
- All youth will receive an objective assessment and an individual service strategy (ISS) that meets the requirements of WIOA Sec.129(c)(1)(B), including multiple pathways for careers and a consideration of the assessment results for each youth.

Paid and unpaid summer internships include an educational component requiring students to spend equal time in an educational environment to strengthen basic reading, writing, and math skills. To help young people succeed academically and in work, innovative programs are funded that utilize mentors, tutorial programs, and student portfolios.

The State provides technical assistance to local areas at risk of failing to meet youth performance indicators. Each quarter an assessment of each local area's performance is conducted and technical assistance is tailored to meet specific needs of interpreting, managing, and measuring local area performance in serving youth.

A prominent state example of a strategy to engage and retain youth is Youth Works. Youth Works leveraged Governor's discretionary funds and federal Carl Perkins career and technical education funds with the goal of securing work-based learning opportunities and mentorships for WIOA eligible in-school youth.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

See previous section.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

Section 3.e.ii of Washington's WorkSource System Policy 1019, Revision 1 (Eligibility Guidelines and Documentation Requirements) requires local workforce development boards to define local parameters and policy for "Requires Additional Assistance" under Category 7 for In-School Youth and Category 8 for Out-of-School Youth.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Washington statutes do not define either "not attending school" or "attending school."

Individuals must meet the following eligibility guidelines to be In-School youth:

- U.S. citizen or otherwise legally entitled to work in the U.S.;
- Attending school as defined by state law1;
- Age 14 through 21;
- Selective Service Registration (males who are 18 or older and born on or after January 1, 1960), unless an exception is justified (see Section 5.2 for guidance on Selective Service registration).
- Low income individual (see Section 2.4 for guidance on exceptions); and
- One or more of the following: basic skills deficient; an English language learner; an offender; A homeless individual (as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), or a runaway; an individual in foster care or has aged out of foster care system or who has attained the age of 16 years of age and left foster care for kinship guardianship or adoption; a child eligible for assistance under Section 477 of the Social Security Act (42 U.S.C. 677) or in an out of home placement; An individual who is pregnant or parenting; a youth who is an individual with a disability; or an individual who requires additional assistance to complete an educational program or to secure or hold employment.

Section 4 of TEGL 21-16 conditions the designation of home-schooled individuals as In- School Youth (ISY) or Out-of-School Youth (OSY) based on state and/or local education agency policies. In Washington, state statutes for the Office of Superintendent of Public Instruction (RCW 28A.200, 28A.225.010(4)) articulate the requirements for being recognized as home-schooled individuals. Individuals whose home-schooling activity meets those requirements can seek eligibility as ISY; if not, they need to meet OSY eligibility criteria.

Section 4 of TEGL 21-16 addresses eligibility related to "offender" status for ISY and OSY. Youth who have been charged with an offense, but subsequently directed to community- based diversion programs rather than the formal court system, meet the definition of having been "subject to any stage of the criminal justice process" due to having been charged with an offense, even though they have not been remanded to the court system.

Section 4 of TEGL 21-16 clarifies that an individual who is parenting can be a mother or father, custodial or non-custodial, and that the age the youth becomes a parent does not factor into this definition as long as the youth is within the WIOA youth age eligibility. One important distinction is that the father does not attain parenting status under WIOA until the child is born; that status does not convey to the father during pregnancy. To be clear, only the expectant mother can be a pregnant individual.

Per 20 CFR 681.300, LWDBs that presume a youth who is an individual with a disability to is dispositive of in-school eligibility must establish local policies that define "requires additional

assistance to complete and educational program or to secure or hold employment" criterion and documentation requirements (WorkSource System Policy 1019, Revision 3 - Section 3.d - Local Responsibilities).

Individuals must meet the following eligibility guidelines to be Out-of-School Youth:

- U.S. citizen or otherwise legally entitled to work in the U.S.;
- Not attending school as defined by state law1;
- Age 16 through 24;
- Selective Service Registration (males who are 18 or older and born on or after January 1, 1960), unless an exception is justified (see Section 5.2 for guidance on Selective Service registration); and

One or more of the following: a school dropout; a youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter; A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is basic skills deficient or an English language learner; An individual who is subject to the juvenile or adult justice system; A homeless individual (as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), or a runaway; An individual in foster care or has aged out of foster care system or who has attained the age of 16 years of age and left foster care for kinship guardianship or adoption; a child eligible for assistance under Section 477 of the Social Security Act (42 U.S.C. 677) or in an out of home placement; An individual who is pregnant or parenting; a youth who is an individual with a disability; or a low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Dropout Reengagement Programs in Washington: The state's dropout reengagement program authorized under RCW 28A.175.100 provides educational opportunities and access to services to older youth ages 16 to 21 who have dropped out of high school or are not accumulating sufficient credits to reasonably complete a high school diploma in a public school before the age of 21 and are unlikely to re-engage in education by re-enrolling in a traditional or even alternative high school. RCW 28A.175.110 states that youth in this program are regularly enrolled students of the school district in which they are enrolled.

Section 4 of TEGL 21-16 on high school equivalency programs and dropout re- engagement programs states that "Youth attending high school equivalency (HSE) programs, including those considered to be dropout re-engagement programs, funded by the public K–12 school system that are classified by the school system as still enrolled in school are considered ISY." Because Washington's Open Doors program, which is cited in state RCW and WAC, recognizes a range of models or approaches with varying degrees of school or school district engagement, DOL acknowledges that Washington's In-School Youth (ISY) and Out-of-School Youth (OSY) determination is situational and depends on the degree to which schools and school districts are service providers and funders in dropout re-engagement programs. If schools or school districts, despite having enrolled the youth into school, largely cede service provision to other entities (e.g., WIOA Title I youth providers, community-based organizations, non- profits), have minimal financial investment, and require little or no district-based accountability of participants, youth in those programs can be designated OSY. Conversely, if schools or school districts are substantially directive, invested, and accountable (e.g., WIOA Title I Youth program

only provides supportive services to participants), those youth should be designated ISY. This also applies to dropout re- engagement programs not connected to Open Doors. Based on these guidelines, local areas must thoroughly document OSY designation when youth participants in dropout re-engagement programs are enrolled in school.

Per WIOA Section 3(54), the term "School Dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

Per RCW 28A.225.010, the age of compulsory school attendance in Washington is eight (8) years of age to under 18 years of age. For the purpose of WIOA Title I Out-of-School Youth, that encompasses 16-17 year olds.

Section 4 of TEGL 21-16 addresses eligibility related to "offender" status for ISY and OSY. Youth who have been charged with an offense, but subsequently directed to community-based diversion programs rather than the formal court system, meet the definition of having been "subject to any stage of the criminal justice process" due to having been charged with an offense, even though they have not been remanded to the court system.

Section 4 of TEGL 21-16 clarifies that an individual who is parenting can be a mother or father, custodial or non-custodial, and that the age the youth becomes a parent does not factor into this definition as long as the youth is within the WIOA youth age eligibility. One important distinction is that the father does not attain parenting status under WIOA until the child is born; that status does not convey to the father during pregnancy. To be clear, only the expectant mother can be a pregnant individual.

Per 20 CFR 681.300, LWDBs that use Category 9 to determine out-of-school youth eligibility must establish local policies that define "requires additional assistance to complete an educational program or to secure and hold employment" criterion and documentation requirements (WorkSource System Policy 1019, Revision 3 - Section 3.d - Local Responsibilities). Refer to Section 6 for eligibility criteria and documentation requirements.

Full information on Washington's policies related to in-school and out-of-school youth eligibility can be found at the WorkSource System Eligibility Policy Handbook, an addendum to WorkSource System Policy 1019 found at https://esdorchardstorage.blob.core.windows.net/esdwa/Default/ESDWAGOV/Forms-and-Publications/Eligibility_Policy_Handbook_Rev4_Final.pdf.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Washington defines "basic skills" in Washington Administrative Code (WAC) 131-47-050 as "the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential." By extension, to be "basic skills deficient" is to be deficient in the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential.

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

n/a

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

n/a

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

n/a

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

n/a

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

n/a

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

n/a

E. WAIVER REQUESTS (OPTIONAL)

TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes

The State Plan must include	Include
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	No
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	62.3	66.6	62.9	66.6
Employment (Fourth Quarter After Exit)	64.8	66.8	65.4	66.8
Median Earnings (Second Quarter After Exit)	7,736	8,212	7,914	8,212
Credential Attainment Rate	65.7	66.4	66.4	66.4

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Measurable Skill Gains	29.3	50.0	29.6	50.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	71.4	72.2	72.2	72.2
Employment (Fourth Quarter After Exit)	70.7	72.8	71.4	72.8
Median Earnings (Second Quarter After Exit)	8,621	9,579	8,819	9,579
Credential Attainment Rate	70.6	71.3	71.3	71.3
Measurable Skill Gains	22.9	50.0	23.1	50.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	60.1	60.7	60.7	60.7
Employment (Fourth Quarter After Exit)	59.4	60.0	60.0	60.0
Median Earnings (Second Quarter After Exit)	3,132	3,480	3,204	3,480
Credential Attainment Rate	65.6	66.3	66.3	66.3
Measurable Skill Gains	24.1	50.0	24.3	50.0

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

See following section.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

Professional development for ES staff is a high priority for Washington State Employment Security Department executive leadership. The first agency goal—to engage and empower staff through focusing on professional development—encompasses technical skills and thorough program and system knowledge. There is also new flexibility to have regular work time for skill building related to the staff's current career pathway, or to sample broader one-stop program experience. Wagner-Peyser (WP) field staff will continue to learn and develop skills, often coordinated with system partners, in order to provide comprehensive basic and individualized career services that best meet the needs of general customers in the fast changing labor market as well as the special needs of customers with barriers to employment. ES designated disability specialists in each one stop will learn and coordinate with co-located or nearby vocational rehabilitation counselors to ensure high quality services are accessible to persons with disabilities.

With few exceptions Washington State WP staff have for years been co-located with Title 1-B programs contractors and other partner programs in local WorkSource centers. Co-location has allowed for daily interaction, expanded knowledge of how to refer customers, professional development through increased learning opportunities, shared group services, and various levels of functional integration for more seamless services. Under WIOA, including amendments to Wagner-Peyser, staff professional development activities will not only focus within the immediate service areas of one stop offices but extend to the larger communities and regions. For example, in significant MSFW-designated offices, outreach staff spend the majority of their time visiting places where MSFWs gather and closely coordinate with other providers to the farmworker population so that high quality services are equitable and proportionate. As a community of practice, MSFW staff learn and increase their professional development within and across Washington's vital agricultural regions through regular program training coordinated through online conferences and with the state monitor advocate. Starting with PY15, the state monitor advocate will be based in Yakima—the epicenter of agricultural for

eastern Washington—instead of at the previous duty station by the state capital in Olympia thereby enhancing communication, support and learning. Furthermore, with seasonal employment most staff will continue to play a critical role in providing meaningful claims assistance in the field along with facilitating reemployment and training connections for MSFWs, especially outside the growing season. Since MSFW staff are often away from the one stop office during the day, supporting them through cross regional work team engagement will continue. Also, reinvigorating the tri-state Pacific Northwest Farmworkers Conference with Idaho and Oregon will be carefully considered. Similar communities of practice will be strengthened through frequent teleconferencing and online learning opportunities to engage both ES and one stop partner staff.

The SWA will establish a state-local level task team to begin addressing necessary professional development activities within available resources. Components of this initiative will include—

1. Review of standardized ES field staff position descriptions in the class series: WorkSource Specialist for identification of knowledge, skills abilities, essential duties and core competencies.
2. Assessment of desirable modifications or enhancements to the class series in light of WIOA purposes and career services activities.
3. Review of existing online and in-person coursework relative to service delivery in WorkSource one stops.
4. By March 31, 2017 establish statewide professional development milestones to address current and future gaps that would deter from staffs' ability to provide high quality services in a dynamic WIOA one-stop environment.
5. A training plan stating training and competency expectations for ES staff within available resources for onboarding and refresher coursework on the SWA online Learning Management System, and on parallel WDC-hosted systems and through in-person training. (EO nondiscrimination, data security, and procedures using the Management Information System are already mandatory recurrent trainings. EO and data security also require refresher training bi-annually and annually, respectively.)
6. Develop system-overview coursework emphasizing WIOA and State and department governance, strategic plan goals, core program goals and indicators of eligibility to facilitate better referrals.
7. Restart ES UI Liaison ongoing training to establish well-trained staff in providing UI claims filing services and capable of clearly communicating claimant responsibilities while simultaneously assisting with meaningful job search assistance.
8. Develop UI eligibility issue awareness among partners in one stops and necessary action steps.

Follow through with the ES WorkSource field division setting the expectation that merit staff will have 2 hours per week on average to pursue required and optional professional development.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

Policy, Data, Performance and Integrity (PDPI) , and combined with UI policy.

The outlook for greater awareness of responsibilities for UI benefits and reemployment services system-wide will precipitate concrete actions to institute more meaningful technology access and services to UI claimants under WIOA amendments to Wagner-Peyser. The new Unemployment Tax and Benefits System (UTAB) was completed in 2017. Already the new generation UI IT system has created customer value through a Secure Access Washington web portal that allows unemployment insurance claimants to view their account information, take significant actions, and view benefit and wage records on personal computers and mobile devices.

The expectation is that all Wagner-Peyser and Title 1-B co-located staff would be trained in referring UI customers to limited but meaningful claims services in the local one stop. UI eligibility training will be provided to all Wagner-Peyser and partner staff so that identification of UI eligibility issues can made and reported through the proper methods.

The Unemployment Insurance Customer Service Division has developed UI eligibility training for WorkSource staff. This new training is expected to start being delivered in early 2020. This training will give WorkSource staff the knowledge necessary to determine if a potential UI issue exists. If they do, then the UI adjudication department will be notified electronically with pertinent information.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

One stops will provide access to claims filing, benefits compliance and reemployment services to UI claimants, especially Limited English Proficient customers, individuals wanting to file a claim and who have apparent disabilities, and some, often older claimants who experience frustration and confusion with online filing, phone and fax technology. Assistance provided in filing claims is beyond the usual self-help options online or through the UI Claims Center Claim Centers main phone line. The UI Division has provided training to staff in one stop offices on basic UI claim filing, weekly claim filing, and general UI topics. Often bi-lingual staff are available to serve customers seeking UI benefits claims assistance who speak limited English. When that is not the case in the one stop office, staff will access the Language Line for real-time interpretive services. The department established a separate priority direct line to the UI Claim Centers Claim Centers for walk-in, one-stop customers. The department has also made available training to all one stop staff on how to assist customers in establishing Secure Access Washington accounts so that they can manager their UI claims through self service.

Meaningful assistance in filing claims in Washington State will be a departure from any characterization of hurried, standalone UI services at WorkSource offices. UI claims assistance draws a significant percentage of walk-in traffic making this a key touch point for introduction to other career services. While offering substantive UI claims assistance, staff are trained to engage customers whenever possible by personally inviting their participation in the spectrum of career services including training options.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Reemployment assistance to UI claimants is predicated on the earliest return to suitable and full time employment. The State's strategy is to assist claimants with timely, accurate benefits to

support work search or, when eligible—retraining. ES staff promote participation in a relevant and robust menu of local job search preparation services applicable to the individual's needs. They help customers engage with the systems' effective job matching tools and many times provide individualized staff assistance. Claimants whose occupations are not in demand or those who have skill gaps are introduced to possible retraining options and federal funding options such as through PELL grants or the WIOA Dislocated Worker program. All claimants potentially eligible and seriously interested in training are offered assistance in formally requesting the continuation of their UI benefits while in approved training referred to in Washington State as Training Benefits (TB). For some, Registered Apprenticeship (RA)—earn-while-learning—careers may be the best opportunity. Some WorkSource offices hold apprenticeship orientations in collaboration with labor organizations or employers to promote opportunities in particular RA trades and offer guidance on preparing for the application process.

Other unemployed, lower-skilled individuals seeking training who may not qualify for weekly UI benefits might qualify for WIOA Adult services or state retraining resources such as Worker Retraining funds, federal training funds tied to Department of Agriculture BFET programs, or special grants such as HHS Healthcare Careers for All. Although these other programs do not provide weekly subsistence benefits they can provide for training costs and some support services such as transportation etc.

In pursuit of the goal of more seamless and fully-integrated career, training and follow up services to UI claimants and other unemployed individuals, a number of WDCs in the state have voluntarily convened with the Employment Security Department and state Workforce Board to explore Integrated Service Delivery (ISD) models. All areas envision greater collaboration and coordination while local conditions may favor piloting a substantially integrated and simultaneous enrollment model in other areas encompassing all programs customers are eligible for such as Title I , Title III, Trade Act and targeted population programs. One hallmark of ISD, as envisioned by the ISD consortium, is building upon functional teams. Function as the primary organizing principle—in contrast to focusing on separate programs and partner organizations—indicates major components of the one-stops such as business services; front-end activities like Resource Room, triage, and workshops; community outreach and marketing; Rapid Response; job training etc. ISD also promises to better leverage staff and administrative resources for leaner, more productive one-stop field operations. Functional teams will continually examine changing customer needs, fill gaps and enhance services, and address apparent and unnecessary duplication of services and processes. Another aspect of ISD in Washington State is extending co-enrollment or possibly simultaneous enrollment for current and future jobseekers accessing WorkSource Services. As envisioned in Washington State co/simultaneous enrollment into multiple programs is the braiding or directing of program resources to provide appropriate services when needed as efficiently as possible. ISD partners will continue working through the technical issues around ISD mainly for WIOA Title I Adult and Dislocated Worker programs, Wagner-Peyser, Trade Act, Jobs for Veterans State Grant, and WorkFirst (TANF Job Search).

Staff trained in triage techniques using open-ended questions and/or assessment tools connect unemployed individuals first to the most likely resources of highest potential value based on indicators they have shared about their personal background, situation and interests. Unemployed individuals entering the system via self-service through WorkSourceWA.com will be encouraged to come in to their nearest one stop center to attend an orientation to system resources and services. Triggered by WARN notices, Rapid Response (RR) teams throughout the state reach groups of affected dislocated workers face to face in most cases. Occasionally layoff

aversion assistance may be possible. In major layoffs this will be in coordination with the Governor's office and state Department of Commerce providing economic development support. The RR teams assist with UI claims information and a broad overview of employment and training resources. TAA events trigger specialized follow up orientations to ensure affected workers understand their rights, critical timelines and how to best access TAA and Trade Readjustment Assistance (TRA) benefits and other critical resources.

WorkSource customers have no wrong door. Although they may first encounter system entities in different ways, the system partners agree formally through WIOA mandated MOUs to connect customers through referrals. When connected to the local one-stop center, customers are routinely encouraged to attend a system orientation. Individuals may choose to receive career assessment and guidance and ask for assistance on any of several topics related to job search or training options. In the first 7 weeks of receiving benefits, UI claimants may be called in for mandatory reemployment services through the RESEA program. Individuals who may be unemployed and not aware of services, or those who have abandoned searching for work, are also sought out through regular staff outreach or public service announcements. The online marketing of job fairs, employer hiring events and free workshops through websites and social media is also motivating customers to participate in services.

Proportionate and equitable services are targeted for Washington State's sizeable migrant or seasonal farm worker population through outreach.

All eligible veterans receive Priority of Service from WorkSource in accordance with the Jobs for Veterans Act and 20 CFR 1010. Core DOL programs ensure that, upon entry, covered persons are aware of reemployment services, program eligibility, and veterans' Priority of Service in employment and training programs funded by the Department of Labor and operated by ES and WorkSource partners.

The department's overall strategy for providing reemployment services to UI and other unemployed individuals encompasses a number of mandatory and optional program partnerships. Under WIA, partnerships evolved and are expected to expand even more with WIOA with an expectation of more seamless service delivery. More integrated service delivery should ideally result in developing an intake process that eliminates redundant assessments and streamlines the customer experience. ESD is leading with local Workforce Development Councils. Other entities with specialized programs serving parents on TANF, Able-Bodied Adults Without Dependents (ABAWDs), MSFWs, homeless, ex-offenders, veterans, dislocated workers, persons with disabilities, and the long-term unemployed when included should increase the number of participants who have defined career pathways and who gain portable skills. All will be better informed and served as Integrated Service Delivery advances.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

UI claimants can receive eligibility assessments and referrals to an array of training and education resources through the Wagner-Peyser Employment Service program. Staff trained in triage techniques use open-ended questions and/or assessment tools to connect unemployed individuals first to the most likely resources of highest potential value based on indicators they have shared about their personal background, situation and interests.

UI claimants can create an account and upload a resume to the state's job match system, WorkSourceWA. Once registered, claimants have access to all of the online features, such as: searching for jobs, identifying employment trends and occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their

resume, having their resume viewable by employers registered in the system, and accessing local education providers and programs.

Claimants whose occupations are not in demand or those who have skill gaps are introduced to possible retraining options and federal funding options such as through PELL grants or the WIOA Dislocated Worker program. All claimants potentially eligible and seriously interested in training are offered assistance in formally requesting the continuation of their UI benefits while in approved training referred to in Washington State as Training Benefits (TB). For some, Registered Apprenticeship (RA)—earn-while-learning—careers may be the best opportunity. Some WorkSource offices hold apprenticeship orientations in collaboration with labor organizations or employers to promote opportunities in particular RA trades and offer guidance on preparing for the application process.

In the first 7 weeks of receiving benefits, UI claimants may be called in for mandatory reemployment services through the RESEA program. Individuals who may be unemployed and not aware of services, or those who have abandoned searching for work, are also sought out through regular staff outreach or public service announcements. The online marketing of job fairs, employer hiring events and free workshops through websites and social media is also motivating customers to participate in services. UI claimants not selected for RESEA may freely pursue any self-service, facilitated self-help, or staff-assisted services which are supported by W-P funds, or any career services also supported by WIOA Title I Adult or Dislocated Worker funds for those eligible.

Washington Administrative Code WAC 192-180-005 requires UI claimants to register for work with WorkSource. The claim filing process does this automatically. There are exceptions to this rule such as claimants on standby, partially unemployed individuals, or members of a union participating in a union referral program. Occasionally domestic violence issues may exempt claimants worried about the security of their whereabouts and personal data. Also, claimants approved for training are usually registered for work in the WorkSource system, but it is not a state requirement for everybody in this category.

ES field staff are supported by the RESEA and Wagner-Peyser Statewide Programs Operator statewide with technical training in identifying potential UI eligibility issues and submitting Report of Potential Issues (RPI) to UI adjudicators. Claimants assigned to RESEA receive a single directive which is followed up by staff for compliance. Whenever the directive is not followed, and the reason is deemed not acceptable, staff submit a RPI to the Unemployment Insurance Division.

All WorkSource orientations in one-stops with co-located ES staff regularly promote awareness of training for career pathways in demand and the spectrum of training support programs at the federal, state, and local level. Some sites provide regular UI workshops for Commissioner Approved Training (CAT) and state Training Benefits (TB) (extends benefits while in approved training with state funding up to 26 additional weeks). ES, WIOA Title 1-B or local community and technical college workforce education staff provide information, referrals, guidance and application assistance.

Some college workforce education departments have staff co-located or scheduled to assist customers at one stops with information on ETPL-approved education and training programs, entrance requirements, and application procedures. WIOA Adult and Dislocated Worker program staff often help assess and refer potentially eligible individuals for training and assist with the application process. WIOA Title 1-B staff commonly acknowledge ES staff as a valuable source of referrals for training.

A few ES staff have co-location assignments at their nearby community and technical college and are enhancing communications about employment assistance available from WorkSource partners for those completing training. This investment ensures that training is not the only focus but a means to attaining the goal of training-related employment.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

MSFWs are an essential part of our agricultural industry, which serves as one of the top sectors in Washington State. While their contributions to our economy are well recognized, many of these individuals face a myriad of barriers, including access to stable housing, immigration status, educational attainment/access, and access to affordable health care. Throughout the past ten years, there have been a couple of reports that speak to farmworkers needs in Washington State, including:

- The 2012 report, "On Common Ground: Meeting The Need For Farmworker Housing in Washington State," which communicated the need for the State to invest in housing projects that support local workers and their families access permanent housing and non-local workers and their families access seasonal housing.
- The 2015 report, "Farm Work Group Report," which summarized agricultural labor and industry meetings that communicated the needs of agricultural employers and farmworkers related to labor supply, wage complaints and retaliation, sexual harassment, pesticide drift and farmworker housing. In the report, there was consensus on numerous administrative solutions including: 1) the need to find methods to better measure and understand labor shortages; 2) the need to study methods for increasing domestic participation in the agricultural industry; and 3) recommendations that the development of permanent and seasonal farmworker housing be supported through loan programs and other incentives.

The reports referenced are informative and speak to the needs of farmworkers that likely parallel the needs of farmworkers nationwide. As it relates to national studies that inform our state perspective, The Aspen Institute recently published a report titled, "Exchange: The Future of Work & Agriculture." The report analyzed current economic trends in agriculture and offered policy recommendations aimed at helping our workforce adjust to the future of agriculture. Key recommendations made in this report include expanding broadband access on U.S. agricultural land to allow for the adoption of precision technologies that make growers more competitive in a global economy and greater availability of training for farm managers and workers to learn how to use new technological tools and navigate increasingly complex regulatory requirements. In Washington State, workforce system partners in agricultural areas are starting to recognize this need and responding by partnering with agricultural employers to develop incumbent

worker training and apprenticeship opportunities aimed at upskilling existing adults and youth in mechanized fields in agriculture. One community college in our state has also invested in the development of a certification program aimed at educating orchard supervisors on how to navigate state and federal law requirements while learning best practices.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

(2) An assessment of the agricultural activity in the State means:

1. **identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity;**

ESD's Labor Market and Economic Analysis Division publishes an annual agricultural workforce report. In its most recent 2017 report, it stated that Washington remains one of the top states in terms of average annual covered agriculture employment with 97,810 in 2017, a 2.6% annual increase when compared to 75,763 in 2007. The agricultural industry's significance to Washington's economy is far-reaching, with 35,700 farms covering 14.7 million acres having agricultural production valued at $10.6 billion in 2017. The top commodities within our vibrant agricultural industry are led by the apple industry, which accounts for 70 percent of US production. The top 10 commodities in Washington based on data reported by USDA's National Agricultural Statistics are: 1) apples; 2) milk; 3) wheat; 4) potatoes; 5) cattle; 6) hay; 7) hops; 8) cherries; 9) grapes; and 10) eggs. Of those top commodities, there are several that require the support of a significant seasonal labor force, including apples, potatoes, hops, cherries and grapes. Other top commodities in the state that are dependent on a seasonal labor force include asparagus, berries, onions, and pears. Like construction, agricultural work is seasonal, with crop activities peaking from June through October, depending on the commodity and activity in question.

Agricultural employers in Washington state consistently communicate that their primary concern is access to a legal and stable workforce. The increase in the agricultural workers in Washington has not met demand, which has increased usage of the H-2A program. Table 1 provides the number of H-2A applications and workers requested for Washington state as reported through ESD's 2017 Agricultural Workforce Report. When compared to 2007, the number of applications submitted in 2017 increased by more than 700 percent, while the total number of H-2A workers requested in the state increased by more than 1,000 percent. The increased demand in H-2A along with the states limited ability to administer this demanding program led to adoption of SB 5438 which creates the Office of Agricultural and Seasonal Workforce Services intended to implement a field check system that aims to enhance technical assistance to agricultural employers and farmworkers while forming a committee that provides recommendations for strengthening domestic worker recruitment.

Table 1. H-2A applications submitted and workers requested

YEAR	WA Employer Applications Submitted	Percent Change	Workers Requested	Percent Change	US Employer Applications Submitted	Percent Change	Workers Requested	Percent Change
2007	26	N/A	1,688	N/A	7,740	N/A	80,413	N/A
2008	34	30.80%	2,513	49.90%	8,096	4.60%	86,134	7.10%
2009	30	-11.80%	1,882	-25.10%	7,857	-3.00%	91,739	6.50%
2010	25	-16.70%	2,981	58.40%	7,378	-6.10%	89,177	-2.80%
2011	18	28.00%	3,182	6.70%	7,361	-0.20%	83,844	-6.00%
2012	33	83.30%	3,953	24.20%	8,047	9.30%	90,362	7.80%
2013	55	66.70%	6,194	56.70%	8,388	4.20%	105,735	17.00%
2014	82	49.10%	9,047	46.10%	9,405	12.10%	123,528	16.80%
2015	114	39.00%	12,125	34.00%	10,339	9.90%	145,874	18.10%
2016	146	28.10%	13,148	8.40%	8,684	-16.00%	172,654	18.40%
2017	210	43.84%	18,920	43.90%	10,097	13.99%	206,156	19.40%

Agriculture is susceptible to several economic and natural factors. For example, employers have communicated negative impacts from major shifts in weather patterns. According to the 2015 Drought and Agriculture study published in February 2017, a drought cost Washington State agriculture an estimated $633 to $773 million when considering crop losses, diminished quality and lower yields. Change in trade has created economic uncertainty for many agricultural employers over the last year. Agricultural employers have expressed concerns about changes impacting long-standing relationships abroad that will be difficult to repair or shift without suffering an economic loss.

A growing trend attributed to multiple factors including lack of access to reliable labor, increased operating costs and heightened regulatory scrutiny is the growth of large farms. Small farmers have struggled to remain competitive in this environment. As farms have grown, the number of farms overall has declined.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

MSFWs in Washington State are a diverse population, and their needs are equally different. In this state, the group consists of refugees and asylees from multiple countries, Mexican nationals, and indigenous groups of numerous regions of Mexico and Central America with unique languages and customs. Most speak Spanish, but other languages are prevalent such as Russian

and Triqui. The majority are seasonal workers, although migrant workers are still known to travel to our state from states like California to work during peak crop seasons, most commonly in cherries and apples.

For all service providers, including ESD, an ongoing challenge is to adequately enumerate the service population of MSFWs. This has particularly been the challenge for health care providers trying to establish baseline resources for community farmworker clinics. There are several studies that have produced varying estimates of seasonal farmworkers in Washington, strengthening the notion that a precise measurement of the number of MSFWs is difficult to obtain. The Northwest Regional Primary Care Association published a 2011 Farmworker Population Profile showing about a 30-70 split between 71,860 migrant and 157,400 seasonal farmworkers in Washington for a total of 229,260 MSFWs. Meanwhile, the 2012 U.S. Census indicates that there were 199,649 MSFWs in Washington State (workers hired for a term of less than 150 workdays).

4. OUTREACH ACTIVITIES

Washington state is classified as an MSFW significant State by the DOL. We are in the top three States in the nation in terms of number MSFWs served. As a result, regulations require ESD to hire specialized staff dedicated to conducting outreach activities to MSFWs on a full time, year-round basis in offices designated as significant MSFW one-stop centers. ESD exceeds that minimum expectation by allocating knowledgeable and resourceful outreach staff in all 6 of our MSFW significant one-stop centers while extending capacity to 3 WorkSource affiliates offices to support our WorkSource system's ability to connect with MSFWs that may otherwise not access our services. The table below provides a list of MSFW outreach positions and the areas they serve. ESD will continue to evaluate and adjust how to best deploy MSFW outreach staff during the performance period given the changing dynamics within the workforce system, the formation of the office of agricultural workforce services and the evolving needs of our agricultural community. Any changes made will be done in consultation with internal divisions, partners and stakeholders.

Table 2: PY 2015 Outreach Positions by WorkSource Office

WorkSource Office (City)	Serving Significant Agricultural Counties	MSFW Staff FTE
WS Skagit (Mount Vernon)	Skagit, Whatcom	1.0
WS Central Basin (Moses Lake)	Grant, Adams	1.0
WS Okanogan County (Omak)	Okanogan/North Douglas	1.0
WS Wenatchee Affiliate	Chelan/South Douglas	1.0
WS Yakima	Yakima, Kittitas	1.0
WS Sunnyside Affiliate	Yakima	1.0
WS Columbia Gorge (White Salmon) Affiliate	Klickitat/Skamania	0.5
WS Columbia Basin (Kennewick)	Benton/Franklin	1.0

WorkSource Office (City)	Serving Significant Agricultural Counties	MSFW Staff FTE
WS Walla Walla	Walla Walla	1.0
	Total	8.5

ESD's planned outreach contact targets for PY 2019 are shown below in Table 3. MSFW outreach staff are expected to report on a quarterly basis on their efforts to contact, inform, and educate MSFWs. These outreach efforts may include, but will not be limited to, contacts with local public Spanish and English media such as television, radio, newspapers, classroom training sessions, community service agencies and religious organizations, and places where MSFWs live, work or gather. MSFW outreach staff will also visit labor camps, employer sites, public housing, businesses and educational institutions to locate and provide services to farmworkers that traditionally do not visit WorkSource offices. MSFW outreach staff may work flexible schedules during critical harvest periods to meet the demand for services, or during the winter when contacting MSFWs may be better accomplished in the evening.

WorkSource MSFW outreach staff are expected to partner with our WIOA 167 grantee OIC of Washington to provide services to agricultural employers and MSFWs that are consistent with ESD's mission of providing communities with inclusive Workforce solutions that promote economic resilience and prosperity.

While not captured as part of our outreach targets, it should be noted that ESD's Spanish Language Outreach Manager coordinates an average of 14 outreach events with the Mexican and Peruvian Consulate, the Workforce Development area directors, and local MSFW staff. Each event is conducted in significant agricultural areas, drawing an average of 300 people per day.

Table 3: PY 15 Planned/Projected MSFW Outreach Contacts & Days by Month and Office

Office	FTE	Contacts	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Skagit	1.0	Contacts	75	75	75	75	50	50	50	50	75	75	75	75	800
		Days	15	15	15	15	10	10	10	10	15	15	15	15	160
Wenatchee	1.0	Contacts	100	100	100	100	100	50	50	75	75	75	75	100	1000
		Days	15	15	15	15	15	10	10	10	10	10	10	15	150
Moses Lake	1.0	Contacts	75	75	75	75	50	50	50	50	50	75	75	75	775
		Days	15	15	15	15	10	10	10	10	10	10	10	15	131
Okanogan	1.0	Contacts	75	75	75	75	50	50	50	50	50	50	50	75	725
		Days	15	15	15	15	10	10	10	10	10	10	10	15	145
Yakima	1.0	Contacts	300	300	300	200	100	50	50	100	100	100	200	200	2000
		Days	13	13	13	10	8	8	8	8	10	10	12	12	125

Office	FTE	Contacts	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Sunnyside	1.0	Contacts	250	250	250	100	100	50	100	100	200	200	200	200	2000
		Days	12	13	14	12	8	7	7	8	8	12	12	12	125
White Salmon	0.5	Contacts	30	30	30	30	30	30	30	30	30	30	30	30	360
		Days	6	6	6	6	6	6	6	6	6	6	6	6	72
Walla Walla	1.0	Contacts	100	100	100	100	50	50	50	50	75	75	100	100	950
		Days	15	15	15	15	10	10	10	10	10	10	15	15	150
Kennewick	1.0	Contacts	150	150	150	125	80	80	80	80	80	100	100	125	1300
		Days	14	14	14	13	8	8	8	8	8	10	10	10	125

One area ESD will work to better define over the following performance period is the development and implementation of indicators and/or targets that communicate results produced beyond an outreach contact. By better communicating the connection between outreach to reportable services provided to our customers – specifically services reported through our management information system – we will be in position to better articulate value or identify areas needing improvement.

See previous section.

ESD is committed to the development of its personnel. A great example is what is known as professional pathways, an apprenticeship style in-training plan implemented in 2017 that gives staff the ability to grow professionally within the organization. This plan is designed as a three-stage learning journey. Stage one is the WSS1-WSS2 stage, where employees are introduced to programs, services and resources to be successful at the very basic level. Stage two is the WSS2-WSS3 stage, which is designed to provide a general working knowledge of all the resources, programs, partners and other advanced concepts like Human Centered Design and LEAN, as well as developing an understanding of partners and community-based organizations. The third stage is the final learning stage in the current plan, the WSS3-WSS4 level. In this level, the participants are taught in-depth program and service knowledge while being asked to perform more of the tasks as a knowledgeable participant, supported by initiatives like the Customer First Initiative and integrated thinking/application. In terms of training elements that impact service delivery to MSFWs, it incorporates the use of WorkforceGPS website videos such as: MSFW outreach training, the State Monitor Advocate system and the job service complaint system. Additionally, it incorporates elements of our state's internal processes: the MSFW program handbook, the H-2A program handbook, the complaint process, outreach ride alongs, and the NFJP website. Via this process, all ESD employees gain a deep understanding of how to serve and better meet the needs of our MSFW population.

ESD's professional pathways in-training plan incorporates several service delivery programs and services including those provided at WorkSource offices to UI claimants. Our outreach staff are also part of local teams that problem solve on UI claimant issues experienced at WorkSource offices while providing UI meaningful services.

In addition to the previously mentioned professional pathways in-training plan, outreach workers will attend conferences and training available to all staff and partners. Our outreach professionals participate in an annual agricultural conference aimed at staying current on the ever-changing landscape of the agricultural industry and enhancing partnerships with other organizations.

OIC of Washington and the State Monitor Advocate have a full Memorandum of Understanding (MOU) in place. This MOU ensures continued collaboration between ESD and our NFJP grantee, OIC of Washington. Throughout the state, ESD's outreach personnel and NFJP staff collaborate by assisting each other with outreach. They also participate in various events where information is shared on the services available to the MSFWs at our WorkSource centers. The NFJP grantee is made aware of the monthly Agricultural conference call and is invited to participate by sharing outcomes, challenges, and ways of reaffirming our continued collaboration.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

1. **How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;**

ESD's Employment Connections Division maintains a team of program operators delegated the responsibility for overseeing statewide operation and coordination of key employment programs, services and populations, including services to MSFWs, served within the local one-stop delivery system. This team provides guidance, in part, through regularly scheduled monthly statewide conference calls, and more often, as needed, during the agricultural harvest season. Our program operator team, in collaboration with our WIOA 167 Title 1 Grantee and field staff, facilitates an annual training session for supervisors and key outreach staff in advance of the agricultural season.

As required by 20 CFR Subpart B, 653.101, ESD will ensure that "each one-stop center must offer MSFWs the full range of career and supportive services, benefits, and protections, and job and training referral services as are provided to non-MSFWs." All MSFWs who visit a WorkSource center will be informed of the various types of employment and training services and social services available in their community and in other parts of the state in alignment with local service delivery standards applied for all customers. Services are enhanced by bi-lingual/bi-cultural staff in significant MSFW WorkSource centers. This staffing model is important because outreach staff are hired as full time, year-round outreach experts who shall diligently work to create greater awareness of the workforce system in the community. It is critical that at the very minimum, in significant MSFW WorkSource centers, adequate bilingual staff be hired to meet the need of those MSFWs being served.

Depending on their individual needs, MSFWs will also be given training options offered through the state-formula WIOA programs, adult and youth, community colleges, and state agency programs. Concurrent enrollments with partner agencies and colleges are assessed for individuals who may benefit. A key partner in these efforts is the WIOA 167 grantee, the National Farmworker Job Program (NFJP), which is currently the OIC of Washington. Their offices are mostly co-located in key significant MSFW WorkSource centers. The training

pathway for ESL, high school equivalency certificates, and career and technical education (vocational training) is primarily through partnering with the WIOA 167 grantee and community colleges. Community colleges in some agricultural areas continue to provide Integrated Basic Education Skills Training (I-BEST) for higher-level ESL adults. The I-BEST model has dual instructors for language and vocational skills leading directly to a variety of certificates (e.g., CDL, welding, office technology) and agricultural or non-agricultural jobs. In acknowledgment of the value of ESD and ABE classes, UI allows claimants to count ESD, ABE, or GED classes as documented in-person job search activities if approved by WorkSource as part of the reemployment plan, and their progress is monitored by WorkSource administrators.

To fill skill gaps, our WorkSource partnership offers on-line work skills improvement training modules through the Microsoft e-learning library and GCFGlobal.org. Nearly all significant MSFW WorkSource centers offer Spanish computer literacy classes, which have seen higher participation rates every year during the winter months. This experience has introduced MSFWs to digital media and a new world of information – some for the first time in their lives. The computer classes have helped digitally illiterate customers use computers and gain much needed keyboarding skills. Some have progressed to Microsoft Word and Outlook. Students are encouraged to attend Job Hunter workshops offered in Spanish. The plan is to continue the computer workshops in significant MSFW WorkSource centers like Kennewick, Omak, Wenatchee, Yakima, and Sunnyside and integrate soft skills learning with other more traditional WorkSource services. In support of technological advances, ESD has in place an all-Spanish Facebook/EmpleosWashington page to share information for job seekers and employers. The number of followers is steadily growing, with an even higher number of daily viewers.

To strengthen the integrity of services provided to MSFWs within the one-stop system, ESD is currently facilitating the movement of our State Monitor Advocate to our Policy, Data, Performance and Integrity Division. This new strategic alignment will give the State Monitor Advocate more autonomy by working closely with our Workforce Monitoring and System Performance teams that provide oversight of workforce system partners in Washington State. This movement will also give the State Monitor Advocate the ability to work closely with the new Director of the Office of Agricultural and Seasonal Workforce Services who, in addition to administering the H-2A and H-2B foreign labor certification programs, will carry some responsibilities tied to the Wagner-Peyser Act including conducting field checks on H-2A employers, processing H-2A related complaints, implementing the discontinuation of services process and providing technical assistance to growers and agricultural workers.

1. **How the State serves agricultural employers and how it intends to improve such services.**

Our local workforce systems led through the guidance of our local Workforce Development Councils offer a menu of services that include worker retraining resources, apprenticeship development, outreach, hiring events and job fairs. All this work is done to meet agricultural employers where they are in a manner that does not overburden them with services that they don't need or result in too many workforce system partner touch points.

Workforce system partners continue to adopt continuous improvement strategies that are data-driven, with several leveraging customer relationship management systems to capture data for services delivered that may otherwise not be captured for employers that choose not to create a registration in our WorkSourceWA. By adopting such technology, we hope to capture services to agricultural employers who may not be reliant on conducting recruitment through our system but may be interested in other opportunities that allow them to upskill their workforce or enhance the operation of their businesses.

At a state level, ESD also offers a variety of services to all employers including, shared work for layoff aversion, labor market information, support navigating the H-2A program and tax incentives. ESD continues to work with workforce system partners to maximize our workforce system's services to our employers.

The State Monitor Advocate and strategically placed outreach staff serve as ambassadors for the Wagner-Peyser complaint system, promoting this process to employers and the general public. They actively promote the complaint system through their outreach efforts with organizations that serve farmworkers and employers. Within WorkSource centers, customers are also informed of their right to file a complaint through posters and brochures that are displayed.

As part of the implementation of the Office of Agricultural & Seasonal Workforce Services, ESD will evaluate the current state of the complaint system to maximize the publication and integrity of the complaint process. It is anticipated that these additional resources invested by Washington State (which amount to approximately $3.2 million over a biennium), with guidance from a committee made up of agricultural industry and labor advocates, will enhance the visibility and operation of the complaint system. As part of this process, ESD will look to collaborate with Workforce system partners to ensure awareness of the complaint system is broadened.

In Washington State, 100 percent of employers that use the ARS participate in the H-2A program. While ESD has made efforts in the past to promote the ARS, employers not participating in H-2A communicate that they prefer not to be part of a voluntary system that subjects them to more regulatory scrutiny when they can recruit for agricultural workers outside of the workforce system.

As it relates to employers that participate in the ARS as part of the H-2A program, ESD expects to enhance operation of the ARS with the implementation of the previously mentioned Office of Agricultural & Seasonal Workforce Services by implementing a robust field check system for participating employers and by enhancing the integrity of the domestic worker recruitment, referral and hiring processes. ESD expects to publicize aspects of the ARS as part of the implementation of this new office to employers, workers and stakeholders.

6. OTHER REQUIREMENTS

A. COLLABORATION

In addition to the previously referenced MOU with our NFJP provider, OIC of Washington, ESD has three agreements that support our ability to serve MSFWs. Our Data Sharing Agreement

with the Department of Labor and Industries (L&I) supports ESD's ability to respond to discontinuation of services requirements under the Wagner-Peyser Act and ESD Policy 4060 by allowing L&I the ability to share when an H-2A employer has been notified by a final determination to have violated an employment law. Receiving this information positions ESD to discontinue services to employers that do not comply with employment laws.

Another important contract is our MOU between ESD, the Washington State Department of Health (DOH) and the Washington State Department of Labor and Industries (LNI) concerning temporary agricultural worker housing. As part of its administrative duties associated with the H-2A program, ESD is required to verify that a preoccupancy housing inspection occurred, and that housing assured by the employer is, in fact, available and meets the full set of standards set forth in applicable federal regulations. DOH and LNI work in collaboration with ESD to assure verification of licensing and inspection of all participating H-2A housing. Overall, the agreement meets expectations set by DOL while leveraging each agencies' expertise in a manner that enhances worker access to adequate housing.

On August 24, 2018, leaders from ESD and the Consulate of Mexico in Seattle signed a Memorandum of Cooperation formalizing their partnership to help Mexican nationals understand their rights to employment and unemployment services in Washington. Through the agreement, ESD and Consulate of Mexico set standards for collaboration so that more Mexicans and Mexican Americans are aware of and benefiting from Washington's workforce programs. Among other things, the agreement is intended to facilitate responses by ESD staff to employment-related complaints or concerns received by the Consulate of Mexico staff. ESD anticipates maintaining both agreements during the planning period.

As ESD continues to build more relationships and continuously improves services to MSFWs and agricultural employers, we will continue to pursue agreements as demonstrated above that facilitate service delivery and access for all.

B. REVIEW AND PUBLIC COMMENT

ESD has solicited AOP feedback from our NFJP grantee, MSFW groups, public agencies, agricultural employer organizations, farmworkers, employers and other interested parties. ESD will archive communication soliciting feedback from all stakeholders and will provide documentation verifying this solicitation upon request to avoid providing a long list that would unnecessarily extend this document.

One formal comment was received by the president of the Washington State Tree Fruit Association during the 30-day comment period. The comment acknowledged our challenge in assessing the size of the agricultural workforce in our robust economy. The commenter stated that the office of the State Monitor Advocate is well-positioned to collect and report information on how many agricultural workers may be changing industries and the factors that may be attracting individuals to consider work outside agriculture. Such information has been stated to be useful to employers seeking to retain workers in agriculture and policymakers attempting to assess the shortage of domestic farmworkers.

ESD agrees that assessing the size of the agricultural workforce is an on-going challenge. We will continue to engage on this issue with the support of our Labor Market and Economic Analysis team and our new Office of Agricultural and Seasonal Workforce Services.

C. DATA ASSESSMENT

The State Monitor Advocate reports on progress toward meeting equity and minimum service level indicators on a quarterly and annual basis. The equity measures compare key services delivered to MSFWs compared to Non-MSFWs while the minimum service indicators require reporting on key measures such as outreach contacts per staff, timely processing of complaints, number of MSFWs placed in a job, etc. Washington State has consistently met or exceeded most requirements, a trend we expect to continue during this performance period.

One concerning trend observed is the decline in the number of MSFWs served, as reported to DOL, over the last six years, as shown in Table 4. The number of MSFW job seekers getting staff-assisted services followed the same statewide trend as Non-MSFW staff-assisted customers between PY 2012 and 2018. Between this period, all customers receiving staff-assisted services decreased by 64.7%. The number of MSFWs receiving staff-assisted services decreased by 68.7%. It's difficult to discern one root cause of this downward trajectory, but three factors do contribute. First is the strength of Washington State's economy as the unemployment rate has steadily declined to record lows indicating a higher level of employment. Second, is the increased use of the H-2A program, which demonstrates a stronger reliance on a foreign workforce that would not be captured in our system. Third, is the implementation of WorkSourceWA in 2016, which requires that MSFWs first create an online account before being considered a participant. Such a requirement has reduced our staff's ability to get credit for services provided to MSFWs, who often report having no e-mail address or access to a computer.

While a decline has been observed in terms of the number of customers receiving staff-assisted services, it should be noted that a larger number of customers have benefited from WorkSourceWA's self-service model when compared to our previous system, Go2WorkSource.

Table 4: Staff Assisted Services for MSFWs and Non-MSFWs from PY 2012 - PY 2018

	2012	2013	2014	2015	2016	2017	2018
Non MSFW	271,436	203,905	151,278	150,818	97,278	93,635	99641
MSFWs	14,239	12,257	10,614	8,165	5,082	4,309	4135

ESD is presently evaluating options for enhancing our management information system. The State Monitor Advocate and our program operations teams will continue to collaborate to identify solutions that better enhance access to all customers, including MSFWs.

D. ASSESSMENT OF PROGRESS

Many milestones that were achieved during the previous performance period in alignment with our previous AOP plan. Here are some highlights:

- Enhanced partnerships – Our agreements developed with key partners such as our NFJP grantee and the Consulate of Mexico have enhanced our ability to leverage resources to farmworker populations.
- H-2A administration – Despite receiving limited resources from DOL, we have continued to process all H-2A contracts on time and pass a bill with bi-partisan support intended to enhance field presence in a manner that better serves our agricultural employers and our farmworkers.
- MSFW Outreach – We continued to administer MSFW outreach services with dedicated staff. Our progress is reported on an annual basis to DOL. While we continue to find ways to improve services delivery, we are pleased with our outreach team's ability to extend services to our MSFW community.
- Professional Pathways – We implemented a professional pathways model that extends our staffs ability to serve MSFWs in our WorkSource centers and via outreach.

During our following performance period, our work will focus on defining value-added services via outreach, maximizing collaboration with our newly formed Office of Agricultural and Seasonal Workforce Services, expanding the capturing of services to MSFWs and achieving full implementation of our professional pathways.

E. STATE MONITOR ADVOCATE

Our State Monitor Advocate, Rene Maldonado, was part of a team that developed the AOP. He has reviewed and approved this plan.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued;	Yes

The State Plan must include	Include
4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	68.5	68.5	69.0	68.5
Employment (Fourth Quarter After Exit)	67.3	67.3	67.8	67.3
Median Earnings (Second Quarter After Exit)	7,150	7,150	7,225	7,150
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

The Washington State Board for Community and Technical Colleges (SBCTC) is responsible for administering the adult basic education components of the Workforce Innovation and Opportunity Act of 2014 – Title II Adult Education and Family Literacy Act. The elements of this plan were developed with guidance from the governor-appointed Adult Education Advisory Council (AEAC) in support of Governor Jay Inslee's *Results Washington* initiative, the Higher Education Coordinating Board's *Ten-Year Roadmap*, the State Board for Community and Technical Colleges' *Strategic Plan*, the Council of Basic Skills', *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for Adults' (BEdA) *Shared Vision, Principles, and Goals for Collaboration*

Guidance Agreement, and Washington state's *Talent and Prosperity for All (TAP): Washington's Operational and Program-Specific Workforce Plan Components* and *Key Strategic Priorities.*

In Washington, an estimated 685,000 adults lack basic education or English language skills. Meanwhile, the bar to get a living-wage job is getting higher. Of the 740,000 job openings expected in Washington state in the near future, more than two-thirds will require at least some education beyond high school. Our residents need basic foundational skills to secure living-wage jobs, just as employers need skilled employees to thrive.

Our adult basic education programs collaborate with workforce and social service partners to ensure students gain skills and access resources. Services provided under Titles I, II, III, and IV of the Workforce Innovation and Opportunity Act (WIOA) are integrated to the greatest extent possible to tightly align training and support services to the realities of today's job market and the needs of our students and clients.

Our work is strategically aligned to and informed by our SBCTC Vision, SBCTC Education Division Mission, and the Basic Education for Adults (BEdA) Title II Vision, Mission, Values, and Goals statements.

SBCTC VISION

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.

SBCTC EDUCATION DIVISION MISSION

The Education Division is committed to promoting the rights, welfare, and institutional needs of all students to access equitable educational opportunities. We create inclusive learning environments by advocating for and supporting high-quality, evidence-based, rigorous education and career pathways to prepare a future workforce for a rapidly changing economy.

BEdA MISSION

Basic Education for Adults works collaboratively to offer culturally responsive and equity focused college and career pathways that address barriers and enable students to obtain meaningful employment, meet workforce needs, and reduce economic disparities.

BEdA VALUES

Basic Education for Adults' work is guided and informed by our commitment to:

- Students' cultural capital: voice, experience, perspective
- Diversity, equity, inclusion: racial, economic, and social justice
- Quality: collaborative, evidence-based innovative pathways

Our success is measured by the success of our students.

BEdA GOALS

1. Intentionally review, develop and implement culturally responsive policies and practices that promote racial and economic justice.
2. Implement and scale equity-focused, comprehensive, and innovative college and career pathways to accelerate student completion and advance racial and economic justice.

3. Provide students with the equity-focused navigational and support services needed to create and follow a college and career pathway plan that identifies the funding and resources needed to reach their goals.
4. Create and strengthen inclusive instructional practices that honor and support the diverse needs of all students while maintaining academic integrity that ensures college and career readiness.
5. Guide and support culturally responsive and equity-focused instructional practices that accelerate student completion to certificates, one year of college plus a credential, degrees, and living wage employment.
6. Develop and offer culturally responsive coursework that is contextualized to college and career pathways leading to high school completion, postsecondary education, and living wage employment.
7. Create and maintain strategic partnerships and alliances to leverage local resources and support integrated service delivery.
8. Create an environment that values and respects the diverse identities and strengths of students and empowers individuals to claim their personal agency.

Washington State has been on the forefront of innovation and acceleration of student success in basic skills instruction, particularly due to our pioneering work in developing uniquely effective and accessible college and career pathways. Our programs continue to be instrumental in creating an educational foundation that places our eligible individuals on clearly articulated and accelerated pathways to success. The 2017-2022 Washington State Plan for Adult Education and its integration into the larger Washington State WIOA Plan focuses on foundational practices enabling the design and implementation of exemplary basic skills college and career readiness pathways for the 21st Century.

1. **Aligning of Content Standards. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).**

In October 2014, Washington State officially adopted the College and Career Readiness Standards (CCRS) for all Basic Education for Adults programming funded under WIOA. The implementation of the CCR Standards provides clear expectations for students and the guidance needed to improve curriculum and instruction. It also identifies the professional development required to help staff develop expertise to implement the standards. The CCR Standards strategically link basic education for adults, postsecondary education, and the world of work. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and employment in the 21st Century.

The SBCTC ran an open competition on March 5, 2017 to identify providers for the 2017-2022 grant period. The 2023-2027 competition will follow the same process. Each eligible organization desiring a continuation submits an annual Grant Continuation Application. Then, per the guidelines for the federally required yearly continuation plan under WIOA, every provider is required to submit a grant continuation plan that details how the provider is implementing WIOA activities. The plan must include as a minimum the scope, content, and

organization of the local activities listed below and provide assurance of alignment with local Workforce Development Council's regional plan and goals.

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to family wage jobs. Plans must include:
    - Implement the CCR Standards in all programming;
    - Integrate employability skills training and instruction in all courses at all levels;
    - Implement integrated employment and training activities such as I-BEST into all Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) instruction;
    - Integrate reading strategies instruction at all levels in all courses;
    - Expand the teaching of numeracy, speaking, and listening into all levels of both Adult Basic Education (ABE) and English Language Acquisition (ELA) programming; and,
    - Integrate problem solving in technology-rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and,
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

To support implementation of local initial and continuation plans, all providers have access to system-wide professional development annually. Providers outline a plan to engage faculty and staff in system-wide program and professional development leadership activities that provide guidance for critical implementation of the requirements of WIOA. The following professional and program development activities are in place through 2022:

2014-2022

- Team Teacher Training for all programming (ABE, ELA, HS +, Foundational pathway On-Ramps to I-BEST, I-BEST@Work, and I-BEST) to support integrated employment and training activities for future and incumbent workers;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- Adult Numeracy Training;

- Innovation in IET and IELCE supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Reading Apprenticeship training to prepare students for college-level instruction;
- Contextualized integrated employability skills training;
- Development and implementation of Guided Pathways; and,
- Diversity, Equity, and Inclusion training.

This plan will be updated with professional development activities for 2023-27 following the grant competition in 2023.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

The SBCTC ran an open competition on March 5, 2017 to identify providers for the 2017-2022 grant period and will follow the same process to run an open competition for 2023-2027. Each eligible organization desiring a continuation submits a Grant Continuation Application annually containing required information and assurances, including:

- A description of how funds awarded under AEFLA will be spent to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently with workforce training and employability skills. All activities identified in Section 203 WIOA are eligible for funding.
- A description of cooperative arrangements the eligible provider has with local one-stops and other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
- A plan detailing the implementation of the required WIOA Activities as listed in section 4.1.

The SBCTC will spend no less that 95 percent of the funds for carrying out adult education and literacy activities, and the remaining amount will be used for planning, administration, personnel development and interagency coordination.

Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

Washington's SBCTC Office of Basic Education for Adults ensures equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program, such as adult basic education, and promotes the ability of such students, teachers, and beneficiaries to meet high standards.

The office also ensures equitable access to, and participation in, all projects and activities conducted with federal adult education funds. Programs address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to programming and participation, including those based on race, gender, sexual orientation, color, national origin, disability, and age.

Eligible Providers

An eligible provider is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. Eligible providers for grant funding may include but are not limited to the following:

1. Local education agency;
2. Community-based organization or faith-based organization;
3. Volunteer literacy organization;
4. Institution of higher education;
5. Public or private nonprofit agency;
6. Library;
7. Public housing authority;
8. Nonprofit institution that is not described in 1) through 7) and has the ability to provide literacy services to eligible individuals;
9. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1) through 8)
10. Partnership between employers and an entity described in 1) through 8)

Notice of Availability

SBCTC announces the availability of funds through the internet via the SBCTC website.

Process

Those interested in applying for SBCTC Adult Basic Education Funding must:

- Submit a letter of intent;
- Access the SBCTC Online Grant Management System (OGMS) and develop a formal response to each section of the application; and,
- Submit fully completed applications electronically to the SBCTC through (OGMS) by the designated submission date.

Evaluation of Applications

Proposals are reviewed by a team of experts from SBCTC and/or other partner organizations. The review of applications is based on the completion of the requested information in the narrative, budget, and assurances as well as completion of required forms and comprehensive implementation of all WIOA requirements, both state and federal. Criteria for scoring proposals is based on the following AEFLA requirements:

- The degree to which the eligible provider will establish measurable goals;
- The degree to which the eligible provider has the ability to place and navigate all students along a clearly defined, comprehensive, guided college and career pathway;
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 161WIOA, the success of an eligible provider

receiving funding under this subtitle in meeting or exceeding suchperformance measures, especially with respect to those adults with lower levels of literacy;

- The commitment of the eligible provider to serve individuals in the community most in need of literacyservices, including individuals who are low-income or have minimal literacy skills and those individuals withbarriers to employment, access to opportunities for employment, education, training and support servicesthey need to succeed in the labor market;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses research-based instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading strategies and comprehension, numeracy, solving problems in technology rich environments, and employability skills;
- Whether the activities are built on a strong foundation of research and effective educational practice;
- Whether the activities effectively employ advances in technology, as appropriate, including the use of computers and blended learning resources;
- Whether the activities provide learning in real life, college and career contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- Whether the activities are staffed by well-trained instructors, counselors, and administrators;
- Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
- Whether the activities offer flexible schedules and support services (such as child care and transportation) as needed to enable all students, including individuals with disabilities or other special needs, to attend and complete programs;
- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- Whether the local communities have a demonstrated need for additional English literacy programs.

In addition, to ensure that providers meet the WIOA requirements, proposals are evaluated by evaluation teams on their ability to:

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Develop individual career and education plans for each individual served that includes funding available to support educational goals;

- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point, and AA/BA degrees leading to living-wage jobs. Plans must include:
    - Implementation of the CCR Standards in all programming;
    - Integration of employability skills training and instruction in all courses at all levels;
    - Implementation of integrated employment and training activities (IET) such as I-BEST into all IELCE instruction;
    - Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and
    - Integrate problem solving in technology rich environments at all levels of instruction.
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

Teams comprised of two adult education and workforce leaders and one SBCTC policy associate/program administrator rate applications. The applications are reviewed and independently rated by each member of the team to determine an average score. In order to be considered for BEdA Master Grant funding, BEdA Master Grant applications must receive a minimum average score of 102 or higher. In order to be considered for IELCE funding, IELCE Grant applications must receive a minimum average score of 17 or higher. Final recommendations for approval are determined based on ratings ensuring support for Title II services is available across the state.

In addition, in February 2017, the State Board for Community and Technical Colleges (SBCTC) met with all WDC directors across the state to clarify the roles and responsibilities of all partners in the review of Title II AEFLA grant applications and to train WDC directors and board leads on the feedback process. Feedback forms were developed and jointly agreed on and a conflict of interest agreement was completed for all reviewers. As a result, all Title II applications were approved for alignment with local industry sectors. Subsequent MOUs and collaborations continued throughout 2018-2019. The same process will be followed for the 2023-2027 competitive grant process.

PURPOSE and Methodology for Distribution of Federal ABE/IECE Funds

Washington's Federal ABE/IELCE funding formula aligns with the BEdA and the governor-appointed Adult Education Advisory Council's (AEAC) visions, missions, values, and goals in support Governor Jay Inslee's *Results Washington* initiative, the Higher Education Coordinating Board's *Ten-Year Roadmap*, the State Board for Community and Technical Colleges' *Strategic Plan*, the Council of Basic Skills, *Washington State Council for Basic Skills Work Plan 2017-2020*, the Washington Workforce Association (WWA) and Washington State Basic Education for

Adults' (BEdA) *Shared Vision, Principles, and Goals for Collaboration Guidance Agreement*, and Washington state's *Talent and Prosperity for All (TAP): Washington's Operational and Program-Specific Workforce Plan Components* and *Key Strategic Priorities.* The intent is to serve more students and serve them more efficiently in order to transition them as quickly as possible to postsecondary education and living-wage careers.

In 2014, the Washington state WIOA Title II funding methodology shifted the funding formula from a regional need based demographic methodology (based solely on census data) to a service and performance-based formula giving equal weight to service/access and to performance. The past state plan and federal funding formula did not recognize providers that expanded service to serve more students, nor did it include any metrics on performance. The FY17-FY22 and the FY23-27 formulas shift funding from regional demographics towards providers enrolling more students and increasing the numeracy, literacy and college and career readiness skills of participants. This service and performance-based formula is focused on increasing the number of students being served and the quality of that service.

FUNDING PRINCIPLES

The following funding principles were developed as a result of comprehensive input from all stakeholders through statewide forums, online surveys, and provider groups in FY13 and FY14.

- Funding needs to be transparent and credible;
- Formula should be based on objective criteria (not local negotiations or regional need);
- Formula should incent transitions to postsecondary education;
- Formula should be data-driven, focused on increased access (FTEs) and increased success for students (Student Achievement Points [SAI]). Both total points and points per student should be considered; and,
- Providers must have capacity to spend allotted performance money effectively.

METHODOLOGY*

Funds are distributed based on a pro rata share among providers for the following (3-yr avg. of data):

- <u>50% Performance based</u>
    - 10% Transitions
    - 20% Total Student Achievement Points
    - 20% SAI points per student
- <u>50% FTE Enrollment</u>

**Providers seeking funding for the first time will be awarded base funding calculated only on the proposed number of students to be served (enrollment). In years 2-5 funding will be awarded based on both performance and enrollment.*

Special Rule

If SBCTC implements any rule or policy relating to the administration or operation of a program that imposes a requirement not demanded by Federal law, SBCTC shall identify the rule or policy as being imposed by SBCTC.

Adult Education and Literacy Activities (Section 203 of WIOA) Adult education;

Literacy;

Workplace adult education and literacy activities; Family literacy activities;

English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; or

Integrated education and training that—

1. ***Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and***
2. ***Is for the purpose of educational and career advancement.***

All services provided under Title II of this plan accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and life- sustaining jobs and support vital families, communities, and economies across Washington.

In Washington state, Basic Education for Adults (Title II) is being integrated as the foundations of the state's guided pathways development and implementation. In the above model, when a student tests into basic skills, they are assessed for skill levels, and whether or not a high school credential is needed. Their goals, interests, and meta-major (or broad industry sector or career pathway--like healthcare or business) are identified and a Title II and/or Workforce Development Council navigator assigned. Funding and support services are then identified and an educational plan created. The earliest English language acquisition and basic skills learners are placed in foundational programming that are based in contextualized instruction and contextualizes college and career readiness to the different meta-majors available at the college. Then, when students are ready, they move into the college-level certificate or degree program within that meta-major. I-BEST is offered as a core of each meta-major at this level, providing the added academic and navigational support students need to be successful. Students in need of a high school credential are co-enrolled for dual credit in HS+, or receive their HS diploma upon completion of their two-year degree. Job search support is then provided by the local WorkSource center.

Description of Allowable Activities Overview

Washington's adult basic education programs address the needs of adult learners as they strengthen local communities and businesses. Adults who lack the skills and knowledge to fully participate in, contribute to, and benefit from Washington's postsecondary education system and economy are eligible to access adult education services in a variety of settings across the state. Core services are offered at all locations to adult learners who meet the federal eligibility requirements for enrollment. These learners:

- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law;
- Lack sufficient mastery of basic educational skills to function effectively in society;
- Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; and/or,

- Are unable to speak, read, or write the English language.

Beginning in July 2015 under the Workforce Innovation and Opportunity Act (WIOA), adult education and literacy activities were expanded to include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, and integrated education and training.

Comprehensive interventions are designed to address skill and knowledge deficits across the levels defined in Title II of the Workforce Innovation and Opportunity Act of 2014.

Vision and leadership for this system of services comes from the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC is advised about issues related to students' career pathway goals by the Workforce Training and Education Coordinating Board (WTECB).

SBCTC is also advised and supported by the Washington State Adult Education Advisory Council (AEAC), which meets four times each year. This body was created by the legislature in 1991, and its members are appointed by the state governor to represent agencies, partners and sectors. Represented entities include: a current or past Title II student, an Adult Basic Education provider, community-based organizations, employers, libraries, unions, the Department of Commerce, the Department of Corrections, Community and Technical Colleges, the Department of Health and Human Services, the Employment Security Department, the Governor, the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Washington Workforce Association (WIBs), and the Workforce Training and Education Coordinating Board (state WIB). The AEAC was the first officially certified state advisory council when it was recognized by the U.S. Department of Education in March of 1997.

Building on policies and initiatives created through this comprehensive system of advising, coordination and support, providers leverage success using innovative processes that have gained recognition in formal research among colleagues and funders across the nation as well as from the President Obama. These processes unify and inform the delivery of Adult Basic Education (ABE) courses, English Language Acquisition (ELA) instruction, and high school credential programs. Following are examples of research-based innovative practices that support the implementation and scaling of college and career pathways that accelerate student completion and foster economic growth.

The Comprehensive Integrated Basic Education and Skills Training (I-BEST) Pathway

Professional/technical and academic programs at all 34 colleges provide adults with skills, knowledge and certificates/degrees through innovative education and career pathways that lead to employment, additional education and success in their workplaces, families, and communities– all contributing to a stronger workforce and society.

I-BEST – Foundation for Innovations in Teaching and Learning at Every Level

Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work and college readiness skills so students earn credentials, get living wage jobs, and put their talents to work for Washington's employers. This innovation successfully challenges the traditional notion that students must complete basic education *before* starting to earn credits in job-training or academic programs.

I-BEST pairs two instructors in the classroom – one to teach professional and technical or credit-bearing academic content and the other to teach basic skills in areas of reading, math, writing or English language. I-BEST programs develop skills in the contexts of specific jobs and

college programs, enabling students to move through college, earn credentials, and get jobs faster.

This research-based program was named a Bright Idea by Harvard's John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as the most significant innovation in the last 20 years. According to a December, 2012 report by the Community College Research Center, I-BEST programs provide benefits that justify additional costs.

Research conducted separately by the Community College Research Center and the Workforce Training and Education Coordinating Board found that I-BEST students outperform similar students enrolled in traditional basic skills programs. I-BEST students are:

- 3 times more likely to earn college credits.
- 9 times more likely to earn a workforce credential.
- Employed at double the hours per week (35 hours versus 15 hours).
- Earning an average of $2,310 more per year than similar adults who did not receive basic skills training.
- More than 5,000 Washington students are enrolled in I-BEST programs annually.

I-BEST is being replicated and implemented across the country. Washington's community and technical collegesystem has provided information and assistance to 33 other states seeking to adopt I-BEST and similar programs. These include Minnesota, Indiana, Oklahoma, Wisconsin, Illinois, Kansas, Kentucky, North Carolina, Alabama, California, Colorado, Connecticut, Georgia, Louisiana, Maryland, Mississippi, New Mexico, Oregon, Rhode Island, Maine, and Texas.

In support of expanded access to I-BEST pathways, the SBCTC Website provides all stakeholders including students and workforce partners with 24/7 access to a data base that provides current and detailed information on the I-BEST programs available across the entire state and connects them with the local contacts for additional information.

Contextualized Instruction leading to I-BEST – Increasing Transitions from Levels 1, 2 and 3

Funded providers use key elements of I-BEST programs, e.g., contextualization, team teaching, enhanced student services, and articulated college and career pathways, to increase the speed at which students master basic, ELA, and employability skills at federal levels 1, 2 and 3. Contextualized Instruction options include, but are not limited to:

-
    - Programs focused on career clusters or pathways;
    - Partnership efforts between colleges and community-based organizations and local workforce development councils (WIBs);
    - I-BEST@Work projects for incumbent workers that partner providers, employers and WIBs;
    - I-DEA (Integrated Digital English Acceleration) that delivers ELA instruction using a flipped classroom model with 50% of instruction online.

Students in contextualized instruction classes are able to acquire the skills needed to transition to basic skills education classes at federal levels 4-6 and/or I-BEST pathways. High School + (HS+), Washington's competency-based high school diploma program which awards credit for prior learning, military training, and work experience, functions in combination with I-BEST as a dual credit program, allowing students to earn college credits that count toward Washington state high school graduation requirements.

Professional/Technical I-BEST – Moving Students from Levels 4, 5 and 6 to Postsecondary Success in Professional/Technical Programs

Students who function primarily at federal levels 4 – 6 can be served in Professional/Technical I-BEST programs that result in recognized certificates leading to progression along a defined educational and career pathway. These programs are available at every Washington community and technical college, often in partnership with local community-based organization and increasingly as part of the education services at state correctional facilities.

Expanded Professional Technical and Academic I-BEST Programs – Moving Students from Levels 4, 5, and 6 to Postsecondary Success in Academic Programs

Expanded Professional Technical I-BEST and Academic I-BEST programs employ the same strategies as professional technical I-BEST. They apply these strategies to credit-bearing classes along 2-year degree pathways and ensure accelerated student progress through higher levels of adult education and precollege education and transition into 2-year degree programs. Students in Washington state completing a two-year degree also earn a Washington state high school diploma.

Expanding Options for High School Credentials – Diplomas and Equivalencies

In light of changes to options for acquiring high school credentials made by the federal government and the growing importance of these certificates and high school diplomas, Washington state has expanded the options available to adults. Our goal is to ensure that adult learners acquire the necessary credentials by gaining the knowledge and skills demanded in the workforce and required for postsecondary success.

Toward that end, Washington will continue to award state certificates linked to the recognized high school equivalency state exam. In addition, the state will continue to support two pathways to diplomas awarded by colleges that address different populations and have been in place for many years. Adults can earn a diploma through a high school completion program or request a diploma at the time they are awarded a two-year degree.

To ensure that adults have access to a rigorous, affordable high school diploma program that reflects the knowledge, skills, and experience of adults and provides equity pedagogy and curricula, Washington's High School+ (HS+) expands the pathways offered by community and technical colleges and community-based organizations with a comprehensive, competency-based approach tailored to adult learning styles. HS+ is for adult learners (18 years of age and older) who do not have a recognized high school diploma. It is designed to move adults into I-BEST programs or other postsecondary training and education and to provide the skills needed to support lifelong learning. The program awards credit for prior learning, military training, and work experience. Because it's competency-based, students can move quickly as outcomes are met, saving both time and money.

Programs are encouraged to pilot and implement additional evidence and research-based strategies for college and career pathways that meet the goals of this plan.

The Workforce Innovation and Opportunity Act (WIOA) implementation has offered the opportunity to create the workforce development system that will serve Washington's employers and current and future jobseekers for decades to come. WIOA further defines and expands targeted services that accelerate the progress of adults along well-defined pathways to college and career readiness that lead to postsecondary certificates/degrees and living-wage jobs and support vital families, communities, and economies across Washington. All Basic Education for Adults providers are required to develop a grant continuation plan annually to demonstrate strategies for full implementation of WIOA.

To guide this work, Basic Education for Adults continues to partner with the Washington State Workforce Training and Education Coordinating Board (WTECB) established by the Governor as the guiding body for the development of a combined state plan and implementation of WIOA across the four core programs, TANF, and Perkins V. This work continues to be led by the State Workforce Board (WTECB) at the state level and the regional Workforce Development Councils (WDCs) at the local level with representation from all core programs. In addition to guiding the implementation of WIOA, agencies are committed to ensuring that the implementation fully supports Governor Inslee's three fundamental goals:

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

Under their guidance, transition efforts for Title II, Basic Education for Adults in Washington has been able to fully implement the requirements of WIOA. In October 2014, Washington State officially adopted the College and Career Readiness Standards (CCRS) for all Basic Education for Adults programming funded under WIOA. The implementation of the CCR Standards provides clear expectations for students and the guidance needed to improve curriculum and instruction. Implementation also identifies the professional development required to help staff develop expertise to implement the standards. The CCR Standards strategically link basic education for adults, postsecondary education, and the world of work. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and employment in the 21st Century.

Every provider is required to submit a grant continuation transition plan annually that details how the provider has fully implemented WIOA activities. The plan is required to include as a minimum the scope, content, organization of the local activities listed below and provide assurance of alignment with local Workforce Development Councils' regional plan and goals.

- Implement and scale effective college and career pathways that accelerate student completion and foster economic growth;
- Guide and support transformational instructional practices that accelerate student completion to diplomas, high school equivalency, certificates, the Tipping Point (one year of college plus a credential, and AA/BA degrees leading to living-wage jobs. Plans must include:

o Implementation of the CCR Standards in all programming;

- Integration of employability skills training and instruction in all courses at all levels;

- Implementation of integrated employment and training activities such as I-BEST into all IELCE instruction;
- Integration of reading strategies instruction at all levels in all courses;
- Expansion of the teaching of numeracy, speaking, and listening into all levels of both ABE and ELA programming; and,
- Integration of problem solving in technology-rich environments at all levels of instruction;
- Support one-stop centers through in-kind services/funding;
- Support alignment of workforce investment, education, and economic development;
- Improve labor market relevance;
- Improve the structure of service delivery; and,
- Increase prosperity; employment, retention, earnings, and the attainment of recognized postsecondary credentials.

To support implementation of local WIOA continuation plans, all providers have access to system-wide professional development. They have also been and will continue to be provided with a plan to engage faculty and staff in system-wide program and professional development leadership activities that provide guidance for critical implementation and expansion of the requirements of WIOA. The following professional and program development activities are in place:

2015-2020

- Team Teacher Training for all programming (ABE, ELA, HS+, Contextualized Instruction, and I-BEST) to support integrated employment and training activities;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- Adult Numeracy Training;
- Innovation in IET and IELCE supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Reading Apprenticeship training to prepare students for college-level instruction;
- Contextualized integrated employability skills training;
- Development and implementation of Guided Pathways; and,
- Diversity, Equity, and Inclusion training.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Corrections Education Title II programming in Washington State is funded through state funds and a biannual contract with the Washington State Department of Corrections. No Title II funds

are spent on Corrections Education. Corrections Education will continue to be funded with state dollars on an on-going basis as it has been for decades.

The average justice-involved individual entering a Washington state prison scores at an eighth-grade level or lower in basic literacy skills. Roughly half are unemployed, and nearly a quarter lack a verified high school diploma or high school equivalency certificate. In order to meet the educational and employment needs of offenders, the Department of Corrections contracts with the Washington Community and Technical Colleges to provide basic skills, job training certificate and degree programs, and AA/AAS degrees at each of the state's 12 adult prisons, with the goal of making inmates more likely to obtain viable jobs and thus less likely to return to prison. During this past year, nearly 8,587 incarcerated individuals participated in educational opportunities offered by Washington state community and technical colleges.

Students in Washington's College in the Prisons programs have access to the same quality programs as offered on our community college campuses. AFELA Title II funds are not used to fund prison programs. As stated above, all Correction Education programs in Washington are funding through a contract with the Washington Department of Corrections. In 2011-12, the Integrated Basic Education and Skills Training (I-BEST) model was piloted in the Specialty Baking program at Clallam Bay Corrections Center. Currently four I-BEST programs are up and running in correctional facilities with plans to significantly expand I-BEST and dual credit options in the next year. In addition to I-BEST, Washington's College in the Prisons programs offer the same programming as traditional Basic Education for Adults and workforce training programs in the community and technical college system. Washington state currently has two two-year degree programs operating on private funds at two institutions and three Second Chance Pell Pilots in operation at three institutions.

Programming in correctional facilities include:

- Adult Basic Education
- High School+ (HS+) and equivalency
- Vocational programming
- English Language Acquisition/Integrated Digital English Acceleration (I-DEA)
- Limited AA degree programs
- Offender Change programs
- Re-entry navigational services on-site in all facilities and in eight community and technical colleges and one university

On average, inmates who participate in correction education programs have 43% lower odds of returning to prison than inmates who do not, according to a 2013 study by the RAND Corporation.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Washington state establishes its IELCE programs through a multi-year competition in accordance with Sec 231(c) of WIOA. The SBCTC ran an open competition on March 5, 2017 to

identify providers for the multi-year 2017-2022 grant period. The 2023-2027 multi-year competition will follow the same open competitive process. Applicants can choose to apply for 243 funds in combination with applying for AEFLA Master Grant funds or as a standalone application.

In applications for the funds, providers demonstrate how programs will serve English language learners in IET pathways like I-BEST in accordance with the requirements of section 243. Providers can choose at the time of application for Title II funds to also apply for 243 IELCE funds, or apply for 243 funds only. Choosing this option opens a new IELCE application. Providers must in their applications describe how IELCE funds will ONLY be used in combination with Integrated Education and Training as defined in WIOA Section 203(11). Providers must also detail how IELCE pathways provide students with the opportunity to earn certificates and degrees with meaning in the workforce or career advancement leading to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

I-BEST and I-BEST @ Work are the statewide initiatives that providers can offer to meet IELCE program design requirements. Providers in their applications must propose what type of IELCE programming they will offer, how the funds will support it, and how specifically their IELCE pathways are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. They can demonstrate this by describing their I-BEST and/or I-BEST @ Work programs, or they can describe any IET program of their own design, provided that it meets the requirements of section 203(11) and the additional requirements of 243(a).

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Since July 1, 2017, full implementation of integrated employment and training activities such as I-BEST or I-BEST@Work have been required to be implemented into all Integrated English Literacy and Civics Education (IELCE) instruction. This will continue under the 2023-2027 grant. All IELCE Programs are required to be implemented in combination with integrated education and training activities. Programs are monitored on an on-going basis to ensure compliance. IELCE is required to support the development of co-enrolled integrated employment and training activities (e.g., I-BEST, I-BEST@Work, incumbent worker training, etc.). I-BEST is designed for English language learners (and other individuals with basic skills needs) – the team teaching contextualizes English language and other basic skills to training for a living wage, in-demand job. Local programs collaborate with their WDCs to provide joint navigational and wraparound supports and additional employability skills support.

Application for Extension of Integrated English Literacy and Civics Education of Current Providers

In addition to the annual continuation application for the BEdA Master Grant, the SBCTC requires an annual continuation application for IELCE programming. Each eligible organization selected under the open competition in 2017 and subsequent continuation applications, submitted an application containing required information and assurances, including:

- A description of how Integrated English Literacy and Civics Education funds awarded under AEFLA will be spent;
- A description of cooperative arrangements the eligible provider has with local one-stops and other agencies, institutions, or organizations for the delivery of adult education and literacy activities; and,
- A continuation plan detailing the implementation of the required Integrated English Literacy and Civics Education WIOA Activities to be provided.

The 2023-27 competitive competition for IELCE and corresponding continuation applications will follow the same process.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

Washington state's combined plan addresses the activities that are required and permissible to be undertaken to meet the requirements of Section 233 of WIOA to promote transitions from adult education to postsecondary education and training through career pathways. Under the combined plan, all Basic Education for Adults providers are required to use funds made available under section 222(a)(2) for the adult education and literacy WIOA activities including the four new required national leadership activities to develop or enhance the adult education system across the state.

(e.1) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

All funded providers were required to detail the process that is used to collaborate with all stakeholders and align Basic Education for Adults programming in their 2017-2022 competitive grant and this process will remain in place for the 2023-2027 competition. They are required to develop plans with all partners named in the combined state plan. These plans are updated annually in their grant continuation applications. Eligible providers must provide services in alignment with local plans detailing how they will promote concurrent enrollment with Title I programs and activities in order to meet the state adjusted levels of performance and collect data to report on performance indicators. In addition, all providers are required to describe how they will fulfill one-stop responsibilities in their region. As members of local Workforce Development Boards, local providers participate in ongoing plan development and implementation of WIOA.

The following transition activities have been underway since 2014 in Washington to meet the four newly required state leadership activities requirements of WIOA:

1. The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the combined state plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities. The following activities have been completed or are underway in support:

- The Washington State Workforce Training and Education Coordinating Board (WTECB) established a highly inclusive committee structure to identify key areas of work and implementation planning. Basic Education for Adults is represented on each of the

committees with local providers being engaged as needed. The committees include:

- Steering Committee: members include WTECB, Business, Labor, all core programs, Chief Local Elected Officials (CLEO), TANF, and the SBCTC. This committee's work includes creating the WIOA vision and goals, state and local plan development, state policies and guidance to facilitate integrated services development, funding formula guidance, One-Stop certification and evaluation criteria, oversight of work plans and timelines, facilitation of communication state-to-state, local-to-state, local-to-local, and among WIOA implementation committees, and state legislative issues.
- Committee for Sector Strategies to Close Skill Gaps in the Workplace: members include WTECB, Educational Service Districts (ESD), Business, Labor, all core programs, Washington Workforce Association (WWA), Commerce, CLEO, SBCTC, and the Office of the Superintendent of Public Instruction (OSPI).This committee's work includes regional designation and governance, data analysis, local workforce development council designations, local board configuration, and sector strategy and industry engagement.
- Committee for Performance Accountability and Eligible Training Provider List (ETPL) Committee: members include WTECB, BEdA, DVR, Department of Services for the Blind (DSB), WWA, business, labor, and all core programs. This committee's work includes alignment of current systems to WIOA for all core programs, establishment of procedures for WIOA performance target setting, alignment of ETPL with WIOA, and the development of performance criteria for Youth and On the Job Training (OJT) programming.
- Committee for Education and Career Pathways through Integrated Service Delivery Models: members include WTECB, business, labor, all core programs, all relevant DSHS divisions, Commerce, NASCAP, OSPI, SBCTC, L&I/Apprenticeship, WWA, local and state stakeholders, and other industry partnerships.

1. In addition to Washington's WIOA committee structure, the following activities are in place to meet the alignment requirement. These activities include:

- Annual BEdA system-wide trainings on the development and implementation of college and career pathways. These trainings were developed and expanded to support WIOA and the state plan requirement to implement college and career readiness pathways for all basic skills students;
- SBCTC in collaboration with the Office of the Superintendent of Public Instruction (OSPI) facilitated work sessions with regional core program partners. Thirteen regional sessions were completed in the twelve WDC regions;
- WDCs facilitated work sessions on WIOA collaboration at the summer and fall 2015 Council of Basic Skills (CBS) meetings;
- Washington's Governor appointed Adult Basic Education Advisory Council (AEAC) has worked on an on-going basis to identify, develop, and expand the establishment of local shared navigational support systems to students. This has resulted in a state-wide *Student Aid Funding Guide for Navigators, Advisors, Coaches, & Pathway Planners.*

Washington state implements quality programs and professional development to support all BEdA state initiatives through various means. All development of required and permissible activities and dissemination of instructional and programmatic practices are based on the most rigorous and scientifically valid research on reading, writing, speaking, mathematics, English language acquisition, distance education, IET and IELCE, and staff training. Federal leadership dollars are granted to providers in support of required professional and program development initiatives that include:

- Washington's adoption in October 2014 of the College and Career Readiness (CCR) Standards as the basis for all instruction. 2014-2027 has and will continue to focus on extensive training on the CCR Standards. Full implementation was accomplished as of 2017. Annual training continues with system-wide professional development provided;
- Integrated Digital English Acceleration (I-DEA), which is a hybrid instructional model based on the flipped classroom, providing problem solving activities in technology rich environments. Students have access to laptop computers, Chromebooks, or tablets by which they complete 50% of their instruction online prior to attending class. Curriculum including language acquisition, rights and responsibilities of citizens and workforce training is thus available around the clock for ELA levels 1-3. Unlike traditional approaches in which students must learn English *before* pursuing job-training, I-DEA teaches English in tandem with college and career skills. This program has intensive training and implementation component in addition to on-going program support from SBCTC;
- IELCE and IET supporting the development of co-enrolled integrated employment and training activities (I-BEST) as well as math at all levels;
- Team teacher training for all programming (ABE, ELA, HS+, On-Ramp to I-BEST, I-BEST@Work, and I-BEST) to support integrated employment and training activities;
- Contextualized instruction training centered on the CCR Standards, integrated employability skills, and reading strategies;
- Culturally responsive curriculum development and curriculum equity audits;
- Technology in flipped classroom instruction to integrate technology and employability skills development at all levels;
- LINCS Adult Numeracy Training;
- Reading Apprenticeship training and implementation, which has continued in Washington State as a strategic instructional model throughout Adult Basic Education and college programming, incorporating the essential components of reading specific to adult learners' needs;
- Adult Numeracy Training, which is conducted annually in support of mathematics instruction for increased rigor of programing in order to prepare students for college and career pathways;
- Technology and the flipped classroom model training to enhance faculty skills in the use of instructional technology for distance education and student skill development in solving problems in technology rich environments;

- Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies;
    - Online management system training on the use of CANVAS for faculty and staff wanting to enhance instruction with technology in the classroom;
    - Accessibility Micro Courses and Open Educational Resources (OER 101) training to faculty and staff to ensure that materials developed are open and accessible;
    - Instruction/curriculum development in problem solving in technology rich environments. Initiatives currently under way that support this work include:
        - I-DEA (Integrated Digital English Acceleration), which has transformed ELA instruction using a flipped classroom model and 50% online instruction.
- Ability to Benefit (AtB) workshops to encourage AtB site-specific adoption practices so that Ability to Benefit is scaled concurrently with the creation of pathways for adult learners;
- Basic Skills/Developmental Education Integration summits to give providers time to plan integration of pre-college programming and services to better serve basic skills students in pathways;
- I-BEST, IET, IELCE work sessions to help providers consider how I-BEST, IET, and IELCE functions in Guided Pathways, especially through co-enrollment in HS+ and I-BEST;
- Professional Development sessions with a focus on bringing equity to basic skills students by expanding I-BEST, IET, IELCE pathways and co-enrollment in HS+; and
- Competency-based instruction trainings for faculty, deans, directors, registrars, navigators, and advisors to increase transition of BEdA students into postsecondary education and career pathways.
- Contextualized integrated employability skills training; and,
- System-wide training on implementing the flipped classroom model significantly increasing access to online learning opportunities.

Technical Assistance

Washington State BEdA provides technical assistance in a variety of formats. First is through our professional development efforts focused on areas that need enhancement or improvement to meet WIOA requirements and improve student learning and results based on professional development evaluations, monitoring visits, desk audits, and input from providers. This professional development is offered both face-to-face as well as virtually through the Canvas learning management system or web conferencing. Secondly, Washington state responds to provider phone and email questions through our WABERS+ Helpdesk and directly by staff within 24 hours of the receipt of a question or request for guidance. Generally, this technical assistance guidance is swift and a reminder of established policy and procedure is included. When the guidance enters into new or revised policy, once the provider is informed, the new information is sent to all providers in the state. Finally, if a provider needs in-depth assistance or guidance in multiple areas that require staff involvement, Washington State staff travel to

meet face-to-face with the provider to work through the issues and provide guidance and technical support training on best practices and workable solutions.

This technical assistance can be triggered in several ways. First is a quarterly desk audit turns up an anomaly, the provider is contacted and technical assistance is provided. These quarterly reviews of performance in conjunction with the annual state review inform the professional development offered statewide. Secondly, providers contacting the Washington state staff with questions is the most usual way technical assistance is initiated. State staff will answer the question directly, confer with State staff content experts, OCTAE, NRS, or, when necessary, pull the full state team together. The provider is then given the answer and when appropriate the whole field is provided guidance on the topic. Finally, our four-year monitoring cycle and any follow visits the review program issues are a large source of technical assistance. Monitoring gives the provider an opportunity to look at all their process, procedures, and practices, share them for review, and the receive commendation, recommendation, and corrective action from the State staff. These visits are conducted face to face and are really a conversation and learning opportunity for the providers as Washington State staff ensure compliance.

Monitoring of required and Permissible Leadership Activities and Professional Development

The SBCTC BEdA staff align all professional development work to the Title II state plan vision, mission, values and goals and WIOA Title II requirements to ensure the outcomes for each training are clear to participants, outlined on the agenda, and support the needs of the system. Professional development topics are developed based on how best to support the field as a result of information gained through our very thorough and on-going monitoring process.

Washington state conducts monitoring and evaluation of programs through several approaches and uses the input from monitoring to develop professional development. All programs receiving Federal leadership dollars are involved in these processes:

- On-site Program Review and Technical Assistance Visits are conducted by BEdA staff with on a four-year rotation. One quarter of are programs are visited each year for a full review. Follow-up visits and corrective action are provided as needed.
- Quarterly desk audits are performed for all providers. Any concerns are followed up with the providers by BEdA staff. Technical assistance is provided and corrective action is issued when appropriate.
- All requests for technical assistance are documented and providers receive the guidance and assistance necessary to ensure they are in compliance with policy both state and federal.
- All professional development trainings and workshops are evaluated with an electronic evaluation tool by all participants after each happening.

Washington State reviews program and state level performance in relationship to offered required and permissible professional development. Washington state staff performs this process to verify that professional development provided positively influences performance in targeted areas.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

(e.2) Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The State may use funds on one or more of the following permissible activities of State-wide significance:

- The support of State or regional networks of literacy resource centers.
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
- Developing content and models for integrated education and training and career pathways. H. R. 803—192
- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
- The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
- Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers. (H) Activities to promote workplace adult education and literacy activities.
- Identifying curriculum frameworks and aligning rigorous content standards that— (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I) State adopted academic standards. (II) The current adult skills and literacy assessments used in the State or outlying area. (III) The primary indicators of performance described in section 116. (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.
- Developing and piloting of strategies for improving teacher quality and retention.
- The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels. (L) Outreach to instructors, students, and employers.
- (M) Other activities of statewide significance that promote the purpose of this title.

F. ASSESSING QUALITY

In addition to the WIOA Common Performance Measures, the monitoring and evaluation of the quality of, and improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the state include the following current efforts in Washington:

- Quarterly desk monitoring by SBCTC to identify coding issues, system reporting and program outcomes;
- Biennial Data for Program Improvement (DPI) projects by each provider with the results being shared at various venues, e.g., Council for Basic Skills, committee meetings, trainings etc. Annually, providers are required to include local WDC and one-stop partners in DPI research;
- Annual focused professional development based on system need, demonstrated through program monitoring visits and provider requests. Professional Development is offered regionally on topics related to the full implementation and continuation of WIOA required programming elements. Each session is followed with participant evaluation, which is reviewed and implemented to improve future training. Also, SBCTC maintains full participant lists for all trainings to review and gauge provider participation and penetration on the topics;
- SBCTC also conducts program monitoring visits for each provider every four years and provides ongoing technical assistance. In addition, regular fiscal reviews are done for all funded programs; and,
- Washington State has established a nationally recognized, comprehensive Student Achievement Initiative(SAI) and performance accountability system comprised of measures to assess the effectiveness of all eligible agencies in achieving continuous improvement in adult education and literacy activities. The Student Achievement Initiative measures levels of performance against the core indicators in the Workforce Innovation and Opportunity Act and builds upon the Workforce Training and Education Coordinating Board Performance Management for Continuous Improvement (PMCI) system.

We also assess the quality of our professional development system. (See Leadership e.2 above.) The State runs a variety of professional development activities based on WIOA technical and instructional priorities. We use professionals from the system to assist in developing and running these professional development activities, which are offered in both face-to-face and virtual formats. To assess the activities, we:

- Distribute, collect, and review participant evaluations for each training. These are used to gauge the usefulness and relevance of the training to the attendees' work and other topics they would like to see. This feedback is then used to improve future offerings and inform the next year's professional development.
- We review the number of participants registered and attending the trainings. This is used to identify interest, penetration of topics with local programs, and effectiveness of outreach. This then informs topics, offering locations, and methods dissemination in the future.

- Yearly we have programs write a narrative report and include the professional development their staff attended, how this informed and improved their work with students, and ideas for future training. This is used to review the usefulness of topics to providers and improve the offerings and delivery for the next year.

Eligible Agency Performance Measures

The primary core indicator for measuring the effectiveness of adult education programs is performance in increasing the basic skills and college and career readiness of participants during each program year.

Federal student functioning level criteria are defined in the College and Career Readiness Standards (CCRS). These describe what the basic skills adult learners need to know and be able to do at each Adult Education and English Language Acquisition (ELA) level. Basic skills providers and WIOA partners use high school credit accrual or CASAS as the instrument to standardize protocols for accurately and consistently measuring substantive gain within and completion of Educational Functioning Levels (EFLs).

Performance measures consist of the core performance indicators that at a minimum measure the following:

- Demonstrated improvement in or completion of EFLs in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement; and,
- Receipt of a secondary school diploma or its recognized equivalent.

Data is collected and reported through the Washington Adult Basic Education Reporting System (WABERS+). This provides valid, reliable, and consistent data for evaluating performance by all providers.

Upon entry into adult education and literacy programs, all basic skills adults participate in orientation and goal-setting and are screened with the CASAS appraisal exam or placed based on the number of high school credits the individual has upon entry. Students' assessed entry levels are rarely the same for each discrete content area. For reporting purposes, each student's entry competency level is their lowest EFL.

Local providers document initial placement, substantive gains, achievements, and completions of basic skills EFLs using mandated standard assessment protocols defined in the Washington State Adult Basic Education Assessment Policy. Data on Follow-up Measures (SPLs, HSD/HSE, entered postsecondary education/training, entered employment, and retained employment) as well as wage progression are obtained through data matching and will be available one year or more after an individual student's actual participation in adult education and literacy programs.

The Washington State Legislature requires basic skills providers to calculate and report on a quarterly basis "substantive gains" in basic skills EFLs demonstrated by all participants. Substantive gains are defined as completion of an EFL, completion of a contextualized learning project, and/or the attainment of skills associated with a subject area within an EFL.

The SBCTC Research Department in collaboration with BEdA has developed an extensive series of dashboards that provide data on student and course enrollment, demographics, and student progress and completions customized to the reporting for Title II. The information is available

in dashboard formats with multiple years. This provides access that allows Title II providers, students, the public, and workforce stakeholders 24/7 access to program data. Dashboards give system, provider, and program level data in both aggregate and disaggregated formats. SBCTC Research also provides focused analyses on Title II topical issues and conducts policy research on BEdA programming that can be used by both the BEdA Office and local providers to monitor programs.

Optional – Additional Indicators

Moving students up in the world – Washington's nationally renowned Student Achievement Initiative (SAI) rewards colleges and approved community-based organization (CBO) providers for moving all students further and faster in college and increasing student success. Providers earn a portion of their funding based on results, not just enrollments. Providers earn points and funding when students reach key academic momentum points, such as significant basic skills gains, attaining a high school diploma or equivalency certificate, finishing college-level math, completing the first year of college, or earning a degree or certificate. The goal is to propel students to and through the "tipping point" – the level of education that means the difference between struggling in a low-wage job and having a viable career.

Moving students past basic skills and into college – The new approach recognizes that students who have below high school level math, reading and English language skills have a more challenging educational journey. Under this approach, basic skills students who reach academic milestones will be awarded one point more than other students who reach the same levels.

How will momentum points be calculated?

Starting in the 2017-2018 school year, points are awarded each time a college student reaches one of the following momentum points:

1. Basic Skills: Nationally recognized test gains in math, English language, or reading measured by pre- and post-testing as well as competency-based assessments; achieving a high school diploma or equivalency; successful completion of six college-level credits.
2. 15 College Credits (an extra momentum point is added if the student started in Basic Skills, and historically underserved low-income and students of color received additional point upon successful completion of first 15 college credits or apprenticeship completion)
3. 30 College Credits (an extra momentum point is added if the student started in Basic Skills)
4. College-Level English/Communication
5. College Math (an extra momentum point is added if the student started in Basic Skills)
6. 45 College Credits (an extra momentum point is added if the student started in Basic Skills)
7. Completions (an extra momentum point is added if the student started in Basic Skills)

Colleges earn achievement points every time a student reaches a certain level of achievement. These levels of achievement are called momentum points because each achievement is likely to propel students to another achievement.

SAI momentum points work in succession. The steps are:

- Momentum points start with basic skills students. Colleges earn points when basic skills students make nationally recognized level gains in math, English language, or reading as measured by pre- and post-testing or competency-based High School Credit

assessments. Students also earn momentum points by earning a high school diploma or equivalency certificate as well as upon completion of six college-level credits.

- The next momentum points are completion of the first 15 and 30 college credits.
- The next momentum point is completion of five college-level credits in English or writing.
- The next momentum point is completion of five college-level math credits in computation, math or logic.
- The next momentum point is completion of 45 college credits in either an academic transfer or professional-technical pathway, which is one year.
- The final momentum point is completion of certificates, degrees and apprenticeships.

In addition, the state recognizes the achievement gaps of our historically underserved students and have followed best practice policy recommendations in performance-based funding by providing a focus on these populations. Basic Skills students, low-income, and students-of-color receive additional points when achieving certain milestones. These milestones include the first 15 college-level credits and completion of apprenticeship awards and associate degrees.

**If the student reaching this momentum point started in basic skills, an additional point will be awarded.*

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes

The State Plan must include	Include
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

Forms will be submitted to email address above.

APPLICANT'S ORGANIZATION	**Enter information in this column**
Applicant's Organization	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	
Last Name	
Title	
Email	

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

Washington's SBCTC Office of Basic Education for Adults ensures equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program, such as adult basic education, and promotes the ability of such students, teachers, and beneficiaries to meet high standards.

The office also ensures equitable access to, and participation in, all projects and activities conducted with federal adult education funds. Programs address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to programming and participation, including those based on race, gender, sexual orientation, color, national origin, disability, and age.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	25.0%	27.2%	26.0%	27.3%
Employment (Fourth Quarter After Exit)	25.0%	27.0%	26.0%	27.1%
Median Earnings (Second Quarter After Exit)	4,375	4,370	4,675	4,371
Credential Attainment Rate	42.0%	28.0%	43.0%	28.5%
Measurable Skill Gains	46.0%	44.9%	47.0%	44.9%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

Introduction

This section has been jointly developed by the Washington State Rehabilitation Council (WSRC) and Department of Social and Health Services, Division of Vocational Rehabilitation (DSHS/DVR). Included herein are the input and recommendations of the WSRC, provided to DSHS/DVR during FFY 2018-2019, as well as DSHS/DVR's formal responses to each item.

The Washington State Rehabilitation Council

The WSRC provides guidance and advocacy to improve vocational rehabilitation services and makes recommendations about important or emerging issues. The WSRC met on a quarterly basis during the reporting period.

Summary of Input & Recommendations

WSRC Item One

December 21, 2017

The Washington State Rehabilitation Council (WSRC) recommends engaging representatives of community rehabilitation programs and other providers on a quarterly basis, to:

- Provide CRPs and other providers with regular updates on DVR's service delivery and expenditure forecasts, including DVR's best estimates for new plans to be initiated and new authorization of purchased services.
- Hear and understand how DVR reductions in service referrals are impacting providers.
- Discuss strategies for ensuring DVR customers can continue to access needed services without delays in all areas of the state, particularly those with very limited resource options.

WSRC Item Two

July 27th, 2018

The WSRC submitted the following recommendation to address timeliness of service concerns by implementing a drop down category selection of IPE Extension Reasons in STARS client database. The benefits of the drop down selection list would be for management to have a quick report they could pull to see primary reasons for extensions vs. having to pull up each customer case to review narrative explanations for extensions.

WSRC Item Three

July 27th, 2018

The WSRC submitted the following recommendation for DVR leadership to reinforce the importance of responding to customers by phone or email within 24 hours.

WSRC Item Four

July 27th, 2018

The WSRC recommends DVR review the current volume of counselor reassignments that occur and related practices. We recommend a policy or practice that assures case transfers are minimized to the extent possible, changes are communicated promptly to customers, and a new counselor is promptly assigned and establishes contact with the customer. Practices need to reflect steps in place to reduce the adverse impact of staffing changes on the delivery of services and case progress.

WSRC Item Five

July 27th, 2018

The WSRC recommends DVR implement foundational training for counselors related to working with customers whose needs and barriers are especially complex, such as individuals with mental health disabilities, traumatic brain injuries, and others.

Summary of Consumer Satisfaction

WSRC Summary

Between October 1, 2017 and September 30th, 2018, customer satisfaction input was gathered as follows:

After reviewing the quality of the feedback shared in our quarterly customer forums, the WSRC decided to improve the structure and effectiveness by shifting to a customer focus group model starting in July 2018. WSRC extends an invitation to all customers in the local office we will be

visiting; the first 10-12 customer respondents are confirmed to attend the focus group. WSRC members ask customers the following questions during the focus group:

- On a scale of 1-5, how would you rate DVR on timeliness of service?
    - Tell us why you chose that number.
- Are there any barriers you have to receiving services?
    - Tell us about these?
- DVR has phases of service – eligibility, plan etc. – What phase are you currently in?
- What has DVR done well?
- How would you describe your overall satisfaction with DVR?
- Is there anything else you would like DVR to hear?

The WSRC also invites DVR Leadership, Supervisors, Counselors and Rehabilitation Technicians to participate in a separate focus group during the same time so the Council can learn about barriers and successes to providing timely services.

The WSRC and DSHS/DVR worked together to support the automated Customer Satisfaction Survey (CSS) module. Through the CSS module, monthly surveys are generated and sent to a random sample of customers in all case statuses asking a set of six core questions. The CSS module has built-in features to assure the validity and reliability of survey results. The survey asks customers to rate their experience on the following measures by using a five point Likert scale:

1. My counselor does a good job keeping in touch with me.
2. My counselor understands what is important to me.
3. My counselor understands how my disability affects me.
4. My counselor cares about my input.
5. DVR moves quickly enough for me.
6. Overall, I am satisfied with DVR.

This system is in its third year collecting customer satisfaction responses. Between October 1, 2017 and September 30, 2019, the WSRC used the CSS module to send out 16,274 surveys and received 3,090 responses resulting in a 19% response rate. The WSRC continues to make improvements to the CSS module and plans include reaching more customers by making the survey accessible online and customizing surveys to add questions in a specific target area or to a specific target population. In addition, gaining the ability to obtain office and regional level data is desired.

The data for this period shows the following trends:

1. "My Counselor cares about my input", is consistently the highest rated category. (average of 4.05)
2. "DVR moves quickly enough for me", is the lowest scoring measure across all case statuses (average of 3.48).

Closed other case status has the lowest satisfaction level on all measures (overall satisfaction of 3.16).

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

DSHS/DVR Response to WSRC Item One

In response to this recommendation, DVR implemented quarterly webinars for CRP representatives to present an informational briefing and program update conducted by DVR's Community Programs Manager. Announcements are sent to providers by email in advance of the webinars. Content of the webinars is determined based on current issues and CRP input and questions.

DSHS/DVR Response to WSRC Item Two

DVR decided not to make this change in its electronic case management system. DVR counselors must enter extensive data related to the customer and the customer's case services throughout the rehabilitation process. Entering federally-required data represents a significant portion of a counselor's overall work. With the passage of WIOA, required data collection requirements increased substantially. To manage counselor time spent entering data, DVR must carefully weigh each request for new, discretionary data collection requirements. While a best practice, documenting the reason for an IPE extension is not an RSA-required data element.

Additionally, in 2018 DVR began assessing the need to modernize or replace its case management system. A decision and initiation of a project is expected in 2020. As a result, DVR is minimizing discretionary changes to the existing system and will address change requests as part of its system upgrade or replacement project.

DSHS/DVR Response to WSRC Item Three

DSHS policy establishes an expectation that staff respond to customer contacts by phone within 48 hours. As a DSHS program, DVR has adopted the 48 hour response. In March 2019, an update to the DVR customer service manual was published and announced that outlined these response expectations for DVR staff. The manual entry is as follows:

For in-person or telephone contact, DSHS employees will:

- Acknowledge or respond to in-person or recorded telephone messages within 48 hours or two business days of receipt or return to work;
- Identify themselves and use a courteous and professional tone when speaking to customers;
- Use plain language and explain any agency terminology or acronyms; and
- Follow-up with appropriate action to aid and respond to the customer's request.

DSHS/DVR Response to WSRC Item Four

Washington DVR acknowledges the substantial impact that staff turnover can have on a customer's continuity of services and timely progress. Current practice is for the VR supervisor to cover the caseload while recruitment is under way or to reassign cases to other VR counselors within the unit or office. Throughout the last two years, DVR has been experiencing

higher-than usual staff shortages in many offices throughout the state. Challenges in recruiting qualified new staff and retaining current staff exacerbate this impact to customers.

DVR agrees with the Council that attention is required in this area. DVR will address this problem as a goal/priority in this State Plan and will implement strategies to engage field staff in exploring options and identifying short- and long-term solutions.

Addressing the staff recruitment and retention problems that create this problem is also a priority within the State Plan. Improving practices related to vacant caseloads and efforts to improve recruitment and retention of DVR staff will help alleviate the impact to customers.

DSHS/DVR Response to WSRC Item Five

Washington DVR agrees with the Council that counseling staff need up-to-date, effective training related to serving individuals with complex disability-related impediments, including individuals with behavioral health conditions, traumatic brain injuries, and others.

DVR conducted a competitive recruitment to procure foundational training for VR counseling staff. The contract was awarded to the Center for Continuing Education in Rehabilitation. Attendees will complete 12 days of training delivered in four separate sessions. Multiple sessions will be delivered statewide beginning in January 2020 and concluding approximately July 2021. All counseling staff will attend the VR Institute over the coming 18 months.

The VR Institute training will include segments on medical aspects of disability to include targeted training on serving individuals with the most significant disabilities. Training to address the specialized needs of individuals with traumatic brain injuries, behavioral health, and other impairments is a part of the course specifications.

In addition, DVR regional trainers will attend the VR Institute, with special attention to how they will reinforce and build upon the VR Institute as they build core VR training to be implemented beginning in 2020.

DSHS/DVR Response to WSRC Customer Satisfaction Summary

The WSRC submitted recommendations for goals and priorities to be included in the State Plan that address key findings of the WSRC Customer Satisfaction Survey. The greatest need identified by the survey is to improve the timeliness of DVR services. Efforts to improve timeliness are included in Goal 1, Priority 1, as this issue was raised more frequently and in more ways than any other issue. Strategies to improve the timely delivery of services and to promote continuous case progress will begin in 2020.

The WSRC also asks respondents to rate their counselor's responsiveness (My counselor does a good job keeping in touch with me). While not the lowest scoring measure, DVR is adopting strategies in the State Plan to address this issue in 2020.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

DVR did not reject any recommendations. Item 2, requiring a change in DVR's case management system, has been saved for future consideration as DVR implements a project to modernize its electronic case management system.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Not applicable

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Washington State Department of Veterans Affairs (WDVA): DSHS/DVR and WDVA have procedures for referring DSHS/DVR customers with military service to WDVA to determine eligibility for any state or federal Veterans' benefits. This collaboration has increased the use of Veterans' benefits as comparable services for DSHS/DVR customers who are veterans with disabilities.

United States Department of Veterans Affairs (USDVA): DSHS/DVR has a cooperative agreement with the regional USDVA Vocational Rehabilitation & Employment (VR&E) and its regional offices to facilitate improved service delivery for customers receiving USDVA benefits by formalizing referral procedures, designating local referral liaisons, and coordinating services that contribute to the Individualized Plan for Employment (IPE).

Washington State Department of Social & Health Services (DSHS): DSHS administers a wide range of programs which include, but are not limited to, developmental disabilities, long term care and disability determination, and economic assistance services. DSHS/DVR continues close collaboration throughout DSHS.

DSHS Community Services Division (DSHS/CSD): DSHS/CSD administers the Temporary Assistance to Needy Families (TANF) Program, Aged, Blind, Disabled (ABD) Program (formerly known as the General Assistance - Unemployable (GAU) Program), Basic Food Employment and Training (BFET) Program, and Refugee Cash Assistance (RCA) Program. These programs provide time-limited income assistance and other support services to low-income families and individuals. Washington DSHS/DVR continues to have an interagency agreement with the DSHS/CSD that defines mutual roles and practices for serving joint customers.

DSHS Developmental Disabilities Administration (DSHS/DDA): DSHS/DDA is the primary agency that funds extended services for individuals with developmental disabilities who require supported employment. DSHS/DDA contracts for these services with Washington counties, and counties sub-contract with employment service providers to provide extended services to DSHS/DVR customers. DSHS/DVR has a cooperative agreement with DSHS/DDA to facilitate improved service delivery for customers receiving DDA by formalizing referral procedures, designating local liaisons, and coordinating services that contribute to the Individualized Plan for Employment (IPE).

- DSHS/DVR and DSHS/DDA leadership meet on a regular basis, and are co-sponsoring several initiatives aimed at improving employment outcomes for youth with intellectual and developmental disabilities and advancing the skills of employment service providers and community rehabilitation programs that serve joint DSHS/DVR and DSHS/DDA customers.
- DSHS/DVR is represented as a member of the Washington State Developmental Disabilities Council.

DSHS Aging and Long Term Support Administration (DSHS/ALTSA): DSHS/ALTSA provides long-term care through personal care attendant services, Kinship Care, Roads to Community Living, "money follows the person" policies, New Freedom Services, the Traumatic Brain Injury (TBI) Council, the Title V Senior Community Services Employment Program (SCSEP), and the Medicaid Transformation Demonstration project Foundational Community Supports (FCS) Supported Employment program. DSHS/ALTSA supports FCS network development and provider engagement. DSHS/DVR and DSHS/ALTSA will explore the development of a cooperative agreement for serving joint customers.

DSHS Office of Deaf and Hard of Hearing (DSHS/ODHH): DSHS/ODHH coordinates with DSHS/DVR's assigned supervisor on multiple projects including accessibility and accommodations for DSHS/DVR customers. Specific liaison duties are distributed locally to supervisors and the 13 rehabilitation counselors for the deaf. DSHS/ODHH manages the Sign Language Interpreter Contract and values feedback from all sources to improve the quality of interpreter services. DSHS/ODHH is the managing agency for DSHS/DVR's contract for Video Relay System (VRS) and Video Remote Interpreting (VRI) technologies.

Washington State Board for Community & Technical Colleges: The State Board for Community and Technical Colleges (SBCTC) oversees the operation of thirty-nine Community and Technical Colleges across the state. DSHS/DVR will develop cooperative agreements with SBCTC programs authorized, and not authorized, by WIOA to jointly serve students with disabilities who require VR services to achieve competitive employment outcomes.

Washington State Department of Children, Youth & Families, Juvenile Rehabilitation (DCYF/JR): DCYF/JR provides rehabilitative services to justice-involved youth. DSHS/DVR and DCYF/JR have a cooperative agreement to jointly serve JR youth who are eligible for Pre-employment Transition Services and other DSHS/DVR services. Through coordinated services, DCYF/JR youth with disabilities will receive services supporting community re-entry along career pathways.

Washington State Health Care Authority: The Health Care Authority (HCA) administers Medicaid services to all eligible DSHS/DVR customer recipients. HCA is also the designated state mental health authority. DSHS/DVR and HCA closely coordinate to assure that individuals receive medical and behavioral health services necessary to achieve their employment goals. In addition, DSHS/DVR has a cooperative agreement with DSHS/DDA that describes how Title 19 services under the State Medicaid Plan, including community-based waiver programs, will be utilized to develop and support integrated, community-based employment opportunities for customers.

HCA contracts with Amerigroup, a Third-Party Administrator, to administer Foundational Community Supports (FCS), a Medicaid Transformation Demonstration project that provides supported employment services for individuals with behavioral health conditions or long-term care needs. HCA Division of Behavioral Health and Recovery (DBHR) and the DSHS/Aging and

Long-Term Support Administration (ALTSA) support FCS network development and provider engagement.

HCA also administers Health Care for Workers with Disabilities (HWD), a Medicaid buy-in program. DSHS/DVR coordinates with HCA/HWD to assist qualified individuals to receive medical benefits after they become employed.

HCA Division of Behavioral Health and Recovery (DBHR): The Division of Behavioral Health and Recovery (DBHR) was moved from DSHS to HCA in 2018 to integrate physical health with behavioral health, thereby providing whole-person care. HCA/DBHR manages the majority of public behavioral health services in Washington. HCA/DBHR provides a broad range of community based mental health, substance use disorder, and pathological and problem gambling services using multiple funding sources to meet broad behavioral health needs. In addition, HCA/DBHR sponsors recovery supports and the development of system of care networks.

DSHS/DVR is in the process of completing an Interlocal Agreement with HCA/DBHR. The purpose of the agreement is to establish a collaborative framework for both agencies to provide employment services for individuals with behavioral health conditions. This framework identifies shared eligibility criteria, and defines roles and responsibilities for DSHS/DVR's Supported Employment Program and HCA/DBHR's FCS Supported Employment Program.

- DSHS/DVR and HCA/DBHR leadership meet on a regular basis for ongoing coordination and collaboration between systems.
- In addition, DSHS/DVR and HCA/DBHR participate in the FCS Amerigroup Advisory Committee with other FCS partners DSHS/ALTSA and other FCS stakeholders.
- DSHS/DVR is represented as a member of the Washington State Behavioral Health Advisory Council.
- DSHS/DVR maintains active referral relationships with treatment providers at the local level that are funded through HCA/DBHR contracts with each county.
- DSHS/DVR is collaborating with HCA/DBHR the FCS program for shared supported employment customers, using Medicaid behavioral health funding. FCS is designed to integrate the Individual Placement Support (IPS) model of supported employment with DSHS/DVR supported employment services.
- DSHS/DVR and HCA/DBHR signed a Memorandum of Collaboration that establishes methods for Medicaid outpatient behavioral health services to be provided as extended services for joint DSHS/DVR supported employment customers.
- DSHS/DVR assigned liaison counselors that are assigned to work with behavioral health agencies across the state, facilitating access to DSHS/DVR services for behavioral health consumers.
- King County Behavioral Health and Recovery has become a Ticket-to-Work (TTW) Employment Network and is establishing a Partnership Plus Agreement with DSHS/DVR to build a revenue stream from the TTW Program that will fund extended services for those mental health customers who require a supported employment model.

Tribal Programs: DSHS/DVR and the Department of Services for the Blind (DSB) have a joint memorandum of understanding with eleven Tribal 121 programs, including ten in Washington

and one in Coeur d'Alene, ID. This joint memorandum outlines how all partners will ensure effective communication, collaboration, coordination, and cooperation in serving individuals with disabilities who are tribal members in Washington. The agreement, updated on an annual basis, outlines procedures for referrals, joint cases, financial responsibility, shared training opportunities, information sharing, and communication. Tribal 121 directors meet annually with DSHS/DVR and DSB directors in a government-to-government collaboration to promote partnership, maximize resources, and ensure high service quality.

Through DSHS, DSHS/DVR continues its cooperative working relationships and service delivery commitments with all federally recognized tribes in Washington, including those that do not operate federally funded Tribal VR programs. DSHS/DVR participates as a member on the DSHS Indian Policy Advisory Committee. This includes annual and quarterly meetings to review our partnership and identify service delivery improvements for individuals with disabilities who are members of federally recognized tribes as well as those who identify as American Indian or Alaska Native.

Governor's Committee on Disability Issues and Employment (GCDE): The DSHS/DVR Director participates as a member of the GCDE and partners with committee members on initiatives.

Centers for Independent Living: DSHS/DVR currently contracts Title VII, Part B funds to four independent living centers statewide. These centers use Part B funds to enhance and expand core independent living services with a focus on youth with significant disabilities. In addition to core services, independent living centers have been focusing on outreach to increase services in unserved or underserved geographic areas. Additional outreach efforts include targeted disability groups, minority groups, and urban or rural populations with the focus on youth with significant disabilities and 504 plans. The goal is to create a safe environment for youth with disabilities in which youth feel comfortable and confident when talking to allies. This goal will be accomplished by enhancing youth understanding of independent living philosophy, successful self-advocacy, and how to engage with legislators about disability issues. The independent living centers' Title VII, Part B contracts are aligned with and can be amended to meet the goals set forth by the State Plan for Independent Living; the strategic plan developed by the Washington State Independent Living Council.

Washington Workforce Association: The Washington Workforce Association (WWA) is a nonprofit, non-partisan membership organization comprised of Washington's twelve Workforce Development Councils (WDCs). The WWA partners with state, regional, and national organizations advocating for a coordinated and fully funded workforce development system focused on the needs of job seekers and businesses. To coordinate and align workforce development services at the local level, DSHS/DVR and the WWA have created and signed a *Shared Vision, Values, & Principles of Collaboration* document which outlines how DSHS/DVR and WDCs will provide integrated services to individuals with disabilities in Washington's One-Stop Centers.

Association of County Human Services - Developmental Disabilities: The Association of County Human Services - Developmental Disabilities (ACHS-DD) is a nonprofit, non-partisan membership organization of the thirty nine County Developmental Disabilities (CDD) Coordinators across the state who contract with DSHS/DDA to deliver residential, employment and other services to individuals with intellectual/developmental disabilities.

Disability Inclusion Network (Disability:IN): The Disability:IN is a network of employers who educate and support businesses to hire, retain, and improve customer service for people with disabilities.

Community Employment Alliance: The Community Employment Alliance (CEA) is a statewide membership organization comprised of Community Rehabilitation Programs. CEA provides member services and promotes employment opportunities for people with disabilities through education and advocacy activities. CEA works to advance the vocational rehabilitation service system and change attitudes, policies, and hiring practices regarding people with disabilities. DSHS/DVR and CEA leadership meet quarterly to share information, hear concerns and collaborate on issues and special projects affecting employment services.

Traumatic Brain Injury Strategic Partnership Advisory Council: In the late 1990s, DSHS/DVR was the primary sponsor of a demonstration grant to identify gaps in providing services to individuals who sustained a traumatic brain injury (TBI). DSHS/DVR continues to be a represented member of the TBI Strategic Partnership Advisory Council. This group discusses TBI-related policy issues, system development, and the need for services to meet the needs of TBI survivors, family members, prospective employers, and community members. The TBI Strategic Partnership Advisory Council has identified gaps in housing, a lack of resources, and a need for support group facilitator training. This Council has successfully encouraged the Washington State Legislature to pass legislation that adds fees to specific traffic violations (e.g. negligent driving and speeding) which correlate with increased risk of injury accidents and TBIs. These collected fees are used to help fund TBI-related programs and resources. DSHS/DVR continues to be an active partner in addressing the needs of individuals who have been, or will be affected by, traumatic brain injuries.

University of Washington Rehabilitation Program: Since 2006, DSHS/DVR and the University of Washington Rehabilitation Medicine Unit have collaborated to maintain an on-site Rehabilitation Medicine-DSHS/DVR liaison role. This mutually beneficial relationship improves inpatient and outpatient care at the University of Washington Medical Center (UWMC) by providing UWMC patients with direct access to DSHS/DVR services during their hospital treatment. The UWMC is designated as the only regional rehabilitation medicine center in the Pacific Northwest for the treatment of spinal cord injuries and other severe disabling medical conditions. Early introduction in the medical setting provides DSHS/DVR with comprehensive insight into patient needs and makes the referral process more efficient. This relationship provides UWMC patients with additional resources for education, support, and funding. The DSHS/DVR liaison works to coordinate DSHS/DVR orientation and intake procedures for individuals referred from UW Rehab Medicine; determines eligibility for DSHS/DVR services; provides information and referral; participates in UWMC team staffing to coordinate DSHS/DVR services with the interdisciplinary team treatment; upon release from the hospital, assists with transitioning the individual to a VR Counselor near their home; learns about extensive medical and other resources available through the UW Medical School; and shares resources with other DSHS/DVR counselors.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

DSHS/DVR has an Interlocal Agreement with the University of Washington, Center for Technology and Disability Studies, Washington Assistive Technology Act Program (WATAP), which is the state program carrying out activities under section 4 of the Assistive Technology Act of 1998. WATAP provides training to DVR, Tribal VR, and DVR contractor staff; provides AT device demonstrations and evaluations, and lends AT devices to staff and customers. DSHS/DVR

maintains a close collaborative relationship with WATAP, which includes DSHS/DVR representation on WATAP's Advisory Council.

DSHS/DVR customers will continue to have access to assistive technology devices, services, and consultations. DSHS/DVR counselors will assess whether assistive technology (AT) services or devices are needed to address all customers' barriers to employment as part of DSHS/DVR's standardized vocational assessment process. DSHS/DVR has two full-time Assistive Technology Assessment Practitioners (ATAPs) and will be hiring a third to provide customers with specialized AT assessments, consult with staff and customers regarding a full spectrum of AT services and products, coordinate service delivery with AT vendors, and disseminate information and resources about advancements in AT devices.

To ensure that DSHS/DVR staff is informed of ongoing developments in the AT field, assistive and rehabilitative technology will continue to be a core focus of the redesigned DSHS/DVR VR Institute curriculum.

DSHS/DVR will monitor AT service delivery in compliance with WIOA requirements. In addition, DSHS/DVR will renew its commitment to being an organizational role model in effective utilization of AT as accommodations for individuals with disabilities including, but not limited to, individuals who are Deaf or hard of hearing and individuals with intellectual or developmental disabilities.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

DSHS/DVR has not entered into agreements with programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DSHS/DVR has not entered into cooperative agreements with noneducational entities not carrying out activities under the state workforce development system who serve out-of-school youth.

5. STATE USE CONTRACTING PROGRAMS.

DSHS/DVR has not entered into state use contract agreements.

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

1. *DSU's plans*

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including Pre-Employment Transition Services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Introduction

The 2014 Amendments to the Rehabilitation Act of 1973 profoundly enhance expectations for coordination between DSHS/DVR and education officials to provide early job exploration and work-based learning opportunities for secondary students with disabilities.

DSHS/DVR has developed a long-range plan to develop and strengthen the education-vocational rehabilitation infrastructure for the coming four years.

Pre-employment Transition Services

With the Workforce Innovation and Opportunity Act (WIOA) mandate that state vocational rehabilitation programs allocate 15% of federal funds to provide five required Pre-employment Transition Services (Pre-ETS) to all students with disabilities, it is imperative that DSHS/DVR develops a strategic, thoughtful, and intentional plan to meet the needs of secondary students with disabilities statewide. These five required activities include 1) job exploration; 2) information regarding post-secondary opportunities at institutions of higher education; 3) self-advocacy instruction; 4) work readiness training; and 5) work-based learning.

The Code of Federal Regulations (CFRs) has expanded the population of students who receive services from DSHS/DVR. Secondary students with Individualized Education Programs (IEPs) or Section 504 Plans who receive Pre-ETS may be either eligible for DSHS/DVR services or potentially eligible for services. Pre-ETS are provided as generalized services to groups of eligible or potentially eligible students with disabilities, or as individualized and intensive services for students with higher support needs.

For the provisions of Pre-Employment Transition Services, DVR has defined a "Student with a Disability" as an individual with a disability in a secondary, postsecondary, or other recognized education program who:

- (A)(1) **Is not younger than the earliest age for the provision of transition services** under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); and/or Washington Administrative Code 392-172A-03090 (1) (iii) (k) in part "Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education"
- (B)(1) Is **not older than 21 years of age**; or (2) If the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and
- (C)(1) Is **eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act** (20 U.S.C. 1411 et seq.); or (2) Is a student who is an individual with a disability, for purposes of section 504. (Authority: Sections 7(37) and 12(c) of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 705(37) and 709(c))

While not all students receiving Pre-ETS will apply for DSHS/DVR services, engagement with transition staff and students will be in an effort to work toward alignment of IEP and High School and Beyond Plan goals.

DVR staff will ensure all participants have an IPE (Individualized Plan for Employment) within 90 days of being determined Eligible or their name being removed from the Order of Selection list, whichever is later, unless there is a mutually agreed to extension as described within DVR policies and procedures.

Coordinated Services for Students and Youth: Goals & Objectives

Strengthen and enhance the DSHS/DVR and education agency partnership at state and local levels so that students receive a seamless continuum of transition services.

- Work with the Washington State Office of the Superintendent of Public Instruction (OSPI) to improve communication regarding clarifying roles and responsibilities of each partner agency in coordinating activities that promote successful secondary transition services for students with disabilities.
- Follow the guidance given in the DSHS/DVR's Memorandum of Understanding with OSPI to help:
    - Disseminate the agreement to Local Education Agencies (LEAs) including special education directors and 504 coordinators, and to VR staff, and encourage further dissemination to school counselors and principals.
    - Promote outreach to identify potentially eligible students as early as possible, including students who are receiving special education services (who have an IEP), students receiving Section 504 accommodations, aids, and services (who have a 504 Plan), and students who have otherwise documented disabilities and may benefit from Pre-Employment Transition Services and/or transition services.
    - Communicate regularly among state and local entities to identify and address gaps in services.
    - Explore and identify the transition needs of students with disabilities at risk of drop-out or who have a history of incarceration, and integrate supports into existing state initiatives as applicable.
    - Promote individualized and student-centered planning, with post-secondary goals consistent with student interests, strengths, preferences, resources, priorities, concerns, abilities, and informed choice.
    - Promote transition planning between LEAs and VR to ensure seamless and coordinated services for students.
    - Share training materials developed by the agencies or their agents and extend invitations to trainings using these materials to LEAS and VR staff.
    - Collaborate to identify and implement high quality pre-employment transition and transition services service delivery models.
    - Invite partner agencies to statewide meetings as needed for cross training or education.
    - Support eligible students with disabilities to engage with the broadest transition team possible, and encourage LEAS to provide early invitations to VR staff for IEP consultation and technical assistance.

Increase student access to Pre-Employment Transition Services and individualized transition services from DSHS/DVR.

- Ensure every high school in the state is assigned a liaison VR counselor trained to provide outreach and comprehensive high school transition services.

- Ensure outreach is inclusive of all educational stakeholders including but not limited: Transition coordinators, Administrators, Guidance counselors/School Psychologists, 504 coordinators, School nurse, Occupational Therapists, Physical Therapists, Speech-Language Pathologists, Special education teaching staff, Alternative high school teachers, McKinney-Vento coordinator, and Career Technical Educators (CTE).
- Identify regularly scheduled check-ins with school staff.
- Lead collaboration with individual school districts to identify gaps in transition services
- Continue to develop interagency agreements and service contracts with organizations to provide Pre-ETS to potentially DSHS/DVR-eligible and DSHS/DVR-eligible students.
- Develop and maintain a DSHS/DVR student transition website that provides information for students and their families, DSHS/DVR staff, and school personnel.
- Provide ongoing transition best practices guidance, training and technical assistance to DSHS/DVR supervisors, counselors, and staff.
- Increase outreach to students in traditionally unserved and underserved disability populations, including those with 504 plans, those with emotional-behavioral challenges, students who are deaf or hearing, those who have specific learning disabilities, as well as other disability populations who often do not receive services.
- Increase outreach to students in traditionally unserved and underserved populations that include tribal youth, justice-involved youth, homeless youth, and students and youth receiving foster care.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

Consultation with Education

As part of the formal interagency agreement developed in 2017 between DSHS/DVR, Department of Services for the Blind (DSB), and OSPI, DSHS/DVR consults with and provides technical assistance to staff at secondary schools and local educational agencies in transition planning for students with disabilities from school to post-school activities. This agreement defines partners' roles in Pre-Employment Transition Services, collaborative training activities, and consultation and technical assistance which support educational agencies in transition planning for students with disabilities.

1. ***Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;***

DSHS/DVR and Individualized Education Plans (IEP)

DSHS/DVR has designated counselor liaisons which work closely with local education agencies statewide; every high school in Washington has a designated DSHS/DVR counselor liaison, including tribally operated secondary schools. DSHS/DVR liaisons maintain close collaborative

relationships with students, families, educators, and stakeholders. Their activities include, but are not limited to:

- Build and maintain relationships with educational stakeholders
- Explain the scope of VR services
- Coordinates outreach and training activities for students and families
- Addresses organizational problems between school and DVR
- Maintains regular schedule at the school
- Provide individualized transition services (when appropriate)
- Participate in IEP planning and development
- Attends IEP meetings
- Ongoing consultation in the development of transition IEPs
- Dissemination of informational materials, to parents, students, and school staff

.

1. ***Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;***

Financial Resources and Personnel

Financial Responsibilities

DSHS/DVR provides any financial resources and services needed to establish eligibility for students and youth with disabilities. In addition, funds are made available for students' activities primarily related to employment services and Pre-Employment Transition Services. Activities primarily related to education are funded by educational agencies.

Personnel

DSHS/DVR, OSPI, and local education agencies maintain lists of DSHS/DVR transition counselors on public-facing web sites. DSHS/DVR transition counselors conduct outreach and ongoing consultation to teachers, students, families, and stakeholders.

1. ***Procedures for outreach to and identification of students with disabilities who need transition services.***

Outreach and Identification Activities

The current agreement between DSHS/DVR, DSB, and OSPI identifies outreach activities to increase the number of students with disabilities who engage in DSHS/DVR and DSB services. In addition, this agreement specifies that DSHS/DVR services should be available to all students with transition IEPs well before students prepare to exit secondary education.

Outreach and engagement activities include:

- An OSPI representative is a member of the Washington State Rehabilitation Council
- DSHS/DVR counselors are assigned as liaisons to each high school in the state

- DSHS/DVR and OSPI share training and information materials for cross-program professional development

DSHS/DVR provides outreach and education about DSHS/DVR services to underserved populations, including students with disabilities

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

DSHS/DVR and Individualized Education Plans (IEP)

DSHS/DVR has designated counselor liaisons which work closely with local education agencies statewide; every high school in Washington has a designated DSHS/DVR counselor liaison, including tribally operated secondary schools. DSHS/DVR liaisons maintain close collaborative relationships with students, families, educators, and stakeholders. Their activities include, but are not limited to:

- Build and maintain relationships with educational stakeholders
- Explain the scope of VR services
- Coordinates outreach and training activities for students and families
- Addresses organizational problems between school and DVR
- Maintains regular schedule at the school
- Provide individualized transition services (when appropriate)
- Participate in IEP planning and development
- Attends IEP meetings
- Ongoing consultation in the development of transition IEPs
- Dissemination of informational materials, to parents, students, and school staff.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Financial Resources and Personnel

Financial Responsibilities

DSHS/DVR provides any financial resources and services needed to establish eligibility for students and youth with disabilities. In addition, funds are made available for students' activities primarily related to employment services and Pre-Employment Transition Services. Activities primarily related to education are funded by educational agencies.

Personnel

DSHS/DVR, OSPI, and local education agencies maintain lists of DSHS/DVR transition counselors on public-facing web sites. DSHS/DVR transition counselors conduct outreach and ongoing consultation to teachers, students, families, and stakeholders.

Change

The requirements related to Section 511 for contracting prohibition by Office of Superintendent of Public Instruction/Local Education Agencies and the documentation requirements for those students seeking subminimum wage employment will no longer be applicable after July 2020 when the elimination of 14(c) certification for subminimum wage occurs.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Outreach and Identification Activities

The current agreement between DSHS/DVR, DSB, and OSPI identifies outreach activities to increase the number of students with disabilities who engage in DSHS/DVR and DSB services. In addition, this agreement specifies that DSHS/DVR services should be available to all students with transition IEPs well before students prepare to exit secondary education.

Outreach and engagement activities include:

- An OSPI representative is a member of the Washington State Rehabilitation Council
- DSHS/DVR counselors are assigned as liaisons to each high school in the state
- DSHS/DVR and OSPI share training and information materials for cross-program professional development
- DSHS/DVR provides outreach and education about DSHS/DVR services to underserved populations, including students with disabilities

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Introduction

This section describes how DSHS/DVR contracts with private vocational rehabilitation (VR) service providers, Washington's Community Rehabilitation Programs (CRPs), as well as the services these partners provide.

CRP Contract & Services

DSHS/DVR contracts with CRPs to provide assessment, placement, retention, and training services. The majority of CRPs are private nonprofit providers. However, in some instances, the CRP contract is with a government organization or private, for-profit businesses.

The State of Washington requires contracts, in lieu of cooperative agreements, for the purpose of procuring goods and services. These contracts meet requirements specified within CFR 361.31. DSHS/DVR's CRP contract is procured through an open Request for Qualifications (RFQ) process and is renewed every two years. The RFQ defines the services, expected outcomes of service delivery, payment systems, uniform fees, and the qualifications prospective contractors must meet to be granted a CRP contract. DSHS/DVR does not currently limit the number of contractors who may respond to the RFQ and contractors choose which of the contracted services they provide. Currently, approximately 120 organizations have a CRP contract with DSHS/DVR.

The following services are defined, and provided to DSHS/DVR customers through, the CRP contract:

- Vocational Evaluation: Customers participate in one or more types of standardized vocational tests used to obtain objective information requested by a DSHS/DVR counselor regarding work-related strengths and limitations.
- Trial Work Experience: Customers' ability to benefit from DSHS/DVR services is assessed in a real work setting(s) arranged by the contractor. Results are used to determine eligibility based on clear and convincing evidence whether the individual's disability is too significant to benefit from services.
- Community Based Assessment: Customers' work interests, abilities, and employment barriers are assessed in realistic work settings arranged by the contractor. These assessments collect information and help identify the nature and extent of supports or accommodations needed for the customer to obtain and maintain competitive employment.
- Job Placement: Customers are placed into paid and integrated employment, arranged by the contractor, through mutual agreement between the DSHS/DVR counselor, customer, and contractor.
- Intensive Training (Supported Employment): Customers attain job stabilization with job supports, meet their employers' expected levels of work productivity, and transition to long-term Extended Services provided by an entity other than DSHS/DVR through one-on-one job skills training and support provided at the supported employment job site by the contractor.
- Job Retention: Customers learn the essential functions of a job, meet the employer's expected level of performance, and retain employment for ninety calendar days after placement through individualized training and support services provided by the contractor.
- Off-Site Psycho-Social Job Support Services: Customers who have not disclosed their disabilities to their employers or customers whose employers prohibit access to the worksite receive regular therapeutic interaction. Off-Site Psycho-Social Job Support Services enables customers to maintain satisfactory job performance and successful interactions with others at the workplace.
- Pre-employment Transition Services: Students with disabilities participate in pre-employment activities as appropriate, and in coordination with their schools. These services include 1) job exploration; 2) information regarding post-secondary opportunities at institutions of higher education; 3) self-advocacy instruction; 4) work readiness training; and 5) work-based learning.

Trial Work Experience, Community Based Assessment, Job Placement, Intensive Training, and Job Retention are available at four levels of service. Customers' universal and unique barriers determine which intensity level, and commensurate support level, is needed; the fourth level is reserved for customers who are deaf/blind.

All contracted service payments are outcome based; delivery of the expected result or outcome is required to receive full payment. The expected outcome is specific to the service as indicated in the definition with a report detailing the activities associated with the provision of service and outcomes attained. Bonus payment incentives for employment outcomes under certain circumstances (e.g. employment which offers health insurance) are included in the contract.

Collaborative Activities

DSHS/DVR has established workgroups of DSHS/DVR and CRP staff. These workgroups collaborate on a series of initiatives which will improve service quality, promote better outcomes, and improve DSHS/DVR and CRP partnerships.

Workgroup Initiatives include:

1. Reviewing the current contract model to determine needed improvements or modifications.

2. Developing guidance for DSHS/DVR and CRP staff on coordinating service delivery to effectively service customers.

3. Disseminating guidance to DSHS/DVR local office staff regarding best practices for improving communication and collaboration with local CRPs.

Beginning in FFY 2018, DSHS/DVR implemented quarterly state-level meetings between CRPs and DSHS/DVR staff. These quarterly meeting provide CRPs and DSHS/DVR staff with regular updates and information sharing opportunities, and improve communication and collaboration. DSHS/DVR will continue to conduct these state-level quarterly meetings to improve partnerships statewide between DSHS/DVR and CRPs.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Supported Employment Partners & Agreements

DSHS/DVR identifies and makes arrangements with private non-profits (community rehabilitation programs/CRPs) as identified in the response to Description (e) Cooperative Agreements with Private Non-Profit Organizations, to provide supported employment services for individuals with most significant disabilities including youth.

DSHS/DVR collaborates with state and local entities including, but not limited to the DSHS Developmental Disabilities Administration (DSHS/DDA), Health Care Authority Division of Behavioral Health and Recovery (HCA/DBHR), DSHS Aging and Long Term Support Administration (DSHS/ALTSA), the Office of Superintendent of Public Instruction, workforce development system, business partners, community behavioral health agencies, local education agencies, and local developmental disabilities employment providers to provide competitive integrated supported employment services to eligible individuals.

DSHS/DVR primarily provides supported employment services to individuals with intellectual and developmental disabilities and behavioral health conditions (mental health or substance use disorder, or co-occurring mental illness and substance use disorder). Of these customer groups, individuals with developmental disabilities represent the majority of supported employment outcomes.

DSHS/DVR's success in serving individuals with intellectual and developmental disabilities is based on a long-standing relationship with DSHS/DDA. DSHS/DVR and DSHS/DDA signed a Memorandum of Understanding in 2018 for individuals with intellectual and developmental disabilities receiving services from both DSHS/DVR and DSHS/DDA. This agreement provides staff of both agencies with referral, eligibility and funding criteria, and case management

guidelines and designates liaisons for ongoing coordination and collaboration. DSHS/DDA is committed to funding extended services for all of its clients who achieve a supported employment outcome through DSHS/DVR.

For individuals with behavioral health conditions, DSHS/DVR's primary supported employment partner is HCA/DBHR. DBHR's Foundational Community Supports (FCS) Supported Employment Program is a new resource for meeting the long-term job support needs of individuals with behavioral health conditions. DSHS/DVR and HCA/DBHR are in the process of completing an Interlocal Agreement (ILA) to provide a collaborative framework for providing employment services to individuals with behavioral health conditions. The ILA identifies shared eligibility criteria and defines roles and responsibilities for DVR's supported employment program and for DBHR's FCS Program.

DSHS/DVR continues to promote the use of Ticket to Work as a potential revenue source for developmental disability, behavioral health disability, and traumatic brain injury service providers to build their capacity for providing extended support services.

DSHS/DVR will collaborate with DSHS/ALTSA to explore the development of a cooperative agreement for individuals with physical impairments and long-term care needs, such as individuals with traumatic brain injuries and other significant disabilities, who require supported employment and are eligible for both ALTSA's FCS Program and DSHS/DVR services.

Many individuals with disabilities would benefit from supported employment, yet do not have access to a long-term funding source for extended services.

DSHS/DVR strategies for expanding the availability of supported employment services:

- Participate in an interagency service committee which supports initiatives to improve employment outcomes for persons living with developmental disabilities, mental health disabilities, autism spectrum disorders, and traumatic brain injuries.
- Train staff and partners on Social Security Ticket to Work incentives, which includes Plan to Achieve Self Sufficiency (PASS Plan), to expand revenue sources.
- Provide staff training on the use of natural supports and other behavioral health treatment modalities that can be utilized for DSHS/DVR Supported Employment customers for extended services.
- Coordinate cross-program training opportunities on innovative supported employment strategies.
- Coordinate cross-agency program training opportunities on the FCS Individual Placement and Support evidence-based model and the DSHS/DVR HCA/DBHR Interlocal Agreement.
- Participate in FCS Advisory Committee.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. *VR services; and*

Introduction

This section describes DSHS/DVR's contributions to coordinated business engagement activities. DSHS/DVR and its workforce development partners will embrace a dual—customer model, serving both Washington's businesses and Washingtonians living with disabilities.

Businesses will have enhanced access to talented and highly skilled job seekers with disabilities, while enjoying DSHS/DVR's training and technical assistance supports. Concurrently, DSHS/DVR and its partners will provide Washingtonians living with disabilities with the full breadth of best practice rehabilitation, training, and employment services needed to thrive in Washington's workplaces and communities.

This dual-customer model will close skill gaps for businesses, promote the economic self-sufficiency of Washingtonians living with disabilities, and contribute to a more prosperous Washington.

Businesses & Vocational Rehabilitation Services

In coordination with workforce development partners at the state and local level, DSHS/DVR establishes the following business engagement objectives for PY 2020 - 2023:

- Define the role of the Business Relation Specialists (BRS's) and the role of the Business Relations Manager, including the position descriptions, outcomes and statewide goals.
- Define the areas/counties/cities need BRS's and Job Coaches/Employment Specialists.
- Provide a 5-year Strategic Plan for Business Engagement. Include year-by-year details and implementation recommendations.
- Engage in the development and implementation of coordinated business engagement from a national level to a local level, participate in WorkSource industry sector strategies such as Healthcare and Manufacturing, and provide opportunities with career pathways programs throughout the state.
- Utilize DSHS/DVR Business Relation Specialists to assist with the recruitment and referral of qualified job seekers with disabilities to meet businesses' demands.
- Lead and coordinate local WDV/WorkSource in the engagement of federal contractors and subcontractors, linking these contractors to skilled job seekers with disabilities to help the business meet their 7% utilization goal for people with disabilities, per Section 503 of the Rehabilitation Act of 1973.
- Create marketing tools to increase visibility through a methodical outreach and marketing plan. This also includes Business Relations Specialists to participate in local chambers of commerce, membership in professional organizations such as Society for Human Resource Management and local chambers of commerce, representation at career and recruitment fairs, and provide businesses with training services such as Americans with Disabilities Act reasonable accommodations and disability etiquette.

- Support and expand innovative initiatives, such as Microsoft's Autism@Work program, and the Amazon Sort, Prime, and Distribution Projects, which partner with DSHS/DVR and Washington's businesses to promote the hiring of individuals with disabilities in high-skill and high-demand occupations.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Businesses & Transition Services

Pre-Employment Transition Services (Pre-ETS) provide value to both students and businesses. In the dual-customer model, Pre-ETS will engage Washington's businesses in actively molding the future workforce. By exposing students with disabilities to hands-on and realistic work experiences, these students will enter the workforce well-prepared to meet business' skill needs and expectations. As a result, business will experience higher productivity, better engagement, and reduced turnover.

DSHS/DVR will collaborate with workforce development, education, and community partners to:

- Build relationships with businesses who will work with students and youth by developing internships and on-the-job training programs.
- Develop business training and outreach materials which address hiring youth and students with disabilities.
- Promote the development and expansion of on-site job exploration and internship programs, such as Project Search, statewide.
- Partner with businesses, leveraging pre-employment experiences to prepare youth for the realities and expectations of the 21st Century workplace.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

Health Care Authority (HCA)

The Health Care Authority (HCA) administers Medicaid services to all eligible DSHS/DVR customer recipients. HCA is also the designated state mental health authority. DSHS/DVR and HCA closely coordinate to assure that individuals receive medical and behavioral health services necessary to achieve their employment goals. In addition, DSHS/DVR has a cooperative agreement with DDA that describes how Title 19 services under the State Medicaid Plan, including community-based waiver programs, will be utilized to develop and support integrated, community-based employment opportunities for customers.

HCA contracts with Amerigroup, a Third-Party Administrator, to administer Foundational Community Supports (FCS), a Medicaid Transformation Demonstration project that provides supported employment services for individuals with behavioral health conditions or long-term care needs. HCA Division of Behavioral Health and Recovery (HCA/DBHR) and the Department of Social and Health Services Aging and Long-Term Support Administration (DSHS/ALTSA) support FCS network development and provider engagement.

HCA also administers Health Care for Workers with Disabilities (HWD), a Medicaid buy-in program. DSHS/DVR coordinates with HWD to assist qualified individuals to receive medical benefits after they become employed.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

DSHS Developmental Disabilities Administration (DSHS/DDA)

DSHS/DDA is the primary agency that funds extended services for individuals with developmental disabilities who require supported employment. DSHS/DDA contracts for these services with Washington counties, and counties sub-contract with community rehabilitation providers to provide extended services to DSHS/DVR customers. DSHS/DVR coordinates with DSHS/DDA in the following ways:

- DSHS/DVR and DSHS/DDA leadership meet on a regular basis, and are co-sponsoring several initiatives aimed at improving employment outcomes for youth with intellectual and developmental disabilities and advancing the skills of employment service providers that serve joint DSHS/DVR and DSHS/DDA customers.
- DSHS/DVR is represented as a member of the Washington State Developmental Disabilities Council.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

HCA Division of Behavioral Health and Recovery (HCA/DBHR)

The Division of Behavioral Health and Recovery (DBHR) was moved from DSHS to HCA in 2018 to integrate physical health with behavioral health, thereby providing whole-person care. DBHR manages the majority of public behavioral health services in Washington. HCA/DBHR provides a broad range of community-based mental health, substance use disorder, and pathological and problem gambling services using multiple funding sources to meet broad behavioral health needs. In addition, HCA/DBHR sponsors recovery supports and the development of system of care networks.

DSHS/DVR is in the process of completing an Interlocal Agreement with HCA/DBHR. The purpose of the agreement is to establish a collaborative framework for both agencies to provide employment services for individuals with behavioral health conditions. This framework identifies shared eligibility criteria and defines roles and responsibilities for DSHS/DVR's supported employment program and HCA/DBHR's Foundational Community Supports (FCS) supported employment program.

DSHS/DVR and HCA/DBHR coordinate in the following ways:

- DSHS/DVR and HCA/DBHR leadership meet on a regular basis for ongoing coordination and collaboration between systems.
- DSHS/DVR and HCA/DBHR participate in the FCS Amerigroup Advisory Committee with DSHS/ALTSA and other FCS provider and stakeholders.
- DSHS/DVR is represented as a member of the Washington State Behavioral Health Advisory Council.

- DSHS/DVR collaborates with HCA/DBHR's FCS to serve shared supported employment customers, using the FCS Individual Placement Support (IPS) model of supported employment and DSHS/DVR supported employment services.
- DSHS/DVR maintains active referral relationships with treatment providers that are funded through HCA/DBHR contracts with each county.
- DSHS/DVR assigned liaison counselors to work with behavioral health agencies across the state, facilitating access to DSHS/DVR services for behavioral health consumers.
- DSHS/DVR and DBHR signed a memorandum of collaboration that establishes methods for Medicaid outpatient behavioral health services to be provided as extended services for joint DSHS/DVR supported employment customers.
- King County Behavioral Health and Recovery has become a Ticket-to-Work (TTW) Employment Network and is establishing a Partnership Plus Agreement with DSHS/DVR to build a revenue stream from the TTW Program that will fund extended services for those mental health customers who require a supported employment model.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

Personnel Data

DSHS/DVR employs a total of 291 field service personnel to serve approximately 20,000 individuals per year. Personnel providing direct services to customers are employed in eight distinct classifications. DSHS/DVR's direct service personnel are chiefly comprised of Vocational Rehabilitation Counselors (VRCs) and Rehabilitation Technicians (RTs), representing DSHS/DVR's professional and paraprofessional personnel, respectively.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Personnel Data & Vacancies

DSHS/DVR Personnel Levels and Vacancies by Classification, December 1, 2019

Classification	Personnel on 12/1/19	Vacancies on 12/1/19
VRC 1 In-training	13	2
VRC 2 In-Training	6	0
VRC 3 Journey	53	12
VRC 4 Lead	55	13

Classification	Personnel on 12/1/19	Vacancies on 12/1/19
RT 1 Case Aide	74	6
RT 2 Benefits Tech RT 2 Business Spec	7 15	0 3
VR Supervisor	25	5
Assistive Technology Assessment Practitioner	2	0
TOTAL	250	41

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Personnel Data & 2021 – 2025 Projections

DSHS/DVR Projected New Staff Needs by Personnel Classification, 2021 – 2025

Personnel Classification	Projected Number of Positions to be Filled, 2021 – 2025
VRC 1 In-Training	20
VRC 2 In-Training	20
VRC 3 Journey	44
VRC 4 Lead	44
RT 1 Case Aide	40
RT 2 Benefits Technician & Business Tech	16
Supervisor	20
Assistive Technology Assessment Practitioner	1

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Higher Education Vocational Rehabilitation Programs

Western Washington University (WWU) offers the only graduate program in Washington that directly prepares vocational rehabilitation professionals. Currently 32 students are enrolled in the Master of Arts in Rehabilitation Counseling program. In FFY 2019, 10 graduates completed this program and attained the credentials for certification as a rehabilitation counselor.

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

WWU Master of Arts in Rehabilitation Counseling Participants and Sponsorships, FFY 2020

Students Enrolled	32
DSHS/DVR Sponsored	0
RSA Sponsored	10

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Students Enrolled	32
DSHS/DVR Sponsored	0
RSA Sponsored	6
Graduates	10
DSHS/DVR Sponsored	0
RSA Sponsored	5

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Recruitment, Preparation, & Retention of Qualified Personnel

DSHS/DVR's FTE allotment is capped at 318.0 FTEs until June 30, 2021. The division is able to recruit all field service vacancies as they occur but may not exceed this FTE cap. Approval by the DSHS Secretary is required to fill any newly established exempt or program management positions, as part of ongoing budget savings policies.

Qualified Personnel Recruitment & Preparation Strategies

DSHS/DVR will maintain recruitment linkages and concentrated efforts with regional higher education institutions offering rehabilitation counseling programs. These include:

- Western Washington University
- University of Idaho
- Portland State University
- Western Oregon University
- San Diego State University

- Fresno State University
- Utah State University

DSHS/DVR will also continue to send recruitment announcements to higher education institutions offering rehabilitation counseling programs nationwide.

Recruiting qualified candidates in sufficient numbers to fill VRC positions is a continuing challenge. The national shortage of qualified VRC applicants has significantly affected DSHS/DVR's ability to fill vacancies in a timely manner, especially in rural and high-cost-of-living locations. Counselor turnover in our most populous county, King County, results in insufficient staffing levels to adequately meet customer needs.

In response to recruitment challenges, DSHS/DVR has broadened its list of qualifying master's degrees to include psychology, counseling, or a field related to vocational rehabilitation (i.e. fields which promote the physical, psychosocial, or vocational well-being of individuals with disabilities). While the list of qualifying master's degrees has broadened, the required competencies that a VRC candidate must demonstrate have remained unchanged.

Per Workforce Innovation and Opportunity Act (WIOA) revisions to Rehabilitation Act CSPD requirements, DSHS/DVR has incorporated the Bachelor's level education qualifications into the VRC classification series. This has resulted in a broader recruitment pool and more timely appointments to vacant positions. However, a consequence of hiring graduates without a Master's Degree in Rehabilitation Counseling is the additional time required for these new staff to master the work.

New counselors without a Master's in Rehabilitation complete 18 credit hours in rehabilitation counseling within their first two years with DVR. New counselors with a Bachelor's degree have two years to complete a Master's Degree. These counselors also carry fewer cases than journey-level counselors while completing the educational requirements and learning the job.

A particular focus of recruitment continues to be attracting candidates who identify as African-American, Latino, and American Indian, as these individuals are presently under-represented among DSHS/DVR personnel and in comparison to our caseload demographics. Targeted recruitment will continue in collaboration with Latino community-based organizations, American Indian VR Programs and other Tribal organizations, as well as African-American community-based organizations.

Retention & Advancement

To ensure new employees have the support they need to be successful, DSHS/DVR continues to use a comprehensive employee onboarding program. This set of activities is used by supervisors when new employees are hired to ensure that individuals receive adequate orientation and training to perform their roles and responsibilities and serve customers well.

An activity to support new staff was implemented in one of DVR's regions this year. New VR counseling staff formed a cohort that met monthly with two senior DVR managers to discuss policy, practices and principles related to their vocational rehabilitation work. The sessions have proven to be valuable to new staff, and other areas of the state plan to implement similar approaches.

DSHS/DVR conducts an employee survey bi-annually, and uses the results to identify ways to improve employee job satisfaction.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Personnel Standards

In accordance with 101(a)(7)(B) of the Rehabilitation Act, DSHS/DVR maintains consistent standards for all rehabilitation personnel. These standards include prior education and experience requirements as well as specific core competencies. All current DSHS/DVR counseling personnel (Field Services Administrator, Regional Administrators, VR Supervisors, and VRCs) hold credentials that are consistent with either the state-based VRC registration requirements or the national certification standards of the Commission on Rehabilitation Counselor Certification (CRCC).

DSHS/DVR continues to apply educational qualifications for new hires into VRC 2, VRC 3, VRC 4, and VR Supervisor classifications that require the following credentials:

- A master's degree in rehabilitation counseling, psychology, counseling, or a field related to vocational rehabilitation (i.e. fields which promote the physical, psychosocial, or vocational well—being of individuals with disabilities; or
- CRCC Certification; or
- A master's degree in a closely related field, plus 18—quarter (12—semester) credit hours in specified rehabilitation counseling courses at the graduate level.
- DSHS/DVR has adopted education qualifications at the Bachelor's level for the VRC1 classification as an entry point in to the VRC classification series. However, the VRC1 has been designated as an "In-training" classification that requires incumbents to obtain a Master's degree within two years of hire.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

Staff Development - 21st Century Education & Experience

DSHS/DVR specifications for the VRC classification series are as follows:

VRC1 – "In-training" classification that requires incumbents to have at least one year of experience and obtain a Master's degree within two years of hire.

VRC2 – "In-training" classification that requires incumbents to have a Master's degree with less than three years of experience.

VRC3 – "Journey" classification that requires incumbents to have a Master's degree with at least three years of experience.

VRC4 – "Lead" classification that requires incumbents to have a Master's degree with at least four years of experience.

DSHS/DVR completes an annual Performance and Development Plan (PDP) with each employee that covers the period September 1 to August 31. The PDP is a standard State of Washington tool used to evaluate job performance and emphasize individualized staff development needs. Specific development needs identified for each employee are to be addressed in the following year. In addition to determining individual training needs, DSHS/DVR compiles results to plan overall training and developmental priorities conducted staff-wide. While specific priorities evolve year-to-year, DSHS/DVR consistently addresses vocational assessment, counseling and guidance, vocational planning, job placement, as well as assistive and rehabilitation technology. New and ongoing training and continuous improvement activities specifically target the development of staff competencies using labor market and industry sector data.

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Professional Development

DSHS/DVR provides staff development and training for all staff, and in so doing, provides training opportunities (required and optional) to enhance staff competencies and skills. DSHS/DVR offers training to both professional and paraprofessional staff in core subjects through online (eLearning), instructor led virtual, and in-person instructor led training. Under Order of Selection, a larger proportion of DVR's caseload is comprised of individuals with the most significant disabilities, presenting challenges in meeting customer needs that are more complex. The role of the paraprofessional technician has become more critical to the effective management of caseloads.

Identifying Training Needs

DSHS/DVR utilizes various methods of reviewing staff performance such as: monthly supervisor case reviews and annual performance evaluations which drive the creation of individual performance development plans of all staff. Additional information is collected to identify strengths and deficiencies among staff and related training needs from other methods including:

- Statewide case reviews conducted by the Division's Planning and Performance team.
- Contributions from all field staff via a statewide training needs assessment.
- Recommendations from the State Rehabilitation Council and the State Independent Living Council.
- 2017 Social and Health Services Client Survey.
- Comprehensive Statewide Needs Assessment (CSNA).
- Regional Training Specialists, State Training Team, and DVR management.

Regional Training Specialists

In 2019, DVR established six Regional Training Specialist positions to develop and deliver training to field staff in core VR competencies and customer service, with a focus on effective, timely eligibility and plan development. The Regional Trainer team's goal is to evaluate all core VR training curricula and rebuild based on today's identified needs.

One of the first activities of the training team will be a statewide training needs assessment. A training survey is under way to collect information about perceived training needs. Regional trainers will also be visiting with regional leadership, supervisors, and units to engage them in discussions that will guide development of a training plan.

Training will be competency-based and designed to build knowledge and skills in case management practices. Training will be available in various modalities such as: online (eLearning); instructor led virtual; and in-person instructor led training. Washington DVR has continued to leverage video conferencing equipment to provide training at many office locations statewide. This technology permits larger numbers of staff to receive more timely training while reducing travel costs.

Onboarding/New Employee Orientation (NEO)

DSHS/DVR offers New Employee Orientation twice a year, with the expectation that all staff will attend a session within six months of starting employment. DSHS/DVR currently boasts a completion rate of over 95 percent for this 2-day training event. The New Employee Orientation covers such subjects as:

- Vocational Rehabilitation Process
- Client Assistance Program (CAP)
- Washington State Independent Living Council (SILC)
- Washington State Rehabilitation Council (WSRC)
- Office of Indian Policy
- Washington Federation of State Employees Union
- DVR Customer Rights/Informed Choice
- DVR Information Technology
- DVR Policy
- DVR Public Records
- DVR Fiscal/Travel
- DVR Planning and Performance
- DVR Business Engagement
- DVR Training

Vocational Rehabilitation Institute (VRI)

Washington DVR along with the Center for Continuing Education in Rehabilitation (CCER) at University of Washington has agreed to contract to deliver comprehensive training in core VR

topics to DVR counseling staff. For experienced staff, it serves as a refresher and offers up to date information and resources that staff need to work in the field today. For new staff, especially those who entered VR without a Master's in Counseling, it provides a number of foundational modules. Receiving and retaining this training will lay the foundation for the provision of timely and effective vocational rehabilitation services to DSHS/DVR customers.

These classes are facilitated at a graduate level, which enable staff to build the knowledge needed to perform within the scope of expertise presumed of professional counseling staff. Counseling staff will attend the VR Institute within 12 months of starting employment.

Counseling staff attending the VRI will begin and end their sequence of classes as part of a cohort, with each cohort averaging 25 students. Classes will span 12 days spread across four, three-day sessions. Cohorts will break for 3-4 weeks between sessions.

Core practices the VRI will address include:

- Counseling Theories and Techniques, and Foundations of Rehabilitation
- Medical, Psychosocial and Vocational Aspects of Disability
- Case Management
- Vocational Assessment
- Vocational and Career Development/Occupational Information
- Job Development and Placement/Personal and Vocational Adjustment

Rehabilitation University

DSHS/DVR requires all Vocational Rehabilitation Supervisors, Vocational Rehabilitation Counselors, Rehabilitation Technicians, Business Specialists, Benefits Technicians, and Transition Consultants to participate in various online trainings on an ongoing basis which address assessment, counseling and guidance, vocational planning, job placement, as well as assistive and rehabilitation technology. The Rehabilitation University, DSHS/DVR's in-service training platform, features standard training modules. The basic curriculum must be completed by all field staff within 12 months of appointment.

Washington DVR's new regional training team will oversee the courses and content offered through the Rehabilitation University over the coming year. The team will develop and implement a DVR Training Plan to establish goals and priorities in revising and improving the series. The Rehabilitation University curriculum is over 22 eLearning modules comprised of the following primary subject areas:

1. Vocational Rehabilitation Process- assessment, vocational counseling, job placement
2. Special Programs- Supported employment, Pre-Employment Transition Services,
3. Employment Outcomes
4. Benefits Planning and Ticket to Work Incentives Improvement Act
5. Rehabilitation Law Review- American with Disabilities Act, Workforce Innovation and Opportunity Act (WIOA), Individuals with Disabilities Education Act (IDEA),

DSHS/DVR has numerous policies related to appropriately and adequately prepare and train personnel including rehabilitation professionals and paraprofessionals. One of the primary

sources of knowledge for staff is the standard operating procedure related to required training. This document has a matrix of courses that pertain to specific positions or that can be accessed by staff who want to build skills for career advancement.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Washington DVR distribution significant information in emails, statewide and regional face-to-face meetings, video teleconferencing, weekly newsletters, and divisional SharePoint sites.

Washington DVR staff at all levels attend numerous conferences every year to gain knowledge and skills. Conferences include Workforce Development, Transition, Supported Employment, Program Evaluation, and many others. Individual staff members also request and are granted approval to attend training or conferences related to serving specific populations or areas of specialization.

DSHS/DVR Benefit Planners, receive specialized training through Cornell University to confirm the delivery of quality services when working with customers that receive monetary or medical benefits. Benefits Planners have provided ongoing training and support statewide with over 17 classes conducted for counseling staff on basics of social security and work incentives for customers.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Personnel to Address Individual Communication Needs

DSHS/DVR continues to assure full communication access for all individuals with limited English proficiency. In addition to bilingual DSHS/DVR staff, contracted interpreter and translation services are available. DSHS/DVR forms and publications are available in Cambodian, Chinese, Korean, Laotian, Russian, Spanish, Vietnamese, and Somali. Translations are available in other languages when needed.

Individuals who are Deaf or hard of hearing may communicate with DSHS/DVR staff at all locations via video phone, video relay, voice relay, American Sign Language (ASL) interpreters, real-time captioning, augmented listening devices, and UbiDuo devices. DSHS/DVR's Rehabilitation Counselors for the Deaf (RCDs) provide effective and culturally competent services for customers who are Deaf.

DSHS/DVR's training manager is knowledgeable in developing accessible training material, and provides technical assistance and oversight related to training material used by Washington DSHS/DVR.

All DSHS/DVR-sponsored trainings include an invitation for potential attendees to request accommodations as part of the registration process. When an accommodation is requested, Training staff follow up to assure the accommodation is arranged.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Washington DSHS/DVR works closely with the Office of the Superintendent of Public Instruction (OSPI) to coordinate personnel development activities under an interagency agreement with OSPI and the Department of Services for the Blind (DSB) to address mutual issues. This agreement is intended to facilitate the required coordination with education and provision of Pre-employment Transition Services, as required under WIOA. In addition, this agreement allows DSHS/DVR, DSB, and OSPI to identify necessary training for DSHS/DVR and education staff regarding new services, new coordination, and best practices in serving students with disabilities.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Introduction

Washington DVR's 2019 CSNA draws upon secondary data and reports, DVR service data, and survey and interview responses to assess vocational service needs. The following sources and data collection methods were used to complete the required components of the assessment:

- Analysis of 2017 American Community Survey data.
- Analysis of DVR service data for cases that closed in program years 2017 & 2018 (July 1, 2017-June 30, 2019).
- Surveys of subject matter experts, existing research, and DVR service data information on supported employment needs and programs.
- Survey and interviews of stakeholders about unserved and underserved populations, undertaken by Washington State University, Social and Economic Sciences Research Center (SESRC).
- Interviews of Workforce Development Council (WDC) representatives and DVR liaisons to WDCs about people with disabilities served by other parts of the workforce system.
- Existing research and DVR service data about youth and students with disabilities.
- Survey of community rehabilitation programs (CRPs) and DVR data about services provided by CRPs.

Washingtonians Living with Disabilities

American Community Survey (ACS) data for 2017 indicate that 12.9% of Washington's residents --942,318 individuals – are living with a disability. The rate of disability for Washington's population has remained nearly constant over the past five years.

More than half of all people with disabilities are in their prime working years, between the ages of 18 to 64 years. For working age individuals with disabilities, 40.5% are employed, 5.4% are unemployed, and 54% are not in the labor force. The unemployment rate, which excludes

individuals not in the labor force, is 11.8%. Compared to people without disabilities, people with disabilities are three times as frequently unemployed or out of the labor force as people without disabilities. Although disability and illness are commonly cited reasons for not working, the need for vocational rehabilitation services well exceeds available resources.

DVR service numbers are significant when compared to the 26,096 unemployed working age adults with disabilities but represent a very small portion of the 259,784 individuals with disabilities who are out of the labor force. During program years 2017 and 2018, DVR closed cases for 9,503 customers who were participating in a service plan. Completion of services led to employment for 5,115 individuals.

Washingtonians with disabilities earn about one-third less and are twice as likely to live in poverty as people without disabilities. Lower earnings are attributable to both low hourly wages and less than full time work. Washingtonians with disabilities earn an average of $27,052 annually. DVR customers who obtained employment in program year 2018 had median earnings of $12 per hour and $19,682 annually.

Unemployment and low earnings are related to lower education levels and reflected in high rates of poverty. Compared to people without disabilities, Washingtonians with disabilities are nearly twice as likely to lack a high school diploma or equivalency and about half as likely to have a bachelor's degree or higher. Nearly 18% of Washingtonians with disabilities live below the federal poverty level, compared to a statewide rate of about 9%. More than 28% of people with disabilities have incomes below 150% of the poverty level.

DVR's service population in program years 2017 and 2018 was similar to that of working age people with disabilities statewide, with a few notable exceptions. DVR underserved females, in comparison to the gender make-up of working age adults with disabilities. Although minority groups were proportionately represented in DVR's service population, several groups had lower than average rehabilitation rates. Additionally, Black/African American and American Indian/Alaska Native populations are underrepresented in DVR's workforce.

County and regional comparisons show that DVR services were not provided in proportion to the population of working age people with disabilities in some counties. Regions 1 and 2 served a larger percentage of customers than would be expected from the population data, although cases more frequently closed without a job in Region 1. Region 3 -- especially Pierce County -- and rural areas in regions 1 and 3 are underserved, compared to their share of working age individuals with disabilities.

Need for Supported Employment Services

DVR Service Data for Most Significantly Disabled and Supported Employment

DVR reviewed cases that closed during the two-year period July 1, 2017-June 30, 2019 and consulted with experts to assess service rates for individuals with most significant disabilities (MSD) and the need for and availability of supported employment services.

DVR implemented an Order of Selection on November 1, 2017 and prioritized services for individuals with the most significant disabilities. Since that time, the proportion of active cases with MSD determination and needs for supported employment have grown.

Nearly two thirds of closed cases during the review period had MSD determinations, compared to about 50% prior to entering Order of Selection. About half of MSD customers had supported employment needs identified on their IPE; 75% of these customers had a cognitive disability and 16% had a psychosocial disability.

DVR service data suggest that DVR has greater challenges assisting individuals with psychosocial, physical/mobility, and vision impairments to move from eligibility determination to plan development than individuals with cognitive disabilities. Since the need for supported employment is assessed in the plan development process, service needs are likely to be greater than indicated by the data for customers in plan.

When compared to individuals determined significantly disabled (SD) or not significantly disabled (NSD), MSD cases were equally likely to have an employment outcome but were much more likely to close before plan. MSD cases with supported employment needs were more successful in obtaining employment than cases overall.

Supported Employment Services and Systems

Funding for supported employment services is segmented among DVR, DSHS/Developmental Disabilities Administration (DSHS/DDA), the Health Care Authority Division of Behavioral Health and Recovery (HCA/DBHR), and DSHS Aging and Long-Term Services Administration (DSHS/ALTSA). DBHR and ALTSA have program oversight responsibility for Foundational Community Supports (FCS), which provides resources for supported employment. Coordination among these lead agencies is complicated and insufficient. Ideally, DDA and FCS services are complementary to and braided with DVR's services, to enable individuals to access resources from both systems when needed and as appropriate to their needs.

DVR services are time-limited, whereas both DDA and FCS can be ongoing. DVR typically provides assessment, job placement, intensive training services, and support services needed by the individual to obtain a job and achieve stable job performance. DDA or FCS long-term supports begin when the customer reaches stabilization on the job. DDA and FCS can provide job placement services and short-term supports for customers ineligible for DVR services; however, the range of services is more limited than those available from DVR.

Supported employment resources have expanded statewide with the startup of FCS in 2018 but availability of long-term supports is insufficient to meet the need and is often a determining factor in access to VR services. DVR customers with behavioral health needs may not qualify for FCS or be connected to behavioral health services. Additionally, permanent adoption of FCS is not yet assured. DVR could also expand long-term supports by encouraging supported employment providers to focus on developing natural supports within customers' workplaces.

Definitions and understanding of eligibility for services, readiness to participate, and long-term support differ among the three programs. To effectively serve customers, these differences need to be bridged and staff and providers need to be knowledgeable about the different systems and services. Additionally, customers and their families or advocates need better access to benefits planning and understanding of the impact of work on other benefits, to make an informed choice about pursuing employment.

DVR-DDA Collaboration

Services and interagency coordination are in place and function well, for the most part, for customers with intellectual and development disabilities. DVR and DDA work collaboratively with county agencies, employment service providers, and school districts to effectively coordinate transition and vocational rehabilitation services for mutual customers. Respective roles and responsibilities are defined by a memorandum of understanding. DDA and DVR both contract with community rehabilitation programs (CRPs) to provide employment services to customers.

Shared customers of DVR and DDA are highly successful in getting jobs. According to a January 2019 report by the Joint Legislative Audit and Review Committee (JLARC), Washington leads the nation in helping DDA clients get jobs and 80% of DDA supported employment customers who use DVR services get a job. However, few earn a living wage and only 10% earn more than the federal poverty level. Earnings are below poverty level for 99% of individuals with high support needs, who work an average of 21 hours per month. Individuals with low support needs work an average of 88 hours per month and have higher earnings, though only 35% make more than the poverty level.

For shared DDA-DVR customers, service capacity and availability to those who qualify are not major impediments to accessing supported employment services. Challenges pertain to conflicts in service models and processes, lack of procedures for coordination in some offices, confusing communications, and inadequate access to benefits planners. The path to accessing services can be confusing to customers and their families or advocates, especially with recent changes to practice that require customers to apply to DVR first, which can also lead to a referral to WorkSource.

Sometimes DVR's "ability to benefit from services" criterion conflicts with DDA's philosophy that all people can work or the vocational assessment or the job goal developed through DVR's service planning process conflicts with an existing job placement.

Coordination could be improved by clarifying roles in the transition process, agreement on readiness of referrals, joint participation in presentations to customers about services, engaging customers earlier, and holding each partner accountable for outcomes.

DVR-FCS Collaboration

Foundational Community Supports (FCS) is a Medicaid demonstration program that funds supported employment services for targeted populations, including people with behavioral health conditions, long-term care needs, or physical impairments that necessitate assistance with work activities. The demonstration program is intended to show that supported employment services reduce the overall healthcare costs of Medicaid-eligible individuals. During the demonstration phase, the number of customers that can be served is limited and the program is nearing that capacity.

FCS supported employment provides job placement and retention, with the expectation that participants will be connected to other needed health services, such as outpatient behavioral health and long-term care. Ongoing supported employment services can be provided for the individual to remain employed.

The State Health Care Authority's Division of Behavioral Health and Recovery and DSHS Aging and Long-term Support Administration are responsible for developing and supporting the statewide provider network. FCS services are provided by community health, behavioral health, tribal, and social service agencies, which include community rehabilitation programs. Gaps in service delivery arise when providers do not have policies and procedures for sharing information with other agencies, to facilitate customer access to services provided by other agencies.

Coordination of services for customers shared by FCS and DVR is in early stages. DVR has established standard operating procedures for working with individuals who are eligible for FCS to support coordinated service delivery for mutual customers and is in the process of implementing an interlocal agreement with DBHR to provide a collaborative framework for serving people eligible for FCS.

The episodic nature of behavioral health conditions and differing philosophies about readiness for employment present challenges to coordinated service delivery. With the exception of CRPs, DVR has limited experience partnering with FCS providers to serve customers, particularly community health and behavioral health agencies. Knowledge about those service systems and how to work effectively with FCS customers is inconsistent across DVR and its service providers. Additionally, when a customer receives FCS services from a provider that is not a DVR contractor, they cannot use the same provider for DVR services. Providers must be vendors for both FCS and DVR services for coordination to function optimally.

B. WHO ARE MINORITIES;

People who identify as American Indian/Alaskan Native have the highest rate of disability in the State, with 17.5% reporting a disability, or about one out of every six individuals. Disability rates of 7.1% and 8.1% among Asian and Hispanic/Latino individuals are lower than the State's 12.9% rate of disability.

The diversity of DVR's service population is similar to that of working age people with disabilities. However, employment outcomes differed by race/ethnicity: all minority groups except Asians experienced lower than average rates of successful case closure.

See section C for further assessment.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

In July 2019, DVR contracted with Washington State University, Social and Economic Studies Research Center, to assess the needs of individuals with disabilities who are unserved or underserved, including racial and ethnic minorities. The two-part study included a web-based survey, completed by 33 stakeholders, and follow-up phone interviews with 23 of the survey completers. The survey was designed to identify service needs and barriers to accessing services by populations that are not well-served by DVR. Interviews were held to gain insight into barriers to employment and ways to improve DVR services to underserved groups. Stakeholders were also asked about the appropriate roles of DVR and Washington's broader workforce system in serving people with disabilities and ways to ensure DVR services are culturally competent and responsive to customers.

Service Needs: Core VR services of Job Placement, Job Retention, Transition Services for Youth, Job Exploration, and training or education ranked highest among the services most needed by unserved and underserved populations. The table below shows the top service needs, based on weighted rankings of stakeholders' selection of their top three priorities.

Service Needs	Overall Rank	% Ranked #1	% Ranked #2	% Ranked #3
Job Placement	1	34%	14%	20%
Job Retention	2	2%	25%	17%
Transition Services for Youth	3	13%	8%	9%
Job Exploration	4	7%	12%	11%
Technical/Vocational Training	5	10%	4%	5%

Service Needs	Overall Rank	% Ranked #1	% Ranked #2	% Ranked #3
On-the-Job Supports or Coaching	6	3%	7%	18%
Internships/Apprenticeships	7	7%	8%	4%
Vocational Assessment	8	3%	11%	3%
Restoration/Rehabilitation	9	5%	2%	4%
Independent Living	10	3%	4%	4%
Literacy/Basic Education	11	4%	2%	2%
Assistive Technology	12	2%	2%	1%
Post-Secondary Education	13	0%	2%	3%

Barriers to Access: Transportation to services, awareness of/understanding of service availability, language or cultural factors, and wait time for services were most frequently selected.

Barriers to Access	Overall Rank	% Ranked #1	% Ranked #2	% Ranked #3
Transportation to Services	1	13%	14%	13%
Awareness/Understanding of Service Availability	2	15%	12%	13%
Wait Time for Services	3	10%	10%	13%
Language/Cultural Factors	4	12%	7%	8%
Provider Lack of Expertise Related to Needed Services	5	10%	8%	9%
Behavioral Health Factors	6	3%	14%	6%
Location of Services	7	8%	4%	9%
Provider Lack of Expertise Related to Disability Type	8	5%	6%	4%
Criminal History	9	5%	6%	4%
Homelessness/Housing Insecurity	9	4%	4%	5%
Physical Accessibility of Services	11	5%	3%	1%
Health Factors	12	3%	5%	3%
Literacy/Educational Level	13	1%	6%	4%
Assistive or Other Technology Needs	14	0%	3%	3%
Cost of Services	15	0%	2%	2%

The following barriers to employment were most frequently identified by stakeholders:

Complexity of the Customer Context: A primary barrier to employment for groups that are not well-served is the inability of workforce system partners to recognize and address the complexity of the customer's life context. These circumstances are often social and economic in nature, experienced especially by homeless people and ex-offenders. Issues such as transportation, housing, mental or physical health, and substance abuse, make it much more difficult for them to access DVR services or maintain employment. These types of obstacles are not typically considered or well-assessed when evaluating barriers to employment and eligibility for vocational rehabilitation services. Order of selection restricts DVR's ability to serve these populations when the significance of their disability does not account for these types of limitations.

For racial and ethnic minorities, a general lack of cultural awareness among workforce system partners limits access to services. The system is designed to respond to people seeking assistance. However, some cultures rely more on families to care for people with disabilities and may not seek assistance. Stakeholders also identified a failure to recognize that diversity exists within cultures, for example subgroups within the Asian, African American, and the deaf community.

Accessing DVR: Access to DVR services was primarily described in terms of customer lack of awareness about services and DVR's limited capacity to take new customers, which is intensified by order of selection. The most frequently identified racial and ethnic groups who lack awareness of DVR services and would benefit from outreach included Native Americans, sub-cultures in the broader Asian community, and East Africans. Others thought that DVR needs to engage students and youth at younger ages, indicating that they lack an orientation to planning for their future and understanding their options. Veterans and people living in rural areas were also thought to be in need of greater DVR outreach.

Order of selection was noted as a barrier to services since it excludes individuals whose disabilities are determined to be less severe. This has especially impacted deaf and deaf-blind populations and people with mental health disorders.

Timelines and Timeliness: Many stakeholders mentioned that more time is needed for some customers to be successful. For example, trusting relationships between ex-offenders and employers take time to develop. For other populations, it can take additional time to engage the customer, fully understand their needs, recognize their potential, and figure out the right resources for the individual.

Issues were also noted in relation to cultural differences in perception of time and timeliness. Cultural differences can affect a customer's ability to keep to appointments and impact case progress timelines.

Strengths and Challenges of the Workforce System

Interview questions also addressed the strengths and challenges of DVR and the broader workforce system in meeting the vocational rehabilitation needs of people with disabilities. Changes to workforce system programs have emphasized stronger relationships and coordination across programs, with the goal of establishing a seamless service delivery network that enhances customer access to services. All workforce development programs are expected

to be accessible to people with disabilities. At the same time, DVR services are more focused on assisting people with the most significant disabilities and youth in transition from school to work.

Better Partnerships: Stakeholders commented that DVR has been successful in building stronger partnerships with groups such as the Office of the Superintendent of Public Instruction, Developmental Disabilities Administration, Tribal Vocational Rehabilitation programs, and Economic Security Administration programs. Additionally, DVR has improved communications with workforce system partners and provided expertise on disability-informed approaches and making programs accessible to people with disabilities.

Customer Focus: Customer relationships and focus on individual needs were also identified as areas of DVR strength. Developing staff skills to address specific service needs, providing multiple vendor options to customers, and finding a good fit between employer and customer were noted areas of improvement. Counselors have good relationships with their customers and work closely with them to understand their vocational goals. Communications with customers on the waiting list have improved.

Community Impact: DVR has changed perceptions about people with disabilities working in a competitive setting, which has helped de-stigmatize disabilities.

Limited Capacity: In addition to Order of Selection, procedural bottlenecks (e.g., supervisor approval and data entry requirements), high caseloads, and understaffing contribute to long wait times for services and restrict DVR's capacity to serve more people. However, emphasis on timeliness can act against a client-centered approach, which requires flexibility in response to customer circumstances.

Other Challenges: Location of services and customer access to transportation were also mentioned as issues.

Subject Matter Expertise: DVR's disability expertise can benefit all partners in the workforce system. Value is provided at the customer level, by coordinating a comprehensive, individualized approach to service, and at the system level by training partners on disability matters and available resources.

Partnership and Advocacy: DVR can be the connector for customers, workforce system partners, and employers to ensure that resources throughout the system are available to people with disabilities. DVR also has an advocacy role with respect to initiating partnerships at all levels of operations and educating employers about the contributions that people with disabilities can bring to the workplace.

Improved Collaboration: Communications and information sharing among workforce system partners have improved, although data sharing remains an issue. Efforts have also been made to coordinate client referrals, develop job and retention services for people who need additional support, and provide more individualized services. Some Workforce Development Councils actively work with DVR to develop plans to address barriers to access.

Changing Attitudes: The WIOA mandate to make services accessible and available to underserved groups has challenged the system to improve services for people with significant

disabilities. The combination of the policy directive and DVR's outreach and education have led to more positive attitudes about people with disabilities and brought greater focus to underserved groups in the workforce system.

Lack of Experience with Disabilities: The broader workforce system lacks understanding about disability and is not equipped to provide the individualized services needed by people with significant disabilities. The system is oriented to market needs and priorities.

Workforce System Design: WorkSource centers are locally designed and host a variety of employment assistance programs offered by different agencies, which do not always work well with DVR. DVR is unable to develop a standardized approach to collaborating with WorkSource, due to local variations in design and operations of the WorkSource centers.

: Cultural humility training is needed for DVR staff at all levels of the organization, to better understand cultural differences and the cultural context of people of color, Native Americans, and migrant communitiesConnecting with groups that specialize in working with minority populations will better ensure that DVR decisions reflect the needs of their communities.

DVR can also help to ensure that services are culturally aware and responsive by hiring a diverse staff that reflects the populations served. In combination with training, engagement with a more diverse workforce will increase cultural awareness throughout DVR. Dedicating staff to address cultural humility issues would also be beneficial.

: Awareness training was recommended in relation to several populations, including homeless individuals, ex-offenders, students and youth, older adults, and veterans. This training would provide insights into how to interact with and help customers access resources, identify assumptions that enter into interactions with customers, and gain greater understanding of social stratification and power dynamics that characterize counselor-customer relationships.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Washington's Workforce Development System

The Division of Vocational Rehabilitation (DVR) is one of six core programs in Washington's workforce development system. Each program depends on the strengths of other partners to maximize the resources available to serve businesses and job seekers. Ten additional partners bring supplemental resources to the service delivery system.

Workforce Training & Education Coordinating Board is the State's federally-designated Workforce Investment Board, which collaborates with business, labor organizations, state agencies, 12 Workforce Development Councils (WDC) and other program partners to develop the Combined State Plan.

WDC's oversee the local one-stop service delivery system and coordinate with a broad range of local partners, including business, labor organizations, education, social services and government. One-stop partners, also known as WorkSource, administer a set programs to provide integrated streamlined services to customers.

There are three types of WorkSource centers: comprehensive center, affiliate, and connection sites. Twenty-two Comprehensive centers are physical locations where job seeker and employer customers access programs, services, and activities of the core WorkSource partners. Twenty-four Affiliate sites provide access to one or more partner programs and the availability of staff is

determined at the local level. Seventy-two Connection sites offer virtual resources and services of the WorkSource system.

WorkSource centers assists a broad population of jobseekers secure employment. This system presumes that those it serves are coming to the job search with a base level of skills and the ability to utilize the tools and training opportunities the system provides, maintain a degree of self-direction in the job seeking process, understand and follow directions to report outcomes to the personnel, and pursue opportunities independently. The role of these services is not to craft a job to suit the particular skills and abilities of an individual jobseeker.

DVR serves a narrow constituency of jobseekers with significant disabilities who have barriers to employment. Customers interested in services must meet eligibility requirements and demonstrate they will benefit from services. A professionally trained Vocational Rehabilitation Counselor provides substantial counseling and guidance and helps the customer develop an individualized plan to identify and overcome disability-related barriers to their employment goal.

In 2015, DVR and the Washington Workforce Association (WWA) developed "Shared Vision, Values & Principles of Collaboration between the DSHS Division of Vocational Rehabilitation & Washington Workforce Association", to reflect commitments to be included in the WorkSource Memorandum of Understanding with each WDC. This agreement emphasizes DVR's participation in a locally driven, fully integrated WorkSource service delivery system.

The challenge presented by a federally mandated, locally driven system, is the difficulty for DVR to develop a statewide standard of practice for integration. Success in serving people with disabilities relies on the effective collaboration of local workforce partners.

WorkSource as a Resource for People with Disabilities

In July 2019, Washington State Rehabilitation Council (WSRC) and DVR conducted an assessment of the employment services available to people with disabilities within the broader workforce system. WSRC interviewed 11 of the 12 WDCs and surveyed DVR liaisons to WDC's and DVR stakeholders. The responses provided insight into how the greater workforce system views the responsibility for services for individuals with disabilities, both offered through the WorkSource one-stops and by DVR.

What's working well:

- Each WorkSource location meets ADA certification requirements for job seekers with disabilities.
- DVR staff are co-located at 14 of 22 comprehensive WorkSource centers and 2 of 24 WorkSource affiliates. An example of successful co-location is the WorkSource-imbedded DVR Vocational Rehabilitation Counselors or Business Specialists, who work closely with one-stop system navigators to bolster partnerships within the workforce system.

What's not working well:

- Order of Selection has impacted job seekers and the workforce system, as more people with disabilities seek services from WorkSource one-stop centers and the centers lack sufficient resources and expertise to serve them. At the same time demand for services has grown, funding for WorkSource services has been declining.

- One-stop locations offer employment training and job search assistance but are not experienced in assessing disability-related barriers to employment nor have the expertise to provide substantial counseling and guidance.
- WDC partners identified training needs around disability etiquette and reasonable accommodation, basics of disability services, and recognizing disabilities, including behavioral health conditions.
- The Workforce Training and Education Coordinating Board reports that 11% of customers served by the workforce system self-reported as having a disability; 4% of those customers receive services through the vocational rehabilitation programs and the balance are served by other workforce programs. The disability data gathered is self-reported by the customer at time of intake. Without prior knowledge of available services or eligibility requirements of various workforce programs, a customer may be less likely to report their disability, thereby failing to access some types of vocational services.
- The current data tracking system for the WorkSource locations is unable to systematically track and report the percentage of job seekers with a disability. Only 5 of the 11 WDC partners were able to provide data on the number of people with disabilities they serve.

Promising Practices

The following promising practices were mutually identified by both WDC's and DVR Liaisons:

- Benton-Franklin WDC/Columbia Basin WorkSource & Olympic WDC– Actively participating in cross training with DVR staff on supporting customers with disabilities.
- Spokane and South Central WDC – Each offer daily training opportunities for partners to provide center staff with a broader understanding of the each program.
- Pacific Mountain WDC/Tumwater WorkSource - The DVR open lab was created in collaboration with DVR for customers with disabilities who have an Individualized Plan for Employment. A Vocational Rehabilitation Counselor (VRC) is available every Wednesday for 2 hours providing hands on access to center resources, assistance to identify job leads and complete applications. In addition, the DVR Business Specialist is integrated into the centers business outreach team.
- Southwest WDC/Vancouver WorkSource - Business specialist acts as referral service for jobseekers with disabilities & provide consultation to WorkSource staff. Integrated service model includes 2 DVR staff to connecting WorkSource customers with services by providing referrals, training, supports and job development.
- Seattle-King WDC/North Seattle WorkSource – DVR staff facilitates jobseeker workshops in collaboration with WorkSource staff.
- Workforce Central WDC – DVR staff are included in all strategic planning, operational planning and day to day needs. The WorkSource front office staff meet quarterly with DVR staff so we can discuss strategies for referrals and brainstorm ideas for improvement. DVR staff are represented on core leadership groups designed to improve customer experience.

- Eastern WDC - Because of rural nature, coordination and collaboration is very strong between DVR and system partners. Utilize and leverage each other's resources appropriately.
- Northwest WDC - DVR staff considered Disability Specialists, regularly assisting WorkSource staff with questions and training resources.
- Workforce Snohomish WDC – DVR staff have regular office hours at the WorkSource Lynnwood affiliate location and the time is rotated among all the Vocational Rehabilitation Counselors, Business Specialist and Supervisor, so that all VR staff are engaged in becoming familiar with services, programs and partner staff.

Most Significant Challenges

The workforce system in Washington State frequently faces challenges to providing employment services to people with disabilities. Examples include:

- Resource limitations and high costs of interpreters for language access is problematic across the state.
- Accessing transportation, especially in rural communities is difficult for non-drivers.
- Lack of awareness and expertise in building disability awareness for employers and WorkSource system is a challenge.
- Insufficient funding limits service availability, which is compounded by Division of Services for the Blind (DSB) and DVR currently being in order of selection. The cost and training to provide assistive Technology access, is a barrier to assisting customers in their job search.
- Completing paperwork and providing supporting documentation to qualify for program services was identified as a burden for customers.

Partner Strengths

DVR and the broader workforce system offer unique and specific services to benefit job seekers. Workforce partners indicate DVR can best provide benefits planning, job carving, disability-related training for WorkSource staff, and accessibility/accommodation expertise. DVR is better prepared and trained to offer employment services for individuals with significant barriers to employment and long term employment support. DVR is best suited to offer substantial vocational rehabilitation counseling and guidance for customers with disabilities.

The broader workforce system offers networking, jobseeker classes, job fairs, business partnerships, outreach, short-term employment opportunities, and can open up one-stop centers for co-location and collaboration. They can also step in to offer job supports when funding limitations create situations like Order of Selection for DVR.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Need for Pre-Employment Transition Services

In 2017, DVR contracted with the Center for Change in Transition Services (CCTS) at Seattle University to conduct an assessment of student needs for the five required Pre-Employment Transition Services (Pre-ETS). CCTS used data from the State's Comprehensive Education Data

and Research System (CEDARS) to identify the total number of students with disabilities age 15-21, who are potentially eligible for vocational rehabilitation services. CEDARS maintains data used for federal reporting on students with disabilities who receive services under IDEA and students with a 504 plan.

The CCTS study reported 49,812 potentially eligible secondary school students with disabilities in Washington in the 2015-16 school year: 34,882 (70%) were receiving special education or related services and 14,930 (30%) had a 504 plan. Based on an analysis of the transition services already available to students, CCTS estimated that between 17,500 and 29,500 students need additional Pre-ETS. Needs data were provided for each school district and regional education service districts. The assessment did not investigate the number of potentially eligible students attending recognized education programs at institutions of higher education.

Updated enrollment data from the Office of Superintendent of Public Instruction (OSPI) show the total number of students with disabilities in the 2018-19 school year is 47,743, a decrease of 4% since the CCTS study. Students receiving special education or related services decreased by 8% while those a 504 plan increased by 4%. Since the number of students estimated to be in need of transition services by the CCTS study was wide ranging, these changes are not expected to have a substantial impact on the statewide need for additional for Pre-ETS.

OSPI's 2018 Secondary Transition Planning Implementation Plan provides data on the student population expected to meet eligibility for services from the State's Division of Developmental Disabilities (DDA), specifically students with Autism, Intellectual Disability, and Multiple Disabilities. In 2017, about 7,500 Washington students between the ages of 15 and 21 were eligible under those disability categories. Data from a 2015-16 post-school outcome survey shows that these groups are much less likely to be engaged in education, training, or employment after leaving school.

DVR Services for Students and Youth

DVR serves students with disabilities through its Pre-Employment Transition Services (Pre-ETS) program and general Vocational Rehabilitation program, which includes School to Work projects. Pre-ETS services are available to students statewide who are in school and potentially eligible for vocational rehabilitation services, based on having a documented disability. DVR Pre-ETS program participation data shows 3,199 students received group Pre-ETS services during the 2018-19 school year, which is 11% to 18% of the range of need identified by the CCTS study. Services were provided to students enrolled in 281 public, private, and tribal schools.

In DVR's general vocational rehabilitation program, 30% of customers with closed cases in program years 2017 and 2018 were youth; 1,681 youth between the ages of 16 and 24 obtained employment during that period. The rehabilitation rate of 56.5% for youth was about 4 points higher than for individuals age 25 and above. Nearly three-fourths of participating youth were 21 years of age or under.

Service Coordination and Priorities

The CCTS assessment also identified the relative need for each of the five required Pre-ETS, based on an assessment of the types of services most commonly available in students' schools and alignment with DVR Pre-ETS service categories. Workplace Readiness Training and Work Based Learning were the least available, followed by Instruction in Self-Advocacy. However, service needs vary considerably from one school district to another.

Preliminary results of recent DVR Pre-ETS statewide needs assessment indicate that work-based learning and self-advocacy/peer mentoring continue to be among the highest priorities. DVR's Pre-ETS program has focused on work-based learning and workplace readiness and has recently modified its program to make peer mentoring more accessible.

OSPI's transition plan addresses the transition-related skills that are most important for students with disabilities, based on a survey of stakeholders, including parents/family members, educators, service providers, state agency representatives and students. Preliminary results of the survey show that skills identified as "Very Important" in the stakeholder survey reinforce the service gaps identified in the CCTS study and subsequent assessment.

The following transition-related resources and services were rated as "Very Important" by survey respondents:

- Alignment of transition-related documentation;
- Cross-agency staff knowledge of requirements;
- Information on similarities and differences among transition support agencies; and
- A directory of contacts for schools, service providers, and DDA and DVR offices.

The Plan acknowledges the complexity of transition planning and navigating between OSPI, DVR, and DDA, for students, families, school staff, and agencies. Centralized information and a crosswalk to support understanding of differences in terminology and requirements of the three systems are recommended.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Information on collaborative research, service delivery improvement, and training activities is described in detail in the Cooperative Agreements with Nonprofit Organization section of this State Plan.

Services Provided and Challenges Faced by CRPs

Community Rehabilitation Programs (CRPs) provide the majority of vendor-provided assessment and employment services for DVR customers. For the two-year period from July 1, 2017-June 30, 2018, CRPs provided 100% of paid job placement and short-term job support services, 87% of assessments, and 83% of supported employment services for customers who completed services. Two-thirds of customers with a successful employment outcome received services from CRPs. Job placement for the other one-third of successful customers was either supported by DVR staff or self-directed.

DVR held contracts with 117 CRPs based in 23 of the State's 39 counties during this period. Since entering Order of Selection, DVR is serving fewer customers and a larger proportion of customers are most significantly disabled. DVR has also implemented practice changes to maximize the use of in-house assessments and refer customers to WorkSource for job search and placement services, when appropriate. These changes have presented significant challenges for CRPs and impacted customer services. As of July 2019, DVR has 16 fewer CRP contracts and lost access to CRP services in two rural counties; however statewide providers are available to serve these communities.

In August 2019, in conjunction with DVR's quarterly CRP web conference, DVR and WSRC presented a questionnaire about customer access to services and ways they are adapting to changes in the vocational rehabilitation service environment. This forum allowed DVR to reach a broad representation of CRPs across the state to learn about the current challenges faced in serving DVR customers and provide opportunities for information and training on DVR and partner programs. CRPs were asked for their perspectives on the following questions:

1. What are the barriers to DVR customers being able to access services when needed?
2. Given the changes in DVR practice, how are CRPs adapting to meet customer needs that are not addressed by DVR resources?
3. What does WorkSource do well in providing services to people with disabilities?

Barriers to Service Access

Coordination and Service Integration between DDA and DVR: DDA and DVR have shared but distinct areas of responsibility for serving individuals with intellectual and development disabilities. As a provider for both agencies, CRPs help customers navigate the requirements and processes of each agency to access services. CRPs indicated that requiring DDA customers to access DVR services without sufficient braiding of DDA and DVR services results in burdensome approval processes, customer confusion, and delays in receiving services. They identified needs for more information sharing between DDA and DVR, expedited review and approval processes, seamless access to DVR services, and improved DVR-CRP liaison relationships. Recommendations ranged from allowing DDA customers to bypass DVR altogether and receive all services from DDA to establishing a common process to qualify customers for services for both programs at the same time.

Inadequate and Restricted Resources: Order of Selection, which has restricted services to only those with Most Significant Disabilities (MSD), creates the challenge of obtaining funding for other job seekers with disabilities. Accessing supported employment funding is a major source of frustration for CRPs. Challenges include when to access additional funds, unpaid staff hours while trying to allocate new funds for customers, and eligibly restrictions for available supported employment; for example, Foundational Community Supports (FCS) is only available for individuals with diagnosed behavioral health conditions who are also eligible for Medicaid. Transportation is also an often-noted challenge for CRP customers.

Customer Service Concerns with Timeliness and Responsiveness of Services: CRPs and their customers have experienced impediments to effective employment services due to lack of timeliness in each aspect of the vocational rehabilitation process – initial appointment, intake, eligibility determination, plan completion, and the time between appointments. Delays in processing service authorizations and payments were also mentioned. One CRP noted that, in their local DVR offices, the number of counselors are insufficient to address the needs of all individuals seeking jobs. Some noted concerns about timely response to phone calls.

Customer Participation Challenges: Customer lack of participation or willingness to engage in their own job search was noted as an additional barrier. Some CRPs indicated that customer skills and abilities are not well-matched to expectations for their participation and the job goal. Customers with mental health barriers are not getting sufficient support.

Adaptations to Meet Customer Needs

Communication with Customers about Changes in Service Access: DDA participants and their families are confused about the process for obtaining employment services and why they need

to access DVR services. This is especially difficult for customers who have not received DVR services in recent years. CRPs have been working to provide correct and consistent information about the changes to participants and their families.

Reductions in CRP Staff and Operational Expenses: CRPs have had to adapt financially and operationally to the decline in referrals from DVR. CRPs have implemented hiring freezes or staff reductions, eliminated raises, reduced operational costs, sought out additional funds, and made more referrals to community-based services to mitigate the losses.

Accessing Foundational Community Supports and Other Resources: To narrow the funding gap, CRPs report accessing other resources such as Foundational Community Supports (FCS), Ticket to Work, private pay, and county funding through county Developmental Disabilities agencies. While FCS is a critical new resource, providers note that the program's services are limited in comparison to the range available from DVR. CRPs also noted that they make referrals to other community-based services that have capacity and funding to serve customers.

The Workforce System as Employment Services Partners

WorkSource an Ineffective Alternative for DVR Customers: When asked about WorkSource, CRPs stated that the greater workforce system, in its current capacity, is not effectively serving individuals with disabilities. WorkSource expects participants to demonstrate a high level of personal initiative, follow through, planning, and focus, whereas people with significant disabilities need individualized assistance. Customers referred to WorkSource report not knowing what to do when they go there.

CRPs agreed that local WorkSource centers lack the expertise to serve people with disabilities specifically and provide the one-on-one assistance needed by individuals with many barriers to meeting their employment goals.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

See 1.e. above and Section D. Coordination with Education Officials.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

Introduction

This section identifies estimated numbers of customers DSHS/DVR expects to serve and associated case service costs. Specific attention is given to the impact of order of selection implementation on customer volumes, costs, and outcomes.

Annual Estimates

DVR estimates the following services will be provided during FFY 2021 and annually for the duration of the State Plan.

Applications: 7,200

Eligibility Determinations: 7,000 individuals annually

Customers in an IPE: 4,800 new plans and 10,920 receiving services in a plan annually

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Service Delivery under an Order of Selection

VR Eligibility, Service Volume, Wait List, & Cost Projections

DSHS/DVR Eligibility, Wait List, Service, & Cost Projections: FFY 2021

FFY 2021	**Eligibilities Determined**	**Wait List**	**New IPEs**	**Total IPEs**	**Total Case Service Costs**
Priority Category 1	4,000	0	3,000	7,500	$18,630,000
Priority Category 2	1,500	1,500	1,800	3,400	$8,445,600
Priority Category 3	1,100	1,100	0	10	$24,840
Priority Category 4	350	350	0	5	$12,420
Priority Category 5	50	50	0	5	$12,420

Priority Category 1: Individuals with Most Significant Disabilities

- Eligibilities Determined: 4,000
- Customers Placed on a Wait List: 0
- New IPEs: 3,000
- Total Customers Served under an IPE: 7,500
- Total Case Service Costs: $18,630,000

Priority Category 2: Individuals with Significant Disabilities

- Eligibilities Determined: 1,500
- Customers Placed on a Wait List: 1,500
- New IPEs: 3,400
- Total Customers Served under an IPE: 3,400
- Total Case Service Costs: $8,445,600

Priority Category 3: Individuals with Disabilities

- Eligibilities Determined: 1,100
- Customers Placed on a Wait List: 1,100
- New IPEs: 0
- Total Customers Served under an IPE: 10

- Total Case Service Costs: $24,840

Priority Category 4: Individuals with Disabilities

- Eligibilities Determined: 350
- Customers Placed on a Wait List: 350
- New IPEs: 0
- Total Customers Served under an IPE: 5
- Total Case Service Costs: $12,420

Priority Category 5: Individuals with Disabilities

- Eligibilities Determined: 50
- Customers Placed on a Wait List: 50
- New IPEs: 0
- Total Customers Served under an IPE: 5
- Total Case Service Costs: $12,420

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

DSHS/DVR provide supported employment services under the Title VI Supported Employment Grant. For program years 2020 - 2023, DSHS/DVR estimates 1,000 customers will receive supported employment services annually through Individualized Plans for Employment (IPEs), resulting in 600-700 supported employment outcomes per year. At these levels, DSHS/DVR estimates serving approximately 4,000 supported employment IPEs and producing 2,500 supporting employment outcomes during the four-year period of this plan.

DSHS/DVR aligns Supported Employment services and resources with Priority Category 1 customers; only individuals with the most significant disabilities receive Supported Employment services.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Please see Section VI.K.2.A.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Please see Section VI.K.2.A.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Please see Section VI.K.2.A.

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The goals and priorities established in this State Plan reflect DSHS/DVR's ongoing commitments to customer service, successful outcomes, staff development, organizational system improvement, strong partnerships, and business engagement. These goals and priorities were collaboratively developed by DSHS/DVR and leadership of the Washington State Rehabilitation Council.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Introduction

This section identifies the goals and priorities that DSHS/DVR intends to achieve throughout the planning cycle for program years 2020–2023. Activities described herein align with Washington's strategic plan for workforce development as well as the operational components of this Combined State Plan. This alignment is intended to realize the letter and intent of the Workforce Innovation and Opportunity Act (WIOA), to implement a coordinated service delivery system which supports the long-term labor market engagement of individuals with disabilities and improves services to businesses.

These goals and priorities also reflect analyses of DSHS/DVR's performance as well as the Comprehensive Statewide Needs Assessment, which examines the vocational rehabilitation needs of individuals with disabilities in Washington.

Goals & Priorities

Goal One: Customer Service and Outcomes are DVR's Highest Priority

Goal one reflects DSHS/DVR's focus on providing high-quality services that result in high-quality employment outcomes. Based on Comprehensive Statewide Needs Assessment (CSNA) findings and stakeholder input, this goal prioritizes the importance of supporting customers in high-quality employment which offers the pay and benefits that support financial security and stability.

<u>To achieve this goal, DSHS/DVR establishes the following priorities:</u>

1. Customers experience timely, continuous progress throughout the VR process.
2. DVR customers achieve employment in living wage jobs with benefits.
3. Students are better prepared to engage in VR services after high school.
4. Individuals with disabilities have equitable access to DVR services.

Goal Two: Motivate and Inspire High Performing Staff

Goal two priorities reflect CSNA results, internal case review results, staff and stakeholder input which challenge DSHS/DVR to provide DVR staff with clear performance expectations, training, and working conditions that support their success.

<u>To achieve this goal, DSHS/DVR establishes the following priorities:</u>

1. DVR staff achieve mastery in their work

2. DVR excels in key performance indicators
3. DVR is an employer of choice

Goal Three: DVR Collaborates with Businesses and Partners that Deliver Benefits to DVR Customers

Goal three priorities will improve outcomes for individuals with disabilities served by Washington's workforce development system, as well as other agency partners and DVR service providers. As a core WIOA program, DSHS/DVR will contribute its value, expertise, and strengths to maximize outcomes for individuals with disabilities. These priorities align with the strategic and operational elements of this Combined State Plan and reflect the needs of individuals with disabilities served system-wide.

To achieve this goal, DSHS/DVR establishes the following priorities:

1. Strengthen communication and collaboration with partners that deliver benefits to customers.
2. Formalize and implement targeted business engagement efforts.

Goal Four: DVR Operations and Infrastructure Support Our Work

Goal four reflects DSHS/DVR's commitment to improving the systems and practices that support DSHS/DVR staff and, in turn, affect customer service.

To achieve this goal, DSHS/DVR establishes the following priorities:

1. Establish a reporting framework that informs decisions and improvements at all levels.
2. DVR staff have modern, user friendly tools that streamline their work.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The results of the 2019 Comprehensive Statewide Needs Assessment (CSNA) and subsequent updates contained in the Statewide Assessment description of this State Plan guided the collaborative development of DSHS/DVR's goals and priorities. DSHS/DVR's emphases on timely service delivery, high-quality employment outcomes, targeted outreach to unserved and underserved populations, and coordinated service delivery are directly based on CSNA findings.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

DSHS/DVR's goals and priorities align with the strategic vision and the operational elements of this Combined State Plan. These goals and priorities promote improved employment retention, increased earnings, and strengthened educational progress for Washingtonians living with disabilities. The role of DSHS/DVR staff in coordinated business engagement and industry sector strategies is woven throughout this plan. By pursuing these goals and priorities, DSHS/DVR will deliver high performance on the performance accountability standards identified in Section 116.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION

COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

These goals and priorities were established based on the full range of DSHS/DVR's evaluation and research activities. The activities include ongoing internal monitoring and case reviews, DSHS program performance reporting conducted by the Department of Social and Health Services, evaluation studies coordinated by the Workforce Training and Education Coordinating Board, ad hoc research and program evaluation activities, and customer forums and satisfaction surveys conducted by the Washington State Rehabilitation Council.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Introduction

This section describes DSHS/DVR's plans, policies, justifications, and projected service and outcome goals for serving individuals with disabilities under an order of selection. Additional information is provided describing how an order of selection may affect students with disabilities and Pre-employment Transition Services.

This section was developed in partnership and consultation with the Washington State Rehabilitation Council (WSRC) and the Client Assistance Program (CAP). In August of 2017, DSHS/DVR provided public notice of its intent to amend the State Plan to implement an Order of Selection. Customers, partners, and stakeholders were invited to provide input regarding the implementation of an Order of Selection and the draft amendments to the State Plan. DSHS/DVR and WSRC received public comment throughout the months of September and October 2017. Three State Plan Public Forums were held online and at in-person locations across Washington on September 18, 2017. DSHS/DVR customers, staff, partners, and stakeholders reviewed the draft Order of Selection amendment, asked questions, and provided input and comment. The public comment process and resulting dialogue emphasized impacts on current DSHS/DVR customers, students with disabilities, and customers who need specific services or equipment to maintain employment.

Implementing an Order of Selection

In accordance with the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act of 2014, and its regulations, a designated state unit must implement an order of selection when there are insufficient resources to serve all eligible customers who apply for services.

Fiscal and case service studies project that DSHS/DVR will not have sufficient resources to serve all eligible individuals who apply for services in FFY 2018 and FFY 2019. Therefore, DSHS/DVR implemented an order of selection on November 1, 2017.

By implementing an order of selection, DSHS/DVR will ensure resources and services are prioritized for individuals with disabilities who need them most.

Priority Categories & Order of Selection

As part of every customer's eligibility determination process, a qualified DSHS/DVR Vocational Rehabilitation Counselor (VRC) will evaluate: 1) disability-related functional limitations; 2) anticipated number of needed services; and 3) whether services are anticipated to be needed over an extended period to time. The VRC will use these criteria to assign eligible customers to one of five priority categories, based on the severity of the customer's disability. Priority categories ensure that DSHS/DVR services are prioritized for individuals with the most significant disabilities.

Priority Category 1: Individuals with a most significant disability

An eligible customer is assigned to Priority Category 1 if:

- The customer experiences serious functional limitations in four or more of the following areas in terms of an employment outcome: mobility, communication, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills; and
- The customer requires multiple VR services over an extended period of time.

Priority Category 2: Individuals with a significant disability

An eligible customer is assigned to Priority Category 2 if:

- The customer experiences serious functional limitations in three of the following areas in terms of an employment outcome: mobility, communication, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills; and
- The customer requires multiple VR services over an extended period of time.

Priority Category 3: Individuals with a significant disability

An eligible customer is assigned to Priority Category 3 if:

- The customer experiences serious functional limitations in two of the following areas in terms of an employment outcome: mobility, communication, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills; and
- The customer requires multiple VR services over an extended period of time.

Priority Category 4: Individuals with a significant disability

An eligible customer is assigned to Priority Category 4 if:

- The customer experiences serious functional limitations in one of the following areas in terms of an employment outcome: mobility, communication, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills; and
- The customer requires multiple VR services over an extended period of time.

Priority Category 5: Individuals with Disabilities

An eligible customer is assigned to Priority Category 5 if:

- The customer is determined eligible for vocational rehabilitation services but does not meet the criteria for Priority Categories 1-4.

Priority categories will be assigned consistently, objectively, and with customer rights to review and due process. Consistent with federal regulations, DSHS/DVR will not consider duration of residency in Washington State, type of disability, age, sex, race, color, national origin, type of

expected employment outcome, source of referral, particular service needs or anticipated service costs, individual or family income level, when assigning a priority of service category. In addition, applicable State law and DSHS/DVR policies regarding anti-discrimination apply to eligible customers who are assigned a priority of service category.

Selecting Eligible Customers for Services

Per federal regulations, DSHS/DVR will provide the full range of uninterrupted VR services to all existing customers with Individualized Plans for Employment as of November 1, 2017, regardless of the priority category to which they are assigned.

Under an order of selection, when sufficient resources are not available to serve all new eligible customers, new customers may be placed on a wait list for services. This wait list will be statewide and based upon customers' priority categories and application dates. As resources become available for DSHS/DVR to serve additional individuals, DSHS/DVR selects names from the waiting list in the priority category being served at the time. Within a priority category, the date the individual applied for VR services determines the order in which they are released from the waiting list. Individuals placed on a wait list will receive information and guidance about other federal or state programs that offer services to help them meet their employment needs, if available.

Should sufficient resources be available to provide the full range of VR services to both existing and new customers, DSHS/DVR will serve eligible individuals assigned to Priority Category 1 first. This ensures that services are prioritized for individuals with the most significant disabilities. Customers in Priority Category 1 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

If resources are available after all existing customers and all new Priority Category 1 customers are assured the full range of VR services, DSHS/DVR will serve eligible individuals assigned to Priority Category 2. Customers in Priority Category 2 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

If additional resources are available after all existing customers and new customers in Priority Categories 1 and 2 are assured the full range of VR services, DSHS/DVR will serve eligible individuals assigned to Priority Category 3. Customers in Priority Category 3 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

If additional resources are available after all existing customers and new customers in Priority Categories 1, 2 and 3 are assured the full range of VR services, DSHS/DVR will serve eligible individuals assigned to Priority Category 4. Customers in Priority Category 4 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

If additional resources are available after all existing customers and new customers in Priority Categories 1, 2, 3, and 4 are assured the full range of VR services, DSHS/DVR will serve eligible individuals assigned to Priority Category 5. Customers in Priority Category 5 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

Students with Disabilities & Pre-Employment Transition Services

Students with disabilities can receive ongoing Pre-Employment Transition Services (Pre-ETS) while placed on an order of selection wait list, as long as they have participated in a Pre-ETS

prior to eligibility determination for DSHS/DVR services. However, federal regulations prevent students with disabilities who were determined eligible for DSHS/DVR services prior to receiving Pre-ETS from subsequently receiving Pre-Employment Transition Services while placed on an order of selection wait list. Therefore, students, families, advocates, and educators are advised to carefully consider the potential risks of applying to DSHS/DVR before participating in a Pre-Employment Transition Service. DSHS/DVR recommends students participate in a Pre-Employment Transition Service before applying for DSHS/DVR services, in the event they are placed on the DSHS/DVR wait list.

Potentially eligible students with disabilities (i.e. students who only receive Pre-Employment Transition Services and who do not apply for DSHS/DVR services) will not be affected by order of selection and will continue to receive uninterrupted Pre-Employment Transition Services.

B. THE JUSTIFICATION FOR THE ORDER

Beginning in FFY 2016, DSHS/DVR experienced a significant increase in the number of customers served under and Individualized Plan for Employment (IPEs). This rapid increase occurred after the drafting of the DSHS/DVR 2016 - 2020 State Plan. By the end of federal fiscal year 2017, the number of IPEs had increased by 13%.

Increased service volumes led to corresponding increases in case service expenditures. Monthly average purchased service expenditures increased steadily from about $2.4 million in FFY 15 to $2.8 millio in FFY 2017.

While service volumes and costs increased, DSHS/DVR's funds did not increase to meet the demand. Because revenue streams remained consistent, DSHS/DVR directed carry-over funds to meet increasing service demands and costs. Consequently, carry-over funds rapidly diminished. DSHS/DVR carried over $34,366,000 into FFY 2015, $29,052,638 into FFY 2016, $20,302,559 into FFY 2017 and $14,391,272 into FFY 2018.

Had DSHS/DVR continued to expand services and costs at its former rate, DSHS/DVR would have overspent all revenue sources by late FFY 2018. Therefore, an order of selection was necessary to ensure services remained available for all customers with IPEs, without overspending available funds. In addition, DSHS/DVR projected that implementation on November 1, 2017 would allow Priority Category 1 to remain open, ensuring individuals with the most significant disabilities access to services without a wait list.

Current case service and budget projections indicate that DSHS/DVR can sustain a purchased case services budget of approximately $27,000,000 annually. FFY 2019 projections indicate this budget is sufficient to serve existing customers with IPEs, new Priority Category 1 customers, and Priority Category 2 customers released from the waiting list on a monthly basis.

The FFY 2021 costs of serving existing IPE customers, new Priority Category 1 customers, and an estimated 3,600 Priority 2 customers released from the waiting list is projected to be $27,125,280. DSHS/DVR continues to closely monitor the impact of order of selection and release customers on the waiting list as soon as resources are available.

C. THE SERVICE AND OUTCOME GOALS

Projected Service & Outcome Goals for FFY 2021

Projected Service & Outcomes Goals: FFY 2021

FFY 2021	Total IPEs	New IPEs	Total Case Service Costs	IPE Cases Closed	Rehabilitated Cases	Wait List
Category 1	7,500	3,000	$18,630,000	2,800	1,600	0
Category 2	3,400	1,800	$8,445,600	1,200	700	1,500
Category 3	10	0	$24,840	8	7	1,100
Category 4	5	0	$12,420	4	3	350
Category 5	5	0	$12,420	4	3	50

Priority Category 1: Individuals with Most Significant Disabilities

- Total Customers Served under an IPE: 7,500
- New IPEs: 3,000
- Total Priority Category 1 Case Service Costs: $18,630,000
- IPE Cases Closed: 2,800
- Rehabilitated Cases: 1,600
- Total Customers Placed on a Wait List: 0

Priority Category 2: Individuals with Significant Disabilities

- Total Customers Served under an IPE: 3,400
- New IPEs: 1,800
- Total Priority Category 2 Case Service Costs: $8,445,600
- IPE Cases Closed: 1,794
- Rehabilitated Cases: 984
- Total Customers Placed on a Wait List: 1,500

Priority Category 3: Individuals with Disabilities

- Total Customers Served under an IPE: 10
- New IPEs: 0
- Total Priority Category 3 Case Service Costs: $24,840
- IPE Cases Closed: 8
- Rehabilitated Cases: 7
- Total Customers Placed on a Wait List: 1,100

Priority Category 4: Individuals with Disabilities

- Total Customers Served under an IPE: 5
- New IPEs: 0
- Total Priority Category 3 Case Service Costs: $12,420
- IPE Cases Closed:4
- Rehabilitated Cases: 3
- Total Customers Placed on a Wait List: 350

Priority Category 5: Individuals with Disabilities

- Total Customers Served under an IPE: 5
- New IPEs: 0
- Average Annual Cost Per IPE: $2,850
- Total Priority Category 3 Case Service Costs: $12,420
- IPE Cases Closed: 4
- Rehabilitated Cases: 3
- Total Customers Placed on a Wait List: 50

FFY 2022	Total IPEs	New IPEs	Total Case Service Costs	IPE Cases Closed	Rehabilitated Cases	Wait List
Category 1	7,500	3,000	$18,630,000	2,800	1,600	0
Category 2	3,400	1,800	$8,445,600	1,200	700	1,500
Category 3	10	0	$24,840	8	7	1,100
Category 4	5	0	$12,420	4	3	350
Category 5	5	0	$12,420	4	3	50

Priority Category 1: Individuals with Most Significant Disabilities

- Total Customers Served under an IPE: 7,500
- New IPEs: 3,000
- Total Priority Category 1 Case Service Costs: $18,630,000
- IPE Cases Closed: 2,800

- Rehabilitated Cases: 1,600
- Total Customers Placed on a Wait List: 0

Priority Category 2: Individuals with Significant Disabilities

- Total Customers Served under an IPE: 3,400
- New IPEs: 1,800
- Total Priority Category 2 Case Service Costs: $8,445,600
- IPE Cases Closed: 1,794
- Rehabilitated Cases: 984
- Total Customers Placed on a Wait List: 1,500

Priority Category 3: Individuals with Disabilities

- Total Customers Served under an IPE: 10
- New IPEs: 0
- Total Priority Category 3 Case Service Costs: $24,840
- IPE Cases Closed: 8
- Rehabilitated Cases: 7
- Total Customers Placed on a Wait List: 1,100

Priority Category 4: Individuals with Disabilities

- Total Customers Served under an IPE: 5
- New IPEs: 0
- Total Priority Category 3 Case Service Costs: $12,420
- IPE Cases Closed:4
- Rehabilitated Cases: 3
- Total Customers Placed on a Wait List: 350

Priority Category 5: Individuals with Disabilities

- Total Customers Served under an IPE: 5
- New IPEs: 0
- Average Annual Cost Per IPE: $2,850
- Total Priority Category 3 Case Service Costs: $12,420
- IPE Cases Closed: 4
- Rehabilitated Cases: 3
- Total Customers Placed on a Wait List: 50

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

DVR expects to initiate services for those newly placed onto an Order of Selection wait list category within FFY 2021 in the following timelines:

- Category 1 – these customers should continue to be served immediately upon eligibility determination.
- Category 2 – DVR expects to be able to initiate IPE development for these customers within 18 to 30 months of application.
- Category 3 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.
- Category 4 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.
- Category 5 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.

DVR expects to initiate services for those newly placed onto an Order of Selection wait list category within FFY 2022 in the following timelines:

- Category 1 – these customers should continue to be served immediately upon eligibility determination.
- Category 2 – DVR expects to be able to initiate IPE development for these customers within 12 to 24 months of application.
- Category 3 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.
- Category 4 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.
- Category 5 – DVR does not expect to be able to serve folks from this category within the time period of this State Plan.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Please see section VI.M.1.A.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

In consultation with the Washington State Rehabilitation Council and the Client Assistance Program, DSHS/DVR has elected to serve eligible individuals who require specific services or equipment to maintain employment, regardless of an established order of selection. These services may be provided, without requiring the customer to wait for services per order of selection, if:

- The individual is at immediate risk of losing their job in a competitive integrated setting for reasons related to the individual's disability.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

For Program Years 2020-2023, DSHS/DVR estimates about 1,000 customers will receive supported employment services annually through Individualized Plans for Employment (IPEs), resulting in 600-700 supported employment outcomes per year. At these levels, DSHS/DVR estimates serving approximately 4,000 supported employment IPEs and producing 2,600 supported employment outcomes during the four-year period of this plan. DVR does not use any Title VI funds for administrative costs. 50% of Title VI funds will be appropriated to youth.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

The Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act, allows designated state units to determine the length of time for which youth with the most significant disabilities can receive extended services up to 48 months. DSHS/DVR will fund extended services for youth with most significant disabilities on a case-by-case basis.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

DSHS/DVR provides supported employment services primarily to individuals with intellectual and developmental disabilities. DSHS/DVR and its partners continue to pursue innovative strategies to expand these services to other populations, as resources are often scarce in comparison to needs.

The State of Washington was approved in 2017 for the Medicaid Transformation Demonstration Foundational Community Supports Supported Employment benefits. FCS Supported Employment is funded as a Medicaid service, expanding the availability of extended services to individuals who experience a wide array of significant disabilities.

DSHS/DVR will collaborate with ALTSA to explore the development of a cooperative agreement for individuals with significant disabilities and long term care needs receiving ALTSA's FCS Supported Employment Program and DVR's Supported Employment Program to leverage resources and provide quality, coordinated services.

Through continued collaboration, innovative approaches, and the use of natural supports, DSHS/DVR and its partners will be able to expand the availability, quality, and scope of extended services for all individuals who require supported employment.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

DSHS/DVR has established four goals to assure that high-quality services are provided to both job seekers with disabilities and to Washington's businesses. The methods by which these services will be provided, and maximized within available resources, are described in this section.

These strategies reflect in-depth analyses of DSHS/DVR customer service data, statewide demographic data, Comprehensive Statewide Needs Assessment (CSNA) findings, research conducted by the Workforce Training and Education Coordinating Board (WTECB), and the ongoing input and recommendations from the Washington State Rehabilitation Council (WSRC).

Duplication of activities, strategies, and methods in the sections which follow is intentional; the coordinated efforts of Workforce Innovation and Opportunity Act (WIOA) core programs to improve services to job seekers with disabilities and Washington's business community are not mutually exclusive. As an active core partner, DSHS/DVR will fully leverage all available resources to maximize the labor market engagement, self-sufficiency, and independence of all Washingtonians with disabilities.

Strategies to Achieve Goals & Priorities

Goal One: Customer Services and Outcomes are our Highest Priority

Goal One, Priority One: Customers experience timely, continuous progress throughout the VR process.

Goal One, Priority One: Strategies

- Identify and address barriers to timely services and continuous progress for customers throughout the VR process. (This strategy will begin in PY 20 and continue through PY 22)
- Establish an approach for reducing the impact to customers' case progress when staff transitions and vacancies occur. (This strategy will begin in PY 22 and continue through PY 22)
- Integrate customer contact and response standards as performance measures for VR counseling staff. (This strategy will begin and end in PY 23)

Goal One, Priority Two: DVR Customers achieve employment in living wage jobs with benefits.

Goal One, Priority Two: Strategies

- Increase rate of customers with IPEs that include job goals leading to self-sufficiency/financial security (at least 200% of the federal poverty level or greater, based on job type, wages, hours worked per week). (This strategy will begin in PY 21 and continue through PY 22)
- Identify career pathways and increase the rate of customers with IPEs that include post-secondary training resulting in employment in their field of study. (This strategy will begin in PY 22 and continue through PY 23)
- Develop effective job search and job placement assistance and/or services that are readily available to all customers at the time they are job ready. (This strategy will begin in PY 21 and continue through PY 22)

Goal One, Priority Three: Students are better prepared to engage in VR services after high school.

Goal One, Priority Three: Strategies

- Pre-ETS are available in all areas based on statewide needs assessment, school demographics, and contract mapping data. (This strategy will begin in PY 20 and continue through PY 23)
- Lead collaboration with individual school districts to identify gaps in services and CTE opportunities. (This strategy will begin and end in PY 23)
- Engage with transition staff, students, and families earlier and work toward alignment of IEP and High School and Beyond Plan goals. (This strategy will begin in PY 22 and continue through PY 23)

Goal One, Priority Four: Individuals with disabilities have equitable access to DVR services.

Goal One, Priority Four: Strategies

- Improve access to DVR services through the use of technology, mobile service locations, translation and interpreter services, transportation services, or other accommodations. (This strategy will begin in PY 20 and continue through PY 23)
- Develop a DVR outreach plan targeting under-represented populations in local communities that may lack awareness or understanding of DVR services. (This strategy will begin in PY 21 and continue through PY 22)
- Strengthen information and referral for those who need basic services and support to engage effectively with DVR and to facilitate access to workforce development programs. (This strategy will begin in PY 22 and continue through PY 23)

Goal Two: Motivate and Inspire High Performing Staff

Goal Two, Priority One: DVR staff achieve mastery in their work.

Goal Two, Priority One: Strategies

- Deliver core training in basic rehabilitation practices for field staff through VR Institute and regional trainers. (This strategy will begin in PY 20 and continue through PY 23)
- Expand new VRC cohort program to all regions to reinforce VR counseling principles and practices among newer counseling staff. (This strategy will begin and end in PY 20)
- Strengthen DVR knowledge and application of transition planning and practices that support positive outcomes. (This strategy will begin in PY 22 and continue through PY 23)

Goal Two, Priority Two: DVR excels in key performance indicators.

Goal Two, Priority Two: Strategies

- Establish, track and monitor key performance measures for all levels of the agency using reports/dashboards easily accessible to staff at all levels. (This strategy will begin in PY 20 and continue through PY 21)
- Evaluate, monitor, and coach staff using performance reports. (This strategy will begin and end in PY 23)
- Build capacity and skills throughout DVR for continuous improvement and innovation. (This strategy will begin and end in PY 22)

Goal Two, Priority Three: DVR is an employer of choice.

Goal Two, Priority Three: Strategies

- Develop a recruitment and retention plan to address staff patterns, turnover, and recruitment of under-represented groups among staff. Plan will acquaint managers with targeted recruitment strategies, reasonable accommodations, training and cultural competencies that foster a diverse and inclusive work environment. (This strategy will begin in PY 20 and continue through PY 21)
- Increase options for telework, flexible work schedules, and part-time. (This strategy will begin and end in PY20)
- Adopt and implement a staff recognition approach. (This strategy will begin in PY 20)

Goal Three: DVR Collaborates with Businesses and Partners that Deliver Benefits to Customers

Goal Three, Priority One: Strengthen communication and collaboration with partners that deliver benefits to customers.

Goal Three, Priority One: Strategies

- Collaborate with CRPs on contract changes that incent/reward higher quality outcomes based on established outcome measures. (This strategy will begin in PY 20 and continue through PY 21)
- Increase collaboration with and understanding of services available to DVR-Community Service Office mutual customers. (This strategy will begin and end in PY 22)
- Collaborate with DBHR to fully implement FCS inter-local agreement statewide. (This strategy will begin in PY 20 and continue through PY 21)
- Collaborate with WorkSource leadership to increase WorkSource staff capacity and effectiveness in assisting people with disabilities with job search activities. (This strategy will begin in PY 20 and continue through PY 23)

Goal Three, Priority Two: Formalize and implement targeted business engagement efforts.

Goal Three, Priority Two: Strategies

- Define business engagement staff roles and responsibilities for education, training and outreach to employers. (This strategy will begin and end in PY 20)
- Develop statewide plan establishing expectations and measure outcomes for the business engagement program. (This strategy will begin and end in PY 20)
- Provide technical assistance to employers on the use of natural supports in the workplace. (This strategy will begin and end in PY 23)

Goal Four: Improve DSHS/DVR's Systems & Performance

Goal Four, Priority One: Establish a reporting framework that informs decisions and improvements at all levels.

Goal Four, Priority One: Strategies

- Build reports/dashboards for DVR managers with easy access to performance data at the statewide, regional, unit, and office levels. (This strategy will begin in PY 20 and continue through PY 21)
- Develop a reporting framework and database for overall agency reporting. (This strategy will begin in PY 21 and continue through PY 22)
- Full implementation of DVR customer satisfaction survey. (This strategy will begin and end in PY 20)

Goal Four, Priority Two: DVR Staff have modern, user friendly tools that streamline their work.

Goal Four, Priority Two: Strategies

- Modernize DVR's electronic case management system. (This strategy will begin in PY 20 and continue through PY 22)
- Update and enhance the content and usability of the iDVR website to provide staff with easy access to clear, up-to-date program, policy, and administrative information. (This strategy will begin in PY 21 and continue through PY 22)
- Implement new application to document Pre-ETS participant information and consent to participate in services and allow use of personal data for service delivery and reporting. (This strategy will begin in PY 22 and continue through PY 23)
- Establish a formal IT portfolio management process to include a dashboard that allows staff to see how IT projects are prioritized. (This strategy will begin and end in PY 20)

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

Throughout the rehabilitation process, DSHS/DVR counselors assess whether assistive technology (AT) services or devices are needed to address customers' barriers to employment. DSHS/DVR brochures and Customer Service Handbook provide in-depth information on AT services and devices. Full-time Assistive Technology Assessment Practitioners (ATAPs) provide specialized AT assessment, consult with staff and customers, coordinate with AT vendors, and disseminate information and resources.

DSHS/DVR will monitor AT service delivery in compliance with WIOA requirements. In addition, DSHS/DVR will renew its commitment to being an organizational role model in effective utilization of AT as accommodations for individuals with disabilities including, but not limited to, individuals who are deaf or hard of hearing or with intellectual or developmental disabilities.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

DSHS/DVR continues to maintain active organizational relationships with a wide range of agencies and community groups that serve minority populations, and has formal liaison

relationships to assure an ongoing referral stream of individuals with disabilities who identify as racial or ethnic minorities. Individuals with disabilities who identify as racial or ethnic minorities are consistently represented within the DSHS/DVR population at rates at or above respective representation within the statewide population of individuals with disabilities. An in-depth analysis of this representation is provided in the Statewide Assessment section of this plan.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

DSHS/DVR has developed a Memoranda of Understanding (MOUs) with DSB and OSPI to promote communication and collaboration with state and local education agencies; outreach to identify potentially eligible students who may benefit from Pre-Employment Transition Services; coordinated transition planning and services between local education agencies and DSHS/DVR; assessment of service gaps; and shared training materials and events. DSHS/DVR provides Pre-Employment Transition Services to potentially eligible youth directly and through contracts and partnerships with CRPs, educational agencies, community colleges, and workforce agencies. The services provide a continuum of services between school and adult life, providing students with disabilities the services and experiences necessary to enjoy meaningful employment, independence, and quality of life. Policy and guidance revisions, as well as new staff training, support these services. An in-depth description of the significant changes to DSHS/DVR's services to students with disabilities is described in the Coordination with Education section of this plan.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

DSHS/DVR sponsors a workgroup of DSHS/DVR staff and Community Rehabilitation Program (CRP) representatives to focus on improving service delivery partnerships. Emphasis is placed on strengthening communication and coordination between local DSHS/DVR offices and CRPs and developing strategies to inform CRPs of changes or updates in DSHS/DVR policies and procedures which affect service delivery. A full description of DSHS/DVR's plans to improve its CRP partnerships is included in the Cooperative Agreements with Private Nonprofit Organizations section of this plan.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

<u>DSHS/DVR will implement the following strategies to improve performance under WIOA Performance Accountability:</u>

- Support customers in developing vocational goals and training objectives which align with labor market demand as well as customers' skills, abilities, interests, and informed choice.
- Leverage the labor market exchange, labor market research tools, and industry sector strategies to ensure that customers' vocational goals are aligned with in-demand occupations to the greatest extent possible.
- Integrate and align DSHS/DVR services and career pathways programs.

- Increase use of Post-Employment Services to support customers in maintaining, regaining, or advancing in employment through better communicating these services and their benefits.
- Provide training and technical assistance to businesses on best practices for recruiting and retaining employees with disabilities.
- Support apprenticeships, paid internships, and on-the-job training opportunities to enhance customers' employability, in partnership with local Workforce Development Councils and the business community.
- Utilize the results of the comprehensive vocational assessment to evaluate customers' skills, abilities, interests, as well as potential barriers to successful participation in, or completion of, training programs.
- Complete required meetings at the end of every post-secondary term to review grades, progress, and support needs of customers participating in associate's, bachelor's, master's, and doctoral degree programs.

DSHS/DVR will utilize the following strategies to improve its services to businesses:

- Engage Business Specialists in the development and implementation of local WDC industry sector strategies and cross-program business engagement activities.
- Collaborate with local WDCs to provide services to federal contractors and subcontractors, linking these contractors to the skilled job seekers with disabilities they seek.
- Provide training for businesses on how to recruit, hire, retrain, and advance skilled workers with disabilities.
- Increase visibility in Washington's business community through a methodical outreach and marketing plan which includes participation in local chambers of commerce, membership in professional organizations (e.g. the Society for Human Resource Management), representation at career and recruitment fairs, and the provision of business training (e.g. Americans with Disabilities Act and reasonable accommodation trainings).

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

DSHS/DVR plays significant roles on the state Workforce Training and Education Coordinating Board and local WDCs which contribute to strategies and activities that assist partners in serving individuals with disabilities. To coordinate and align workforce development services at the local level, DSHS/DVR and the Washington Workforce Association (WWA) have created and signed a Shared Vision, Values, & Principles of Collaboration document which outlines how DSHS/DVR and local WDCs will provide integrated services to individuals with disabilities.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The goals, priorities, and strategies outlined in this Combined State Plan align with both the findings of DSHS/DVR's Comprehensive Statewide Needs Assessment (CSNA) and the strategic

vision of Washington's workforce development system. Within the description of each goal, and the priorities and strategies which support it, is a description of supporting CSNA findings.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

DSHS/DVR will continue to fund the following innovation and expansion activities:

- Washington State Rehabilitation Council (WSRC) and Washington State Independent Living Council (WASILC) operations.
- Continued use of WOIS, a tool used by staff around the state to help customers select suitable vocational goals.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Washington DVR continues to experience barriers to ensuring equitable access to and participation in VR services, including Supported Employment Services, to those who live in rural and remote areas of the state. DVR has physical office locations in all large and most medium-sized communities in the state, and provides scheduled visits to some smaller, more rural communities. However, it is difficult to offer equitable access to those individuals who live in some of Washington's small, rural communities and more remote areas.

Staff capacity and the small number of eligible individuals in rural and remote areas contribute to the provision of equitable services. Transportation continues to rise to the top of the list as the greatest barrier to access for these individuals. In areas where DVR does not have an ongoing presence, community members are often not aware of these services or how to access them.

DVR data also identifies a few groups who are represented in DVR services at lower levels than these groups are represented in the general population. These groups include women, people who are African American/Black and American Indian. Certain geographic areas of the state are under-represented in DVR services as well compared to the estimates of people with disabilities living these areas.

Individuals experiencing extremely difficult life circumstances face the most barriers to participation in DVR services. While DVR could be an integral step in regaining stability in their lives, individuals who lack access to basic services, such as housing, food, and medical care often drop out of DVR services to deal with these more urgent needs. DVR has difficulty maintaining contact with individuals who regularly move from place to place, who live in unsafe conditions, and who are not connected to community resources and supports, if those supports are available.

Easy access to certified interpreters is emerging as a barrier in all areas of the state, even in our largest and most populous counties. Washington DVR has experienced substantial difficulty recruiting and retaining counselors for the deaf, and the availability of contracted sign language interpreters has become challenging. Interpreters need to be arranged well in advance of appointments, which creates access issues when a customer has an immediate or unexpected need to consult with DVR. These scheduling limitations create inequitable access for individuals who are deaf.

DSHS/DVR has identified the following strategies and activities under Goal One, Priority Four to specifically target equitable access for unserved and underserved populations.

- Improve access to DVR services through the use of technology, mobile service locations, translation and interpreter services, transportation services, or other accommodations.
- Develop a DVR outreach plan targeting under-represented populations in local communities who may lack awareness or understanding of DVR services.
- Strengthen information and referral for those who need basic services and support to engage effectively with DVR and to facilitate access to workforce development programs.
- Additionally, DVR will undertake targeted outreach and collaborate with educational, human service, and workforce development agencies to improve access and participation by students, economically disadvantaged populations, and individuals with supported employment needs.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

DVR undertook targeted outreach and collaborated with educational, human service, and workforce development agencies to improve access and participation by DVR participants to help DVR achieve its goals.

Introduction

This section provides an evaluation of DSHS/DVR's implementation of the goals and priorities established in the previous state plan, the 2016-2020 DSHS/DVR State Plan. This evaluation includes data analysis, performance and activity summaries, and descriptions of performance challenges and their effects on DSHS/DVR progress. Special consideration is given to Supported Employment services. Lastly, a description of funded innovation and expansion activities is included.

FFY 2018-2019 Evaluation: Goals, Strategies, & Barriers

DSHS/DVR services rehabilitated 2,796 customers in PY 2017 and 2,300 in PY 2019, supporting these individuals with disabilities in achieving gainful employment.

Annual applications for DSHS/DVR services decreased significantly in the most recently completed program year: from 10,117 in PY 17 to 7,577 in PY 18. This led to a similar trend in the number of individuals determined eligible for services, which decreased from 9,375 in PY 17 to 7,427 in PY 18.

Prior to October 2017, DSHS/DVR was completing nearly 500 new IPEs per month and served more than 12,500 customers in an Individual Plan for Employment (IPE) in the preceding year. This level of service was unsustainable and led to the need to prioritize services per an order of selection, which went into effect on November 1, 2017. Since that time, DSHS/DVR has focused on achieving service levels that are supportable with annual revenues. Consequently, the

monthly number of customers completing plans for services declined by more than 50% percent over a two-year period and more than 6,000 individuals were placed on a waiting list. In PY 18, 3,186 IPEs were completed for Priority 1 customers, averaging 236 per month, and a total of 11,980 customers were served in an IPE that year.

DSHS/DVR began to release Priority 2 customers from the waiting list in September 2019, at a rate of approximately 200 per month, and expects to be able to continue releases through PY 2021. Based on case service and expenditure projections, service levels are expected to reach maximum capacity by the end of that year. DSHS/DVR will continue to closely monitor its fiscal resources and improve practices to ensure maximum case service capacity is maintained.

Goal One: Improve Employment Outcomes for Individuals with Disabilities

Priorities & Evaluation

***Goal One Priority One:* Strengthen vocational assessment practices as the foundation for comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes.**

Evaluation:

- Offered refresher training in on use of the vocational assessment screen and WIOA changes.
- DVR training staff researched vocational assessment tools and resources and published links on DVR's Sharepoint training site.
- DVR provided training to staff on the use of this new vocational assessment tool.
- On-line training was added to the Rehab University series of courses
- Started including the VRC's vocational assessment report in Community Rehabilitation Program referrals. CRP staff use the information in this report to individualize the services to be provided.
- Developed apprenticeship programs and services for youth to expand skilled career options.
- DVR added a new feature in its electronic case management system to capture the results of the comprehensive vocational evaluation in narrative format.
- In 2018, DVR's internal case review results showed signs of improvement from the previous review.
- Reestablished a third ATAP position.
- Gained access to extensive regional labor market information through VRC staff in WorkSource centers and web tools.

***Goal One Priority Two:* Heighten outreach efforts to potential customers and coordinate and collaborate with system partners and other stakeholders, to ensure that all Washingtonians with disabilities have access to services and supports needed to prepare for and obtain employment.**

Evaluation:

- Substantially redesigned the Pre-Employment Transition Services (Pre-ETS) program and contracts to align with program goals and resources.
    - **Identified service gaps and focused efforts to secure service providers in those areas of need. DVR is now p**roviding group and individualized Pre-ETS statewide.
    - Implemented Pre-ETS contracts with education and workforce agencies for potentially eligible students and Pre-ETS contracts with CRPs for eligible customers.
    - Designated staff to provide Pre-ETS services directly and through coordination and collaboration with community partners.
    - Established designated high school transition consultants in each region.
- Held three forums with stakeholders regarding an outreach process for students and families.
- Partnered with the state's juvenile rehabilitation agency on My-Jobs, an employment support program for youth transitioning from custodial programs. Conducted extensive outreach and coordination with the State's Juvenile Justice Program to provide information to potential applicants in the detention system and obtain referrals and applications for DSHS/DVR services prior to offender exiting incarceration.
- Continued school-to-work contracts with county developmental disabilities programs.
- Continued to participate in outreach activities that increase awareness of services and access for underserved or unserved populations.
    - Publicized DVR services on Spanish radio stations.
    - Offices throughout the state have dedicated tribal liaisons who collaborate with tribal VR programs and work with Juvenile Rehabilitation to serve justice-involved youth.
    - Worked with DSHS Community Services Division to implement a "warm hand-off" process to improve employment outcomes for public assistance recipients who are eligible for DVR services.
- Established or updated memoranda of understanding and/or inter-agency agreements for coordinating services with the DSHS Community Services Division (public assistance programs) and HCA Division of Behavioral Health and Recovery.
- Partnered with DSHS Behavioral Health Administration in two pilot projects serving individuals with mental health and employment needs, based on the Individual Placement and Support employment model.
- Increased presence in local WorkSource offices and maintained marketing materials to offer VR services to individuals who are seeking employment or have exhausted unemployment benefits.

<u>Goal One Priority Three</u>: Increase business engagement to improve employment for individuals with disabilities, in collaboration with local Workforce Development Councils.

Evaluation:

- DSHS/DVR is involved with Microsoft's Autism Project, Amazon's Sort Center and Amazon Prime projects and is expanding into Microsoft Corporation, Amazon Corporation, Starbucks, and Boeing.
- Made job placements with Wells Fargo, HomeStreet Bank, and Lowes, many in cooperation with WorkSource centers, particularly the Veteran representatives.
- Held three reverse job fairs with WorkSource that led to successful hires.
- Improved collaboration with local workforce development boards.
- DSHS/DVR business specialists have joined the Society for Human Resource Management and chambers of commerce in their area.
- Revised business specialist job description to align with the priority of outreach and services to businesses.
- Created a monthly productivity report and an Excel tool to track business engagement activities.

Goal One Priority Four: Ensure DSHS/DVR customers get optimal benefit from the workforce development system by educating customers about other workforce development programs.

Evaluation:

- DSHS/DVR's co-located WorkSource liaisons are offering the full scope of DSHS/DVR services, as well as assisting other WorkSource staff to provide services to individuals with disabilities.
- Co-located staff also provides resources and information to DSHS/DVR staff regarding workforce development programs in their local areas.
- DVR is providing information and referral to individuals who are on a waiting list for services due to Order of Selection.
- Each DVR office has an inventory of local community resources and referral options that are shared with customers at intake.

Goal Two: Improve the Quality of Customer Services

Priorities & Evaluation

Goal Two Priority One: Improve timeliness of service and ensure adherence to policy and quality assurance standards.

Evaluation:

- Timeliness reports and performance targets for eligibility determination and IPE have been implemented throughout the organization.
- Monthly case reviews and case management reviews are completed by supervisors to ensure quality services are provided to customers and according to policies and procedures. These tools are used by supervisors to provide coaching and support to vocational rehabilitation counselors (VRCs). A case management review tool, used to

coach VRCs and counseling staff, has improved case movement and documentation of procedures for moving cases in a timely manner, consistent with WIOA guidelines. Timeliness reports indicate improvement in this area.

- Updated performance measures to include standards for timely eligibility determinations and IPE development.

***Goal Two Priority Two:* Provide high-quality training and support, ensuring staff have the knowledge and skills needed to deliver high-quality vocational rehabilitation services.**

Evaluation:

- Developed more than 20 classes for DSHS/DVRs new training program, Rehab University. The multi-modal training approach provides online foundational training and face-to-face cohort training with practice scenarios.
- Revised policies related to staff completion of required training, tuition reimbursement, and developing new or updated training modules.
- Submitted 12 courses to the Commission on Rehabilitation Counselor Certification for CEU's.
- 45 staff completed training in Lean concepts, tools and techniques.
- Contracted with Washington Assistive Technology Assistance Program (WATAP) to deliver training related to assistive technology. A series of three AT courses are offered to service delivery staff.
- DVR is re-establishing a third Assistive Technology position to add capacity and expertise in this area.

***Goal Two Priority Three:* Build an organizational culture of quality.**

Evaluation:

- Changes in organizational structure have elevated local office and Regional Administrator (RA) participation in problem-solving and decision-making. For example, supervisors provide input in setting the agenda for management meetings and RA's facilitate the meetings.
- Planning, Performance, and Policy unit staff completed Lean Learner training.
- Case management tool and timeliness tools are in the process of being redesigned.
- Completed a process improvement project for eligibility determination and piloted new processes in several offices in each region.

Goal Three: Promote DSHS/DVR's Role in advancing effective services for people with disabilities, as a leader in the Workforce Development System

Priorities & Evaluation

***Goal Three Priority One*: Work with local and statewide partners, to ensure the workforce development system is both accessible and beneficial for all individuals with disabilities.**

Evaluation:

- Each Workforce Development Area (WDA) developed a local advisory group to provide recommendations, solutions, and identification of barriers that prevent targeted populations (including individuals with disabilities) from accessing the full range of services provided in their local WDA. DSHS/DVR staff is taking leadership roles in many of the 12 local advisory groups.
- DSHS/DVR now has a representative on the Board of each of the 12 Workforce Development Councils to advocate for individuals with disabilities to access resources throughout the workforce development system. DSHS/DVR also established Infrastructure Funding Agreements to support co-location of 18 staff in WorkSource offices.
- DVR is leveraging relationships with community rehabilitation programs to support training programs that prepare individuals for jobs with large employers, including Amazon and Microsoft.
- DVR's Business Relations Manager reaches out to the business community regularly to raise awareness about DVR services. The Manager collaborates with WorkSource core partners to engage businesses.
- DVR established a new tracking tool to document Business Specialist engagement activities and outcomes.
- DVR has increased the number of sites where it is co-located in WorkSource Centers. DVR now has staff who work at least part-time in most Centers.
- DVR conducted research with WorkSource Center managers in 2019 to learn practices around the state as part of its comprehensive statewide needs assessment. A number of promising practices were identified and are being shared with DVR and WorkSource staff.
- DVR's Business Specialists are members of WorkSource business teams.
- DVR's Business Specialists serve as the experts and are a resource to WorkSource staff on employment of people with disabilities with federal contractors.
- Business Specialists deliver training to employers in their respective service areas on how to recruit, hire, retain and advance skilled workers with disabilities.

***Goal Three Priority Two:* Participate in the development of cross-program staff training, as experts in areas such as accessibility, disability culture and awareness, and vocational rehabilitation services.**

Evaluation:

- In three co-located sites, DVR staff routinely provide training and consultations for WorkSource staff to further their understanding of the available resources for people with disabilities and how to support customers with disabilities.

***Goal Three Priority Three:* Develop and implement integrated service delivery models in collaboration with WIOA core programs.**

Evaluation:

- Continued to collaborate with system partners to develop a common intake process.

- Co-located staff in 16 WorkSource locations to increase availability of VR services through the statewide system.
- Committed resources through Infrastructure Funding Agreements to support co-location of services.
- In some areas, DVR offices have established practices to promote service coordination with WorkSource centers, such as holding weekly labs to provide DVR customers hands-on access to and use of center resources and including the DVR business specialist on the WorkSource business outreach team.

Goal Four: Improve DSHS/DVR's Systems & Performance

Priorities & Evaluation

Goal Four Priority One: Develop and implement a communication plan to provide consistent internal standards and methods for professional communication within DSHS/DVR.

Evaluation:

- Developed communication plans for specific initiatives, such as order of selection, and designated internal communications liaisons.
- Expanded use of Sharepoint for communications, performance reporting, and project management.
- Increased video tele-conferencing capabilities by adding systems to three additional offices. This has reduced the need for staff to travel to meetings and increased their availability for meetings and trainings.
- Updated workstation and cell phone video capability for deaf and hard of hearing staff. All DSHS/DVR state cell phones are video capable with two approved applications to support communication needs.
- Video conferencing system has allowed for DSHS/DVR to provide more distance learning opportunities. DSHS has made Lynda.com available for online training, which has the potential to improve staff capacity to use information systems, project management tools, and effective business practices.

Goal Four Priority Two: Redesign data management systems and output reports to support WIOA implementation, leverage workforce development data, and strengthen data-driven decision making.

Evaluation:

- Initiated report redesign and dashboard development for performance monitoring and management. Trained staff in Power BI to develop and utilize reports.
- Developed data extraction and reporting procedures for preparing the RSA-911.
- Prepared projections and expenditures analyses to inform decision-making regarding Pre-Employment Transition Services and Order of Selection implementation.
- Hired new staff devoted to performance management and other data analyses.

- Initiated planning for redesigning DVR's case management information system, students, economically disadvantaged populations, and individuals with supported employment needs.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Performance Barriers:

In November 2018, Washington DVR entered an order of selection because it did not have adequate resources to serve all eligible individuals. This action impacted every aspect of DVR operations. Since November 2018, Priority Category 1 has remained open continuously, however all other categories have remained closed since then.

The number of open cases as well as average caseload size in most DVR offices has declined, along with other indicators of service provision. In September 2019, DVR began initiating services to 200 people per month from Priority Category 2. Since expenditures have declined significantly since implementing order of selection, DVR projections indicate capacity to keep Priority Category 1 continuously open and to increase the number of individuals released from the waiting list each month in mid-2020.

While order of selection brought average caseload sizes to a manageable level, internal case review and audit activities conducted in 2018 and 2019 highlighted problems in the provision of services related to timeliness and compliance with service delivery standards. Findings necessitated taking unplanned steps to correct these deficiencies. VR Supervisors were asked to increase oversight and coaching of counselor case work, particularly around eligibility and IPE timelines and proper documentation of extensions.

Order of selection and audit issues became such a focus of Washington DVR's time and attention that other activities did not move forward as planned. DVR's business engagement efforts is one area where progress has been slower than anticipated. Lack of clarity around the role of Business Specialists and recruiting difficulties for these positions slowed the pace of DVR's implementation. As the Division adjusted to order of selection and completed its corrective actions related to audit findings, it has renewed its efforts in the Business Engagement area and identified goals, priorities, and strategies to set a clear direction, allocate resources, and implement improvements.

Efforts to implement core VR training for DVR staff were also impacted by recruitment challenges that remain persistent. DVR has moved forward with contracted training in VR core topics, and has hired three of six regional trainers, who are in the onboarding and planning process. We are continuing to recruit in an effort to fill out this team and make significant progress in the next year.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Priorities & Evaluation

DSHS/DVR's goal was to serve approximately 1,500 customers in supported employment and to achieve 300-400 successful rehabilitations annually. This goal was exceeded by achieving 576 supported employment rehabilitations in PY 17 and 682 in PY 18.

Effective Strategies

- Continued use of a model of service delivery in partnership with county developmental disability programs and community rehabilitation programs
- Continued active marketing of customers to local businesses
- Continued regional Basics of DVR Supported Employment Trainings for new DSHS/DVR staff and offer them multiple times a year
- Continued use of the Basics of DVR Supported Employment online course for new DSHS/DVR staff

Evaluation

- DSHS/DVR and DSHS/DDA signed a MOU in 2018 for jointly serving customers with developmental and intellectual disabilities
- DSHS/DVR and DSHS/DDA provided three cross-agency WebEx trainings on the MOU to DSHS/DVR staff, DSHS/DDA staff and DD county employment providers
- Provided one post DSHS/DVR DSHS/DDA MOU implementation question and answer technical assistance WebEx session
- Provided one post statewide Basics of DVR Supported Employment Training question and answer technical assistance WebEx session to DSHS/DVR staff and DSHS/DDA staff.
- DSHS/DVR developed and implemented in 2019 an online foundational DVR Supported Employment course for VR counselors and VR supervisors that was a prerequisite to attending one of three regional statewide foundational trainings on DVR Supported Employment

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

DSHS/DVR did not experience significant performance barriers in achieving these goals and priorities.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

DSHS/DVR Performance on WIOA Indicators

DSHS/DVR is providing baseline data to RSA on WIOA performance measures, through quarterly case service reports. Data are available, beginning in PY 2017, for Measurable Skill Gains and, beginning in PY 2018, for Employment Two Quarters after Exit and Median Wage Two Quarters after Exit.

*Title IV Performance on WIOA Section 116 Performance Accountability Indicators**

WIOA Measure	**PY 2017**	**PY 2018**	**Proposed PY 2020 Baseline/Target**	**Proposed PY 2021 Baseline/Target**
Employment Two Quarters after Exit	*unavailable*	43.1%	43.0%	45.0%

WIOA Measure	PY 2017	PY 2018	Proposed PY 2020 Baseline/Target	Proposed PY 2021 Baseline/Target
Employment Four Quarters after Exit	*unavailable*	*unavailable*	40.0%	43.0%
Median Wage Two Quarters after Exit	*unavailable*	$3,977.48	$4,000	$4,000
Credential Attainment	*unavailable*	*unavailable*	20.0%	25.0%
Measurable Skill Gains	76.5% (from table shared by RSA on 2/18/20)	40.0%	42.3%	42.3%
Business Engagement	NA	NA	NA	NA
**Combined totals for DSHS/DVR and DSB.*				

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Funded Innovation and Expansion Activities

During PY 18 and PY 19, DSHS/DVR reserved funds for the Washington State Rehabilitation Council (PY 17 $191,861 & PY 18 $206,523) and Washington State Independent Living Council (PY 17 $267,910 & PY18 232,807). Additional innovation and expansion activities included the following:

- Continued support for WOIS (PY 17 $22,644 & PY 18 $23,840) and WorkStrides (PY 17 $75,747 & PY 18 $15,400) career exploration workshops, tools used by staff to help customers select suitable vocational goals.
- Contracted with the University of Washington (PY 17 $15,675) to provide training and technical assistance to field staff in assistive technology and to lend AT devices to staff and customers.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Supported employment services are unduplicated services needed to support and maintain eligible customers with the most significant disabilities to retain their competitive employment. Supported employment services consist of:

1. Time-limited "ongoing" support services and other vocational rehabilitation services provided by DVR;
2. Extended services provided by the long-term service provider when the customer's performance is stabilized on the job and the services DVR provides have ended.

Time-limited support services are provided by DVR under an IPE to assist customers eligible for supported employment to get a job and achieve stabilization on the job.

Supported employment services are provided according to DSHS/DVR's policies and procedures and in accordance with cooperative agreements developed between DVR and State, public or private organizations which fund and/or provide extended services following the termination of DVR time-limited services. Examples of extended services partners/ providers include, but are not limited to:

- County Developmental Disabilities;
- Mental Health agencies;
- Foundational Community Supports;
- Social Security Work Incentives;
- Trust fund; and
- Family
- Natural supports co-workers, employers

Supported Employment Partners & Agreements

DSHS/DVR primarily provides supported employment services to individuals with intellectual and developmental disabilities and individuals with mental health disabilities. Of these two customer groups, individuals with developmental disabilities represent the majority of supported employment outcomes.

DSHS/DVR's success in serving individuals with intellectual and developmental disabilities is based on a long-standing relationship with the DSHS/Developmental Disabilities Administration (DDA) is committed to funding extended services for all of its clients who achieve a supported employment outcome through DSHS/DVR. DSHS/DVR has a Memorandum of Understanding (MOU) with DDA signed in 2018. The agreement describes criteria and process for the DSHS/DVR and DDA to provide seamless and consistent supported employment services statewide to mutual customers. It formalizes the referral procedures, has assigned liaison counselors in each DVR office, and coordinates services that contribute to the Individualized Plan for Employment (IPE).

For individuals with behavioral health conditions served by the Health Care Authority (HCA) Division of Behavioral Health and Recovery (DBHR), DSHS/DVR's supported employment partner for customers with behavioral health conditions, Foundational Community Supports (FCS) Supported Employment Program is helping to address the employment resource needs of individuals with behavioral health conditions. DSHS/DVR is in the process of completing an Interlocal Agreement (ILA) with DBHR. The ILA provides a collaborative framework for both agencies to provide employment services to individuals with behavioral health conditions. The ILA identifies shared eligibility criteria and defines roles and responsibilities for DVR's Supported Employment Program and for DBHR's FCS Supported Employment Program.

Supported Employment Goals & Title VI Funds

DSHS/DVR created a goal to increase competitive integrated employment outcomes and supports for adults and youth with most significant disabilities receiving supported employment including those who are underserved.

DSHS/DVR for 2020 – 2023, estimates the Title VI Supported Employment Grant will fund an estimated 1,000 customers annually who receive supported employment services through Individualized Plans for Employment (IPEs), resulting in 600-700 supported employment outcomes per year. At these levels, DSHS/DVR estimates serving approximately 4,000 supported employment IPEs and producing 2,600 supported employment outcomes during the four-year period of this plan.

Supported Employment Services

DSHS/DVR provides supported employment services primarily to individuals with intellectual and developmental disabilities. DSHS/DVR and its partners continue to pursue innovative strategies to expand these services to other populations, as resources are often comparatively scarce.

The State of Washington Health Care Authority was approved for the Medicaid Transformation Demonstration Foundational Community Supports Supported Employment in 2017. FCS funds supported employment as a Medicaid service, expanding the availability of extended services to individuals who experience a wide array of significant disabilities.

Through continued collaboration, innovative approaches, and the use of natural supports, DSHS/DVR and its partners will be able to expand the availability, quality, and scope of extended services for all individuals who require supported employment.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

DSHS/DVR customers receiving supported employment services transition from time-limited ongoing support services to extended services when stable, satisfactory job performance is achieved. The timeframe for this transition is within 24 months of customers beginning employment, unless a longer timeframe has been specified in the IPE. The Workforce Innovation and Opportunity Act amends the Rehabilitation Act to permit DSHS/DVR to fund extended services for youth with the most significant disabilities for a period not to exceed four years or until age 25, whichever happens first. DSHS/DVR will fund extended services for youth with the most significant disabilities on a case-by-case basis.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Division of Vocational Rehabilitation

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT

ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department of Social and Health Services

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Robert K. Hines

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Director

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	
Name of Signatory	Robert K. Hines
Title of Signatory	DVR Director
Date Signed	3/10/2020

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No

The State Plan must include	Include
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	

The State Plan must include	Include
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	

The State Plan must include	Include
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Measurable Skill Gains	42.3	42.3	42.3	44.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (BLIND)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

Agency response a.1:

The following input is provided to Michael MacKillop, Acting Executive Director of the Washington State Department of Services for the Blind, for inclusion in the 2020 State Plan. Input was gathered from Washington State Rehabilitation Council members present at the SRC quarterly meetings in September and December of 2019, and compiled by the SRC Executive Committee.

State Rehabilitation Council (SRC) comment a.1. The SRC has concerns about the on boarding of DSB staff, especially with the influx of DSB staff members with general vocational rehabilitation background who do not have an extensive knowledge regarding the needs and capabilities of blind customers and the techniques necessary to work effectively with them.

Agency response a.1: The agency shares these concerns with the State Rehabilitation Council, and it has been a topic of conversation this year between the agency and the SRC. A recent spate of retirements has left the agency with over 30% new staff within the past two years, and statistics indicate that there may be around a 40% changeover in staffing in the next five years. This is a challenge for an agency who has previously experienced a long history of staffing stability, with many staff having decades of experience working in the agency and able to grow and deepen the expertise and connection to community necessary in our work over time. The agency has committed to a strategic initiative to ensure all staff are better engaged within the unique aspects and context of the needs, tools and skills of the population we serve, and to ensure belief in the capability of individuals with a visual disability to achieve any outcome that matches the individual's unique strengths, aptitude, and interests through developing adapted skills and tools.

SRC comment a.2. Staff training to ensure consistent assessment of an applicant's functional limitations is critical to ensuring equitable assignment to the wait list.

Agency response a.2: The agency implemented an Order of Selection waitlist October, 2018. Priority for services during the waitlist is based on number of unaddressed functional limitations due to disability. Experiencing a visual disability is not the basis for a priority

categorization, but rather the number of areas that gaps exist in an individual's ability to overcome obstacles to getting, keeping or promoting in a job.

An explicit focus in the training leading up to implementation was to ensure that all staff had the tools and shared understanding of how to gauge functional limitations in a standard way. A checklist with clear definitions and concrete examples towards this goal was trained and trialed extensively to ensure a similar experience for any individual applying for services at any office in the state, to ensure that no matter which staff person determined eligibility the OOS category would be standard for the individual. In the year after implementation of OOS, four of the fifteen counselor positions that determine eligibility and OOS prioritization were new to the agency, and the agency recognized that a refresh in training was necessary. We have conducted a refresh of the training in October 2019, and recognize that the agency will need to occasionally refresh this critical aspect of eligibility.

SRC comment a.3. A system to track referrals of eligible, waitlisted participants for other services should be maintained to ensure connection is made to community resources.

Agency response a.3: The agency agrees that a tracking system will be useful to ensure that information and referral to community resources are provided for all eligible and waitlisted individuals. It is important to the agency that, while vocational rehabilitation services may be delayed, there are a range of community resources available to an individual with a visual disability to start the connection to community and resources while awaiting comprehensive and individualized VR services through the agency. The agency commits to exploring ways to review the documented data around Information and Referral services, and to provide refresher training on the agency's responsibilities to provide an applicant information and referral to a range of community resources when agency services are delayed.

SRC comment a.4. Ongoing, periodic contact with waitlisted participants is essential. How often will vocational rehabilitation counselors check in with eligible participants on their caseloads who are waiting to develop an individualized plan for employment?

Agency response a.4: The agency procedure is to make contact with those individuals whose vocational rehabilitation services are in delayed status at least once every six months. The intent is to check in on how successful previous information and referral services that we provided were for the individual, and whether they require further information and referral services. This process has been in place since OOS implementation October 2018, and is an element of the periodic training refresh for agency staff.

SRC comment a.5. The SRC would like assurance that DSB will be able to provide services necessary to determine a participant's eligibility when an order of selection is in place.

Agency response a.5: There has been no change to agency procedure in allowing for assessment services to assist in determination of functional limitations if such an assessment requires additional information – this process is the same both before and after the implementation of the Order of Selection waitlist. The SRC has the agency's assurance that this will continue to be agency practice.

SRC comment a.6. Will DSB have a method in place to capture feedback from participants on the waitlist during order of selection?

Agency response a.6: The agency is considering ways to expand the participant feedback in a variety of stages of interaction with the agency, beyond at case exit, and a future expansion may include feedback from those in delayed service status due to the OOS waitlist. The agency will

consider future expanded feedback systems in alignment with our strategic goal to reduce administrative burden and through conversation with the SRC membership.

SRC comment a.7. The SRC would like to establish and maintain a regular method for receiving and giving input on policy and practice changes

Agency response a.7: The agency agrees in the importance of facilitating workable means for receiving and giving input on policy/procedure issues, and in collaboration of advocacy on issues that impact Washington residents who have a visual disability. The agency has been proud to provide the membership with an array of information on policy and practice before and during each SRC quarterly meeting – in the past year the agency organized information for the board around the agency's Vocational Rehabilitation, Orientation and Training Center, Business Enterprise, Independent Living and Youth Services programs, bringing panels of staff and participants to provide personal perspectives and answer specific questions. The agency has initiated conversation on a variety of policy and practice questions with the SRC membership, including numerous issues around Order of Selection practices; the residential apartments; strategic initiatives; customer feedback; legislative package requests; fiscal impacts and status; national and state initiatives that can impact the community and/or agency. In the current month, the new Acting Executive Director has reached out to solicit the input of the SRC Chair on at least four occasions (exploring changes and goals with new agency leadership; independent living state plan conversations; Social Security categorizations changes; proposed legislation on voter accessibility). The Acting Executive Director has scheduled monthly meetings with the chair of the SRC and the SRC Liaison. More conversation and coordination will be useful to refine and improve the vast array of established methods for receiving and giving input on policy, and the agency commits to exploring this with the SRC chair and board.

SRC comment a.8. The SRC appreciates the direction the Orientation and Training Center is taking, and we encourage the continuation of raising expectations of OTC participants.

Agency response a.8: The agency is equally proud and appreciative of the Orientation and Training Center staff efforts to continuously improve service provision and challenge the skills and expectations of agency participants who attend. The agency's training center is often the catalyst for an individual's trajectory for self-belief, learning and testing new-found skills in a structured and safe environment. The alumni of the OTC hold strong ownership of the successes that continue to happen through the workings of the center. We all have a lot to be proud of in the agency's Orientation and Training Center.

SRC comment a.9. The SRC understands all of the changes in Independent Living service providers which have occurred over the last year. We remain concerned about the level and quality of Independent Living services available in the Seattle area.

Agency response a.9: The Independent Living service provision has been a challenge for the Puget Sound area in the past year due to a primary contracted vendor closing their business. The agency has worked to develop new resources in the area, and has contracted with multiple new vendors to be able to manage the large service area. The agency shares the SRC concern for provision of necessary services in the King County area, and has a priority to stabilize the Independent Living service provision in the King County area, and to ensure service provision throughout the entire state as needed.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

See a.1

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The agency did not reject the SRC input or comments. See a.1

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Agency response b.1.A:

The Washington State Department of Services for the Blind does not request a waiver of statewide services, as we provide vocational rehabilitation services statewide.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable, see response b.1

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable, see response b.1

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Agency response c.1:

The Washington State Department of Services for the Blind (DSB) believes that collaboration with stakeholders is essential to assisting people with disabilities to successfully become employed. Such an ongoing effort maximizes resources and addresses the quality of life issues that can enhance the ability of a person with a disability to obtain and maintain employment. We have active collaboration with the following organizations and agencies (and formal memorandums of understanding (MOUs) where noted).

The DSB engages actively with Public Institutions of Higher Education. DSB and DVR have entered into a formal interagency agreement with the Public Institutions of Higher Education in Washington. This agreement facilitates collaboration for our participants with disabilities who are attending Higher Education schools in Washington State. One of the primary components in the agreement concerns cost sharing for certain high cost accommodations.

The DSB engages in activities with tribal vocational rehabilitation programs, meeting quarterly in each region of the state with the ten partner tribal programs and DVR. All partners meet annually to refine the memorandum of understanding on how we will partner and broaden cultural and disability awareness to improve service delivery.

The DSB engages with the Vocational Rehabilitation and Employment program through the Veteran's Administration (VA), and the agency has entered into a memorandum of understanding among the DVR and the VA on how all will partner to provide services among potentially shared customer base.

The DSB engages with the Washington Sensory Disability Services (WSDS). DSB staff partner with the WSDS in providing referrals and services to children who are deaf or hard of hearing, blind or visually impaired, or deaf—blind, and provides training and other supports to families and service providers. The WSDS is a strong partner within the Blind Youth Consortium.

The DSB engages with the Office of the Deaf & Hard of Hearing (ODHH). ODHH is a state agency that provides resources for our Deaf Blind participants, including telecommunication—related services, reasonable accommodations to access DSHS services and human services via regional service centers of the deaf and hard of hearing. ODHH manages the funds for the Deaf Blind Service Center, which provides information, referral and Support Service Providers for environmental interpretation.

The DSB engages with the Helen Keller National Center (HKNC). The Helen Keller National Center is a resource for DSB on Deaf—Blind resources and can provide contracted services to DSB participants as well as trainings for DSB staff for working effectively with DSB Deaf Blind participants.

The DSB benefits from engagement with the University of Washington's Center for Continuing Education in Rehabilitation (CCER). CCER facilitates information-sharing and forums for problem-solving among peer VR agencies among Oregon, Idaho, Alaska and Washington.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Agency response c.2:

The DSB engages with the Washington Assistive Technology Act Program (WATAP) to broaden access and services to adaptive technology for the agency participants. The DSB and WATAP have an interagency agreement to facilitate equipment loans, technology assessment services and trainings. The DSB provides access to statewide adaptive technology labs for WATAP to conduct assessments, reducing WATAP's need to purchase or manage technologies for visual disability.

DSB collaborates with the Deaf Blind Equipment Program to coordinate technology assessment and training.

The DSB informs agency participants of funding mechanisms for adaptive technology and financial planning through the Northwest Access Fund, and coordinates services to support small business ownership and self-employment.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

Agency response c.3:

None

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Agency response c.4:

The DSB engages with the Blind Youth Consortium, a quarterly meeting of educational and non-educational partner agencies (DSB; Washington State School for the Blind; Washington Sensory Disability Services; Lighthouse for the Blind, Inc.; Washington Talking Book and Braille Library; OSPI Educational School Districts; the Department of Early Learning; the Department of Health; Seattle Children's Hospital; University of Washington; Portland State University) to collaborate

and share resources on blind youth issues within Washington State. The group has led a sub-committee to develop an age-appropriate crosswalk/guide/curriculum for engaging youth and young adults in digital literacy.

5. STATE USE CONTRACTING PROGRAMS.

Agency response c.5:

None

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

Agency response d.1:

DSB collaborates with a number of partners to coordinate statewide needs assessment and strategic planning activities for youth with a visual disability in Washington State, and has developed interagency agreements with the following partners:

- Department for Children, Family and Youth (formerly Department for Early Learning (DEL)
- Department of Social and Health Services (DSHS)
- Office of Superintendent of Public Instruction (OSPI)

There is active information-sharing and strategic coordinated planning among the Washington State School for the Blind (WSSB), the Washington Sensory Disability Services (WSDS), local educational districts and partner education, service and health care organizations in a formalized Blindness Youth Consortium, which meets throughout the year. Partners plan joint outreach efforts, coordinate referral of potential VR eligible youth, in or out of school, and implement process improvements for assessment & training services statewide in the areas of daily living skills, orientation and mobility, communication skills, access to technology, vocational aptitudes, interpersonal and social skills, and academic preparation for transition-age youth. A focus for this group has been to highlight and integrate early identification and services around cortical visual impairment as well as optical visual impairment.

DSB is represented on a governor-appointed board to oversee early intervention and learning services. DSB helps coordinate and provide services for families with children ages 0-3 who have visual impairments through non-VR dollars. The children are referred through outreach efforts among community partners such as local children's hospitals and eye care physicians. DSB staff provide families with advocacy, referral & information, and training services. DSB partners with service providers to provide training and family support workshops, group trainings and other family-focused events.

The DSB Executive Director serves as a member of the Washington State Special Education Advisory Council (SEAC) which assists the Office of the Superintendent of Public Instruction to set policy, and oversee performance regarding implementation of IDEA for students with disabilities throughout the state. The DSB Director brings to the SEAC council a special emphasis

on pre-employment services for school-age youth, as a part of professional training and IEP implementation.

The DSB engages in activities with the Washington State School for the Blind (WSSB), school districts, teachers of the visually impaired, and families of students with a visual disability. The agency and WSSB have an interagency agreement to coordinate pre-employment transition services for students with a visual disability, and describes a range of coordinated activities.

Agency counselors and staff develop relationships with local Teachers of the Visually Impaired and Special Ed Coordinators in order to facilitate the identification and referral of VR-eligible and potentially eligible students with a visual disability. Both Pre-Employment and Transition services include the need for coordination of services among local educational and community partners and stakeholders.

DSB's Youth Services uses local monies to provide on-going supports for children with visual disabilities and their families through age eight. DSB staff provide children and their families with advocacy, referral & information, and training services, initiate long-term and age-appropriate career planning, and assist in IEP and 504 planning. This is a critical step in preparing youth to be more independent self-advocates, and to be more prepared to engage in Pre-Employment and VR Transition career preparation activities as they grow older.

The State of Washington uses the following definition for a "student with a disability":

An individual with a disability in a recognized education program who:

- (A)(1) **Is not younger than the earliest age for the provision of transition services** under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); and/or Washington Administrative Code 392-172A-03090 (1) (iii) (k) in part "Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education"

- (B)(1) Is **not older than 21 years of age**; or (2) If the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and

- (C)(1) Is **eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act** (20 U.S.C. 1411 et seq.); or (2) Is a student who is an individual with a disability, for purposes of section 504. (Authority: Sections 7(37) and 12(c) of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 705(37) and 709(c))

- While not all students receiving Pre-ETS will apply for VR services, engagement with transition staff and students will be in an effort to work toward alignment of IEP and High School and Beyond plan goals.

Washington State Administrative Code (WAC) 392-172A-03090 (1) (iii) (k) interprets the Individuals with Disability Education Act (IDEA)and alerts that a transition IEP should be in place for students with disabilities at least by age 16, and earlier as necessary. DSB recognizes that providing pre-employment transition services as early as possible for blind youth is critical for success in their later transition to the adult world of work. DSB provides Pre-Employment and Transition services for students with disabilities who require a 504 accommodation plan under the same timelines as noted for students with an IEP.

DSB Pre-Employment Transition Services include experiences and activities in these key areas:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

DSB Youth Services specialists facilitate and manage age-appropriate pre-employment transition career exploration workshops and activities for youth. The workshops provide an opportunity to introduce the skills to join in family labor; to gain hands-on exposure to the world of work; to build self-advocacy, peer-mentorship and socialization skills; and to learn adapted methods for interacting within the community at large. These workshops are available statewide for potentially-eligible students. We facilitate opportunities for paid work experiences, and provide programs to prepare secondary students for the self-advocacy needs of post-secondary education. We provide a progression of age-appropriate experiences that provide the broadest awareness of the career options and workplace skills necessary for the smoothest transition to the adult world of higher education and work.

The agency has been expanding the statewide scope and location of pre-employment workshops/activities to better meet student needs locally. The agency is expanding remote and virtual activities to meet the broadest needs of students, their families, and school districts.

The agency coordinates closely with local teachers of the visually impaired and the statewide educational service districts to identify and serve youth in these pre-employment transition career exploration services. DSB Youth Services specialists also coordinate with statewide consumer, family and school organizations to facilitate youth adaptive skill and self-advocacy activities as in providing a range of pre-employment transition services.

The DSB engages with the Center for Change in Transition Services (CCTS). The CCTS is a Washington State Needs Project funded annually by federal resources from the Office of the Superintendent of Public Instruction (OSPI). The goal of CCTS is to improve post—school outcomes for students with disabilities in the state. CCTS has provided transition services training, resources and technical support to DSB staff in support of the agency's transition youth services.

Students with a visual disability may have applied, been found eligible for, and are engaging in individualized vocational rehabilitation services while also engaging with the more generalized career exploration pre-employment transition services offered through the agency.

DSB's Vocational Rehabilitation policy WAC 67-25-230 requires the development of an Individualized Plan for Employment (IPE) for all students who apply for and are found eligible for VR services within 90 days of eligibility, which matches the timeline for adult services.

If the student has a co-occurring disability in addition to a visual disability, we advise co-enrollment with our partner agency the DSHS Division of Vocational Rehabilitation (DVR) and/or the Developmental Disability Administration (DDA).

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

Agency response (d.1):

Office of the Superintendent of Public Instruction MOU

DSB is signatory to an interagency agreement among the Office of Superintendent of Public Instruction (OSPI) and the Division of Vocational Rehabilitation (DVR).

The memorandum of understanding clarifies responsibility and coordination of roles in providing services and programs for those students who are both eligible for special education services under IDEA, and who are also eligible for vocational rehabilitation services.

The agreement outlines each agency's overall role and responsibilities relating to the provision of transition services to high school students with disabilities. This agreement provides for the development and approval of an individualized plan for employment (IPE) before each student determined eligible for vocational rehabilitation services leaves the school setting. Under this agreement, DSB routinely consults with and provides technical assistance to high schools and educational agencies in planning for the transition of students with disabilities from school to post-school vocational rehabilitation activities. DSB's agreement with OSPI also states that the agency will coordinate services with students' Individualized Education Plans (IEP).

The DSB/DVR/OSPI agreement lists several procedures that are to be used to increase the number of students identified as needing transition services as well as ensuring that the services are provided as soon as possible. Some specific procedures include:

- An OSPI representative is a member of the State's Rehabilitation Council.
- Developing a system to exchange and disseminate data and information.
- Working with county/community councils to provide training and technical assistance relating to transition services.
- Providing outreach to increase education about Vocational Rehabilitation services to underserved populations and students with disabilities.
- OSPI lists DSB transition contact information on the OSPI website.
- DSB youth and transition specialists conduct outreach and ongoing consultation statewide to teachers of the visually impaired, students, families and others in the education community.

Coordination and outreach elements for pre-employment transition services are included in the agreement.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Response d.2.B:

The OSPI/DVR/DSB agreement outlines each agency's overall role and responsibilities relating to the provision of transition services to high school students with disabilities. This agreement provides for the development and approval of an individualized plan for employment (IPE)

before each student determined eligible for vocational rehabilitation services leaves the school setting. Under this agreement, DSB routinely consults with and provides technical assistance to high schools and educational agencies in planning for the transition of students with disabilities from school to post-school vocational rehabilitation activities. DSB's agreement with OSPI also states that the agency will coordinate services with students' Individualized Education Plans (IEP).

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Response d.2.C:

The OSPI/DVR/DSB interagency agreement lays the groundwork for each agency's roles and responsibilities.

DSB's primary services in coordination with OSPI are outreach, assessment, information & referral, counseling & guidance, technical assistance to SEAs and LEAs, pre-employment transition services to explore and prepare for successful transition into post-secondary higher education and career activities, and individualized transition services.

DSB authorizes and pays for any services needed to establish a transition student's eligibility for DSB services, and funds services primarily related to Pre-Employment Transition and individualized employment services. Activities primarily related to education are funded by educational agencies.

OSPI and local education agencies maintain a list of DSB vocational counselors on public-facing web sites.

The requirements related to Section 511 for contracting prohibition by Office of Superintendent of Public Instruction/Local Education Agencies and the documentation requirements for those students seeking subminimum wage employment will no longer be applicable after July 2020 when the elimination of 14(c) certification for subminimum wage occurs.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Response d.2.D

The DSB/DVR/OSPI agreement lists several procedures that are to be used to increase the number of students identified as needing transition services as well as ensuring that the services are provided as soon as possible. Some specific procedures include:

- An OSPI representative is a member of the State's Rehabilitation Council.
- Developing a system to exchange and disseminate data and information.
- Working with county/community councils to provide training and technical assistance relating to transition services.
- Providing outreach to increase education about Vocational Rehabilitation services to underserved populations and students with disabilities.
- OSPI lists DSB transition contact information on the OSPI website.

- DSB youth and transition specialists conduct outreach and ongoing consultation statewide to teachers of the visually impaired, students, families and others in the education community.

Coordination and outreach elements for pre-employment transition services are included in the agreement.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Agency response (e):

DSB works closely with private, non-profit agencies that provide blind and low vision independent living services. These agencies often refer clients to DSB, provide meeting space for DSB staff and participants, and offer support programs to agency participants. We also contract with some providers to provide specialized services for a fee, such as Lilac for the Blind, Lighthouse for the Blind, Inc., Vision for Independence Center (VIC), & the Edith Bishel Center.

Lions Low Vision Clinics: DSB works with Lions Low Vision Clinics around the state. DSB staff has been presenters at several Lions Low Vision Fairs and sit on some Lions Boards. The Lions organizations refer potentially eligible individuals to our agency and provide services to participants.

National Federation of the Blind of Washington (NFBW) & Washington Council of the Blind (WCB): The agency collaborates and shares information with Blindness consumer groups in Washington State to promote opportunities for our participants, collaborate in shared issues of blindness, and to solicit input for consumer priorities and expectations in service provision. The agency actively encourages and supports agency participants who are new to blindness and staff in attending state consumer conventions in order to broaden exposure to issues of blindness and consumer perspective.

Disability/IN, the National Employment Team (NET), and Puget Sound Diversity Employment Network (PSDEN): DSB has an active relationship and partnership in the activities of the Disability/IN, the NET and the PSDEN, providing our specialized expertise as a resource to businesses locally, and connecting agency participant talent to businesses that understand the importance of inclusion of people with disabilities into their workforce.

This group People for People coordinates community programs working on issues of transportation for individuals with disabilities that cannot access the public transit.

Washington Talking Book & Braille Library (WTBBL) and Ogden Resource Center (ORC): The WTBBL and ORC are community partners in providing alternative access to print materials. They are both strong partners within the Blind Youth Consortium.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Agency response (f):

Washington DSB provides Supported Employment services to individuals with the most significant disabilities, co-occurring with visual impairment, that make long-term supports necessary for the individual's success in maintaining integrated and competitive employment, including developmental disabilities, traumatic brain injury (TBI) and disabilities due to mental health. DSB and Washington State have long believed that all individuals are capable of integrated and competitive work with the right supports in place.

Washington State has been a national leader in reducing options for sub-minimum wage employment. The WIOA regulations requiring the agency to provide pre-employment transition services for youth with disability before certification for sub-minimum wage work will no longer impact the agency, as the state has successfully eliminated 14-c certification sub-minimum wage employment per law to become effective July 2020.

A challenge for supported employment is that the comparable benefit resources available in Washington State to provide extended long-term support services are limited. DSB, the Division of Vocational Rehabilitation, and the Development Disabilities Administration (DDA, an umbrella agency of the Department of Social and Health Services) collaborate on cases that have co-occurring disabling conditions that make long-term supports necessary. The DDA prioritizes the provision of long-term support services for qualified individuals who become employed through VR services. Local area DDA staff and regional administrators are made aware of the availability of the Department of Services for the Blind's VR services through active collaboration of agency staff and most often coordination of services through DVR. DSB has agreement with DVR to coordinate shared cases, and that agreement references DVR's inter-agency agreement with the DDA. DSB follows DVR's lead in coordinating services through the DDA. DSB had considered establishing more direct formal agreements with the Department of Social and Health Services divisions of Developmental Disabilities Administration and Behavioral Health and Recovery, and instead have found operationally we work best in collaboration with DVR and through DVR's own agreements for coordination of services and promoting success for individuals with both visual and cognitive or behavioral health disabilities and who require long-term employment supports.

Community Rehabilitation Providers (CRPs) DSB employs a milestone service-based fee structure with private, for- and not-for-profit vocational rehabilitation service providers for general and supported employment services.

Diligent efforts by DSB staff have facilitated long-term services through state benefits, natural supports, employers and self-pay. DSB continues to promote the use of Ticket to Work as a potential income source for developmental disability (DD), mental health (MH), and traumatic brain injury (TBI) service providers to provide long-term support services to our customers after exit from the VR program. The DSB continues to work with families, employers and other natural supports to identify funding for long-term support services.

DSB works closely with the Region X Center for Continuing Education in Rehabilitation (CCER) - which has continued as a regional technical assistance support organization through the University of Washington. The CCER-UW sponsors and promotes Supported Employment training activities throughout the state and region. Participation and attendance to these events by DSB staff offers opportunities for VR personnel to network with other entities who are actively involved in Supported Employment placement efforts. DSB staff also network with a variety of resource and service providers through their attendance at various statewide Supported Employment conferences that are sponsored by local organizations. These events draw registrants from public and private agencies to promote and provide services to people with the most significant disabilities.

Services provided before a job placement are considered VR services and are paid from the VR grant; those services that are provided after a job placement are considered Supported Employment services, and are paid out of the Supported Employment grant.

The most commonly purchased CRP Supported Employment services include: vocational evaluation, trial work experience, job placement, intensive training, and job retention. The job

placement and job retention service categories allow for consideration for customized employment if necessary in the individual situation. Community Rehabilitation Program providers are qualified through an in-house vendor qualification process, which qualifies individual CRP staff rather than the organization as a whole. Prior to permitting direct-unsupervised access with agency participants, including supported employment participants, all vendors/providers of services are required to complete and pass background checks through an FBI fingerprinting process. In requiring both the technical qualification process and the criminal background check of providers, DSB has taken the necessary steps to ensure that when agency participants choose to utilize community providers, they are afforded the utmost safety and the highest quality services that are available.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

Agency response (g):

DSB works in coordination with a broad base of employer connections to continue to build working and collaborative relationships, to meet business needs, and to provide career exploration and job matching opportunities for adult and youth participants.

DSB has strong connections to business diversity, equity and inclusion initiatives and will continue to leverage these initiatives to include DSB agency participants and job seekers with disabilities. DSB will continue to utilize these connections to also expand strategies for students and youth with disabilities.

DSB will continue to be a strong and active partner with WIOA Business Engagement strategies and initiatives to leverage our expertise and knowledge to support inclusion of job seekers and transition youth, with disabilities, in full participation among WIOA programs and service provision entities.

DSB is positioned to provide direct and high value services to 503 Federal Contractors with utilization goals of 7% of their workforce, employees with disabilities. The 503 contractors represent 25% of the national workforce and are mandated to use the One-Stop system for job postings. DSB staff have been encouraged to identify local 503 employers, and to build relationships in order to assist the 503 employers meet their targets for hiring.

DSB will continue to offer value-added services to the business community, including:

- Workplace disability and competencies training
- Technology assessments and web presence reviews
- Job site assessments for accommodations
- Customer service training to individuals with disabilities for business interaction and workplace expectations
- Pipeline and succession strategies
  DSB will engage in a multi-prong approach and will include the following strategies:
- Leverage the VR National Employment Team structure to connect job seekers and transition youth with business

- Work in strong partnership with One Stop business services teams throughout the state to ensure DSB expertise and individuals with disabilities are included in WIOA and One Stop business engagement efforts
- DSB will facilitate a coordinated effort to engage Disability: IN businesses with our collaborative efforts on behalf of the WIOA system, job seekers and transition youth to support mutual success and benefits
- DSB will develop appropriate internal business engagement strategies that will assist the agency in scaling to the statewide and local business engagement efforts
- DSB will leverage existing and underutilized employer connections from our current and past employment outcome data and develop an intentional engagement strategy for establishing stronger relationships and working toward continued employment support as well as engaging in transition youth initiatives
- DSB will work with business to establish rich experiences for career exploration and work experiences and develop collaborative working relationships with Washington State School for the Blind (WSSB) and other community partners to engage youth throughout the state
- DSB will explore with our WIOA partners the establishment of an advisory group primarily consisting of business to develop transition youth career exploration and youth employment programs to be implemented in collaboration with DSB and our community partners
- DSB will be looking to implement the Progressive Employment Model for low-risk interactions among job seekers with a visual disability and employers, developing means for worksite tours, job shadows, informational interviews, interactive activities, and unpaid and paid work experience.
- DSB is connecting Randolph-Sheppard Business Enterprise vendors with DSB counselors in their area to assist in their facility recruitment needs.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Response g.2:

See also response g.1 for description of coordination with employers for both adults and youth.

Generalized Pre-Employment Transition services for career exploration and job readiness can be provided to students through age 21. Per the Washington Administrative Code 392-172A-03090 (1) (iii) (k) , the agency's goal is to engage students with IEPs and/or 504 accommodation plans in Pre-Employment Transition services at least by age 16, or as early as necessary.

Where the distinct category of "youth with a disability" instead of "student with a disability" is noted, such as with Supported Employment or individualized Transition services, the age range is considered ages 14 to 24.

DSB Youth Services Specialists facilitate and manage age-appropriate pre-employment transition career exploration and transition workshops, activities and experiences for students with a disability. The activities provide an opportunity to introduce the skills to gain hands-on exposure to the world of work by connecting students to business professionals in a range of job

fields; and to learn adapted methods for interacting within the workplace itself. Businesses provide tours, job shadowing, internship and work experience opportunities for students with a visual disability. DSB staff develop relationships with businesses, and identify needs of the business in order to match an appropriate level of youth experience activity; in the case of a work experience, the DSB staff and business owner interviews students for best match and fit with business needs. DSB has infrastructure to pay for student work and to cover L&I responsibilities to lower risk to businesses in participation with student activities.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

Agency response (h):

DSHS Developmental Disabilities Administration (DDA) DDA is the primary agency that funds extended services for individuals with developmental disabilities who require supported employment. DDA contracts for these services with Washington counties, and counties sub-contract with employment service providers to provide extended services to VR participants.

The Division of Behavioral Health and Recovery (DBHR) was moved to the Health Care Authority (HCA) to integrate physical health with behavioral health, thereby providing whole-person care. DBHR manages the majority of public behavioral health services in Washington. DBHR provides a broad range of community based mental health, substance use disorder, and pathological and problem gambling services using multiple funding sources to meet broad behavioral health needs. In addition, DBHR sponsors recovery supports and the development of system of care networks.

The HCA contracts with Amerigroup, a Third-Party Administrator to administer the Medicaid Transformation Demonstration project Foundational Community Supports (FCS) Supported Employment services. FCS Supported Employment services utilizes evidence-based practice known as Individual Placement and Support. HCA Division of Behavioral Health and Recovery (DBHR) and the Department of Social and Health Services Aging and Long-Term Support Administration (ALTSA) support FCS network development and provider engagement. HCA also administers Health Care for Workers with Disabilities (HWD), a Medicaid buy-in program. The Division of Vocational Rehabilitation (DVR) is in process of exploring with HCA how to coordinate VR and FCS services.

DSB coordinates with the general Division of Vocational Rehabilitation (DVR) for long-term support service needs through the DDA. In the DSB and DVR interagency agreement, DVR's agreements with the Developmental Disabilities Administration, Division of Behavioral Health and Recovery and the Health Care Authority are referenced as guidance for DSB-DVR joint cases.

The DSB does not have separate agreements established with the DDA or HCA.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

See response h.1

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

See response h.1

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

Agency response i.1.A.i:

A high percentage of participant services is provided by in-house staff. Purchase of adaptive skills of blindness is infrequent – most case dollars are spent on tools and adaptive equipment and education/training.

Within each regional team, there are cross-functional team roles:

- Rehab Technicians / regional Leads (process purchasing of goods/services and provide direct work readiness assessment, training and activities; prepared to manage vacant caseload)
- Orientation & Mobility / Low Vision Specialists / Adaptive Skills of Blindness Rehab Teachers (provide assessment and training of necessary skills for home management; travel and wayfinding; low tech access of print; Braille; glare reduction)
- Adaptive Technology Specialists/Technician (provide assessment and training of necessary skills for high tech access of print, communications and data; efficient use of adaptive computer and technology devices, creation of Braille)
- Youth Services Specialists (Provide for Pre-Employment transition Career Exploration workshops, activities, and experiences)
- Vocational Rehabilitation Counselors (Identify with participant strengths, aptitude and interests for employment; provide counseling and guidance to adjustment to disability and vocational progress; manage case services.

There are 15 caseloads throughout the state. For every two counselor caseloads there are one Rehab Technician; one Rehab Teacher/O&M/Low Vision Specialist; and one AT Specialist providing supports. Caseloads typically average 85 cases per year, though with Order of Selection implemented in October 2018 caseload sizes were reduced in 2019, averaging around 60 per caseload. The lower caseloads in 2019 offered an opportunity to shift a counselor position away from the Seattle area, and add one to the consistently busy Spokane area. Caseloads were shifted around the state at the same time to better align territories and caseload locations.

The agency's Vocational Rehabilitation program is organizationally divided into three Regional Teams statewide — North, South and East. Among the regions are interspersed the Youth Services Specialists (YSS), who are primary in provision of the agency's Pre-Employment transition Career Exploration services. There is also an adult residential training center called the Orientation and Training Center located in Seattle. The three Regional Area Managers each supervise 14, 15 and 11 direct-service staff respectively, and the Youth Services Supervisor manages four YSS staff. The residential training center program manager supervises 8 direct service staff.

FFY2020 Personnel data
Washington State Department of Services for the Blind (DSB) actively employs sixty-three (63) RSA-defined direct service personnel to serve approximately 1,300 Vocational Rehabilitation participants per year:

- Fifteen (15) Vocational Rehabilitation Counselors
- Nine (9) Rehabilitation Technicians
- Ten (10) Adaptive Technology Specialist/Technicians
- Ten (10) Low Vision/Orientation & Mobility Specialists
- Four (4) Rehabilitation Teachers
- Four (4) Youth Services Specialists
- Three (3) Regional Area Managers
- One (1) Youth Services Supervisor (and direct service provider)
- One (1) Orientation and Training Center Program Manager
- One (1) Employment Program & Partnership Development Specialist
- One (1) Vendor and Program Contracts Manager
- One (1) Contracts Specialist
- One (1) VR Data Reports & Systems Administrator
- One (1) Assistant Director who acts as Chief of Field Services
- One (1) part-time on-call SRC Liaison
- The agency also hires readers/drivers as accommodation for Blind staff, with fourteen (14) part-time, on-call staff currently available to provide reader/driver services as needed

The DSB also actively employs eighteen (19) RSA-defined non-direct service staff:

- One (1) Executive Director
- One (1) Assistant Director for HR, Reasonable Accommodations and Training
- One (1) Senior Financial Officer
- One (1) Deputy Financial Officer
- Three (3) Fiscal Analysts
- One (1) Data Management Analyst
- Three (3) Information and Technology staff:
- One (1) IT Manager
- One (1) Human Resources Specialist

- One (1) Executive Administrative Assistant
- One (1) Administrative Assistant
- One (1) Communications Specialist
- Three (3) Business Enterprise Program staff:

  Services to the state's Older Blind and Independent Living program continue to be managed through a contract with the University of Washington and provided by community vendors statewide.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Response i.1A.ii:

See response i.1.A.i above for detailed numbers of current staffing.

As stated in previous section, the agency primarily provides its range of adaptive skills of blindness services through use of in-house staffing expertise, and all positions currently in place are needed. We have been fortunate to attract talented and skilled providers to fill our specialized job classes, despite challenges from local economy, lack of local training programs, and competition from the University of Washington and Veteran's Administration and K-12 programs that often offer higher rates of pay.

Areas of need is staffing to support business engagement needs, and administrative functions. The agency lags behind its peer agencies in developing strategies for effective business engagement, largely due to inadequate funding to expand staffing to support these new activities required by WIOA. The implementation of WIOA also saw a marked increase in data collection, partnering with workforce partners, and developing and growing youth programs under Pre-Employment Transition Service guidelines, all of which require greater administrative supports than the agency has had capacity to hire for. The agency has been hindered by its lack of staffing resources in these key areas.

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Response i.1.A.iii

The agency has experienced heavy turnover in the past two years, primarily due to a high number of retirements. In January 2020, the Executive Director of 15 years (with 43 years history with the agency), and the Assistant Director of operations (with 46 years of history with the agency) also retired. About one third of the staff is new to the agency within the past two years. There is a recognized need for training staff in DSB processes and cultural values, and a recognition of opportunity to develop and build on the agency's rich history of individualized and customer-centric service provision. Many new staff come to the agency without deep

experience or knowledge of the blindness context in which we do our work, and that has become a targeted element for process improvement throughout 2020 and the life of this plan.

The past two years saw a tremendous wave of retirements within the agency, and the expectation is that the pace of future retirements may continue. The traditional average 5-year employee turnover rate had been 20%, and multiplied by the 63 total number of the Vocational Rehabilitation staff, it is likely that thirteen (13) vacancies could be anticipated over the next 5 years. The number of VR personnel expected to retire in the next five years is twelve (12). This represents a potentially high percentage of skilled VR staff, around 40%, that will need to be recruited and on-boarded in the next five years.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Response i.1.B.i

Staff Development & Plan for recruitment Western Washington University (WWU) is the only graduate program in the state of Washington that directly prepares vocational rehabilitation counseling professionals, and Portland State University (PSU) is the only regional training program for the key Orientation and Mobility Specialists required for blind rehabilitation.

Western Washington University in FFY2020 has 32 students enrolled in the Masters of Rehabilitation Counseling program, and graduated ten (10) in FFY2019, attaining the credentials for certification as a rehabilitation counselor. Of the current 32 students, ten are sponsored by RSA, and zero by DSB. Of the FFY2019 graduates, RSA sponsored five students.

DSB as an agency is making deliberate efforts to develop future counseling and rehab teaching talent from the caseload of individuals with visual disability as part of agency succession planning; we currently have two VR Counselors (of 15 total) on staff who are blind or have a visual impairment. We have three VR Counselors on staff who are deaf or have a hearing disability.

Regional Training Programs The Department actively coordinates with Washington and regional colleges/universities offering studies towards degrees in vocational rehabilitation for recruitment of talent, including Western Washington University, Portland State University, Western Oregon University, San Diego State University, Fresno State University, Arizona State University, San Francisco State university, Stephen Austin University, and Utah State University. The Department maintains a broad recruitment mailing and website posting list, which we use to advertise vacant vocational rehabilitation positions. Recruitment information is also posted on the agency web site and on several other web sites that support rehabilitation professionals, including LinkedIn.

The lack of a local Rehab Teaching training facility has resulted in a lack of qualified teachers of the visually impaired to provide early adaptive skills training through the local school districts, resulting in diminished skill sets for blind K-12 students. The newer program for Orientation & Mobility certification through Portland State University has been a welcome, local source for skills training. The agency has options for developing staff into the Rehab Teacher /Orientation & Mobility role through a staff training & development plan, and have done so successfully in the past. The agency has had a history of promoting professional development efforts especially among our Rehab Technician staff. In particular, we have supported Rehab Techs in their educational and professional development to become vocational rehabilitation counselors, AT Specialists, Low Vision Specialists, and Rehabilitation Teacher/O&M Specialists.

The lack of a local ASL Interpreter Training Program has resulted in a shrinking resource of qualified interpreters for community Deaf Blind events and needs such as the bi-weekly community Deaf Blind classes and Support Service Providers (SSPs) for independent interaction with the community.

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

Response i.1.B.ii

Western Washington University in FFY2020 has 32 students enrolled in the Masters of Rehabilitation Counseling program, and graduated ten (10) in FFY2019, attaining the credentials for certification as a rehabilitation counselor. Of the current 32 students, ten are sponsored by RSA, and zero by DSB. Of the FFY2019 graduates, RSA sponsored five students.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Response i.1.B.iii

Of the Western Washington University FFY2019 graduates, RSA sponsored five Masters in Rehab Counseling students.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Response i.2

Staff training needs assessment: A formal comprehensive Performance and Development Plan (PDP) is completed and discussed with each employee on an annual basis, with an emphasis on individualized staff development needs. Specific development and/or training needs are identified for each employee, by the employee and supervisor, and should be addressed during the following or year to come.

The Regional Area Management Team plans the agency's annual training agenda and prioritizes the training needs of Department employees. Comprehensive training plans are developed and implemented for all direct service delivery positions during the first 6 - 12 months of hire. Training is conducted by the Regional Area Manager, a peer mentor/coach, and/or various members of the cross functional teams. A week of intensive adaptive skills training through the Orientation & Training Center helps new staff better understand the participant experience and the context of blindness in the work we do, whether the staff person is working directly with a participant or indirectly in an business administration setting.

With the multi-disciplinary teams, job shadowing of each job class is useful for new staff to understand how all the parts fit together. Orientation & Training Center and Business Administration staff are assigned as liaisons to a regional team, and join the quarterly regional team meetings in order to better integrate the work of the agency across programs. The agency is exploring ways to deepen opportunities for all staff to gain greater facility for work within a blind context, no matter the job class. Specific training needs of counseling staff and other VR professionals are primarily being met through the utilization of training resources within the region with occasional support being secured through national workshops and conferences.

As a small Department, the agency does not conduct regular credit earning workshops in rehabilitation. To remedy that, we continue to rely on our coordination with the Region X Center for Continuing Education in Rehabilitation (CCER) through the University of Washington to identify educational opportunities as well as develop new resources for earning credit through in-service training and other alternative approaches. The agency's involvement with the Region X CCER through the University of Washington continues as the region's VR agencies have developed a membership dues system in order to continue to enhance staff and management development through their training services. DSB will continue to also utilize other training resources including: the City University in Spokane; the Washington State Department of Personnel's Human Resources Development Division; LinkedIn Learning; and private organizations and agencies for various rehabilitation related topics.

Department of Services for the Blind has also partnered with Tribal VR agencies of Washington State by attending and participating in events such as the Consortia of Administrators for Native American Rehabilitation (CANAR) annual conference. Members from the ten confederated tribal VR programs in Washington State, as well as from throughout the country, are often in attendance. The conference is a learning opportunity for our staff as Tribal members presented information about cultural sensitivity and the cultural differences which are present when serving Native Americans within the VR program. Our on-going partnership with each of these Tribal VR Programs - via staff attendance at quarterly regional meetings and active partnership in shared VR cases - continues to enhance our working relationships with Native American customers who are blind and receiving VR services from our agency. As part of the Tribal VR/DVR/DSB inter-agency agreement, all staff are required to attend Government-to-Government training to better understand the unique relationship of tribes to state government.

DSB has a designated staff person to facilitate securing staff CEUs for various internal and/or external trainings.

DSB supports VR Counselor, AT Specialist and Rehabilitation Teacher/Orientation & Mobility staff in securing the required continuing education CEUs to maintain their certification. The agency has one AT Specialist on staff with current CATIS certification, the newer AT Certification. The agency AT Specialist staff and the agency Rehab Teachers meet quarterly to provide peer training and share resources.

All of our current counseling staff meets the agency's CSPD standards as they have all either earned a Master's Degree in Vocational Rehabilitation Counseling and/or possess a valid Certified Rehabilitation Counselor credential. DSB plans to continue to hire only qualified Masters in Rehab Counseling or CRC certified VR counselors in these positions, as the agency has adopted this level of education as a minimum requirement. Since the implementation of WIOA, we have monitored the availability and continued quality of candidates with the high level of certification the agency requires, and have been able to maintain the high caliber of professionalism that the CRC and Masters level training provides our counseling staff.

Currently, all 15 VR counselor positions meet that standard and there are no future plans to modify these criteria for the VR counselor positions.

The Washington State DES Human Resources (DES HR) agency is our state-mandated centralized HR resource, and they have provided DSB with supports in recruitment and screening of applications since July 2011.

The agency promotes a healthy positive workplace environment, and makes effort to provide staff with clear and consistent communications regarding performance expectations, agency decisions and agency initiatives. We are consistently rated among the highest of state agencies

for annual survey of staff satisfaction and employee engagement. Recruitment of a diverse staff is important for the agency - we want our staff to be representative of the customer base and communities we serve. We are proud to acknowledge that over 28% of DSB staff report a documented disability, and many of those are provided with reasonable accommodations. Five of our staff receive assignment pay for ASL, including three VR Counseling staff who are able to directly communicate with deaf blind participants. Other staff receive extra assignment pay for Spanish (five staff) and Korean (1 staff),

The agency's biggest recruitment challenge stems from the fact that Washington State lacks local training programs for both Rehabilitation Teachers/Orientation & Mobility Specialists and ASL Interpreters for Deaf and Deaf Blind individuals. Without local training avenues, recruitment of Rehab Teaching staff is challenging, and the agency relies primarily on recruitment of out-of-state training program graduates to move into the state. The challenge is the high cost of living, especially in the Puget Sound Region, which frequently dissuades a prospect from accepting a position in Washington State. It is a challenge to be able to establish a new home in the cost- prohibitive Puget Sound region at the salary we are able to offer our Rehab Teaching staff. While the agency was able to secure promotional opportunities for all of our job classes in the past four years, and the state secured a regional pay increase for King County employees, the increase in pay is still well below national standards and that of our main competition (the Veterans Administration and K-12 system) for hire of these positions.

The Department's Training Plan for Rehabilitation describes how the agency assesses and prioritizes ongoing training needs through input from the following sources:

1. Staff training needs assessment: A formal comprehensive Performance and Development Plan (PDP) is completed and discussed with each employee on an annual basis, with an emphasis on individualized staff development needs. Specific development and/or training needs are identified for each employee, by the employee and supervisor, and should be addressed during the following or year to come.

2. External factors: Results of audits, evaluations, state and federal compliance reviews, and agency case reviews identify critical areas that need to be addressed through staff training and provide the basis for our annual VR Program Training Plan.

3. Changes to work: Implementation of new policies or procedures; new work tools implemented, changes the agency effects on the work provide new needs for training.

4. Planned change: Strategic Plan priorities and objectives requiring training as part of implementation.

5. Meeting diversity requirements: Is the agency meeting goals in the Department's Affirmative Action Plan? If not, training may be required.

The Regional Area Management Team plans the agency's annual training agenda and prioritizes the training needs of Department employees. Comprehensive training plans are developed and implemented for all direct service delivery positions during the first 6 - 12 months of hire.

Department policies, procedures and community resources ensure that applicants and recipients of program services who have limited English speaking ability are provided with the appropriate mode of communication to fully benefit from public VR services.

We currently provide fourteen staff with 5% extra assignment pay for language skills: five staff for ASL, five for Spanish, one for Korean, two for Cambodian, and one for Tagalog/Bisayan. These languages represent the agency's intent to maintain the gains made in bringing the

formerly underserved Hispanic/Latinx and Asian populations in par with the general demographics of the state populations

Where it does not make sense to rely on staff language skills, or where we do not have access to those skills, agency staff access community resources to communicate with diverse populations. Individuals who are Deaf-Blind or Hard-of-Hearing/Blind may communicate with staff via voice relay service. Certified American Sign Language (ASL) interpreters are utilized to facilitate communications.

The Department continues to employ personnel who are familiar and confident in the use of an array of communication modes to fully benefit the recipients of the program based on the preferred method of communication of the customer. To address the needs of our customers who have limited English speaking ability and want to speak English more fluently, we have an instructor on staff with English-as-a-Second-Language (ESL) certification, in our Orientation and Training Center. We are able to serve both residential and commuting students in providing literacy coursework accessible to individuals with a visual disability.

DSB coordinates with special education programs through the Office of the Superintendent of Public Instruction (OSPI) and the Division of Vocational Rehabilitation (DVR), and through collaborative projects with the Washington State School for the Blind (WSSB).

Agency staff who work with transition-age youth coordinate transition activities and conduct in-service training and coordination activities throughout the state to teachers of the visually impaired and other Special Education personnel. In addition to providing in-service training, they work with school district staff and DSB counselors to ensure customers receive services and information necessary to facilitate a smooth transition from school to adult services.

Agency staff attend and present at the annual conference of the region's Teachers of the Visually Impaired, families, and educators of rehabilitation (Pacific Northwest Association of Educators of Rehabilitation or PNWAER) in order to coordinate and collaborate our Pre-Employment Transition Career Exploration services with state and regional educational partners.

DSB staff provide recommendations and information to school districts, WSSB, parents and students about vocational rehabilitation services including availability, referral, and eligibility requirements that support a coordinated transition plan from school to post-school services.

Consultation is also provided as early as necessary to special education staff regarding IEP planning and development. DVR, DSB and OSPI staff share data and reports relevant to program development and planning.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Response i.3.A:

All of our current counseling staff meets the agency's CSPD standards as they have all either earned a Master's Degree in Vocational Rehabilitation Counseling and/or possess a valid Certified Rehabilitation Counselor credential. DSB plans to continue to hire only qualified Masters in Rehab Counseling or CRC certified VR counselors in these positions, as the agency has adopted this level of education as a minimum requirement. Since the implementation of

WIOA, we have monitored the availability and continued quality of candidates with the high level of certification the agency requires, and have been able to maintain the high caliber of professionalism that the CRC and Masters level training provides our counseling staff.

Currently, all 15 VR counselor positions meet that standard and there are no future plans to modify these criteria for the VR counselor positions.

The agency has one AT Specialist on staff with current CATIS certification, the newer AT Certification, and all field Rehab Teachers/Orientation and Mobility Specialists are COMS certified.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

Response i.3.B:

The agency has emphasized the need for our vocational rehabilitation staff to be trained in and have mastery of a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Business and VR participants are equal customers for the agency. As a vocational rehabilitation program our staff has a responsibility and opportunity to understand the synergistic needs of both customer bases and facilitate bridging those needs – understanding the current and emerging needs of business, and informing and preparing VR participants to be able to meet those business needs.

Knowledge of tools and systems for updating real time information on the labor market's needs and emerging opportunities are critical so that vocational rehabilitation participants are provided with timely information that assists their ability to make good career choices that fit individual aptitudes and interests, and which also match industry needs and increase likelihood of securing a job once adaptive skills and vocational training is completed.

The agency has sponsored multiple agency-wide trainings in use of real-time labor market information tools such as the Career Index Plus, and has expressed expectations for inclusion of real-time labor market information in development and justification of all plan goals.

Agency staff have been developing relationships with workforce partners who are connected to sector industry workforce readiness planning and implementation activities, such as WIOA partners through the Workforce Development Centers and the Washington State Career Connect programs focused on youth work-based learning programs (in collaboration with schools, community colleges, and business).

Agency staff have met with businesses to understand the cultural and technical need expectations in order to best prepare vocational rehabilitation participants. Staff have involved business leaders in participating in work-based learning opportunities, form small scale tours to more intensive job shadows, informational interviews, and other activities that help inform the participant more directly in needs of businesses. This represents an on-going need for agency engagement and focus in order to serve our customer bases effectively.

DSB supports VR Counselor, AT Specialist and Rehabilitation Teacher/Orientation & Mobility staff in securing the required continuing education CEUs to maintain their certification.

In addition to monitoring and supporting the daily activities of staff, the three Regional Area Managers, Youth Services Supervisor and OTC Program Manager take a proactive role to provide consistent, timely coaching, mentoring, and training. Managers also conduct on-going case and process reviews which help to assure compliance and adherence to agency procedures, timelines and high quality customer service standards.

The Department of Services for the Blind has a vision for teaming which values and encourages a workplace culture of teamwork, respect, accountability, innovation, and nurturing, and encourages demonstration of these qualities among all levels of the organization. The systemic agency support of multi-disciplinary teams was designed to increase collaboration, ownership and accountability among all staff, resulting in customer-centered, higher quality service provision, and greater independence and quality employment outcomes for DSB participants.

The agency AT Specialist staff and the agency Rehab Teachers meet quarterly to provide peer training and share resources.

Benefits of Multi-disciplinary Teaming for Customers and Staff :

- Participant needs are better met and are better prepared to enter the contemporary workforce as a result of the collaboration of the multi-disciplinary work teams
- Participants benefit from more timely responses to service needs. In the event of staff vacancies, services are not interrupted
- Participants with co-occurring disabilities and complex, specialized needs have access to broader array of staff expertise
- Participants are supported by an array of staff in the decision-making process, and are able to more actively participate in developing the direction of their vocational rehabilitation
- DSB team members gain valuable feedback from team interactions
- DSB team members share accountability for success of participant
- Multi-disciplinary teams increase equity of service delivery across the state through resource sharing
- People working in silos duplicate limited labor & resources and complicate processes for agency participants

By working together, we refine our communications and maximize our skills, abilities, and available resources, providing the participant a more seamless, higher quality experience. This multi-disciplinary team structure also maximizes existing staff skills and opportunities for professional growth and creativity:

- The counselor is not a lone ranger scrambling for appropriate resources for a customer's needs, but works in concert with a skilled and specialized team to collaborate and address participant needs thoroughly and swiftly
- In-house adaptive skills and technology assessments conducted directly after eligibility provide the participant with a rich set of information in which to make choices and move forward vocationally and in life

- The agency places high emphasis on technology - the internal Assistive Technology staff address technology needs early and in concert with the team; the high-quality jobs our customers achieve can be seen as a result of the agency's emphasis on technology.

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Response i.4.A:

DSB as an agency is making deliberate efforts to develop future counseling and rehab teaching talent from the caseload of individuals with visual disability as part of agency succession planning; we currently have two VR Counselors (of 15 total) on staff who are blind or have a visual impairment. We have three VR Counselors on staff who are deaf or have a hearing disability.

Regional Training Programs The Department actively coordinates with Washington and regional colleges/universities offering studies towards degrees in vocational rehabilitation for recruitment of talent, including Western Washington University, Portland State University, Western Oregon University, San Diego State University, Fresno State University, Arizona State University, San Francisco State university, Stephen Austin University, and Utah State University. The Department maintains a broad recruitment mailing and website posting list, which we use to advertise vacant vocational rehabilitation positions. Recruitment information is also posted on the agency web site and on several other web sites that support rehabilitation professionals, including LinkedIn.

The Washington State DES Human Resources (DES HR) agency is our state-mandated centralized HR resource, and they have provided DSB with supports in recruitment and screening of applications since July 2011.

The agency promotes a healthy positive workplace environment, and makes effort to provide staff with clear and consistent communications regarding performance expectations, agency decisions and agency initiatives. We are consistently rated among the highest of state agencies for annual survey of staff satisfaction and employee engagement. Recruitment of a diverse staff is important for the agency - we want our staff to be representative of the customer base and communities we serve. We are proud to acknowledge that over 28% of DSB staff report a documented disability, and many of those are provided with reasonable accommodations. Five of our staff receive assignment pay for ASL, including three VR Counseling staff who are able to directly communicate with deaf blind participants. Other staff receive extra assignment pay for Spanish (five staff) and Korean (1 staff),

Staff training needs assessment: A formal comprehensive Performance and Development Plan (PDP) is completed and discussed with each employee on an annual basis, with an emphasis on individualized staff development needs. Specific development and/or training needs are identified for each employee, by the employee and supervisor, and should be addressed during the following or year to come.

The Regional Area Management Team plans the agency's annual training agenda and prioritizes the training needs of Department employees. Comprehensive training plans are developed and

implemented for all direct service delivery positions during the first 6 - 12 months of hire. Training is conducted by the Regional Area Manager, a peer mentor/coach, and/or various members of the cross functional teams. A week of intensive adaptive skills training through the Orientation & Training Center helps new staff better understand the participant experience and the context of blindness in the work we do, whether the staff person is working directly with a participant or indirectly in an business administration setting.

The Department's Training Plan for Rehabilitation describes how the agency assesses and prioritizes ongoing training needs through input from the following sources:

1. Staff training needs assessment: A formal comprehensive Performance and Development Plan (PDP) is completed and discussed with each employee on an annual basis, with an emphasis on individualized staff development needs. Specific development and/or training needs are identified for each employee, by the employee and supervisor, and should be addressed during the following or year to come.

2. External factors: Results of audits, evaluations, state and federal compliance reviews, and agency case reviews identify critical areas that need to be addressed through staff training and provide the basis for our annual VR Program Training Plan.

3. Changes to work: Implementation of new policies or procedures; new work tools implemented, changes the agency effects on the work provide new needs for training.

4. Planned change: Strategic Plan priorities and objectives requiring training as part of implementation.

5. Meeting diversity requirements: Is the agency meeting goals in the Department's Affirmative Action Plan? If not, training may be required.

The Regional Area Management Team plans the agency's annual training agenda and prioritizes the training needs of Department employees. Comprehensive training plans are developed and implemented for all direct service delivery positions during the first 6 - 12 months of hire.

With the multi-disciplinary teams, job shadowing of each job class is useful for new staff to understand how all the parts fit together. Orientation & Training Center and Business Administration staff are assigned as liaisons to a regional team, and join the quarterly regional team meetings in order to better integrate the work of the agency across programs. The agency is exploring ways to deepen opportunities for all staff to gain greater facility for work within a blind context, no matter the job class.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Response i.4.B:

Specific training needs of counseling staff and other VR professionals are primarily being met through the utilization of training resources within the region with occasional support being secured through national workshops and conferences.

As a small Department, the agency does not conduct regular credit earning workshops in rehabilitation. To remedy that, we continue to rely on our coordination with the Region X Center for Continuing Education in Rehabilitation (CCER) through the University of Washington to identify educational opportunities as well as develop new resources for earning credit through in-service training and other alternative approaches. The agency's involvement with

the Region X CCER through the University of Washington continues as the region's VR agencies have developed a membership dues system in order to continue to enhance staff and management development through their training services. DSB will continue to also utilize other training resources including: the City University in Spokane; the Washington State Department of Personnel's Human Resources Development Division; LinkedIn Learning; and private organizations and agencies for various rehabilitation related topics.

Department of Services for the Blind has also partnered with Tribal VR agencies of Washington State by attending and participating in events such as the Consortia of Administrators for Native American Rehabilitation (CANAR) annual conference. Members from the ten confederated tribal VR programs in Washington State, as well as from throughout the country, are often in attendance. The conference is a learning opportunity for our staff as Tribal members presented information about cultural sensitivity and the cultural differences which are present when serving Native Americans within the VR program. Our on-going partnership with each of these Tribal VR Programs - via staff attendance at quarterly regional meetings and active partnership in shared VR cases - continues to enhance our working relationships with Native American customers who are blind and receiving VR services from our agency. As part of the Tribal VR/DVR/DSB inter-agency agreement, all staff are required to attend Government-to-Government training to better understand the unique relationship of tribes to state government.

Use of webinars through the national technical assistance centers such as WINTAC, Mississippi State University, NTAC and RSA are frequently accessed by staff for updated information.

DSB has a designated staff person to facilitate securing staff CEUs for various internal and/or external trainings.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Response i.5:

Department policies, procedures and community resources ensure that applicants and recipients of program services who have limited English speaking ability are provided with the appropriate mode of communication to fully benefit from public VR services.

We currently provide fourteen staff with 5% extra assignment pay for language skills: five staff for ASL, five for Spanish, one for Korean, two for Cambodian, and one for Tagalog/Bisayan. These languages represent the agency's intent to maintain the gains made in bringing the formerly underserved Hispanic/Latinx and Asian populations in par with the general demographics of the state population.

Where it does not make sense to rely on staff language skills, or where we do not have access to those skills, agency staff access community resources to communicate with diverse populations. Individuals who are Deaf-Blind or Hard-of-Hearing/Blind may communicate with staff via voice relay service. Certified American Sign Language (ASL) interpreters are utilized to facilitate communications. The lack of a local ASL Interpreter Training Program has resulted in a shrinking resource of qualified interpreters for community Deaf Blind events and needs such as the bi-weekly community Deaf Blind classes and Support Service Providers (SSPs) for independent interaction with the community.

The agency has access to instant interpretation for many/most languages through a phone interpreter service. All staff are able to access this service as needed.

The Department continues to employ personnel who are familiar and confident in the use of an array of communication modes to fully benefit the recipients of the program based on the preferred method of communication of the customer. To address the needs of our customers who have limited English speaking ability and want to speak English more fluently, we have an instructor on staff with English-as-a-Second-Language (ESL) certification, in our Orientation and Training Center. We are able to serve both residential and commuting students in providing literacy coursework accessible to individuals with a visual disability.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Response i.6:

DSB coordinates with special education programs through the Office of the Superintendent of Public Instruction (OSPI) and the Division of Vocational Rehabilitation (DVR), and through collaborative projects with the Washington State School for the Blind (WSSB).

Agency staff who work with transition-age youth coordinate transition activities and conduct in-service training and coordination activities throughout the state to teachers of the visually impaired and other Special Education personnel. In addition to providing in-service training, they work with school district staff and DSB counselors to ensure customers receive services and information necessary to facilitate a smooth transition from school to adult services.

Agency staff attend and present at the annual conference of the region's Teachers of the Visually Impaired, families, and educators of rehabilitation (Pacific Northwest Association of Educators of Rehabilitation or PNWAER) in order to coordinate and collaborate our Pre-Employment Transition Career Exploration services with state and regional educational partners.

DSB staff provide recommendations and information to school districts, WSSB, parents and students about vocational rehabilitation services including availability, referral, and eligibility requirements that support a coordinated transition plan from school to post-school services.

Consultation is also provided as early as necessary to special education staff regarding IEP planning and development. DVR, DSB and OSPI staff share data and reports relevant to program development and planning.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Agency response (j):

- The Department of Services for the Blind (DSB) utilized data derived from comprehensive needs assessment efforts conducted throughout 2019, and has built upon that assessment data through meetings, audits, reviews, surveys and public forums with DSB agency participants, employees, partners, service providers, Rehabilitation Council members, the Client Assistance Program (CAP), tribal program representatives, school representatives and other community members.

- The State Rehabilitation Council co-sponsored four public forums in the past year, where a call-in phone line allowed for statewide input from Washington State residents and agency participants.
- DSB staff met with the State Rehabilitation Council to solicit discussion, engagement and feedback on the content of the combined state plan and the agency's VR supplemental attachments.
- A strategic planning refresh process in February 2019 provided perspective in reviewing our performance as a VR agency, and revised strategic initiatives.
- Analysis of customer satisfaction surveys and performance data was considered.
- Demographic data for the agency was compared to general Washington state demographics through tools such as the American Community Survey
- The ACS data highlighted the progress that the agency had made in the previously underserved communities for agency services – the Hispanic/Latinx and Asian communities.
- Workforce partner activities such as data gathered by the Barriers and Access Solutions Committee have highlighted areas of focus for underserved communities.
- The Division of Vocational Rehabilitation CSNA report was useful in further understanding the needs of underserved communities and Worksource partner challenges.
- The Center for Studying Disability Policy research brief on provision of Pre-Employment Transition Services provided insight to the comparison of state program activities to those of this agency.
- Survey data from youth participating in Pre-Employment Transition Service career exploration and work experience programs were utilized to understand how Pre-ETS services are being received by users.

Demographic Profile:

The American Community Survey (ACS) compiled 5 year data (2013 – 2017) showed there are approximately 155,000 individuals of all ages who experience a visual disability. This represents about 2.2% of the general population, and about 10% of individuals with disabilities within the state.

Traditional working age individuals (ages 18 - 64) represent the primary segment (52%) of the state's population with visual disabilities. This represents about 1.8% of the general population in the same age group. About 60% of the caseload is represented by this age range.

Approximately 41% of those in the state with visual disability are age 65 and older. This represents about 6.3% of the general population in the same age group.

A large segment of the agency vocational rehabilitation participants is older than age 55, representing a shift in traditional notions of working and retirement age. About 20% of the caseload is over age 55, and 6% of the caseload is over age 65. In fact, the agency has assisted individuals in their 90's to retain their job - a man age 91 retained his job as a psychologist in 2019.

Youth with a visual disability, age birth to 18, represent approximately 7% of the state's population of individuals with a visual disability. This represents about 0.7% of the general population in the same age group.

While the ACS shows an estimated 11,000 youth with a visual disability, the Office of Superintendent for Public Instruction (OSPI) documents only around 400 IEP students with a visual disability. The OSPI count does not indicate a student with a visual disability when it aggregates the category "students with multiple disabilities"; thus an accurate count can't be obtained from the state's IEP data. As well, the OSPI does not document the number of students with an accommodation 504 plan. The Washington Sensory Disabilities Services (WSDS) manages the Washington Deaf Blind Project, which lists a count of 287 Deaf Blind youth in the state under age 18.

The Center for Change in Transition Services has tracked engagement of Washington State students with a disability after the first year exited from high school. The trend for engagement after high school has improved slightly for students with all disabilities from 2012 to 2017, steadily improving from 34.8% no engagement in 2012 to 27.8% no engagement in 2017.

Washingtonians with a visual disability age 16 - 64 are employed at lower rates than the total population, but at higher rates than the demographic group for all disabilities.

The employment rate for all Washington residents age 18 - 64 is 70.0%; for all individuals with a disability in that age group 40.7%; and for all individuals with a visual disability 47.2%.

In order to close the employment gap between those with a visual disability and population as a whole in Washington and to match the 70.0% employment rate, an approximate additional 18,000 blind, low vision or deaf blind individuals would need to become employed. The agency serves approximately less than 10% of the potential need in any given year.

All of those individuals exiting DSB's VR program with employment earned greater than or equal to the state and/or local minimum wage. In FFY 2019 the average hourly wage earned by those who exited services with integrated and competitive employment was $24.29.

All eligible DSB participants have a visual disability. Many participants also have multiple disabilities.

In FFY2019, five of the 88 cases exiting with employment outcomes were integrated employment outcomes requiring long term supports; this represents 5.6% of all employment outcomes for that year.

Where other disability expertise is needed, we readily collaborate with partner agencies such as Division of Vocational Rehabilitation, Office of Deaf & Hard of Hearing, and the Developmental Disabilities Administration.

When an applicant presents no functional visual disability and therefore does not meet eligibility for DSB services, information & referral services to Workforce partner and other community resources is provided as appropriate.

For those participants who exited the program with employment outcomes in FFY2019, the average participant age at closure was 45.6 years old. The eldest participant with an employment outcome in that time period was age 91 (Self-employed Psychologist) and the youngest age 20 (Electromechanical Equipment Assemblers).

Social Security Administration estimates show that approximately 134,000 of Washington residents with a visual or other disability receive SSI/SSDI benefits. For FFY2019, 21% of the

agency's active participants rely on SSA financial and medical benefits (211 out of total 1009 active participants in January 2020).

Of those individuals who exited in FFY2019 with an employment outcome and had listed public assistance as their primary support at plan, 25% were able to rely on their earned income, and no longer require any public assistance at case closure.

In the previous state plan, the Asian community was identified to be under-represented among the customer base in comparison to general demographics. Targeted areas for outreach for increasing Asian participation in DSB services included these counties: King, Snohomish, Kitsap, Thurston, and Pierce; and the following linguistic communities: Chinese, Filipino, Vietnamese, and Korean. The agency's efforts have increased representation to be at par with the general population demographics. State demographics expect 7% of the state's population to identify with an Asian background, the agency's representation has consistently mirrored the state demographics with a 7% representation.

The Hispanic/Latinx community had also been identified as under-represented in the last state plan, but outreach and service provision efforts have brought parity of the percentage of the DSB Hispanic participant base and the state's Hispanic/Latino demographic data. Washington State shows a representation of 13.9% Hispanic/Latino, and DSB now shows a representation of 14.3% among the participant base. Targeted areas of outreach for increasing Hispanic participation have included the following counties: King, Snohomish, Franklin, Grant, Skagit, Kitsap, Whatcom, and Walla Walla.

All other races and ethnicities are represented in the agency participant base in equal or higher ratios as the general Washington State demographics. All counties in the state are served.

As race/ethnicity are no longer identified as underserved communities for the VR program, the agency has identified other groups for whom obstacles to access to services exist. The agency and Workforce partners collected feedback and data, in particular showing the need to address the homeless crisis in the state, the needs of ex-offenders, and rural residents.

The Governor has listed homelessness as a statewide agenda for state agencies to coordinate efforts. As of January 2018, Washington had an estimated 22,304 experiencing homelessness on any given day, as reported by Continuums of Care to the U.S. Department of Housing and Urban Development (HUD). Of that total, 1,800 were family households, 1,636 were Veterans, 2,184 were unaccompanied young adults (aged 18-24), and 6,158 were individuals experiencing chronic homelessness.

Public school data reported to the U.S. Department of Education during the 2016-2017 school year shows that an estimated 39,127 public school students experienced homelessness over the course of the year. Youth and young adults experience homelessness in every region of Washington State. Despite what many people assume, rates of youth homelessness are similar in rural and urban areas. Yet while there are youth experiencing homelessness in all communities of the state, the resources to help them are not. There are no beds for homeless youth in half of the 39 counties in Washington. The homeless population includes individuals with visual disabilities; in the past year about 2% of our participants were experiencing homelessness. The barriers to individuals with disabilities who are also experiencing homelessness have been challenging to overcome, and require agency attention for improvement.

In SFY 2019, there were 63 DSB participants (out of 1165 served FFY2019) who received services through other components of the statewide workforce development system.

DSB identifies and qualifies Community Rehabilitation Program (CRP) and other service providers across the state to provide specialized Supported Employment and other job readiness, development, job customization, coaching, and work experience services, including Pre-Employment Transition services for students with a disability.

The agency provides on-going training and technical assistance related to issues of blindness to all CRPs who express an interest. Many CRPs are more familiar with supporting the needs for individuals with an intellectual disability, and there is often need for a much different approach in supporting the agency blind participants. Training is often needed to be refreshed as turn-over among CRP businesses is high. It is a challenge for this agency to secure skilled and effective CRP service providers across the state.

Participants have provided their feedback formally at exit from services; all individuals who exit services are surveyed within a month of exit. For FFY2019 many comments appeared to share some patterns:

- Responsiveness is critically important to VR participants. There were many comments expressing gratitude for highly responsive services an individual received by agency staff, and a number of comments expressing frustrations at staff contact that wasn't as frequent or rapid as the individual preferred. Responsiveness was one of the most cited comments, equally in both positive and negative lights.
- Participants found the attitude and knowledge of staff a meaningful aspect of their VR experience, with predominantly positive comments about their interactions and progression. They commented that staff were respectful, patient, sensitive, thoughtful, upbeat, knowledgeable, cheerful, attentive, and demonstrated a belief in the participant.
- Participants found the skills training the received through the agency staff life changing, and equated a greater sense of value and self-worth through gaining confidence in the adaptive skills of blindness. Technology, mobility, on-the-job training, tools for glare reduction, information on community resources like assistance with utilities, education, and counseling services were highlighted as providing a greater sense of independence, confidence, and a return to feeling like oneself.
- While adaptive skills of blindness almost unanimously received strongly positive comments, the vocational services provided by the agency and through contracted service providers showed room for improvement in some comments. Job readiness, cover letters and resumes, identifying a good career fit and lack of skilled community resources were cited as frustrations for some.

Staff and stakeholders gave feedback in a variety of forums. Some shared patterns include:

- Gratitude for diversity and quality of employment outcomes
- Appreciation for the need for improved internal and external communications; outreach; sharing of information
- Strong concern about the agency achieving fiscal stability and to serve all eligible individuals immediately
- Acknowledgement of wave of retirements and many new staff coming into the agency without a strong background in the specialized skills and needs of blindness

- Challenge of understanding how the blind agency fits into the broader Workforce system – are the needs of our population base being met through the system?
- Does the agency represent diversity, equity and inclusion to its highest capacity?
- How can the agency reduce the administrative burden that WIOA has placed on agency staff?
- How can the agency refocus on the core values of the Rehab Act to maximize the comprehensive and individualized services through frequent interaction and counseling and guidance?
- Can the agency promote and advocate for a priority in state procurement for Disability-owned businesses?
- How can the agency connect to apprenticeships, and the state's new Career Connect programs?

Students have provided feedback at the end of Pre-Employment Transition workshops they have attended. Some patterns in the comments include:

- Students enjoyed challenges of independence to include making adult choices during career exploration activities
- Most felt that the academic prep workshops helped prepare for college and offered increased self-confidence
- Many who attended work experience and academic prep workshop felt comfortable with program peers as well as formed professional relationships with co-workers at work experience.
- Students felt trusted to have the responsibility of having their own living space and responsible for own daily living and chores.
- Transportation was a major obstacle for many to attending Pre-ETS activities, particularly in the rural areas of the state.
- Summertime is crowded for additional programs, hard to choose among offerings.
- Hands-on work experience and workplace cultural navigation skills are a critical need for students with a visual disability

B. WHO ARE MINORITIES;

Response j.1.B:

In the previous state plan, the Asian community was identified to be under-represented among the customer base in comparison to general demographics. Targeted areas for outreach for increasing Asian participation in DSB services included these counties: King, Snohomish, Kitsap, Thurston, and Pierce; and the following linguistic communities: Chinese, Filipino, Vietnamese, and Korean. The agency's efforts have increased representation to be at par with the general population demographics. State demographics expect 7% of the state's population to identify with an Asian background, the agency's representation has consistently mirrored the state demographics with a 7% representation.

The Hispanic/Latinx community had also been identified as under-represented in the last state plan, but outreach and service provision efforts have brought parity of the percentage of the DSB Hispanic participant base and the state's Hispanic/Latino demographic data. Washington State shows a representation of 13.9% Hispanic/Latino, and DSB now shows a representation of 14.3% among the participant base. Targeted areas of outreach for increasing Hispanic participation have included the following counties: King, Snohomish, Franklin, Grant, Skagit, Kitsap, Whatcom, and Walla Walla.

All other races and ethnicities are represented in the agency participant base in equal or higher ratios as the general Washington State demographics. All counties in the state are served.

As race/ethnicity are no longer identified as underserved communities for the agency's VR program, the agency has identified other groups for whom obstacles to access to services exist. The agency and Workforce partners collected feedback and data, in particular showing the need to address the homeless crisis in the state, the needs of ex-offenders, and rural residents.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Response j.1.C:

The agency and Workforce partners collected feedback and data, in particular showing the need to address the homeless crisis in the state, the needs of ex-offenders, and rural residents.

The Governor has listed homelessness as a statewide agenda for state agencies to coordinate efforts. As of January 2018, Washington had an estimated 22,304 experiencing homelessness on any given day, as reported by Continuums of Care to the U.S. Department of Housing and Urban Development (HUD). Of that total, 1,800 were family households, 1,636 were Veterans, 2,184 were unaccompanied young adults (aged 18-24), and 6,158 were individuals experiencing chronic homelessness.

Public school data reported to the U.S. Department of Education during the 2016-2017 school year shows that an estimated 39,127 public school students experienced homelessness over the course of the year. Youth and young adults experience homelessness in every region of Washington State. Despite what many people assume, rates of youth homelessness are similar in rural and urban areas. Yet while there are youth experiencing homelessness in all communities of the state, the resources to help them are not. There are no beds for homeless youth in half of the 39 counties in Washington.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Response j.1.D:

In SFY 2019, there were 63 DSB participants (out of 1165 served FFY2019) who were documented to have received services through other components of the statewide workforce development system.

As a small Blind vocational rehabilitation agency, effective interaction and partnering among the statewide workforce development system is challenging. The state's twelve regional WDCs hold fast to their unique local structures and systems - which benefits the local areas by representing the needs of each locality, but also creates challenges for our agency to identify and implement twelve different strategies for engaging within the systems. A number of our vocational counselors cover territories that intersect with multiple WDC's. Business engagement structures are unique to each region - some are very open and welcoming to DSB engagement

and understand our mutual beneficial partnership potential, and others less so. Some American Jobs Centers (AJCs) are eager to identify ways to reduce barriers to services for individuals with visual disabilities, and engage with our staff for thorough assessment of accessibility issues and recommendations for improvement. DSB staff have worked to develop onsite relationships with workforce partners at the AJCs to assist in a warm hand off, but AJC staff turn over makes those relationships and systems challenging to maintain.

In reflecting on progress since implementation of WIOA, the pace of change is slow, but steady. Before WIOA, our Blind VR agency had no relationship with other Workforce Development partners, and no external structure to facilitate relationship. Now our WIOA partners understand that a Blind VR agency exists and understand the scope of our services; many partners now understand and take part in the benefits of partnership with our agency. The agency has provided a real time instant messaging system in all comprehensive AJCs to facilitate questions around DSB services. The agency has identified the broad set of resources available to our participant base within the AJCs, and have made use of those resources on behalf of participants. DSB has partnered with the WIOA Title II Youth programs to provide extensive and integrated career exploration/job readiness services to students with a visual disability. The agency does not have representation on either the state's Workforce & Training Board, nor on the individual regional WDC boards, but are often included in WIOA partner conversations in an unofficial capacity. While there is great room and opportunity for increased and improved coordination for DSB's participant base to benefit from services within the broader Workforce Development system, DSB has established a place and potential for that improvement that did not exist in any way before WIOA was implemented.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Response j.1.E:

It is challenging to derive equivalent demographic data for students or youth with a disability, as age groups used by the US Census Bureau don't exactly align with VR expected age ranges for either category. In general terms, US Census data through the American Community Survey indicates that visual disability in Washington State is less prevalent among youth categories, and becomes more prevalent as the population ages. The American Community Survey shows that those ages birth to 18 represent approximately about 0.7% of the general population in the same age group. By comparison, visual disability prevalence among ages 18 - 34 represents about 1.1% of the general population, increasing to about 2.2% for those aged 35 - 64, and about 6% for ages 65 and older. Participants who are students represent about 30% of the total DSB participant base (approximately 350 students out of total 1165 participants).

While the ACS shows an estimated 11,000 youth with a visual disability, the Office of Superintendent for Public Instruction (OSPI) documents only around 400 IEP students with a visual disability. The OSPI count does not indicate a student with a visual disability when it aggregates the category “students with multiple disabilities”; thus an accurate count can’t be obtained from the state’s IEP data. As well, the OSPI does not document the number of students with an accommodation 504 plan. The Washington Sensory Disabilities Services (WSDS) manages the Washington Deaf Blind Project, which lists a count of 287 Deaf Blind youth in the state under age 18.

The Center for Change in Transition Services has tracked engagement of Washington State students with a disability after the first year exited from high school. The trend for engagement

after high school has improved slightly for students with all disabilities from 2012 to 2017, steadily improving from 34.8% no engagement in 2012 to 27.8% no engagement in 2017.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Response j.2:

DSB identifies and qualifies Community Rehabilitation Program (CRP) and other service providers across the state to provide specialized Supported Employment and other job readiness, development, job customization, coaching, and work experience services, including Pre-Employment Transition services for students with a disability.

The agency provides on-going training and technical assistance related to issues of blindness to all CRPs who express an interest. Many CRPs are more familiar with supporting the needs for individuals with an intellectual disability, and there is often need for a much different approach in supporting the agency blind participants. Training is often needed to be refreshed as turn-over among CRP businesses is high. It is a challenge for this agency to secure skilled and effective CRP service providers across the state.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Response j.3:

Students have provided feedback at the end of Pre-Employment Transition workshops they have attended. Some patterns in the comments include:

- Students enjoyed challenges of independence to include making adult choices during career exploration activities
- Most felt that the academic prep workshops helped prepare for college and offered increased self-confidence
- Many who attended work experience and academic prep workshop felt comfortable with program peers as well as formed professional relationships with co-workers at work experience.
- Students felt trusted to have the responsibility of having their own living space and responsible for own daily living and chores.
- Transportation was a major obstacle for many to attending Pre-ETS activities, particularly in the rural areas of the state.
- Summertime is crowded for additional programs, hard to choose among offerings.
- Hands-on work experience and workplace cultural navigation skills are a critical need for students with a visual disability

The agency increased its career exploration services from 35 students served in PY2015 to over 400 students served in PY2019.

The agency coordinates with the state and local educational areas on many levels. Many Pre-Employment and transition services are performed in collaboration with the Washington State

School for the Blind, and with itinerant Teacher's of the Visually Impaired (TVI's). As a student may be the only blind student in a school district, the agency is able to support activities that connect peer students in ways the schools are unable to. DSB staff (Youth Services Specialists and Vocational Rehab Counselors) attend IEP meetings to provide guidance for smooth transition to adult career and higher ed goals as requested by the school and/or parent.

The Pre-Employment Transition Service workshops have reportedly been a successful way to engage students and their parents in progressively exploring career options. The feedback heard most often are student and family frustrations at the limits in Pre-Employment Transition funds not able to be used to provide transportation services to attend the activities - attendance is often curtailed because transportation is an issue for families, particularly for this low-incidence population of students with visual disabilities that live across vast areas of the state.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

Agency response (k):

An individual is eligible for vocational rehabilitation services at the Department of Services for the Blind (DSB) if the individual:

- Has a visual disability
- Experiences unaddressed functional limitations due to the visual disability that limit their ability to get or keep a job, or advance in their career, and
- Requires vocational rehabilitation services to mitigate those functional limitations and obstacles to employment

Through the Pre-Employment Transition Services arm of vocational rehabilitation services, the agency provides non-individualized career exploration services to potentially eligible and eligible students with a disability.

While traditional working age is considered ages 18 - 64, the agency serves a large proportion of adults ages 64 and above through the vocational rehabilitation services program - approximately 6% of the FFY 2019 caseload are adults over age 64.

The annual American Community Survey (ACS) through the US Census Bureau provides estimates on numbers of people in the United States - and within Washington State - who experience “blindness or serious difficulty seeing things even with use of corrective lenses”. The ACS results are based on self-report, and are extrapolated from a small sample of individuals who are surveyed each year. While not representing an exact accounting and while numbers may be inflated relying solely on self-report, the American Community Survey is among the few and strongest data sets estimating the number of individuals within Washington State who experience a visual disability.

Per the American Community Survey (ACS) 2017 five-year estimates, there are approximately a total of 155,000 individuals who experience a “serious visual difficulty” in Washington State, representing 2.2% of the general population.

For traditional working age adults (ages 18 - 64), the ACS documents around 81,000, or 1.8%, of individuals with a visual difficulty in the state.

The ACS also shows that approximately 47.2% of those individuals with a “serious visual difficulty” are employed and 45.3% are not in the labor force, with a 4.2% subset actively

seeking work in unemployed status. That indicates that potentially approximately 36,000 individuals with a visual disability could be seeking vocational rehabilitation services in order to find work, with a subset of approximately 3,300 individuals who are more actively seeking work while in an unemployed status. Eligible individuals may also be employed, requiring vocational rehabilitation services in order to keep a job that may be at risk due to visual disability.

Students may be eligible to receive individualized services through the vocational rehabilitation program and simultaneously receive non-individualized career exploration services through the Pre-Employment Transition Services program, starting as early as necessary. Students with a disability may receive Pre-Employment Transition services and not yet have applied or been found eligible for individualized VR services; they are termed "Potentially Eligible" students.

In 2019, there were around 400 students with visual disabilities, documented as having an individualized special education or 504 plan through the Office of Superintendent of Public Instruction (OSPI) or post-secondary educational institution, within the age range 9 - 21 in the state of Washington.

The number of students in schools that require accommodation for their visual disability (through Section 504 of the Americans with Disabilities Act) is not recorded.

Anecdotally the Washington State School for the Blind serves 1,200 students with needs for alternative print materials through the American Printing House - this number also includes students with a print disability, and is not a scientific count of students with visual disabilities. This estimated number includes a count of students ages birth through age 8.

In FFY2019, the agency served 398 students with a disability ages 9 – 21, equivalent to the numbers documented by OSPI.

In FFY2019, the Department of Services for the Blind Vocational Rehabilitation program has served 55 participants who require long- term supports to work in competitive and integrated employment, and five of the 55 exited with an employment outcome.

The Order of Selection waitlist delayed services for a large number of eligible individuals during FFY2019. All categories were closed, and cases were released as resources were projected to be available to serve each case with comprehensive and individualized services that lead to an employment goal. In November 2019, the Category 1 priority was opened, and all individuals who present with three or more unaddressed functional limitations are served without delay. Individuals with two or fewer unaddressed functional limitations

While the agency is under an Order of Selection waitlist situation for adult services, Pre-Employment Transition Services are provided to all eligible and potentially eligible students with a disability without delay.

The average cost per case per year for each priority category is based on 5 year spending data for each category for those who have required purchased goods and/or services. Costs for all priority category cases are averaged together, as the business management system does not have a means to distinguish the historical costs among the two categories.

- All Priority Categories:
    - $3,500 per case per year for purchased services
    - $8571 per case per year for all provided services (purchased and in-house)

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Response k.2.A:

Understanding future trends in numbers served has been challenged by the implementation of delayed services through an Order of Selection. Before the Order of Selection was implemented, applications were consistently increasing and we typically served over 1400 individuals in a year. Since October 2018, applications for vocational rehabilitation services have slowed down. Where we typically received around 375 applications in a year before Order of Selection, we are now receiving nearer to 225. The downturn may be due to word of mouth in avoidance of the waitlist, and it may have been a factor of a very strong economy in Washington State in 2018 and 2019. With an expected slowdown of the economy, applications may increase. As of May 2020, the agency was able to open all categories of the waitlist, and able once again to immediately provide services for all eligible applicants – this might also be cause for an increase in applications.

If annual numbers served reflect nearer the past two years of 1,150, the agency will likely be able to maintain all waitlist categories open throughout FFY2021. If numbers increase beyond 1,150, the agency will need to consider closing one or more categories, and delay services for some or all eligible individuals.

A low estimate for numbers served annually through FFY 2021 is 1,150 eligible individuals with visual disabilities, and the high estimate is 1,400 eligible individuals.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Response k.2.B:

In FFY2019, the Department of Services for the Blind Vocational Rehabilitation program had served 55 participants who require long- term supports to work in competitive and integrated employment. The number served through FFY2021 is expected to remain in the same 50 - 60 participant range per year.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Response k.2.C:

Before the Order of Selection was implemented in October 2018, the agency did not maintain data on priority category.

Since Order of Selection was implemented, a ratio for individuals eligible for services per priority category has been as follows:

Priority	Percentage
Priority 1	79%
Priority 2	20%
Priority 3	1%

If we serve at our low or high estimates through FFY2021, we anticipate serving the following number of individuals in each priority category:

Category	Low estimate (if 1,150 served)	High estimate (if 1,400 served)
Category 1	909	1106
Category 2	230	280
Category 3	11	14

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Response k.3:

As of February 2020, 50 eligible individuals awaited services in a delayed status. Forty-three were categorized as Priority 2, and seven as Priority 3. In May 2020, all categories were opened for immediate services at eligibility.

The agency estimates on future need for waitlist depends on stability of funding sources and pace of applications for services.

If new applications through FFY2021 remain in the lower estimates, totaling around 1,150 served in a year, that it is unlikely we will need to reinstate closed categories.

However, there are suggestions that the low application rate of the past two years was circumstantial, and that the pace will increase in future.

if applications and numbers determined eligible for services through FFY2021 return to FFY2018 numbers, then the Category 2 and 3 priorities that are currently open will need to be closed. The estimate is that, if applications increase to higher estimates of 1,400 eligible participants, approximately 350 individuals will have delayed services, and 250 may have significant wait times.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

The average cost per case per year for each priority category is based on 5 year spending data for each category for those who have required purchased goods and/or services. Costs for all priority category cases are averaged together, as the business management system does not have a means to distinguish the historical costs among the two categories.

- All Priority Categories:
    - $3,500 per case per year for purchased services
    - $8571 per case per year for all provided services (purchased and in-house)

Depending on the low or high annual estimates for eligible participants through FFY2021, the annual costs are expected as follows:

Priority Category	Annual costs per priority category if low estimate of 1,150 eligible participants	Annual costs per priority category if high estimate of 1,400 eligible participants
Category 1	$7.79m	$9.86m
Category 2	$1.97m	$.403m (240 delayed services)
Category 3	$.094m	$0 (14 delayed services)

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Agency response (l):

The agency's goals and priorities have been identified and discussed in collaboration with the agency's State Rehabilitation Council. The goals and priorities were developed through interactions among WIOA core partner programs, the agency's refreshed Strategic Planning process that took place in February 2019, and conversations at the quarterly SRC meetings.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Agency response l.2:

The agency's goals and priorities have been identified and discussed in collaboration with the agency's State Rehabilitation Council. The goals and priorities were developed through interactions among WIOA core partner programs, the agency's refreshed Strategic Planning process that took place in February 2019, and conversations at the quarterly SRC meetings.

The first set of goals and priorities for the agency is continuing to work towards the successful implementation of systems, processes and relationships that bring the agency, business, and participants enhanced and coordinated services that meet the customer needs.

The second set of goals and priorities concentrate on increasing the agency's effective reach into the community, refining processes that sharpen the agency's expertise, and a deepening of the vocational aspects of this vocational and rehabilitation agency.

All goals represent ongoing activities throughout the life of this state plan, through PY2021.

- Goal 1: Refine and enhance outcomes for business and agency participants
    - Sub-goal 1.1: Explore, customize and implement a Progressive Employment model of career exploration that provides low risk connections among business and job seekers with visual disabilities
    - Sub-goal 1.2: Ensure equal access in the comprehensive American Jobs Centers in order that blind, low vision and deaf blind individuals can benefit from the array of services they are eligible for through the state's workforce system
    - Sub-goal 1.3: Build employer-desired core soft skills (critical thinking, decision making, etc.) throughout vocational rehabilitation skill development process

- Goal 2: Increase agency outreach to individuals and communities that would benefit from vocational rehabilitation services
    - Sub-goal 2.1: Revise and update web-based and other modes for public access to agency story
    - Sub-goal 2.2: Increase effectiveness and relevance of agency story content

- Goal 3: Enhance and maintain DSB capacity & expertise in serving blind Washington residents
    - Sub-goal 3.1: Explore ways to stabilize the agency's fiscal systems and increase revenues in order to minimize delayed VR services and minimize limits to Independent Living services
    - Sub-goal 3.2: Enhance awareness among all staff of context, issues, and skills of blindness
    - Sub-goal 3.3: Improve systems for universal accessibility, both internally within the agency and externally among partners
    - Sub-goal 3.4: Refine and maintain systems for knowledge transfer and leadership development

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

Agency response l.3.A:

The agency's goals and priorities have been developed based on the most recent comprehensive statewide needs assessment that was completed FFY2019.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Response l.3.B:

Yes, performance accountability measures were taken into consideration when developing the state goals.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Response l.3.C:

Single state audits and other state monitoring results were also considered.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Agency response m.1.A:

After thorough review and evaluation, the Washington State Department of Services for the Blind (DSB) determined in October 2018 that implementing an Order of Selection was necessary to ensure sufficient funds remain available for providing for the comprehensive and individualized services through existing and new Individual Plans for Employment (IPE) and eligibility determinations.

The agency implemented an order of selection on October 1, 2018, and closed all priority categories to ensure funds were available to provide the required and necessary comprehensive and individualized vocational services to all individuals in a vocational plan, and the full range of services to newly eligible individuals in an equitable and expeditious, if delayed, manner.

Individuals applying for services are assessed and their eligibility and priority category determined based on the number of unaddressed functional limitation areas necessary to get, keep or promote in their employment due to visual and any other disabilities.

With the order of selection in effect, eligible individuals are assigned to one of three priority categories.

- Priority 1 - New applicants who meet eligibility criteria and the definition of most significantly disabled (MSD) (three or more unaddressed functional limitations to employment that require substantial services over time)
- Priority 2 - New applicants who meet eligibility criteria and the definition of significantly disabled (SD) (one or more functional limitations to employment that require substantial services over time)
- Priority 3 - Any eligible individual who does not meet the criteria for either Priority 1 or Priority 2.

Eligible individuals' names are placed on a waiting list for delayed services prioritized by priority category, and then by date of application.

Individuals whose cases are placed on a wait list will be provided information and referral services to other appropriate federal, state and community programs best suited to address the specific employment needs of the individual. These services will also include referral to programs carried out by other components of the Statewide Workforce Investment System, and consumer organizations. The information and referral service, where possible, should identify a specific point of contact within the agency.to assist in preparing for, securing, retaining, regaining or advancing in employment.

Individuals whose cases are on the waitlist can be served if and when adequate resources are forecast to be available. Individual cases will be taken off the wait list in a chronological order based on the individual's application date within the closed priority category.

Adequate resources are determined based on whether the agency forecasts being capable to provide individualized and comprehensive vocational rehabilitation services that are necessary for each case taken off the wait list.

When a category is opened, any eligible applicant who is categorized in that open priority can receive immediate services. For example, in November 2019 the agency was able to forecast

adequate resources to serve all individuals who present with three or more unaddressed functional limitation areas (Category Priority 1), and at eligibility determination all individuals so categorized are immediately able to develop a plan and receive necessary vocational services. Meanwhile if an individual is assessed to have two or fewer unaddressed functional limitations, then that case is delayed until adequate resources are forecast to be available and in the order of category and date of application. In May 2020 the agency was able to open all categories for immediate services. Depending on the number of applications, the agency may need to re-close one or more category in the future.

DSB will serve individuals who are determined eligible and require immediate services or tools to maintain their current job as an exception to the waitlist.

B. THE JUSTIFICATION FOR THE ORDER

Response m.1.B:

The Rehabilitation Act of 1973, as amended by WIOA requires that at least 15 percent of Title I VR funds be reserved for the provision of pre-employment transition services for students with a disability.

The remaining 85% of the vocational rehabilitation grant is no longer adequate to cover the costs of individualized and comprehensive vocational rehabilitation services provided to the same number of eligible individuals as before the 15% set aside was mandated. Federal carryover funds which had assisted the agency to continue to provide full services to the same number of eligible individuals after the 15% set aside have since been depleted.

In addition to the 15% grant reduction for services to the adult vocational rehabilitation population, the agency experiences increased costs due to the implementation requirements of WIOA which includes increased costs for American Job Centers/WIOA partner participation; staffing costs; travel, and training.

The agency has a model of service provision that works to provide excellent rehabilitation services while containing costs. Most rehabilitation assessment and training services - which are necessary for almost every eligible participant - are provided by in-house staff: Rehabilitation Technicians provide administrative supports but also provide direct vocational assessment and job readiness services; Rehabilitation Teachers provide almost all assessment and training services for adaptive skills of blindness; and Adaptive Technology Specialists provide almost all technology assessments and jobsite accommodation services. To outsource any of these services provided by in-house staff would cost the agency significantly more, and skilled vendors statewide are rare or non- existent.

Purchased goods and services for participants are primarily represented by adaptive technology devices; post-secondary education; job readiness and placement services; contracted assessment services; diagnosis and treatment of impairments; disability-related skills training, and other supports to ensure participation in vocational rehabilitation program.

DSB has reduced discretionary expenditures where feasible.

The agency has worked to identify funds due to the agency, and has worked to secure those funds.

For the VR adult program, DSB estimates funding of approximately $23,926,000 for federal fiscal year 2020 and 2021 and we estimate approximately $24 million in total expenditures. We have been working to close anticipated fiscal gaps where we are able, as when the agency was

able to leverage extra state match dollars to capture federal reallocated funds in 2019, but order of selection will continue to be necessary unless we secure a source for new and consistent revenues.

Projected Funding and expenditures for VR Adult Program

Federal Year	Grant Funding (85%)	State Match	Total Projected Revenue	Total Projected Expenditures (Less Pre-ETS)
2020	$10,854,274	$2,109,019	$12,963,293	$12,000,000
2021	$8,854,274	$2,109,019	$10,963,293	$12,500,000
2022	$8,854,274	$2,109,019	$10,963,293	$12,900,000

C. THE SERVICE AND OUTCOME GOALS

Response m.1.C:

While the agency had served a (2013-2018) 5-year average of 1360 individuals with visual disability through the Vocational Rehabilitation Program, under an order of selection the agency was able to serve about 1150 individuals in FFY2019, the first year of implementation.

As we had expected, employment outcomes decreased proportionately. In the 5 years before OOS implementation, the agency had an average of 158 employment outcomes. In the first year of implementation FFY2019, the number of employment outcomes decreased to half our traditional numbers, 88 employment outcomes.

With a smaller number of individuals exiting services, it is expected that that the ratio of individuals earning wages compared to those who exited but did not earn wages six- and twelve-months after program exit will decrease. The agency's rehab ratio at program exit has reduced from just under 50% to just under 40%.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

Response m.1.D:

Eligible individuals who have three or more functional limitations to achieve employment due to their disability (Priority 1) have, on average, required 3.1 years of service to exit the agency's services.

The agency does not currently have data on length of time for Priority 2 and 3 services.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Response m.1.E:

Eligible individuals determined within the priority one category demonstrate three or more unaddressed functional limitations to employment due to visual and other disabilities that require substantial services over time. If the agency can only serve some but not all within the category, priority will be given chronologically based on date of application within that priority category.

Eligible individuals determined within the priority two category demonstrate one or two unaddressed functional limitations to employment due to visual and other disabilities that require substantial services over time. If the agency can only serve some but not all within the category, priority will be given chronologically based on date of application only after all individuals in Priority 1 are served.

Students with a disability can be impacted by an order of selection when they are applying for individualized services. Students with a disability have the potential to benefit from the career exploration services through the Pre-Employment Transition Services funds, which do not have a wait list, and they may simultaneously apply for individualized vocational rehabilitation services, where a case may be placed on a wait list.

The agency offers a progressive set of career exploration services, and agency intent is to engage every student in these pre-employment transition services before the student is determined eligible for individualized VR services. In this way, the agency will ensure that the pre-employment career exploration services are not interrupted even if a student's case is placed on a wait list for individualized services. While there are some complications in funding, such as providing necessary transportation for a student to take part in a pre- employment career exploration activity, the agency will attempt to mitigate these obstacles in coordination with LEAs or other providers to fully engage the student in these career exploration activities. The agency's intent is that the OOS will not negatively impact the career exploration experience for students with visual disabilities.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Response m.2:

DSB will serve individuals who are determined eligible and require immediate services or tools to maintain their current job as an exception to the waitlist.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Agency response (n):

Vocational Rehabilitation staff are well versed in the provision of supported employment services and understand the issues related to eligibility, vocational assessment, and creating vocational plans that address the need for on-going long-term support services.

In PY2019, five (5) working-aged individuals with co-occurring visual and cognitive disabilities were employed in integrated and competitive jobs with average hourly wages for the group of $12.17. The average case cost for these five outcomes was $6,032.

For PY2020, the agency will serve 55 individuals who require long-term supports in order to get, keep or promote in a job.

More than five (5) SE customers will achieve competitive & integrated employment outcomes.

The agency collaborates with the general VR agency, DVR, in order to provide the best supports for co-occurring disabilities. Through the DVR agreement with the Developmental Disabilities Administration, priority for county long-term support funds are secured for those individuals

eligible for DDA services who gain employment. Until those long term supports are in place, DSB and DVR will negotiate costs, mindful that all individuals with the most significant disabilities, including youth, may receive up to 24 months of supported employment services after placement on a job until the transition to extended services - or longer if necessary to meet an individual's needs. In addition to the 24 months of supported employment services, DSB in coordination with DVR may fund up to four years of extended services following transition to extended services until a youth reaches age 25.

Agency staff seek other natural or other supports in case the individual is not eligible for DDA long—term job support funds.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

As necessary, the agency will provide long-term supports to a youth who is employed for a period not to exceed four years and/or until the youth reaches age 25, if natural or other long-term supports are not available.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Response n.2.B:

The agency collaborates with the general VR agency, DVR, in order to provide the best supports for co-occurring disabilities. Through the DVR agreement with the Developmental Disabilities Administration, priority for county long-term support funds are secured for those individuals eligible for DDA services who gain employment. Until those long term supports are in place, DSB and DVR will negotiate costs, mindful that all individuals with the most significant disabilities, including youth, may receive up to 24 months of supported employment services after placement on a job until the transition to extended services - or longer if necessary to meet an individual's needs. In addition to the 24 months of supported employment services, DSB in coordination with DVR may fund up to four years of extended services following transition to extended services until a youth reaches age 25.

Agency staff seek other natural or other supports in case the individual is not eligible for DDA long-term job support funds.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

Agency response o.1:

There are numerous strategies to expand outreach and awareness of the vocational rehabilitation services. The strategies listed within the entire section O are key to the success of the participants who are eligible for and receive agency vocational and blind rehabilitation services. The strategies represent ongoing activities that will continue throughout the period of this state plan, through PY2021.

- Educate WIOA, business, state and local government partners and stakeholders to the specialized tools, methods and skills individuals with a visual disability need in order to

be effective on the job. Education can instill a belief in the abilities of individuals with a visual disability and an understanding of the adaptive methods available to give partners the confidence in collaboration, supporting, and most importantly hiring an individual with a visual disability.

- Staff conduct awareness trainings around visual disabilities and tools/methods used
- An impactful awareness training has been to schedule a day in the Orientation and Training Center for key supporters, so they can learn hands-on the skills training and tools needed, and become acquainted with the individual students with a visual disability by being alongside them as equal learners. We frequently make use of the center's resource for educating stakeholders to VR and the agency's services.
- The adult training center and the youth workshops often gather family networks and participants' natural supports to experience the activities and skills training a family member is experiencing. By having hands on experience, the family members become strong advocates for the services through the agency.
- Staff coordinate with education staff and regularly educate local and regional Teachers of the Visually Impaired of the VR services available.
- Workforce and business partners invite agency staff into team meetings to educate about VR and blind rehab services, and to interact with American Job Center or business staff and share resources.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

Response o.2:

Adaptive technologies are a critical component of blind rehab services. The agency has nine Adaptive Technology Specialists on staff, a ratio of more than one AT support for every two caseloads. Strategies for quality provision of AT services include:

- Assessment, procurement and training are mostly done in-house.
- AT staff maintain knowledge and skills on ever-changing technology by relying on peer training, keeping connected with user groups and technical assistance networks, and by attending technology conferences such as CSUN.
- The agency has a strong relationship with the Washington Adaptive Technology Act Program and other AT providers throughout the state.
- The agency has long valued the critical need for adaptive technologies in the success of a VR program.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Response o.3:

Update modes and formats for marketing services:

- A refresh of the agency website content is planned
- Exploring social media formats
- Ensuring marketing and other materials are available, refreshed and culturally appropriate in target Asian and Spanish languages.
- Explore networks that are cultural ties to target audiences.
- Learn support services for homeless or formerly incarcerated individuals.
- Visit cultural events and places of importance to a community.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

Response o.4:

The youth services program is a strong arm of the agency. The Pre-Employment Transition Career Exploration service activities are designed, organized and often performed by five staff around the state. Strategies around expanding youth services include:

- Developing strong partnerships among the local school systems, the Teacher of the Visually Impaired, the School for the Blind, service providers, businesses, and universities.
- Building a progressive set of career exploration services, workshops and activities, so an individual can take part multiple times over years, and continue to learn and deepen exposure to workplace and career options with each activity
- Starting transition planning and services, including pre-employment transition services, in accordance with the IEP or 504 accommodation plan as young as is necessary. The workshops are age appropriate, and start to encourage early participation in family labor, discovering different workplaces and types of jobs, while having a fun component that expands socialization and peer support skills.
- Employment at every age: from touring and exploring a job site; shadowing jobs and work place activities; conducting informational interviews; internships, paid short-term work experiences; and immersion into college life and learning how to navigate accommodations independently.
- Partnering with consumer groups, and conducting career exploration and peer mentorship activities at consumer conventions.
- Infusing most career-focused workshops with the soft skills necessary to be successful in the workplace: decision making, problem solving, appropriate communications, workplace expectations; self-advocacy.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

Response o.5:

Not applicable, beyond providing on-going and as-needed CRP staff trainings in how best to work with the agency participants with visual disabilities.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

Response o.6:

The WIOA partners are working together, sharing data and communications, to ensure target performance measures, and helping partners understand the different timelines for US Department of Ed versus Department of Labor performance metrics.

Measurable Skills Gains performance measures will be improved as the staff learn the new system for documenting those skills gains. Training has been and will be provided to clarify documentation requirements for Measurable Skills Gains.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

Response o.7:

The agency has taken an active role in developing completely new relationships and collaboration among the statewide workforce development system, and has worked to assist individuals with disabilities to access services Strategies in continuing this effort include:

- Identifying most responsive workforce development centers with the most likely successful and positive outcomes to focus agency efforts. The twelve regional centers are spread across the state, and the agency is too small to effectively and equally engage with all partners. Some partners have a clearer belief and vision in how we can benefit the center, and we need to concentrate efforts in creating undeniable successes to build from.
- Create conversation around a common understanding of performance measures – what is important to each partner in order to assist each other with those priority target goals.
- Refresh the Barriers and Access Solutions group. Develop ways to integrate local and state efforts. Maximize benefits to local centers from work of the BASC.
- Work with local AJC's to ensure the DSB Live Chat tool is useful, and is used to convey information about our agency services.
- Increase the number of front-line staff with system-navigator competencies within the workforce system.
- Develop an intake process that eliminates redundant assessments and streamlines customer experience.
- Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.
- Ensuring universal access to workforce development services has been a bedrock principle in Washington's planning process. Every Washington resident needs universal,

barrier-free access to our state's workforce system. Technology is a powerful tool that can reduce obstacles to access. However, it's clear that technology will not solve all accessibility issues. Tailored approaches to different populations are required.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Response 0.8.A:

These strategies are covered in the previous "O" sub-sections above.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Response o.8.B:

During this state plan cycle through end of PY2021, the agency plans to utilize innovation and expansion funds to support a number of activities with the goal of identifying underserved communities and ways to best bring equitable and effective service provision to those communities.

State Rehab Council activities provide the agency with information and counsel on underserved populations, and innovation and expansion funds will be utilized to support the SRC's ability to gather and provide the agency good information.

In collaboration with the State Rehab Council, the agency identified individuals who are homeless as an underserved community, and innovation and expansion funds are expected to be used during this state plan period in order to identify and educate staff as to resources that exist in the community to support participant needs, and to support the ability of agency staff to partner and coordinate services with other organizations that provide jobs readiness services for individuals living with homelessness. Outreach methods and tools may also be funded through I&E funds.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

See o.1 above

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Agency response p.1.A:

The agency experienced change on a massive scale during the previous combined state plan, from PY2016 through PY2019. Many aspirations were challenging to achieve, and there were many urgent items that took agency attention and energy. Despite the distractions, the agency made phenomenal progress from the isolation that WIOA forced us to shed.

Among the chaos of externally imposed changes, the agency found great successes in its goals of meeting parity for underserved communities; developing strong connections and effective

partnerships among workforce and other entities that the agency had never had contact with previously. The agency has educated itself on the array of services available to our participant population that we had never had access to previously. The agency has made strides in documenting processes and creating desk manuals to assist with future on-boarding, and has reorganized work tasks in order to reduce risk, reduce administrative burdens, and bring efficiencies and cross-training into the agency.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Response p.1.B:

The agency experienced change on a massive scale during the previous combined state plan PY2016 through PY2019. Many aspirations were challenging to achieve, and there were many urgent items that took agency attention and energy.

Performance measures slipped in this period, not as a result of lack in efforts, but in the actual loss of funding for the adult VR program. It became impossible to perform at the high rate of success the agency was experiencing before PY2018. While the agency cherishes and celebrates its Pre-Employment Transition career exploration services program that was created with the 15% set aside mandated in the WIOA, the reality is that the unfunded mandate for the youth services severely constricted monies for adult VR services. The agency's program is operating with an approximate $1.5 million shortfall each year as a result of the set aside. While the agency was able to manage with the shortfall through PY2017, the cumulative effects required the agency to implement an order of selection in PY2018, and over 300 eligible individuals have been delayed in service provision during PY2019. Employment outcomes in PY2019 dropped by 50%.

The agency was successful in collaborating with legislative staff, community stakeholders and other partners in developing strong stories about the need for increased funding, and were successful in securing new funds. The agency was successful in utilizing the Orientation and Training Center as a tool to bring key partners into understanding of who we are, who we serve, and why those services are necessary.

The agency has a strong presence among the Workforce Board and other state partners in ways we had never had prior to implementation of WIOA and previous state plan. We are bringing issues such as priority for disability-owned businesses in state procurement; need for priority consideration of accessibility in a procurement for electronic data system, and to fold accessibility into the contract as the manufacturers responsibility, and not the purchaser's; and disability as a key component of the state's diversity, equity and inclusion efforts.

The agency is on a pathway for discovering how the workforce partners can benefit our activities and how we can benefit the broader system's achievements. The agency has worked

hard to discover pathways to be connected and active collaborators. We have often been an afterthought, or a forgotten partner among the other WIOA and workforce system actors, but the state is learning who we are, what our relationship to DVR is, and we have discovered some excellent partnering opportunities, such as coordinating youth services with partners in the Washington SW WDC, and providing a number of WDC partners with accessibility assessments and recommendations. The progress has been slow and glacial, but it is a marked change of coordination and collaboration to our pre-WIOA isolation.

The agency experienced a forced switchover in customer management systems. We had relied on the Libera System 7 for documenting and reporting participant activities, and the company announced they were closing their VR business support. Much effort was spent in developing funding packages and procuring a new data system, and then a year of configuring and testing the purchased off the shelf Alliance product AWARE. For a small agency, this became an all-consuming project.

The WIOA had escalated data reporting requirements to an extent that, in the old customer management system, added tens to hundreds of hours monthly for the data entry and review. This administrative burden impacted participants, who felt that counselors were "going down a checklist" and prying into their private lives more than necessary. Staff felt that the new requirements took them away from the actual participant life-changing counseling and rehabilitation work, and their jobs became data entry technicians.

Additionally, among three converging impediments with major impact to goal achievement – a new customer management system project, additional data entry burdens without additional administrative supports, and order of selection – the agency found itself in a wave of retirements. Turnover was unexpectedly high, and many staff admitted that the depth of changes prompted them to leave earlier than they anticipated or wanted to. The agency has recruited and on-boarded over one third of the total agency staffing within the past two years.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Response p.2.A:

In PY2018 and PY2019, the agency developed new Pre-Employment Transition Services programs that address the needs of participants who require extra supports. The LEAP program is designed to provide students with job shadowing, career exploration and work experience activities in smaller group sizes, and with individualized pace and supports in the planning for each unique activity. The LEAP activities are made available in communities around the state as need and interest arises. While these activities are not funded through the Supported Employment grant, they represent strategic preparation for youth who require long term supports for a future job.

The agency has been successful in sharing supported employment cases with the general VR agency (DVR), providing the DSB expertise on visual disability tools and skills to move cases forward.

There are challenges in spending the targeted Supported Employment funds, as often the role of our agency is in providing pre-employment skills and tools, and in providing jobsite services through the talents of in-house staff. The limits established for how the funds are spent don't match well with our model for providing services to the population.

Our employment success rate for participants who require long-term supports is in keeping with previous planned expectations.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Response p.2.B:

There are challenges in spending the targeted Supported Employment funds, as often the role of our agency is in providing pre-employment skills and tools, and in providing jobsite services through the talents of in-house staff. The limits established for how the funds are spent don't match well with our model for providing services to the population.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

Response p.3:

The new performance accountability measures have started to be incorporated into the strategic and daily practices of the agency. We have compiled data dashboards provided by the Rehabilitation Services Administration dating from Q2 of PY2018, and are reviewing quarterly to identify trends and changes in service provision.

The data dashboards identify numbers of participants served in career and training services, and indicate demographic breakdowns such as gender, age and race & ethnicity of participants. The agency has incorporated information about numbers of individuals exiting services and the reasons for exit, as well as numbers and types of services provided to youth through the Pre-Employment Transition Services. Useful as well is a breakdown of potential barriers faced by participants, such as ex-offender or homeless status, which is being utilized in our strategies for underserved communities.

The agency has been challenged in receiving data to track and analyze earnings and retention measures for those participants who exit services. While the agency was an early signer of the SWIS agreement among our state partners in order to access data from out-of-state entities for those participants who are employed outside of Washington State, the SWIS had yet to be implemented as of May 2020.

The agency is in process of identifying best methods for documenting employer engagement activities. The agency implemented a new data system in 2019, and we are in process of analyzing the tools and processes for documenting engagement available in the new business management system. We are in discussion with state WIOA partners advocating for employer engagement measures that recognize and motivate engagement with small business.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Response p.4:

During the past state plan cycle (PY2016 - PY2019), there were numerous activities that qualified as innovation and expansion funds - activities with the goal of identifying underserved communities and ways to best bring equitable and effective service provision to those communities.

State Rehab Council activities provide the agency with information and counsel on underserved populations, and support of the SRC's ability to gather and provide the agency good information qualify as innovation and expansion.

The identified underserved communities during this plan cycle were the Latinx/Hispanic and Asian communities. The creation of outreach materials is Spanish and Asian languages, and activities such as on going participation in the Commission for Hispanic Affairs' (CHA) Spanish language radio programs and in local Korean language radio programs to highlight the array of agency services available, also fall into qualification for innovation and expansion funds.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Agency response (q):

In PY2019, five (5) working-aged individuals with co-occurring disabilities of Cognitive Impairments were successfully employed in integrated and competitive jobs with average hourly wages for the group of $12.17. This represents a similar pattern from past years, and we anticipate similar outcomes for the next two program years.

Where the individual is eligible, the agency will continue to partner with the Developmental Disabilities Administration through collaboration with DVR the to ensure long-term supports are in place and stable before case closure. Where the individual is not eligible for DDA services, the agency will work to locate and stabilize natural supports through family, PASS plan and other means to allow for the long- term support needs of the individual.

The agency will provide VR services to individuals with the most significant disabilities seeking a supported employment outcome prior to placement on the job consistent with the goal on the IPE. After placement, the agency will provide up to 24 months of supported employment services, such as job coaching, for individuals with the most significant disabilities. Following stabilization and the transition to extended services, youth with the most significant disabilities may be provided up to four years of extended services until age 25 by the agency if another source of extended services has not been identified; however, those other than youth must receive extended services from a source other than the VR agency.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Following the completion of supported employment services after job placement for up to 24 months, or longer if necessary to meet the individual's needs, once an individual with a most significant disability achieves stability on the job, the transition to extended services occurs. Youth with the most significant disabilities may be provided up to four years of extended services until age 25 by the agency if another source of extended services has not been identified; however, those individuals other than youth must receive extended services from a source other than the VR agency.

VOCATIONAL REHABILITATION (BLIND) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973

(REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

The Washington State Department of Services for the Blind (DSB)

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

The Washington State Department of Services for the Blind (DSB)

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Michael MacKillop

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Acting Executive Director

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Michael MacKillop
Title of Signatory	Acting Executive Director
Date Signed	02-27-2020

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No

The State Plan must include	Include
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	

The State Plan must include	Include
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	

The State Plan must include	Include
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	baseline	baseline	baseline	baseline
Employment (Fourth Quarter After Exit)	baseline	baseline	baseline	baseline
Median Earnings (Second Quarter After Exit)	baseline	baseline	baseline	baseline
Credential Attainment Rate	baseline	baseline	baseline	baseline
Measurable Skill Gains	42.3%	42.3%	42.3%	44.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V) (TITLE 20, UNITED STATES CODE (20 U.S.C. 2301 ET SEQ.))

A. PLAN DEVELOPMENT AND CONSULTATION

On November 6, 2019 the Workforce Board, in partnership with the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges, held a "Listen and Learn" session, inviting stakeholders to provide input into the Perkins V plan development. This gathering was held in Grand Mound, in western Washington. There were three additional sessions calendared in February: February 10 at the Junior Achievement office in Auburn, WA; February 12 at WorkSource Spokane Event Center in Spokane, WA; and February 21 at Clark College in Vancouver, WA. These sessions were conducted to ensure we received perspectives from both urban and rural communities. Utilizing a roundtable discussion approach, we sought specific input on the following questions:

Business, Industry, Labor

- *How do employers want to be engaged with our high school and college CTE programs? Are advisory committees, for instance, adequate?*
- *What's the best way to evaluate industry needs? Does it exist or do we need to create something?*
- *What do employers see as the greatest strengths and weaknesses of our CTE programs?*

- *What existing or emerging fields/occupations do we need to be more responsive to?*
- *What labor market information/resources are available that we may not be tapping into?*
- *What do employers want to see included or emphasized in the State Plan?*
- *How can we most effectively leverage Perkins funds to incentivize collaboration with employers?*

Special Populations

- *What are the unique needs of your students? How can they be better supported in CTE programs?*
- *Which CTE programs attract your students? Where are they underrepresented?*
- *What are the greatest needs in your communities?*
- *How can CTE programs provide more effective outreach/recruitment to your communities/students? What's working?*
- *What does "equity" look like to your students? How can it be operationalized in the State Plan?*
- *To what needs/services/strategies should we drive funding to better serve your students?*

CTE in Rural Communities

- *What challenges do rural school districts and colleges face when offering CTE programs of study? What unique solutions to these challenges might be made, using Perkins?*
- *How can districts and colleges most effectively connect with local business communities and utilize their input in the planning process and in program delivery?*

As discussed below, input was also solicited through focus groups/committees by both OSPI and SBCTC in system quarterly meetings and direct technical assistance visits.

Comprised of representatives of business, labor, and government partners who serve on a rotating basis, the Workforce Board provided input on specific portions of the plan, including

performance metrics, concentrators, and definitions of size, scope and quality. Specific components of the plan were considered at the following meetings:

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    - January 30, 2019 (Lacey/Olympia, WA): planning timeline and decision points
    - March 13, 2019 (Olympia, WA): overview of secondary and postsecondary CTE
    - April 24, 2019 (Lacey, WA): alignment of plan priorities; transition plan funding
    - July 10, 2019 (Tumwater, WA): performance target-setting; comprehensive local needs assessment
    - September 11, 2019 (Colville, WA): mission, vision, and values; regionalization
    - November 20, 2019 (Auburn, WA): funding priorities

- January 29, 2020 (Olympia, WA): plan public comment process; funding work group

SECONDARY

Office of Superintendent for Public Instruction (OSPI) staff held multiple program and data agency meetings to inform key components of the state plan. Program meetings included staff from the Office of Student Support, Student Information and Data, Office of System and School Improvement, Learning and Teaching Division, Migrant Education Department, Special Education Department, and the Center for Improvement of Student Learning. The Data meetings included staff from the Assessment and Data Division, Student Information Department, and Information Technology.

OSPI staff attended the Washington Native American Education Advisory Committee meeting, by invitation of the Office of Native Education (ONE) to provide updates regarding the passing of Perkins V, and potential new opportunities. Subsequent written updates were provided to this group, and the committee will continue to be key stakeholders in increasing the access to high quality CTE programs for tribal youth, and informing the state's implementation of Perkins V.

OSPI staff developed and facilitated multiple training opportunities that included presentation at state-wide conferences serving the Career and Technical Education field which included district and school administrators, CTE directors, CTE educators, career and guidance counselors and business and industry representatives.

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  - 2018 Washington Association of Career and Technical Education (WA-ACTE) Summer conference - 594 registered attendees were hosted in Spokane.
  - 2018 Fall Conference of the Washington Association of Career and Technical Administrators (WACTA) - 167 registered attendees were hosted in Spokane.
  - 2019 Spring Conference of the Washington Association of Career and Technical Administrators (WACTA) - 167 registered attendees were hosted in Olympia.2019 Washington Association of Career and Technical Education (WA-ACTE) Summer conference - The Perkins V preconference sessions were delivered jointly in collaboration with WFB and SBCTC. 762 registered attendees were hosted in Spokane.
  - 2019 Fall Conference of the Washington Association of Career and Technical Administrators (WACTA) - The conference hosted 251 registered attendees in Wenatchee. With a modified Ed Camp model, all attendees were scheduled to attend the OSPI sessions.

To date, 109 participants are registered for the 2020 Spring Conference of the Washington Association of Career and Technical Administrators (WACTA) in Vancouver. OSPI will be providing an updated overview of Perkins V. With a modified Ed Camp model, all attendees are scheduled to attend the OSPI session.

In an effort to reach a broader audience of stakeholders OSPI staff provided regional half-day and full-day engagement and technical assistance events at eight locations across Washington, involving 215 attendees. Additionally, OSPI provided information to the CTE Director Internship program, which involved 25 members. During these engagement opportunities staff collected

feedback to key decision points within the state plan. Once these activities concluded, the collective responses and impact to the state plan were shared across the state. One example of a feedback point, was determining the permissible grade level to use Perkins funding for secondary education. The majority of respondents felt that the federal funding should align with Washington's state funding; permitting Perkins to be used to fund 7th through 12th grade qualifying CTEprograms.

OSPI staff provided three webinars in December of 2019 reviewing the feedback points, as well as the proposed secondary indicators and targets. OSPI staff shared key decision points and definitions through the WA-ACTE list serve and WACTA list serve. Examples include the secondary indicators, and the state's proposed definitions of size, scope, and quality.

Regional WACTA area groups and the state's Skill Center Director group were provided with updated Perkins information throughout the year. Feedback was also solicited through the Perkins subcommittee work group, which provided opportunity for three members from each of the WACTA regions to be involved with providing representation and influence to the state plan. WACTA areas were asked to prioritize subcommittee membership representation to include small/rural school district, large/medium school district, and skill center. This subcommittee met in-person and via Zoom, and will continue to meet to inform key decisions to inform implementation.

During these engagement opportunities staff collected feedback to key decision points within the state plan. Once these activities concluded, the collective responses and impact to the state plan were shared across the state. OSPI staff provided two webinars reviewing the feedback points, as well as the proposed secondary indicators and targets. OSPI staff shared key decision points and definitions through the WA-ACTE list serve and WACTA list serve; examples include the secondary indicators, and the state's proposed definitions of size, scope, and quality.

OSPI staff provided regional WACTA area groups and the state's Skill Center Director group with updated Perkins information throughout the year. Feedback was also solicited through the Perkins subcommittee work group, which provided opportunity for three members from each of the WACTA regions to be involved with providing representation and influence to the state plan. WACTA areas were asked to prioritize subcommittee membership representation to include small/rural school district, large/medium school district, and skill center.

POSTSECONDARY

The State Board for Community and Technical Colleges (SBCTC) in consultation with the community and technical colleges convened a college-system subcommittee comprised of ten representatives from across the state. The subcommittee met more than ten times during the transition year to provide input and advice on different aspects of the State Plan. SBCTC, in collaboration with the college subcommittee, planned and facilitated a daylong Perkins V Implementation Training in October 2019. Attendees were provided with:

-
    - Presentations on significant areas of emphasis within the Strengthening Career and Technical Education for the 21st Century Act (Perkins V);
    - Opportunities to review and workshop the new performance indicators and three years of disaggregated, college-specific baseline data, including: student subgroups, special populations, and individual program performance;
    - Training on root cause analysis;

- In-depth training on the new comprehensive local needs assessment (CLNA); and
- Resource packets and thumb drives with CLNA guides and templates, presentation slides, data sets, indicator and cohort definition guides, and Perkins V briefs.

SBCTC provided quarterly updates on Perkins V implementation at the colleges' Workforce Education Council meetings that includes workforce administrators from each of the state's two- year colleges. The draft State Plan was discussed with the subcommittee members and was a focus at the 2020 winter quarter Workforce Education Council meeting. College input regarding the plan was shared with the Workforce Board and OSPI. SBCTC facilitated a new monthly conference call with college workforce administrators to discuss Perkins V implementation and other issues relevant to the colleges.

SBCTC staff also produced surveys to solicit college input on key decision points to be included in the State Plan. Staff also provided group and individual technical assistance on the comprehensive local needs assessment and local application through in-person and virtual meetings, written issue briefs and guidance documents, conference calls, and webinars.

Describe opportunities for the public to comment in person and in writing on the State plan.

SBCTC and OSPI CTE staff worked with respective individuals from the postsecondary and K- 12 systems. These individuals provided feedback as the plan was developed. They shared their colleagues' input, which was brought before the plan-writing team for discussion and modifications.

The plan was posted on the Workforce Board website to request public comment, first for a 60-day period on the proposed performance targets, between November and January 2020. The final draft Perkins plan was made available for 30 days of Public Comment on the Workforce Board website on January 29 and continued until March 4. Notification of this posting was announced in the Board's newsletter. The public comment period for this plan was also held in conjunction with the public hearings conducted under WIOA, as Perkins V is to be included in Washington's comprehensive state plan, Talent and Prosperity for All (TAP).

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State board.

State-supported workforce development activities include: Registered Apprenticeship and Pre-Apprenticeship

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  - Locally, LWDBs and their Title I youth, adult and dislocated worker programs partner and coordinate with labor, business, public community and technical

colleges, apprenticeship training centers to develop pre-apprenticeship and registered apprenticeship opportunities for Title I participants.

- Mutual goals of fostering the apprenticeship training system in the state by developing and monitoring registered apprenticeship programs, promoting apprenticeships as a skills development system for employers as well as a postsecondary training choice for individuals with the goal of expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.
- The Governor and Legislature seek yearly General-Fund state appropriations to support the Registered Apprenticeship Program.
- At the state level, the State Workforce Development Board (WTECB), State Workforce Agency (ESD), and State Board for Community and Technical Colleges are ex-officio members of the Washington State Apprenticeship & Training Council (WSATC), which also includes ties to the state Department of Labor and Industries' Office of Apprenticeships.

Career and Technical Education (Office of Superintendent for Public Instruction)

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  - Leadership provided by OSPI/K-12 (Perkins Act Programs), through the CTE Department, provides oversight and accountability of all approved CTE programs offered through the 7th-12th grade.
  - All approved courses/programs must align with in-demand sectors, and review of labor market data is a requirement of approval.
  - All approved courses/programs must provide a course framework which details the industry competencies required of the student to be successful in the aligned industry.
  - OSPI is represented on the Career Connect Washington Cross Agency Work Group, to expand Career Connected Learning (CCL) opportunities. OSPI staff oversee the Consolidated Service Agreement (CSA) for the CCL Regional Coordinators housed in the state's Educational Service Districts (ESDs). These coordinators work to expand access to CTE programs through the development of high quality CTE graduation pathways and expanded Career Connected Learning opportunities with special emphasis on Career Launch programs.
  - OSPI is represented on the WTECB Board, and ensures alignment of developing initiatives with the state's secondary CTE system.

Workforce Education (State Board for Community and Technical Colleges)

-
  - Coordination between the Title I Dislocated Worker program and the state's Worker RetrainingProgram.
  - Coordination between Title I local workforce boards and various Centers of Excellence, depending on the connection to key industry sectors and/or industry skill panels.

    - Coordination between Title I and the state's Job Skills Program and Customized Training Program.

- Coordination and administration of industry-specific programs and work groups such as the Aerospace and Advanced Manufacturing Advisory Committee and Hospital Employee Education and TrainingGrant.
    - Coordination and administration of student support programs such as WorkFirst and the Basic Food, Employment, and Training program.
    - Coordination with OSPI in the development and administration of CTE dual-credit pathways and programs of study.
    - At the state level, WTECB and ESD are ex-officio members of the SBCTC Workforce Training Customer Advisory Committee (CAC).
    - SBCTC is represented on a cross-agency work group for Career Connect Washington. It oversees the Career Launch endorsement review process and supports colleges in the implementation of Career Launch programs, a strategy for expanding and supporting work-based learning opportunitiesstatewide.
    - SBCTC is represented on the WTECB Board, and ensures alignment of developing initiatives with the state's postsecondary workforce education (CTE) system.

Local non-profit workforce development activities

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    - Local workforce boards and their Title I programs have coordinated with a myriad of local non-profit organizations to leverage resources and funding to help at-risk youth, low-income adults (especially veterans) and dislocated workers acquire the skills and training needed to obtain and keep nonsubsidized employment.

Section 122 (d)(2)

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals.

One of the state's TAP plan goals states: *The system's goal is to ensure that every customer has the education, employability skills, work experience, and credentials needed to move into sustained employment and economic self-sufficiency, and received the wraparound services needed to pursue his or her career pathway…Increase the number of participants, including those with barriers, who have defined career pathways and have gained portable skills, received industry recognized credentials, and/or earned college credits.*

This goal is in alignment with the state's Perkins Mission, Vision, Values statements below:

Washington's Perkins Mission – Vision – Values

MISSION:

The Washington state Perkins plan uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

VISION:

Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

VALUES:

The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:

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    -
        - Using quantitative and qualitative data to inform decisions
        - Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices
        - Leveraging and aligning federal and state policies and funding to improve student outcomes
        - Responding to labor-market gaps and emerging industries and occupations in the design of programs of study
        - Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers

Under the Talent and Prosperity for All Plan (TAP), Washington's strategic plan for workforce development,our vision is more Washingtonians finding and keeping jobs that lead to economic self-sufficiency; closing skill gaps for employers; and working together as a single, seamless system of partners to make this a reality for our state. This work will be accomplished with a focus on disadvantaged populations and in-demand industry sectors and occupations including apprenticeships.

The State's secondary and postsecondary career and technical education programs will help to meet the State's workforce development goals by continuing to:

-
    - Engage with business and industry employers and labor representatives to design relevant and high-quality education programs that provide strong preparation for high-demand, high-skills occupations.
    - Develop programs of study that offer students opportunities to participate in work-based learning activities and education programs that lead to industry-recognized or postsecondary credentials of value in the labor market.
    - Align programs of study and minimize barriers so that secondary students have the ability to earn dual credit to meet both high school graduation requirements and earn college- level credit within a professional/technical pathway.

- Provide instructional support for registered apprenticeships across the state.
- Review quantitative and qualitative data and engage in quality improvement processes to strengthen outcomes for all students and improve career and technical programs to meet current and emerging employer needs.
- At the postsecondary level, provide incumbent worker training customized to meet the needs of the state's large, medium and small employers.

One example of the state's commitment to meeting the needs of existing and emerging in-demand industry sectors, is the model secondary program, Core Plus. Core Plus was developed in partnership with The Boeing Company, specifically to expose high school students to the competencies needed for in-demand jobs in the manufacturing and advanced manufacturing industry. This industry-based curriculum includes an industry certificate which provides students preferred interview status at many aerospace suppliers and manufacturers within Washington.

The "Core" of this curriculum builds basic manufacturing skills, while the "Plus" focuses on the advanced manufacturing in the aerospace field. This industry-partnered, workforce-driven curriculum model is being replicated for the maritime and construction sectors. This model demonstrates the partnership between secondary CTE programs and the workforce.

Section 122 (d)(3)

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.

The state's strategies were developed in close partnership with education and training providers statewide, in particular SBCTC's Workforce Education and Basic Education for Adults (BEdA) departments – the state's administrator of Title II programs – and OSPI's Career and Technical Education Department.

SBCTC is an active, collaborative member of workgroups established through the Workforce Innovation and Opportunity Act (WIOA). The focus of these groups is on students, workers, and employers with a priority around education that leads to job entry, job and wage progression, and retention.

Throughout the planning process, OSPI has relied heavily on decision points reflected in the state's ESSA plan to seek alignment for secondary schools. The Executive Director of CTE sits on the OSPI review committee for the state ESSA plan, and has provided updates to OSPI staff on alignment with the Perkins plan. To the degree possible, data methodology and policy decisions within the ESSA plan have been reinforced in the state's Perkins plan. One example, is the state's decision to include the dual credit program quality measure as a secondary indicator. Additionally, the Perkins plan will include the optional measure of extended graduation rate.

While this was not included in the state's ESSA plan, the collection of this data will provide a baseline to make future decisions. It should also be noted that the state's inclusion of the science

assessment (secondary indicator 2S3) will also provide additional baseline/sub-group data, as the science assessment is not currently a component of the state's ESSA plan. OSPI remains committed to aligning the ESSA and Perkins plan in future iterations of either submission.

Section 122 (d)(4)(A)

Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients.

SECONDARY

The Career and Technical Education (CTE) Program standards are authorized by state law RCW 28A.700.010, and are established by the Office of Superintendent of Public Instruction, the agency that administers all secondary career and technical education programs in the state. The CTE standards are designed to ensure high-quality, consistent and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI with approval guidelines for CTE courses and guide the development and continuous improvement of Career and Technical Education programs in local school districts. Washington defines Career and Technical Education as, "a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education (RCW 28A.700.010). Only school districts with state-approved career and technical education courses will be eligible recipients of Perkins V funding.

Currently OSPI administers secondary CTE programs through 6 educational program areas; agriculture, business and marketing, family and consumer sciences, health sciences, skilled and technical sciences, and STEM. Within these 6 program areas, the 16 national career clusters are administered, and local districts have the choice of selecting the Classification of Instruction Programs (CIP) codes to build a coherent sequence of courses and program of study in a career cluster that leads to postsecondary opportunity.

The below table reflects the current opportunities for course offerings in Washington state, by the 16 adopted national career cluster areas, and the associated number of career pathways as designated and aligned with the national career cluster areas.

Career Cluster	Current CIP codes	Current Career Pathways
Agriculture, Food, and Natural Resources	62	8
Architecture and Construction	12	2
Arts, Audio/Video Technology and Communications	24	6
Business Management and Administration	14	4
Education and Training	6	2
Finance	6	3
Government and Public Administration	2	1

Career Cluster	Current CIP codes	Current Career Pathways
Health Science	26	5
Hospitality and Tourism	10	4
Human Services	17	4
Information Technology	15	3
Law, Public Safety, Corrections and Security	11	3
Manufacturing	13	2
Marketing	12	7
Science, Technology, Engineering and Mathematics	26	2
Transportation Distribution and Logistics	15	2

OSPI is committed to reviewing existing programs of study to refine and further develop defined program of study resources for use at the local level. OSPI has been reviewing the existing CIP code offerings to establish a state high-demand list, in cooperation with partners at the State Board of Community and Technical College (SBCTC), Workforce Board, and Employment Security Department (ESD). As this work evolves, we will look to eliminate duplicative and un-used course options, as well as any courses that no longer align with in-demand occupations or clear postsecondary articulated pathways.

Through stakeholder engagement, the determination was made to permit subrecipients to utilize Perkins funds to support any programs of study that meet the definition of programs program of study within the Perkins V legislation. The programs of study will align with the career clusters, and will clearly articulate the opportunities for registered apprenticeship, direct employment, military service, certificates and credentials of value and 2-year, and 4-year continuing education and training opportunities. The development of programs of study will be prioritized in high demand areas in Washington which include, but are not limited to: agriculture, manufacturing, construction, health care, and information technology.

Once developed and approved, the established programs of study will be posted and re-evaluated every 2 years. The list of approved CIP code courses will be reviewed, approved, and posted on an annual basis, and will be reviewed based upon labor market data and the presence of clearly articulated postsecondary pathways. Transition plans for eliminated CIP codes will be developed and provided to local school districts. The Perkins V implementation process will provide the opportunity to continue to engage stakeholders and partners to ensure continued develop of high- quality programs of study, with updated resources and implementation guides.

Although qualifying programs may be supported with funds, the results of the Comprehensive Local Needs Assessment and district performance across all indicators may further impact how a district may spend Perkins funds. In cooperation with SBCTC, OSPI will continue to work towards the development of resource materials that support decision-making at the district and college level when considering adopting new programs of study, modifying existing programs of study, or eliminating programs of study. In cooperation with SBCTC, OSPI will focus on providing resources to districts and colleges to support initiatives that support quality programs of study, such as regional and statewide articulation agreements, and high-quality

dual credit aligned with professional technical programs that provide meaningful and transferrable program specific (not elective) credit for secondary students.

POSTSECONDARY

Washington State's community and technical colleges offer over 1,100 associate's degrees in CTE fields and over 110 applied baccalaureate degrees in addition to providing non-degree-seeking students with opportunities to upskill by earning credentials of workplace value, obtaining credits for prior learning, accumulating stackable certificates, and designing individualized education programs to meet the career goals of individual students.

SBCTC, OSPI, and the Workforce Education and Training Coordinating Board will continue to investigate thefeasibility of developing statewide alignment, articulation, and approval practices, especially in high-skill, high-wage, and in-demand industries and occupations. However, Washington State's CTC system is highly autonomous with independently appointed Boards of Trustees and, therefore, there is no statewide approval process for local programs of study or career pathways. Locally, all colleges receiving Perkins Plan funding are required to feature at least one program of study and provide with their application a spreadsheet listing all courses articulated for dual-credit on an annual basis. Most colleges administer their dual-credit programs through one of the system's 17 dual-credit consortia, through which memorandums of understanding, articulation agreements, and curriculum alignment rubrics are developed. In addition, the Perkins Plan application requires all colleges to explain their articulation and program of study development, recruitment, and review processes in detail.

The state's community and technical colleges offer more than 100 programs of study with over 1,000 secondary schools and skills centers throughout the system. A sampling includes Business Law, Marketing, Criminal Justice, Welding and Fabricating Technology, Engineering Technology, Fisheries and Aquaculture Sciences, Information Technology, Agricultural Business, Unmanned Aerial Systems, and Mechatronics. Although most colleges feature at least 9 articulated courses, some have between 20 and 30. Based upon data collected from the 26 colleges utilizing Washington's Statewide Enrollment and Reporting System (SERS), upwards of 12,000 students can earn over 70,000 articulated credits in professional/technical programs in any given year.

Dual-credit opportunities are provided to high school students through Running Start, CTE Dual- Credit (formerly Tech Prep), Advanced Placement, and College in the High School; however, the vast majority of professional/technical credits are earned through CTE Dual Credit and College in the High School. Guided by the National Alliance of Concurrent Enrollment Partnership's (NACEP) accreditation standards, these programs are subject to the rigorous academic standards established by the college, must be taught by qualified instructors who meet the college's faculty appointment criteria, establish pathways to two-year degrees or certificates, and are reviewed and approved by SBCTC.

Section 122 (d)(4)(B)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

SECONDARY

School districts will apply for Perkins funds on an annual basis, and will identify their programs of study as a component of the application. CTE courses will be approved through the course approval application within the CTE application, which will require course details

including hours of instruction, course title, course description, identified career cluster and career pathway. The system will additionally require proof of a course framework demonstrating the academic, industry, and leadership and employability standards and assessments taught and assessed by unit, including the estimated hours of instruction. The extended leadership associated with the course must also be identified with a clear plan to meet the requirement. The sequence of courses will also be a required component, as well as the skill gap, showing that the course is in alignment with employment projection data and has achieved the needed minutes that show approval from the advisory committee. Program approval application will include all courses within a specific program, and requires proof of extended leadership and advisory committee approval of all courses. Every school district is aligned within one of five groups, and based upon the group, the required program approval, due on an annual basis is identified. The program review schedule can be found here.

The approval processes required for state CTE funds ensure alignment of CTE courses and programs to workforce development needs in the state. The annual application for Perkins funds will require school districts to identify programs of study being offered, and the programs must align with courses and programs approved within the CTE application.

POSTSECONDARY

All CTE programs offered at the state's 34 community and technical colleges are approved through the State Board of Community and Technical Colleges. SBCTC's professional/technical program approval process, available here, requires any program of 20 credits or more to submit a Program Approval Request (PAR) form demonstrating the need for the certificate or degree. This includes descriptions of the field's employment forecast, wage data, industry reports, work-based learning opportunities, potential conflicts with other colleges, and planning and/or advisory committee activities. Once a PAR is endorsed by SBCTC and after colleges have had the opportunity to oppose the program request, the college has six months to submit all documentation related to the demand, viability, curriculum, learning objectives, delivery, and administration of the program. Upon approval, the program will be entered on the college's inventory of approved vocational programs and courses must be offered within one year.

Like its associate's degree and certificate programs, SBCTC's applied baccalaureate degree approval process is comprehensive, requiring a statement of need, supply/demand gap rubric, two-person independent external review, program proposal form, and presentation to the State Board. Proposals must include labor market data demonstrating the need for a particular program as well as documentation supporting the program's viability and rigor. Additional information on this yearlong process is available here.

Section 122 (d)(4)(B)(i)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—promote continuous improvement in academic achievement and technical skill attainment;

SECONDARY

The Washington CTE Foundation standards include that all students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach. Courses are approved through the Education Data System (EDS) Career and Technical Education (CTE) Application. Within the

CTE Application, school districts submit course applications in the Course Approval system, and program applications in the Program Re-Approval system. All courses must be approved, before programs can be approved. Components of the course approval system include a course framework, which outlines the number of instructional hours, units of instruction, academic standards, industry standards, leadership and employability standards, and the formative and summative assessments to be aligned with standards.

OSPI will continue to refine data elements collected through student information systems, to be accessible through the state data system to inform the use of Perkins Leadership and Perkins Reserve funds. Data points such as academic growth and proficiency, as well as technical skill attainment, earned industry certificates, and number of dual credit opportunities will help direct funds and decision making to continue to promote continuous improvement. The OSPI CTE office will work in cooperation with the OSPI Student Information and Assessment team, as well as the greater OSPI Learning and Teaching team, to ensure consistent communication and resource support to CTE educators and administrators for best practices for academic achievement and growth, and the use of assessment to inform improvement.

The role of the state approved CTE equivalency course list will also promote continuous improvement in academic achievement, as the state has published model frameworks that provide equivalency credit in the academic areas of science, mathematics, and English Language Arts. State legislation, passed during the 2019 legislative session, has also dictated that school districts must provide students with access to at least one state equivalency course until September 1, 2021. This legislation also directed that on and after September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit. There are currently 41 state approved equivalency course frameworks available for local implementation.

During the 2019 legislative session, Washington passed legislation to remove achieving proficiency on the Smarter Balance Assessment for mathematics and ELA state as one of the graduation requirements. Instead, thestate now requires students to demonstrate readiness through completion of one or more graduation pathways. Of the graduation pathways, completing a CTE sequence of courses that meet minimum statutory requirements was established. A student may show competency to exit the secondary system by earning two credits through CTE coursework, with courses that include either the opportunity to earn dual credit or, the opportunity to earn industry certification or coursework that leads to industry certification. We believe this newly established pathway will reinforce the review of high-quality programs that support both academic and technical skill attainment.

POSTSECONDARY

Programs approved through SBCTC's Program Approval Request (PAR) process require the establishment of program Advisory Committees consistent with RCW 28B.50.252. Comprised ofcollege, employer, and labor representatives, Advisory Committees contribute to program evaluation and technical skill assessment by ensuring alignment between the needs of business/industry and program curricula. Per SBCTC's Policy Manual, "A minimum of two Advisory Committee meetings must be held during each calendar year" to perform, in part, assessment-related duties, including:

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    - *"Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate."*

- *"Advise the college as to the industry standard or certification required by the occupational area, and/or assist in the development of skill standards where appropriate."*
- *"Review instructional materials and recommend those that are most appropriate to the instructional program; i.e., instructional materials, computer software, technical materials, and trade publications."*
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With the expertise of faculty and input from employers and labor representatives on Advisory Committees, colleges rely on industry standards whenever possible and over 90% incorporate standardized tests and certification exams into their curricula.

Colleges' adherence to expectations regarding continuous improvement is evaluated through application review, performance improvement plans, annual Reports of Accomplishment, and monitoring visits. Colleges that miss Perkins indicator targets in consecutive years are required to provide improvement plans with their applications, and all submit Reports of Accomplishment each year to identify program achievements, changes, deficiencies, and performance gaps.

Informed by the aforementioned materials, the Program Administrator and/or Policy Associate for Workforce Education perform on-site monitoring of each college every three years on a rotating basis. Monitoring visits serve to verify the accuracy and veracity of college reports, ensure compliance with Perkins requirements, confirm that funding is utilized in concert with annual plans, and provide technical assistance to Workforce Education staff and faculty. Through college monitoring, SBCTC evaluates the composition and health of program Advisory Committees, compliance with faculty certification requirements, effectiveness of programs and initiatives, efficiency of recordkeeping practices, and overall progress towards meeting Perkins V requirements and performance targets. Summaries including commendations, recommendations, and follow-up items are sent after each visit. When significant deficiencies are noted or a college repeatedly fails to reach a performance target, improvement plans are required.

Section 122 (d)(4)(B)(ii)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—expand access to career and technical education for special populations;

SECONDARY

OSPI's mission is to "*transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.*" With agency values that include ensuring equity and achieving excellence through continuous improvement, OSPI has an agency focus on serving all students; which will include focused efforts to expand access to CTE for special populations. OSPI's equity statement is, "*Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools*."

The agency goes further to state, "*Ensuring educational equity:*

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    - *Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.*
    - *Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools."*

The OSPI CTE department will rely on the expertise of multiple internal departments and divisions to ensure that Perkins is leveraged to close opportunity gaps, and expand access for students. Examples of these critical partnerships include:

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    - Special Programs & Federal Accountability: Working with the Migrant and Bilingual department, Consolidated Program Review Team, and Office of Native Education (ONE)
    - Office of Student Engagement and Support: Working with student support programs such as Institutional Education, Homeless Education, Homeless Stability, and Foster Care.
    - Learning and Teaching: Work with content leads to ensure equitable academic supports and access to high quality education for all students.
    - Special Education: Work in partnership to build consistent resource and communication tools for Local Education Agencies (LEA). OSPI is implementing an inclusionary practices professional development project this year, which emphasizes coaching and mentoring. In partnership with the Center for Strengthening the Teaching Profession (CSTP), OSPI anticipates the statewide focus on professional development and support of inclusionary practices to support expanded access and services to all students.
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    - Office of System and School Improvement (OSSI): work with the division that supports school improvement efforts and the implementation of the Washington School Improvement Framework (WSIF), a product of the state's Every Student

Succeeds Act (ESSA) plan. Work with K12 System Supports department to provide consistent technical assistance to school counselors. Aligned disaggregated data reports will ensure equitable access, as well as support expanded access and intentional intervention for populations that are currently underserved in LEA's CTE programs.

- Equity and Civil Rights Department: Expertise for alignment to civil rights policy, inform accessibilityissues.
- Center for the Improvement of Student Learning (CISL): Thought partnership for high impact investments to support students, and partnership in data governance decisions.
- Federal Fiscal Policy Department: Ensure alignment of Perkins administration and fiscal allocations with all federal policies.
- Data Assessment and Student Information: Align state collected achievement data, student information, and publicly reported indicators to position state and local institutions in making data driven investments.

Collaborative professional development and development of communication and resource tools will be imperative to support CTE directors, educators, school counselors, district level administrators, and support staff that directly impact students that represent special populations as described in Perkins V. Additionally, the CTE office continues to support monitoring of equitable access to CTE programs for all students through the Consolidated Program Review (CPR) process, as well as the Methods of Administration (MOA) review process by CTE staff. These monitoring visits are another step in ensuring equitable access, and encouraging local districts to prioritize policy and funding to result in expanded access to undeserved students.

Professional development will be provided on best practices for recruitment of special populations into CTE programs.

School districts will utilize the results of their Comprehensive Local Needs Assessment (CLNA) and the available disaggregated data to determine how to invest their Perkins V allocations to intentionally close opportunity, access, and performance gaps across members of special populations.

POSTSECONDARY

SBCTC's vision statement reads, "Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities." Accordingly, the agency dedicates a full section to equity and access in both its comprehensive local needs assessment (CLNA) and Perkins Plan application. With respect to the former, all colleges must articulate an equity-based approach to maximizing student potential in CTE programs, describe methods of providing outreach to special and/or historically underserved populations, list financial and support resources available to members of underserved populations, and explain how their implementation of programs of study ensures equal access to high-quality career and technical education. In addition, the following section of the CLNA requires an analysis of disaggregated performance data, and where deficiencies, discrepancies, or gaps in performance exist in either section, the college must develop an action plan to address them.

These priorities and strategies must be incorporated into the colleges' local application and annual Reports of Accomplishment, which have their own sections on improving equity and access. In them, the colleges summarize programs, services, and initiatives designed to recruit and support students from special populations and report on the findings and actions plans associated with their CLNA. Insufficient responses are returned for revisions and/or addressed through technical assistance or monitoring visits.

Common strategies outlined in college applications include the development of outreach and recruitment materials featuring underrepresented students; staff and faculty training on inclusive pedagogy, implicit bias, universal design for learning (UDL), and other diversity, equity, and inclusion (DEI) topics; visits to community-based organizations and cultural centers; partnerships with student groups; collaboration with DEI/Multicultural Student Services offices; and coordination with financial aid, admissions, and advising offices and personnel to braid available funding sources and leverage various resources and services to ensure that students are adequately supported. Discussed elsewhere, I-BEST, Guided Pathways, and High School+ are also noteworthy approaches to expanding access to CTE for special populations – some combination of which is featured at every community and technical college.

Section 122 (d)(4)(B)(iii)

Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—support the inclusion of employability skills in programs of study and career pathways.

SECONDARY

The Washington CTE Foundation standards include that, "employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program." These standards also assert that, CTE programs of study assist students with career planning, career development, and/or transition to employment and postsecondary options." As leadership and employability skills are a required and integral component of all CTE courses, school districts are required to demonstrate alignment to the leadership and employability standards within the CTE course framework to reflect in-class instruction-based opportunities. Course applications include the additional requirement of demonstrating the leadership and employability skills accessible through extended leadership opportunities, which are defined as learning experiences that occur outside of the scheduled school day or school year.

Washington CTE 21st Century Leadership Skills, as influenced by the p21.org standards, are required in every course offered (See Appendix 4). Additionally, course frameworks require that every unit of instruction identify taught and assessed industry standards, based upon the career pathway or career cluster the course aligns with. Without these key requirements being met, the course would not achieve approval. Course approval is also contingent upon the course demonstrating the ability to meet the skills gap. Applicants show the occupation growth and projection data that supports establishing the course. The identified occupation and industry alignment help guide the necessary industry skills to be included in the courses. The leadership skills as adopted by Washington are available here as an appendix.

Professional development key topics will continue to include leadership and employability skill development as a component of in-class instruction, as evidenced in the course framework; as well as through extended learning opportunities through career and technical student organizations and equivalent leadership groups.

POSTSECONDARY

As of October 2018, 11 colleges were formally committed to the state's Guided Pathways initiative, securing over $5 million in College Spark grant funding to implement their programs. In addition, five Guided Pathways colleges joined the American Association of Community Colleges' (AACC) Pathways Project with support of the Bill & Melinda Gates Foundation. With many more colleges transitioning to a Guided Pathways framework, SBCTC invested an additional $1.5 million to support their efforts. The 2019 State Legislature invested $32.1 million to support development of the Guided Pathways framework across Washington's two-year college system. Currently, all 34 colleges are designing and executing Guided Pathways implementation plans.

In pathways such as Business, Healthcare, Education, Social Behavior Science & Public Service, STEM, and Computer & Information Technology, colleges provide student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provide increased access for career advancement and learning opportunities through short-term specialized training.

Counseling and advising services for special populations are supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST).

Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

Guided Pathways is an approach that reduces and simplifies the number of choices about course selection a student must make and directs students into an intentional, comprehensive program of study within one or two terms. The process from college entrance to program selection to degree completion is streamlined, providing students with a clearer, more efficient path to completion.

To support their efforts, SBCTC will provide colleges with technical assistance and coaches, convene teams twice a year, and facilitate opportunities for the colleges to learn from other Guided Pathways colleges in the nation and experts in the field of institutional change management. All of Washington's community and technical colleges will be encouraged to attend a subset of these events.

SBCTC also supports many I-BEST (Integrated Basic Education Skills and Training) CTE programs throughout the state. A nationally recognized model for engaging and supporting adult and out-of-school learners, I-BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously. As a result, students learn by doing and progress more quickly from basic skills to college-level content and, ultimately, certificates, degrees, and job placement. According to a Columbia University study, I-BEST students are three times more likely to earn college credit and nine times more likely to earn an award or certificate.

Reaching almost 5,000 students across the state (43% of whom are students of color) through 146 programs, I-BEST is particularly well-suited to ESL, ABE, and GED students, teen parents, and returning adults and provide a dedicated "on-ramp" to the Professional-Technical I-BEST pathway. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and

Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Facilities Maintenance Engineer, and Nurse Assistant.

Section 122 (d)(4)(C)(i)

Describe how the eligible agency will—make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

SECONDARY

OSPI will continue to develop resources to be shared through multiple mediums. The CTE webpage, accessed at https://www.k12.wa.us/student-success/career-technical-education-cte, will be maintained with information accessible to subrecipients and interested members of the

public. All posted information on the OSPI website will be in alignment with ADA requirements. Google Translate will be standard across the entire OSPI website. The CTE website will continue to be the main source of CTE resources and information related to programs of study, and career pathways. The CTE department is currently updating the state's Worksite Learning Manual, which was originally published in 2012. This manual defines work-based learning, and the benefit of the student experience, as well as provides reference and direction for districts implementing high-quality This manual will describe the types of work-based learning which include worksite learning, guest speakers, structured field trips, school-based enterprises, job shadows, apprenticeship preparation, and internships. The Washington Foundational CTE standards require that work-based learning is an integrated element of all CTE coursework.

OSPI will continue to provide resource and outreach to school counselors and guidance counselors, school administrators, school board members, and community members including parents, students, and business and industry partners to determine knowledge and information gaps. OSPI will create resources to help support a broadened understanding of opportunities for programs of study, which may be delivered through published documents, web-posted documents, webinar, community forums, or existing professional development opportunities.

POSTSECONDARY

The State Board of Community and Technical College's website (www.sbctc.edu) features multiple pages dedicated to CTE programs, Guided Pathways, registered apprenticeships, and dual-credit programs (Running Start, CTE Dual-Credit, College in the High School, and High School+). Links to the 2019 Field Guide ("Better Jobs, Brighter Futures, a Stronger Washington") and CTE dual-credit consortia are also available, which provide more specific information on each of the system's 34 colleges and the dual-credit opportunities they provide.

In addition to the SBCTC website, a Perkins Special Projects grant supports the state's Career Pathways Project (WACAPA). The Career Pathways web tool (available at www.wacareerpaths.com) serves as a clearinghouse for information on college courses and programs, student achievement, wages, competencies/skills, articulations, and available degrees, certifications, and credentials. Interactive, multi-layered road maps allow current and prospective students to explore their options and potential outcomes in order to make informed decisions about their academic and career trajectories.

Likewise, Start Next Quarter provides current and prospective students with guidance related to pathway and career options. Aimed at prospective students, the Start Next Quarter (www.startnextquarter.org) web portal is designed to quickly assess individuals' interests and goals in order to connect them to relevant programs offered in the region. Based on their replies to simple survey questions, it can connect them to information about worker retraining and programs for low-income students, as well as allowing them to schedule advising appointments and apply for college. Thirty of the state's colleges use this tool.

At the local level, all colleges feature some combination of pathway-focused academic and career counseling, CTE open houses, try-a-trade events, internship fairs, marketing brochures and/or videos, high school visits, and online resources such as the Seattle Colleges' College-to-Career website. These are often targeted towards members of special populations or non-traditional fields with the support of Perkins Leadership Block Grant and/or Non-Traditional Grant funding. At many colleges, these and other activities are carried out by High School Outreach Coordinators, Embedded Career Specialists, 13th Year Navigators, Entry Specialists, and the like. All colleges report on their outreach, advising, and equity initiatives annually through a Report of Accomplishment and are monitored on-site by SBCTC staff every three years.

Section 122 (d)(4)(C)(ii)

How the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The Workforce Board will explore ways to bring together secondary and postsecondary system CTE and adult basic education administrators, along with stakeholders, to identify programs of study that provide greater dual credit opportunities, reduce or eliminate course replication, that offer multiple entry and exit points, and lead to living wage employment opportunities for all students.

OSPI and SBCTC provide direct leadership and oversight for Perkins V implementation and guidance of career and technical education and professional technical programs through the secondary and postsecondary education systems in the state. These partners have committed to aligning programs of study with the SBCTC Guided Pathways efforts, and prioritizing providing students in Washington with a comprehensive understanding of the multiple pathways to credential and certificate obtainment in training programs that lead to livable wage occupations. Both agencies oversee the responsibility of ensuring programs of study meet the federal definition.

Section 122 (d)(4)(C)(iii)

How the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Both secondary and postsecondary state agencies have adopted standards for existing and new programs. The standards include an analysis of local labor market information to demonstrate how the program meets local economic need for development of a trained workforce.

SECONDARY

Secondary districts develop curriculum/programs, which must meet standards established by the Office of Superintendent of Public Instruction, as directed by legislation. The standards are designed to ensure high quality, consistent, and relevant career and technical education programs as essential components of educational and career pathways. Some of the foundational standards that support the importance of aligning CTE programs with economic demand, and ensure Washington's secondary programs continuously review this alignment include:

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    - Career and technical education programs are coordinated with other workforce developmentprograms.
    - Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
    - An advisory committee actively guides the relevance and continuous improvement of the program.
    - CTE programs are reviewed annually and the results are used for continuous program improvement.

These standards and existing state law influence the course and program approval processes currently used to maintain CTE courses and programs in compliance. As described in 2(a) and 2(b) these systems require local applicants to review local, regional, and statewide labor market data to identify a skill gap and demand for the course, and substantiate offering the program. Additionally, general advisory and program specific advisory committees review local, regional, and statewide data when determining if courses and programs will be approved during the program evaluation and district wide plan process.

POSTSECONDARY

Community and technical colleges that wish to offer a new or substantively revise an existing program must submit a program approval request to SBCTC. The request must include well-documented local/regional demand data for the targeted occupation job title(s) for which the proposed program will prepare individuals. Supporting data may come from traditional labor market data, industry data, trade association data, or other transactional data. The college must also provide data on the number of similar programs and the number ofannual program graduates for all community and technical colleges and private career schools in the college's region. The college must make the case that the number of current annual graduates is insufficient to meet current and projected demand.

If the program prepares individuals for employment in an emerging field where labor market data is not readily available, the college may provide employer survey results. The survey must ask employers for a description of typical job duties, how many job openings are anticipated in the next three years, and the requirededucational level of qualified candidates. Colleges are expected to include no fewer than 25 individual employerresponses to their survey. If there are fewer than 25 employers in the college's service district, the college mustinclude a minimum of 75% of the identified employer base.

SBCTC supports ten Centers of Excellence that act as liaisons between the State's largest industries and the community and technical colleges. The Centers of Excellence link business,

labor, and the State's educational systems to create a highly skilled and readily available workforce that is critical to the State's economy. The Centers of Excellence often conduct labor market studies for their industry sector that help guide the colleges developing new programs or revising existing programs. They convene industry panels to help inform collegesabout emerging technology trends, advances in manufacturing materials and federal and state policy changesthat affect client services. They also assist with program reviews to ensure curriculum and instruction are meeting current labor market needs.

Section 122 (d)(4)(C)(iv)

How the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Before Perkins funding is granted, colleges must agree in writing to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1991, section 504 of the Vocational Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, as it applied to this annual plan. Likewise, secondary requires an Agency Application Assurances for school districts, which includes alignment to all applicable state and federal laws. Secondary CTE programs are also reviewed as part of OSPI's Consolidated Review Process (CPR). Equal access is monitored through both desk and onsite reviews by CTE program staff.

MOA coordinators at the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges develop annual targeting plans. These plans are used to determine those high schools and colleges that will receive an on-site monitoring and technical assistance visit to ensure compliance with state and federal Civil Rights guidelines. Districts targeted each year receive a letter of finding following the on-site visit and must respond appropriately with a voluntary compliance plan that outlines how and when compliance will be met. The state agencies are required to follow up to ensure that the districts' corrective action addresses those areas identified as noncompliant. A biennial report is submitted to the U.S. Department of Education, Office of Civil Rights.

Personnel who administer the MOA activities for the Workforce Board, the Office of Superintendent of Public Instruction, and the State Board for Community and Technical College often attend the annual training to receive guidance to ensure the on-site visits conducted each year are effective and meaningful.

All institutions within the public secondary and postsecondary education systems maintain clear and consistent policies of non-discrimination and equal opportunities. Counselors advising underserved and special populations, disability support services coordinators, and multicultural student services staff provide guidance, support, and resources to career and technical education instructors and students to prevent discrimination.

SECONDARY

OSPI reviews multiple data points to review and recommend targeting plans and program reviews to ensure school districts are providing equal access to CTE programs. This work is accomplished through the Methods of Administration (MOA) process, as well as the Consolidated Program Review (CPR) process. Additionally, as sub-recipients apply for Perkins funds, they are assuring the district's adherence to the state and federal guidelines, including non-discrimination requirements.

The MOA targeting plan and process is developed in consultation with the OSPI Civil Rights department. The CPR process includes districts providing class and course level CTE enrollment reports that identify gender, race, and special population status to ensure proportional enrollment reflective of the school district population. Additionally, the district must provide evidence of support offered to CTE students, which may include examples of tutorial services, language assistance, 504 plans, or achievement evaluations for students. The school district must also provide evidence as to how they are addressing barriers to enrollment in CTE courses for special populations.

Local districts must develop their Perkins plan with a focus on improving access and opportunity for special population students. Within local planning documents, applicants must describe the efforts that they will make to ensure members of special populations will not be discriminated against on the basis of their status as members of the special populations.

POSTSECONDARY

SBCTC complies with the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B), which requires each state agency responsible for administration of CTE programs to conduct compliance reviews of subrecipients. The purpose of the on-site review is to determine the college's compliance with the guidelines, federal laws, and regulations. SBCTC selects colleges for review based on the State of Washington's Targeting Plan, which requires review of subrecipients with the highest disparities between their total enrollment and their CTE enrollment on the basis of race, sex, and disability. The targeting plan also uses other optional rating criteria for selection of colleges to be reviewed. These additional criteria include the length of time since a college was last reviewed and disparities between total completion rates and CTE completion rates on the basis of race, sex, and disabilities.

Following the completion of each review, the college receives a letter of finding (LOF) summarizing the results of the review and a voluntary compliance plan (VCP) to allow the college to begin corrections on the reviews findings. In the VCP, the college must provide a planned corrective action for each deficiency, the name of person responsible for ensuring the correction is completed, and a date by which the finding will be resolved. The SBCTC coordinator for the compliance review continues to monitor the college and verifies each correction has been made. Once all noted findings have been resolved, the college is notified the review is complete.

In addition to administering the MOA process, SBCTC requires colleges to address their practices for ensuring equitable access and student support services in their CLNA, local application, and annual Report of Accomplishment – each of which has dedicated sections pertaining to diversity, equity, and inclusion. Representatives of special populations and the offices and agencies that support them must be consulted in the development of the CLNA, and when deficiencies are noted through the process, the colleges are expected to address these in their application and drive funding towards remedying them. Feedback is provided to colleges that do not adequately address equity-related findings and/or cannot articulate a deliberate strategy for ensuring access and supporting underrepresented students. Applications will not be approved until colleges have improved their responses, and technical assistance is provided to those who have challenges accomplishing this.

Each college is monitored at least once every three years, and access and equity are critical components of the site visits. In addition to remarking on disaggregated student performance and application and report responses, SBCTC staff often review recruitment materials, websites,

non- discrimination statements, program policies and practices, professional development initiatives, staff/faculty demographics, Advisory Committee composition, and other elements to generate a comprehensive picture of the college's efforts to recruit and support students from special populations. When deficiencies are noted, they are included in monitoring summaries, often requiring the college to take immediate corrective action or provide an improvement plan. These monitoring summaries typically include referrals to other colleges or college personnel that have received commendations or developed/adopted best practices.

Along the same lines, SBCTC actively promotes, presents on, and encourages participation in events featuring emerging, promising, and best practices related to diversity, equity, and inclusion through its listserv, system meetings, new faculty boot camps, the Dean's Academy, the Staff and Faculty of Color Conference, and the like. Workforce Education Staff are represented on the agency's DEI Committee, and the department maintains a catalog of successful replication projects that the colleges may consult in developing initiatives supported through Leadership funding. Likewise, SBCTC began the practice of developing application templates featuring the system's best responses as a means of offering broad technical assistance as well as disseminating a summary of colleges that are exceeding expectations with specific student subgroups and special populations.

Section 122 (d)(4)(C)(v)

How the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

A career pathway approach connects levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress toward the education, employment, and career goals of individuals of all ages, abilities, and needs. Career pathways fully engage businesses to help meet their workforce needs.

Through a career pathway approach, students are able to choose among a full range of education and work-based learning opportunities that allows them to earn marketable credentials. Career pathway plans are development with guidance and key workforce information, such as labor market trends, wages, and connected training and education. The plans are 'living documents' that are subject to change as students learn more about career and education options and discover new areas of interest and opportunity.

The CLNA process also represents a key opportunity to increase alignment between the state's CTE system and local workforce development councils (LWDCs). These LWDCs have been identified as a critical local resource for labor market information for schools and colleges completing the CLNA.

Section 122 (d)(4)(C)(vi)

How the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

CTE programs at the secondary and postsecondary level require the establishment and oversight of industry-specific CTE program advisory committees. Comprised of representatives from school/college administration, instruction, business/industry, labor, and other sectors, advisory committees ensure that CTE courses are taught to industry standards and ensure that

there are meaningful opportunities for students to participate in the full continuum of work-based learning experiences. Business and industry advisory committee members often volunteer their time, expertise, and workplaces to provide site tours, demonstrations, simulated work experiences, job shadows, and internship or clinical placements. They also ensure that classrooms are modeled on a typical workplace to the greatest extent possible so students gain experience both in the use of

industry-standard equipment and materials and in meeting workplace expectations. This contextualization extends to related instruction components (human relations, computation, and communication) so such concepts support and complement workplace skill development.

In 2018, the Washington State Legislature passed the Work-Integrated Learning Initiative [Engrossed Second Substitute House Bill (E2SHB) 1600], which created the Work-Integrated Learning Advisory Committee. The purpose of the committee is to advise the Legislature and the education and workforce sectors on creating opportunities for students to: "Explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success" [E2SHB 1600, Sec. 3 (1)].

Membership on this committee includes representation from the Workforce Board, OSPI, and educator/faculty representation from secondary and postsecondary CTE.

The Career Connect Washington (CCW) initiative passed the state legislature in 2019. This bill established a cross agency work group, of which OSPI, SBCTC, and the Workforce Board are members. The establishment of CCW provided new supports to expand traditional work-based learning opportunities by defining Career Exploration, Career Preparation, and Career Launch activities deemed as career connected learning activities. This public-private partnership engages the government and education entities in the state, along with business, labor, and industry sector leadership to provide a systemic approach to supporting credential obtainment.

The purpose of CCW is to create a permanent career connected learning system to expand youth registered apprenticeship, comprehensive internship, and career connected learning experiences in STEM and other high demand fields. The goal is to reach 100,000 youth by 2023 and all students over the longer term with a focus on low-income, rural, and youth of color. Each local Career Connect Team must include a Workforce Development Council and STEM Network as co-leads, a business champion, youth apprenticeship-sponsoring organization, school district or educational services district, dropout reengagement program, career and technical education program, postsecondary institutions, and may also include skills centers, homeless youth programs, foster youth providers, private career schools, Jobs for Washington Graduates, Gear-Up, MESA, and other youth programs. The local Career Connect Teams work together to increase their collective impact, set specific quarterly targets, and actively evaluate actuals versus goal each quarter. The state-level agencies and private sector organizations provide unified leadership to support local teams, track quarterly statewide results, and provide peer-to-peer learning so local teams learn from one another statewide.

Section 122 (d)(4)(C)(vii)

How the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.

The state will analyze performance data for all disaggregated subpopulations to identify any gaps in performance outcomes. The state will work with the secondary and postsecondary administrators to determine how local districts and colleges can be assisted to improve

outcomes for student sub-groups and special populations where there are gaps in performance outcomes.

Subrecipients will utilize the results of their CLNA, which will include performance gap review to determine strategic investment of Perkins allocations.

Accordingly, OSPI and SBCTC commit to the following strategies:

-
    - On an annual basis, OSPI and SBCTC will monitor school district/college performance data related to special populations to identify performance gaps, verify that the schools are acknowledging and responding to them, and provide technical assistance to recipients when applicable.
    - Where performance gaps persist without noticeable improvement over a period of three years, school districts and colleges may be required to allocate a percentage of their Perkins award to programs, services, and/or initiatives designed to address discrepancies in participation or performance.
    - Each subrecipient will utilize available data to identify school districts/colleges whose special populations are exceeding performance targets to evaluate and communicate to other schools what strategies and practices are effectively in narrowing or eliminating performance gaps.
    - The state will strategically invest Perkins funds to develop and implement programs to address performance gaps among special populations.

In addition, both agencies will support and/or provide professional development opportunities to explore options for serving special populations that will improve outcomes.

Section 122 (d)(4)(D)

Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

The Washington School Improvement Framework, a product of the state's Every Student Succeeds Act (ESSA) implementation process includes dual credit participation as a reported element of school quality or student success indicator. Dual credit access through CTE is a critical component to overall access, and a critical opportunity for students in a CTE program of study. OSPI and SBCTC look to continue to broaden access to the state's dual credit menu for all students. These opportunities will include course and exam-based opportunities such as Advanced Placement, Cambridge International, and International Baccalaureate Programs.

Running Start provides 11th and 12th graders the opportunity to take college courses on college campuses, as well as College in the High School, which provides 10th, 11th, and 12th graders the opportunity to take college level courses at high school campuses.

While OSPI and SBCTC will continue to provide additional opportunities to access many types of dual credit programs where appropriate, the most common dual credit program aligned with CTE courses continues to beCTE Dual Credit (formerly Tech-Prep). RCW 28B.50.531 describes the legislature's intent to recognize and support the work of community and technical colleges, high schools, and skill centers in creating articulations and dual credit agreements for CTE programs of study that include dual-credit opportunities.

SBCTC and OSPI have agreed to prioritize State Leadership and secondary Perkins Reserve funds to facilitate regional and statewide articulation agreements and to expand access to CTE dual credit courses. This state priority will include eliminating articulation agreements that only provide elective college credit for successful completion of CTE courses. It will be critical for CTE dual credit articulation agreements to be aligned with required credits for the professional/technical programs offered through the state's community and technical colleges. Including dual credit as a program quality indicator for secondary programs will encourage increased access for students as well.

Additional policy structures are in place to support opportunities for dual credit, such as RCW 28a.700.070, which states that OSPI shall provide professional development, technical assistance, and guidance for school districts to develop CTE course equivalencies that also qualify as advanced placement courses.

The State Board of Education (SBE) provides guidance to school districts related to competency-based education and competency-based credit. OSPI will continue to partner with the SBE to investigate policy, guidance, and resources related to competency-based education, newly referred to as mastery-based education in state legislation. Students are able to earn competency- based credit by demonstrating proficiency of knowledge acquired outside of the classroom setting. School districts are allowed to assess students in CTE program areas, and confer the appropriate school credit based upon a student's demonstrated abilities. The SBE mastery-based learning work group may deliver recommendations that will further increase access to mastery- based experiences for secondary students.

OSPI will continue to ensure communications and technical assistance provided to local education agencies include opportunities to increase student participation in dual credit and competency-based education, when appropriate. While policy around opportunities for dual credit, concurrent enrollment, early college high school, and competency-based education largely remains a local decision, OSPI will partner with SBCTC to create best practices guidance where appropriate.

Section 122 (d)(5)(A)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote academic achievement;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review student performance on 1S1 (on-time graduation), 1S2 (extended graduation rate), and 2S1 (ELA), 2S2 (mathematics) and 2S3 (science) to determine student performance related to academic achievement. Districts will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as described in the postsecondary waiver request section. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data disaggregated by student subgroups, special populations, and professional/technical programs offered at the colleges. The colleges will analyze the data and discuss findings with their stakeholder groups as part of their Comprehensive Local Needs Assessment. Performance will be addressed within a section of the local application. Colleges will be asked to identify strategies and develop a plan to lessen academic achievement gaps experienced by special populations, student subgroups, or students enrolled in specific programs that are performing poorly on 1P1 and 2P1 indicators.

Colleges offering state-approved CTE programs apply for Perkins funding through SBCTC's Online GrantsManagement System (OGMS). Revised to reflect the priorities and requirements of Perkins V, the Perkins Plan application features six narrative sections focused on the CLNA process; equity and access; program size, scope, and quality; program implementation and partnerships; staff/faculty recruitment, retention, and professional development; and program improvement. Each section includes four to ten questions intended to fulfill the requirements of Section 134(b) of the Strengthening Career and Technical Education for the 21stCentury Act. The application also includes a Budget Narrative section wherein colleges provide precisedescriptions of how they will utilize Perkins funding in 22 categories. There are 16 questions in the Grant and Fiscal Accountability section and a required Perkins Plan Assurances document that must be signed by the college president.

SBCTC hosts, records, and posts to its website an annual training webinar to explain the application process and provide technical assistance to applicants. As applications are received, the Program Administrator and Contract Specialist provide substantial feedback to colleges to ensure that applications meet the requirements of Perkins V and expectations of SBCTC. Agency feedback is recorded in OGMS and revisions are required prior to approval.

Discussed above, the *Program Size, Scope, and Quality* section of the Perkins Plan application requires colleges to outline in detail their program review processes and cite the industry standards, student learning outcomes, accrediting agencies, examinations, and other practices they use to assess their programs and students' technical skill attainment. As of 2019, 24% of colleges perform in-depth individual program reviews annually, 47% every two to three years, and 29% every four to five years. Program review typically takes into account enrollment, retention, and completion data; job placement rates; salary/wage analyses; industry certification pass rates; student evaluations; and disaggregated demographic data to identify and analyze performance gaps. Program reviews often include an evaluation of program-specific and institution-wide student learning outcomes and are reviewed and approved by Workforce Deans, Vice Presidents of Instruction, and/or equivalent personnel.

Section 122 (d)(5)(B)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed

CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review the program quality indicator for Attained Recognized Post-Secondary Credential (5S1) and Attained Postsecondary Credit (5S2) as dual credit and early access to college provides advancement towards degree completion, and the industry recognized credential measure will contribute to the state's credential obtainment.

Districts will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement. The Perkins application will include support on how the eligible recipient plans to promote technical skill attainment.

This is further reinforced by the state's CTE graduation pathway option which requires students that utilize this pathway to complete two credits of CTE through courses with access to dual credit or include or lead to an industry recognized credential of value.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data on employment placement after program completion. The colleges will analyze the data and discuss the findings with professional/technical advisory committees and other stakeholder groups as part of their Comprehensive Local Needs Assessment. The college will also complete comprehensive reviews of their professional/technical programs on a periodic basis to ensure content is relevant to preparation for employment. Colleges will also analyze completion data to identify and mitigate barriers students may experience that negatively affect completions. Colleges will submit their strategic plan to promote skill attainment, including skill attainment that leads to a recognized postsecondary credential as part of their Local Application.

All Perkins applications include a discussion of employability skills and pathways-focused guidance and counseling services in the *Size, Scope, and Quality* section, and SBCTC has developed a monitoring rubric to enumerate the best practices being utilized at the local level. These include career exploration workshops, mock and on-campus interviews, resume workshops, credit-bearing career-readiness courses, online/interactive pathways tools, flipped classroom models, and contextualized instruction. A substantial number of these are features of two of the systems most comprehensive approaches to career and technical education – Guided Pathways and I-BEST.

Section 122 (d)(5)(C)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

SECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All eligible recipients must engage with their local employers through the advisory committee process and analyze labor market data as a component of course and program approval, and in

consideration of program evaluation. Multiple data tools are available for local use, and economic data is provided quarterly by the Employment Security Department (ESD).

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All colleges must engage with their local employers and analyze labor market data prior to submitting a professional/technical program request for approval by the State Board for Community and Technical Colleges. As part of the approval process, the colleges are required to evaluate whether or not other public and private institutions in their geographic area offer similar programs. The colleges must assess work-based learning placement opportunities for the proposed program.

Section 122 (d)(6)

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

SECONDARY

The Office of Superintendent of Public Instruction (OSPI supports the recruitment and preparation of educators, administrators, and support personnel through a variety of methods. OSPI partners with theWashington Association of Career and Technical Educators (WA-ACTE) organization to provide statewide professional development opportunities. The WA-ACTE is an umbrella professional organization that includes; Washington Association of Career and Technical Administrators (WACTA), Washington Association of Agricultural Educators (WAAE), Washington State Business Education Association (WSBEA), Washington Career Counseling & Employment Readiness (WA-CCER), Washington Family and Consumer Sciences Educators (WA-FCSE), Washington Association of Marketing Educators (WAME), Washington Industrial Technology Education Association (WITEA), Washington Association of Skilled and Technical Sciences (WASTS), and Health Science Career and Technical Educators (HSCTE).

OSPI supports early career teachers, including CTE teachers both certificated and on conditional certificates, through a competitive grant program which serves 75 percent of Washington state's first-year teachers. The Beginning Educator Support Team (BEST) grant supports districts in training mentor teachers and in the implementation of induction standards. The program is also collaborating with preparation programs to train mentors for pre-service teachers. Additionally, OSPI supports professional learning for all educators through Title II, Part A federal Title funds. These funds support CTE teachers, and all educators with both district level and state level professional learning opportunities.

As required by the Elementary and Secondary Education Act (ESEA) amended by Every Student Succeeds Act (ESSA), and our state equity plan under the Ensuring Equitable Access to Excellent Educators Initiative, OSPI's Title II, Part A program office (TIIA) monitors certification requirements and teaching assignments for all educators including CTE. OSPI monitors CTE courses based on Classification of Instructional Programs (CIP) Code reported with state course code and V-Code matches (CTE specific teaching certificate endorsement(s)) and student grade level. Based on the teaching assignment, TIIA can provide information and data on CTE's teacher shortage area and quantify the FTE needed to place fully qualified teachers for CTE courses in

shortage area(s) by state, educational service district, local education agency, and school district level. Furthermore, this information could be used to communicate with post-secondary institutions to target and supply educator workforce candidates to fill specific shortage areas and geographical shortage areas in CTE. The collaboration with post- secondary institutions to fulfill teacher shortage area(s) is one of strategies identified to improve teacher shortage issues in Washington and is included in Washington's State Equity Plan.

OSPI is a sponsor of both the fall and summer WA-ACTE conferences, and provides funds for school district employees to attend these and other professional learning opportunities. OSPI has invested leadership dollars to sponsor the CTE Director Internship program, which provides training for individuals currently assigned director duties, or those that want to complete the training to earn the state's CTE Director Certificate. Funds have also been used to sponsor two annual CTE Boot-Camp trainings, a professional development opportunity provided by the Southern Regional Educational Board (SREB). The investment of funds will be contingent on the providers meeting the definition of professional development found in Perkins V. OSPI will seek to provide funding to sponsor, or support the attendance of individuals at high quality development opportunities.

OSPI will continue to partner with preservice and continuing education preparation programs across the state to provide technical assistance and outreach. OSPI provides workshops, presentations, and webinars as requested at conferences of the professional organizations that serve educators in our state including the Association of Washington School Principals (AWSP), Washington State School Directors Association (WSSDA), Washington Association of School Administrators (WASA), and Washington State Counselors Association (WSCA). In addition, OSPI provides clock hours to many professional learning events, which supports certificate renewal requirements for CTE Directors and CTE Educators.

The Professional Educator Standards Board (PESB) is improving ability to collect and use data to identifypreparation and educator shortage needs to better target and support educator preparation in those areas. Educator preparation programs are evaluated based on the percentage of educators prepared in educator workforce shortages, particularly special education. It is required that 20 percent or more of the certifications each year are in endorsements in shortage areas. PESB provides feedback to the providers that they shouldexpand the number of endorsements offered in those identified shortage areas. This feedback loop has led to a statewide increase in the number of providers offering endorsements in shortage areas; and this process may be applied to help positively impact the shortage for CTE educators.

POSTSECONDARY

The State Board for Community and Technical Colleges will continue to support the recruitment and preparation of CTE faculty, administrators, and staff. Perkins Leadership funds will be allocated to each of thecolleges to support industry-based professional development. Funding will be available to professional/technical faculty, administrators, staff, and professional/technical/adult basic education faculty teams to support new skill development directly related to the business and industry field(s) to which they are assigned. Funding is available to adult basic education faculty or administrators to jointly participate in professional development activities with professional/technical faculty or administrators to strengthen content knowledge and develop new skills in the field when an integrated instructional model is in place. The State Board for Community and Technical Colleges has championed the I-BEST model that uses a team-teachingapproach to provide students with basic education instruction while they also receive instruction in career preparation in the field of their choice.

All professional/technical faculty and administrators must complete an initial three-year or on-going five-year professional development plan (PDP) to maintain their certification. Individual professional development activities must directly align with each instructor or administrator's plan and increase their knowledge of current practices in the field. Professional development activities may also support participation in recognizedindustry sponsored training programs that result in industry certification or offer comprehensive skills training resulting in a better match between employer expectations and the program content. Washington State SkillsStandards for Professional/Technical Instructors and Industry Trainers incorporated in the PDP process include:

-
    - Manage Learning Environments
    - Develop Outcomes, Assessment and Curricula
    - Provide Student Instruction
    - Develop and Review Programs
    - Provide Student Instruction
    - Create and Maintain a Professional Environment

The State Board for Community and Technical Colleges will continue to facilitate statewide training and professional development to enhance the recruitment and retention of CTE faculty, administrators, and staff.For example, in 2019, Perkins Leadership funds provided an in-depth presentation on Diversity and Equity in Hiring at the college system's Workforce Education Council meeting.

Leadership funding was also used to provide an Implicit Bias Institute for workforce faculty, administration, deans, and leadership from the community and technical colleges and registered apprenticeship programs across the state. The Institute was designed to develop working tools and processes to identify and reduce unconscious biases that hinder student and faculty success and to enrich the overall campus climate. The project builds and sustains diversity and inclusion initiatives by building a cohort of campus experts to identify and strategically reduce bias at all critical decision points through the examination and implementation of policies and practices within each respective campus and apprenticeship program.

The Workforce Deans' Academy is also supported with Leadership funding. It is an in-depth, hands-on opportunity for new and aspiring workforce deans to experience situations and challenges they will face as administrators and practice the skills they will need before facing them on the job.

Boot Camps are intensive, hands-on courses for professional/technical faculty who have limited or no teaching experience. Qualified instructors/facilitators will introduce and model essential components of classroom management, adult learning, and facilitating skills. Emphasis is on practical and real-life applications.

Finally, SBCTC has established a work group with the goal of investigating options for consolidating several system convenings to more efficiently and cost-effectively deliver Workforce Education training, technical assistance, and professional development. Slated for May 2020, the Workforce Funding Collaboration Forum will bring together system partners

from all colleges to participate in training workshops, panels, affinity groups, and presentations related to most, if not all, of the funding programs administered by SBCTC.Ultimately, SBCTC's goal is to sponsor an annual or biennial statewide CTE conference akin to BEdA's *Rendezvous*.

Section 122 (d)(7)

Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V.

Leadership funds will support the state's subrecipient agencies, the State Board for Community and Technical Colleges (SBCTC), and the Office of Superintendent of Public Instruction (OSPI) to systemically invest leadership dollars. Leadership funding decisions include:

1. The state shall reserve not more than 10 percent of leadership funds to carry out the following activities:
    a. 1% of the allocation to serve individuals in state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.

The allocation will be split 50% to SBCTC and 50% to OSPI.

1.
    a. The state will set aside $60,000 for services that prepare individuals for non-traditionalfields.

The allocation will be split 50% to SBCTC and 50% to OSPI. While the $60,000 represents the minimum allocation set-aside, additional leadership dollars will be prioritized for all members of special populations, so investment can be made towards increasing all underrepresented populations within non-traditional employment and not be restricted to gender data only.

1. The state will set aside an amount equal to 0.1 percent to support the recruitment of special populations to enroll in CTE programs.

This allocation will be directed to the Workforce Board. The SBCTC and OSPI have prioritized spending to support special populations, which may include additional recruitment efforts, or other initiatives and activities based upon collected data.

The remainder of the leadership funds will be administered by the Workforce Board, SBCTC, and OSPI in alignment with the General Authority and Permissible Uses of Funds articulated in the Perkins V Act. In alignment with the Washington Perkins Mission, Vision, and Values, SBCTC and OSPI will commit to assessing and evaluating local and statewide performance data to identify performance and opportunity gaps and establish priorities for local and/or state funding. Highly informed by the local Comprehensive Local Needs Assessments (CLNAs), and state level data, and with a commitment to diversity, equity, and inclusion the SBCTC and OSPI will invest leadership funding in the following areas:

1.
    a.
        i. **Developing High Quality CTE Programs:** Examples include investing in the partnership to establish regional and statewide articulation agreements aligned with programs of study; supporting the adoption

and integration of recognized postsecondary credentials and work-based learning into programs of study; and increasing access to high quality work-based learning. This would include, but not be limited to: expanding access to Career Connected Learning activities including career preparation and career launch programs, work-integrated learning activities, and other work-based learning programs as defined in the Perkins Act. These activities include sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required to a given career field, that are aligned to curriculum and instruction.

ii. **Adapting Existing Programs:** Examples include prioritizing program investment aimed at closing an opportunity or access gap; adapting programs to increase access to remote students including adopting hybridized learning models; increasing access to industry-recognized credentials; and adapting program offerings to meet employment trends in light of advancement in technology, automation, and artificial intelligence. Additionally, supporting investment in improved labor market tools that will support predicting new and existing employment opportunities and future trends.

2.

a.

i. **Improving Access and Outcomes for Special Populations:** Examples include investing in programs and activities that increase student access, engagement, and success in programs that serve members of special populations. These may include but are not limited to: partnerships with tribes and tribal organizations and business, industry, and labor leaders; supporting participation for non-traditional employment; lowering barriers identified by school districts and colleges in rural communities; and activities that eliminate inequities in access to high-quality programs.

ii. **Supporting Professional Development and Leadership:** Examples include investing in professional learning opportunities for CTE educators, faculty, administrators, guidance counselors, and paraprofessionals. As required by the Perkins Act, activities must be high-quality, comprehensive, and support the most effective training options to individuals, and to the degree possible be coordinated with other professional learning opportunities. Additionally, investing in programs that serve students in alignment with the definition of CTSO; organizations for individuals enrolled in CTE programs, that engage in CTE activities as part of the instructional program. These investments will prioritize activities that support positive impacts to the performance indicators, and specifically serve students representing specialpopulations.

iii. **Supporting Statewide and Regional Partnerships:** Examples include: incentivizing a regional and/or statewide approach to planning and activities related to expanding CTE dual credit access; review and development of CLNAs; developing statewide programs of study aligned with high-skill, high-wage, in demand, and emerging occupations; increasing community work-based learning opportunities for both secondary and postsecondary students; and facilitating career pathway development.

Section 122 (d)(8)(A)

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Approximately $19.5 million of Perkins Basic Grant funds for Washington are distributed to the local level for required and permissive uses of funds. The Workforce Training and Education Coordinating Board, the eligible agency in Washington, determines the relative portion of funds provided to the secondary and postsecondary partner agencies, respectively the Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

In determining the secondary and postsecondary split, the Board examined enrollment and full-time equivalent counts for both systems' career and technical education students, as well as compared the distribution splits in other states. Based on this analysis, the Board has determined that the split between secondary and postsecondary systems is set at 44/56 percent of Basic Grant funds, respectively. The Board retains the authority to reexamine the data should additional information become relevant to the issue.

OSPI, SBCTC, and the Workforce Board will jointly establish a workgroup to examine the existing funding split between secondary and postsecondary, with the delegated authority to amend the state plan. This group will develop proposals for formulaically maintaining and/or adjusting the funding split in future years, and come to a consensus determination to report to the Workforce Board. At a minimum, the workgroup will becomprised of representatives from OSPI, SBCTC, and the Workforce Board. The Workforce Board may elect to include other stakeholders as mandatory participants, and will encourage broad stakeholder engagement in thisprocess.

Formulaic proposals will be based on a data analysis that at a minimum examines the quantitative effects of adjusting the split, the number of students served by each sector as defined by both headcount enrollments and across sector normalized full time equivalents, and the existing level and availability of state and local funding support to CTE students in each sector. The analysis must further include an examination of the impact of changes on sub-recipients, especially rural serving institutions and school districts. Finally, formula proposalsmust include strategies such as ramped implementation to mitigate the effects of sudden formulaic changes to the funding split, achieved through a cap of the maximum percentage change in any given year. Workgroup partners will develop a rationale and "business rules" that specify the rationale for maintaining or modifying the split level and criteria for adjusting it in the future inclusive of the minimums enumerated above into a written report submitted to the Workforce Board.

The workgroup plans to conclude its planning by October 31, 2020 and will report to the state WorkforceBoard recommendations for funds that become available July 1, 2021, along with their rationale and criteria forfuture split discussions, at a fall meeting of the Workforce Board.

Section 122 (d)(8)(B)

Describe how funds received by the eligible agency through the allotment made under section 111 of theAct will be distributed— among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

The secondary system has approximately 100 eligible recipients that do meet the minimum

$15,000 Perkins grant. Of those, the majority request and are granted waivers. Presently, no consortia operateat the secondary level in Washington. OSPI has utilized Perkins Reserve funds in the past to incentivize small, rural districts to investigate possible consortia development, however there have been none established at thistime. If a consortium is developed, the initial

allocations based on the Perkins formula for all members will be combined and any incentive reserve dollars will be added to the consortium's allocation. School districts that apply for the waiver to the minimum allocation must demonstrate ability to meet the requirements for size, scope, and quality to be eligiblerecipients. Additionally, tribal compact schools will be added as eligible recipients of the Perkins Basic funds.

The postsecondary system has only one institution that does not qualify (based on size of enrollment) for a $50,000 minimum grant, so there are no postsecondary consortia in Washington.

Section 122 (d)(9)(A)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with equal access to activities assisted under this Act;

Equity, access, and inclusion are at the heart of Washington's Perkins V Mission, Vision, and Values. These will be the foundation upon which we further develop strategies and identify promising practices that ensure allstudents have equal access and program opportunities that will help them succeed in CTE and beyond.

Our state's Comprehensive Local Needs Assessment includes disaggregated data reviews of enrollment andoutcomes as well as a full section on equity and access. This tool will help identify gaps in performance and outcomes, and will incent school districts and colleges to develop strategies and implement solutions thataddress the gaps and improve outcomes for all students.

Individuals who are members of special populations are guaranteed equal access to activities under Perkins V through compliance and oversight visits conducted by staff whose role and responsibilities include oversight of Methods of Administration (MOA) for civil rights compliance in career and technical education. MOA administrators are engaged in onsite visits, desk audits, and providing technical assistance on civil rights compliance to community and technical colleges and school districts.

In addition, OSPI and BEdA have partnered to create a seamless pathway for out-of-school youth and adults lacking a high school diploma or its equivalent. The Open Doors re-engagement program administered through OSPI and the competency-based High School+ programs implemented across the community and technical college system provide students with a seamless pathway to high school completion. As students age out of Open Doors all credits and competencies earned count towards a high school diploma in the HS+ competency-based diploma program in Washington's community and technical colleges.

The new set aside for recruitment of non-traditional will be used to develop a poster and marketing campaign designed to incent more non-traditional participation in programs.

SECONDARY

OSPI ensures equal access to Perkins funded activities for all students, including members of special populations, through multiple monitoring activities. Compliance to federal and state laws is monitored through the Consolidated Program Review (CPR) and Methods of Administration (MOA) processes. Schooldistricts and skill centers provide evidence of access and support for all students, including members of specialpopulations. MOA and CPR administrators are engaged in desk audits, onsite visits, and providing technical assistance on civil rights and program requirement compliance to school districts. Equal access is additionally monitored and supported by the OSPI Civil Rights Department. Secondary Perkins applicants must complete an Agency Application Assurances for school districts, which includes alignment to all applicable state and federal laws. Perkins Reserve Fund Projects have prioritized service expansion to members of special populations to support closing opportunity and performance gaps.

POSTSECONDARY

As articulated in Washington's Perkins V Mission, Vision, and Values Statement, SBCTC "prioritize[s] equity and access for individuals served by Perkins [by]…Leveraging and aligning federal and state policies and funding to improve student outcomes." To that end, the postsecondary Perkins Plan funding formula incentivizes enrollment of students from special populations and benefits recipients that prioritize student support through the braiding of multiple funding sources. These include Pell/BIA, Opportunity Grant, Worker Retraining, Washington College Grant, WorkFirst, and BFET. Colleges demonstrating the greatest level of student need by effectively administering these programs receive greater proportions of Perkins Plan funding.

With respect to supporting equal access, the Opportunity Grant administered by SBCTC is noteworthy. Offered to low-income students (those with incomes at or below 200% of the federal poverty level), the state's Opportunity Grant specifically supports individuals in high-wage,

high-demand programs. Of students receiving Opportunity Grants, over 90% are typically enrolled in CTE programs and approximately 50% are students of color. Grant proposals require that colleges address skill gap shortages in a targeted industry, identify educational pathways linked to viable careers, demonstrate that completers will have job opportunities, and provide evidence of community partnerships. SBCTC approves only Opportunity Grant pathways that lead to minimum starting wages of $15/hour in King Country and $13/hour elsewhere in the state. In addition to providing funding for tuition, fees, and books, Opportunity Grant recipients are eligible for individualized tutoring, career advising, college success classes, emergency childcare, transportation, and an industry mentor through the Workforce Training and Education Coordinating Board's Opportunity Partnership Program.

Washington's commitment to Guided Pathways is also intrinsically tied to inclusion and equitable access to education. According to SBCTC's Guided Pathways webpage, "In Washington state, our Guided Pathways efforts are focused on helping more of our students — especially low-income, first-generation students and students of color — earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market." A research-based approach to advising and instruction, Guided Pathways simplifies choices for students by grouping courses together to form clear pathways through college and into careers.

Likewise, I-BEST is a nationally recognized model for engaging and supporting underserved and special populations, such as adult and out-of-school learners and English language learners. I-BEST utilizes a contextualized team-teaching approach to deliver basic English, reading, and math content and job- and college-readiness skills simultaneously. Reaching almost 5,000 students across the state (43% of whom are students of color) through 146 programs, I-BEST is particularly well suited to ESL, ABE, and GED students, teen parents, and returning adults and provides a dedicated "on-ramp" to the Professional-Technical I-BEST pathway. Examples of I-BEST programs include: Heating, Ventilation, Air Conditioning and Refrigeration, Allied Health Clinical Lab Assistant, Computer Network Technology, Viticulture, Composite Structures, Medical Reception, Professional Truck Driving Training, Office Management, Facilities Maintenance Engineer, and Nurse Assistant.

Section 122 (d)(9)(B)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will not be discriminated against on the basis of status as a member of a special population;

By vigorously implementing Methods of Administration (MOA), all Washington students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. The state agencies' responsibilities under the MOA program are included in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation). These responsibilities include: conducting targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education; securing corrective action when civil rights violations are found; and reporting civil rights activities and findings to OCR.

SECONDARY

Under Washington Administrative Code (WAC) 392-190-060, all school districts must designate at least oneemployee to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws (chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC). Federal nondiscrimination laws require each school district to designate an employee to coordinate compliance with Section 504 (34 C.F.R. §104.7), Title IX (34 C.F.R. §106.8), and Title II of the ADA (28 C.F.R. §35.107). The coordinator for state nondiscrimination laws may also serve as the Title IX and/or Section 504/ADA coordinator. Front office staff at all school buildings and the district office must be aware of the name and contact information of the compliance coordinator(s) so that they may inform students, parents, and others as needed. The compliance coordinators' contact information must also be published with the school district's nondiscrimination statement.

Each school district must submit an Equity Assurance Report on an annual basis. In this report, each schooldistrict evaluates its compliance with specific requirements under chapter 392-190

WAC. OSPI also regularly monitors and enforces school districts' compliance with state and federal nondiscrimination requirementsthrough program monitoring, discrimination complaint investigations, and agency-initiated compliancereviews.

POSTSECONDARY

In an effort to move beyond standard non-discrimination statements and more deeply investigate individual biases and the inequitable systems they perpetuate, SBCTC leverages Perkins funding to support two-day, statewide Implicit Bias Institutes. Each institute features eight focus areas, including an introduction to the concept of implicit bias, demonstration of the Harvard Implicit Bias Test, Dr. Bahl's "17 Steps in the Hiring Process," work groups on cognitive errors, and the development of strategies to reduce biases. While the content, structure, and frequency are subject to change on an annual basis, there is a commitment to sponsor at least two "Cycle I" institutes and one "Cycle II" institute, increasing capacity to 80 participants statewide.

As noted above, SBCTC has also adopted and disseminated Dr. Bahl's strategies and research on equitable hiring practices through the agency's Diversity, Equity, and Inclusion (DEI) Committee and Workforce Education Council (WEC) in an effort to curtail discrimination by diversifying college faculty and staff. The tool was developed by the Diversity and Equity in Hiring and Professional Development (DEHPD) work group, which was formed in 2014 in order to address the low numbers of faculty, administrators, and staff of color and other underrepresented, marginalized groups throughout the CTC system. It is available here.

Section 122 (d)(9)(C)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in- demand industry sectors or occupations;

SECONDARY:

LEAs will work to eliminate barriers by:

- Reducing the amount of course fees to ensure that all students have equal access to CTE Programs;
- Offering the Graduation, Reality and Dual Roles (GRADS) Program, which helps teen parents continue their education by providing child care and support;
- Ensuring Career Guidance Centers are open to all populations and offer events that underserved populations may have a difficult time attending otherwise;
- Offering course equivalencies, which allow students to earn graduation credit for a course that may better align with their individual needs and pathways;
- Offering CTE Dual Credit, which allows students to earn high school credit while earning college credit at the same time. CTE Dual Credit helps those students who may not have any other route to earn collegecredits;
- Annually reviewing enrollment data for courses and programs, including CTE, disaggregated by race, sex, English-learner status, and disability, to identify and address

any substantial enrollment disproportionalities and ensure they are not the result of discrimination.

POSTSECONDARY

As part of their Guided Pathways efforts in fields such as Business, Healthcare, Education, Social Behavior Science & Public Service, STEM, and Computer & Information Technology, colleges provide student success classes, intensive advising, support services, and early intervention to keep students on-track. Data, apps, and electronic tools help students, faculty, and advisors monitor progress, while technology integration, on-line course offerings, and modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Counseling and advising services for special populations are supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST). Supplemental instruction as well as applied math and writing courses support student success and completion. Funding is also expended for tutoring and interpretative services for student with disabilities.

Like Guided Pathways, I-BEST provides an accelerated and supportive college experience for special populations, and when coupled with High School Plus (HS+), has the potential to significantly impact the state's goal of having 70% of 25- to 44-year-olds attain a postsecondary credential by 2023. Challenging the traditional notion that students must move through a set sequence of basic education courses before they can start working on certificates and degrees, I-BEST places adult education students directly into college credit-bearing career pathways that lead to high demand, living wage jobs. The combined teaching method at the heart of I-BEST allows students to work on college-level studies much more quickly than in traditional models, and the required navigational services connects students to resources and guides them to completion. Co-enrollment in our High School Plus (HS+) and I-BEST programs enables students to work on a secondary and postsecondary credential at the same time. HS+ is a competency-based high school completion program that results in a Washington state high school diploma. It awards credit for prior learning, military, training, and work experience.

Because it is competency-based, students can complete coursework through I-BEST and have that same coursework count toward the completion of a high school diploma through HS+, saving the student both time and money and accelerating Washington state toward its completion goals.

Other statewide programs related to special populations' preparation for high-skill, high-wage, and/or in-demand industry sectors include:

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    - **VIE-25:** VIE-25 is a joint project under direction of the governor's office between the State Board of Community and Technical colleges and the Garrison Command to support pathways to employment for transitioning service members. The schools within 25 miles of a military installation are asked to identify their already existing programs in which the first employable certificate can be completed within 6 months. Service members can then get permission from their commander and apply for an MOA to complete classes during the duty day in the 6 months prior to their ETS or retirement date.
    - **Worker Retraining:** The Worker Retraining program can help pay for training expenses at Washington state's community and technical colleges and selected

licensed private schools for those who have lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits. Community and technical colleges also receive Worker Retraining funding to improve programs that prepare people for work.

Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, develop work experience opportunities and hire staff to advise Worker Retraining students and coordinate Worker Retraining program.

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    - **WorkFirst:** WorkFirst is Washington state's welfare reform program that helps people in low-income families find jobs, keep their jobs, find better jobs and become self- sufficient. WorkFirst helps participants gain skills necessary for better jobs, higher wages and further advancement. As this goal is achieved, savings from reduced caseloads have been reinvested in targeted supports to help participants be more employable and move up the wage ladder.
    - **BFET:** The Basic Food, Employment and Training program (BFET), Washington's SNAP E&T, provides access and services to food stamp recipients in Washington state. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.
    - **Achieving the Dream:** Adopted by 19 colleges, Achieving the Dream is a national initiative to help more community college students — particularly low-income students and students of color — succeed. The initiative works on multiple fronts — including efforts on campuses and in research, public engagement and public policy — and emphasizes the use of data to drive change. Strategies identified to help more students continue their studies and earn certificates and degrees include: Helping students better prepare for college-level work by focusing on precollege (remedial/developmental) education; engaging students in the classroom through new instructional techniques that include team learning and combined subjects to make learning more relevant to students' lives; and using student success courses to teach skills such as time management and effective study skills

Section 122 (d)(9)(D)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with appropriate accommodations;

SECONDARY

A school district cannot categorically deny admission to a student because the student needs English Language (EL) services or special education or related aids or services. A school district must provide all students an equal opportunity to meet any appropriate minimum eligibility criteria for admission. During the Consolidated Program Review (CPR) process, school districts must provide evidence of services provided to school districts, including CTE educator involvement in the Individualized Education Program (IEP) and 504 processes as well as demonstrate how they are providing language access for EL qualified students. In addition,

districts may demonstrate the professional development teachers have received regarding differentiating instruction specific to language acquisition and development for EL students and other students who may need such supports.

Washington state tracks the involvement of students with an IEP in CTE courses and pathways, and has prioritized Professional Development (PD) and Technical Assistance (TA) in meaningful inclusion. This PD/TA is supported by the Center for Change in Transition Services (CCTS) at Seattle University, who is providing support to school IEP teams around consideration of services, accommodations, and transition plans to increase access to CTE pathways for students who have expressed an interest.

POSTSECONDARY

In addition to critical state-wide initiatives, colleges leverage Perkins funding along with other state and federal sources to provide a variety of services and programs to members of special populations. Means by which colleges utilize Perkins funding to support special populations include disability support personnel and adaptive technologies, early alert teams, policy and content translation, bi-lingual course content delivery, multicultural student services, veteran transition and re-entry specialists/navigators, affinity groups and student clubs, outreach to community-based organizations, etc. In addition, many colleges have adopted and provide training on principles associated with Universal Design for Learning (UDL), Transparency in Learning and Teaching (TILT), Open Educational Resources (OER), directed self-placement, Achieving the Dream, and Safe Zone. Among the many community-based and social services organizations with which the colleges partner to provide additional support and resources are the Urban League, Treehouse, YMCA, Blue Mountain Action Council, Year-Up, Gear-Up, RISE, the Hispanic and Native American Chambers of Commerce, Latinos Unidos Northwest Association (LUNA), All Within My Hands Foundation, the NAACP, and the Achieving the Dream Network.

SBCTC also provides support for accommodations, adaptive technologies, OER, UDL, distance learning, and the like through the Educational Technology and Open Education department, which is committed to building a system of shared resources and practices using system-wide tools, shared courses and programs, and open courses. Guided by the Strategic Technology Plan, its mandate is to "mobilize technology to increase student success…and create a culture of resource sharing with the goal of making cost-effective, innovative lifelong education available to every student in the state, anytime, anywhere.

Finally, SBCTC's policy manual reads

Community and technical colleges shall provide students with disabilities the appropriate core service(s) to ensure equal access to higher education. Reasonable accommodation for students with disabilities shall be provided for all aspects of college life, including nonacademic programs and services (see RCW 28B.10.910 through RCW 28B.10.918). The State Board supports the colleges to provide services and reasonable accommodations to students with disabilities through an earmarked allocation.

Washington State community and technical colleges shall provide appropriate, effective, and integrated access to technology for students, employees, and external community members. This policy applies to the procurement, development, and implementation of instructional, administrative, or communications technologies and content. Further, the policy applies to both current and emerging technologies, including both hardware and software, in use or being evaluated for purchase or adoption throughout the community and technical college system. The policy encompasses, but is not limited to, college websites, learning management tools, student information systems, training materials, instructional materials, and assessment tools.

Section 122 (d)(9)(E)

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.

Both OSPI and SBCTC are represented on the legislatively-directed, cross-agency state work group supporting the Governor's Career Connect Washington initiative. A movement that combines the efforts of all state agencies and external partners (including employer, community, labor, regional networks, and intermediaries), Career Connect Washington seeks to expand career-connected learning opportunities across all sectors. Including registered apprenticeships and other career-connected learning opportunities, this initiative provides opportunities for all Washingtonians to gain invaluable work experience and skills with an emphasis on providing equitable access to historically underserved individuals and members of special populations.

SECONDARY

Washington State Career and Technical Education (CTE) Program Standards define and require Work-Based Learning as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge, and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career.

Strategies for Worksite Learning may apply to a wide range of students with special needs. Some students may have multiple disabilities and benefit from a variety of strategies. These need to be determined on an individual basis. Many of the strategies that are used in a school-based setting can be applied to the Worksite Learning situation as well.

It is important to provide opportunities that will enhance student success in the workplace. Some challenges can be addressed prior to initial placement while others will need to be addressed as the individuals are working/training at the worksite. Some of these considerations:

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    - Allow for additional time and effort to match training requirements with student abilities.
    - Provide for more onsite supervision and assistance when initially placing a student on a job site.
    - Provide reasonable accommodation and strategy information to each business—this will enhance student success.
    - Provide information to the employer about student health conditions, behavioral issues, and physical concerns.
    - Provide transportation to and from the worksite or facilitate a community transportation plan that will allow for independence.

POSTSECONDARY

All colleges partner with business and industry leaders, agencies, companies, and labor

organizations to provide work-based learning opportunities for students. Many colleges have specific personnel dedicated to identifying and promoting these and offer registered apprenticeships and formal arrangements with employers to provide credit-bearing internships, practicum, job shadowing, mentoring, and clinical experiences.

To identify and market internship and work-based learning experiences, many colleges offer internship fairs and a significant number employ Perkins-funded personnel dedicated to coordinating internships (e.g. North Seattle's three discipline-specific Internship Coordinators, Shoreline's Career Navigators, South Seattle's Embedded Career Specialists, Bellevue's Assistant Director of Internship/Outreach, Clark's Career Center Support Specialists, etc.).

Receiving a grant to expand its work-based learning programs and make them more relevant, accessible, and integrated, Whatcom Community College established an Internship/Cooperative Education Taskforce to highlight the school's commitment to the initiative and support its Guided Pathways work in the upcoming year.

Finally, apprenticeship programs have grown 86% since 2013, and there are almost 200 active apprenticeship programs at more than half of the system's 34 colleges. Combining classroom studies with supervised on-the-job training, apprenticeships expose students to all aspects of industry while supporting them developmentally, academically, and financially and providing completers with journey-level certificates from the Department of Labor and Industries Apprenticeship and Training Council – one of the oldest and most portable industry credentials available.

Section 122 (d)(10)

Description of the procedure the eligible agency will adopt for determining State determined levels of performance described in section 113, which, at a minimum shall include (a) a description of the process for public comment under section 113(b)(3)(B) as part of the development of the State determined levels of performance under section 113(b); (B) an explanation of the State determined levels of performance; and (C) a description of how the State determined levels of performance set by the eligible agency alignwith the levels, goals, and objectives of other Federal and State laws.

The state's 60-day public comment period for the performance indicators will be open on-line in early 2020, prior to the plan's submission. This method was successfully employed during the WIOA planning period, enabling the state to respond to comments and to make changes to the plan, as adopted from the comments.

The Workforce Board will post notification of the open comment period on its website: www.wtb.wa.gov andthrough its newsletter. The state Workforce Development plan (*Talent and Prosperity for All*) will be taken across the state for public comment, and the Perkins plan, as a part of this combined plan will be included.

For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who, in the secondquarter after exiting from secondary or postsecondary education, are in military service or are volunteers asdescribed in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD). Because Washington's plan has a focus on equity and access, it should be noted that the state recommends an expanded definition of "non-traditional" beyond gender, as defined by Perkins law. With the emphasis Perkins V places on closing performance gaps for sub-populations and special populations, it seems contrary to have a measure that is limited to only gender. Washington state has recently adopted a new gender option in data collection,

allowingindividuals to identify as gender X. This is not an option when pulling or reporting data for federal programs.This will cause a disparity in our data collection.

SECONDARY

As the secondary system began the process of identifying and defining its performance indicators school districts across the state were included in the conversations. The indicators align with Washington's measures under ESEA, wherever possible. As prescribed in Perkins, the definition of a CTE concentrator will be, "a student who completes at least two courses in a single program or program of study." To guide implementation of data collection, the state must define "course." Washington will define course as a learning experience that results in earning one high school credit. CTE concentrators will earn at least two high school credits in a program area to qualify. This definition, and all methodology and business rules developed to collect, evaluate, and report the secondary indicators were completed in cooperation with the Perkins Internal Sub-committee with a membership of; the Achievement Data Director, Student Information Director, Assistant Superintendent of Assessment and Information, Student Information Coordinator, Data Analysts for Student Information, Research Analysts for Student Information, Director of Application Development, Entry Business Analyst, EDEN/PD Development Data Manager, and Customer Support Analyst.

During the first two years of this Perkins V plan, the secondary system has proposed using all three program quality indicators to provide a data baseline and inform future decision making, though it should be noted the work-based learning indicator will be phased in. The secondary system's performance indicators and proposed targets for the next four years, including the corresponding methodology and reasoning for baseline and increases, may be found in appendix 1.

See Appendix #1 for secondary performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

POSTSECONDARY

SBCTC began working with its system's data services and research staff in March 2019 to define terms found in the postsecondary performance measures definitions and how student data that is already being collected can be used to report performance results. The terms and data sources were vetted with thecommunity and technical college system through the college Perkins subcommittee during the summer and with the entire college workforce education administrators in October 2019.

See Appendix #1 for postsecondary performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

Section 122(d)(11)

A description of how the eligible agency will address disparities or gaps in performance, as described in section 113(b)(3)(C)(ii)(II), in each of the plan years, and if no meaningful progress has been achievedprior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps.

SECONDARY

Through processing district Perkins application, reviewing local and statewide data, reviewing the CLNA, and the Perkins end-of-year reports, OSPI will closely monitor disparities or gaps in performance, as well as identified plans to make meaningful progress

If a local district fails to meet a negotiated target, the district will complete a Perkins Performance Improvement Plan (PPIP), to address action plans related to the indicator. In the second year a district fails to meet a local target, they will review CLNA and student performance results to inform amendments to their application and plan, and will prioritize funding to address gaps. These districts will be prioritized for technical assistance outreach by OSPI. In the third year of a failed indicator, the state will require technical assistance interaction between OSPI and the district to support the area they have failed. This may be an in-person visit, webinar, professional development conference, or regular check-ins. In year 4 of a failed indicator, funding may be modified, withheld, or required to be used in a manner directed by OSPI. This will also be the basis to deny the approval or reapproval of one of more of the district's CTE programs, as permitted by Revised Code of Washington (RCW) 28a.700.040.

OSPI is also committed to consistently reviewing data methodology and variances to make improvements to collection methods, data guidance, and follow up reporting to ensure accurate and valid data is used to inform local and statewide decision making. Improvements in methods or guidance, or a developed understanding from baseline data and concurrent year data may result in amendments to state targets for future plans.

POSTSECONDARY

SBCTC will review college-level data, the colleges' Local Comprehensive Needs Assessments, local applications, and annual Reports of Accomplishments to monitor progress on performance indicators. If a college fails to meet its negotiated target on one or more performance indicators, the college will be required to develop a performance plan related to that indicator(s) to address access/achievement disparities or gaps in the coming year. SBCTC will provide technical assistance as necessary. If a college fails to meet one or more performance indicators for three years in a row, the college will be required to continue to refine its performance plan and budget a minimum of 1.5% of its total Perkins award for action plan activities to improve performance.

SBCTC will develop a data dashboard displaying each college's performance on each indicator that will be accessible to the colleges and the public. Another database/dashboard will display data disaggregated by student subgroup, special population, and CTE program. Because student numbers may be so small as to potentially identify individual students, this database will be accessible to the colleges only. The dashboards will be updated annually as enrollment and completion data from the previous year becomes available.

Section 122 (d)(12)

Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs.

SECONDARY

School districts have identified new partnerships in light of the requirements of the local Comprehensive Local Needs Assessment (CLNA). Prior state law required that advisory committees be made up of representatives of business, industry, and the local community. Additionally, representatives of labor and agriculture were specifically called out in state statute. While many school districts included CTE educators in the work of theadvisory committee, many school districts have partnered to complete CLNA requirements. To eliminate

duplication in requirements, many districts are expanding their advisory committees to include required stakeholders as described above. OSPI is establishing a secondary CTE advisory committee to make recommendations to the state office. Representation will mimic the requirements of CLNA stakeholders.

POSTSECONDARY

Implementation of Perkins V has focused the colleges on their partnerships with a diverse range of stakeholders that are reflective of the communities they serve. The new Comprehensive Local Needs Assessment requires the colleges to seek meaningful input from stakeholders to help inform the colleges' workforce education policies, practices, and program development. SBCTC has developed guidance to help the college ensure their stakeholders are well informed and prepared to provide thoughtful, reliable, and constructive feedback as part of a continuous improvement process.

Each college's workforce education program is required to have an advisory committee made up of members representing employers, employees, labor and, as appropriate, apprenticeship programs within the field for which the program prepares individuals. A more detailed description of professional/technical advisory committees can be found in section 122(d)(4)(B)(i). Colleges are also soliciting input from their Worker Retraining and Worker Retraining Financial Aid advisory committees. Representatives on these committees not only include business and labor representatives, but members representing workforce development councils, economic development councils, and agencies working with dislocated workers. The colleges are reaching out to members of special populations, advocates for individuals facing barriers to employment, tribal leaders in their communities, and students enrolled in CTE programs through in-person meetings, community forums, virtual meetings, and survey instruments.

Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

See Appendix #3 for secondary and postsecondary local applications. Note that the included applications are under review/revision and are subject to change.

Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.

See Appendix # 2 for the following documents:

-
    - Perkins Comprehensive Local Needs Assessment (CLNA) Template
    - CLNA Guide and Resources
    - Resource Spreadsheet

Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Washington state defines size, scope, and quality in the following way:

Size: Eligible recipients must demonstrate that enrollment in their programs sufficiently supports and justifies the operating costs associated with them. In addition, colleges, school districts, and skill centers applying for funds must demonstrate that:

1. An adequate number of qualified/certified instructors and support staff are associated with the programs to provide relevant instruction, quality student support, and appropriate course sequencing; and
2. The funding and resources available to the programs sufficiently supports their technology, equipment, facilities, and personnel needs and resources associated with outreach, recruitment, and program quality.

For secondary applicants only:

1. School districts that meet the criteria for size must only use federal Perkins funds to support CTE programs that offer a progressive sequence of courses, with at least two course options within the same program area.

Scope:

For postsecondary applicants:

Eligible recipients must offer a combination of SBCTC-approved, credit-bearing credentials, certificates, and degrees. Components of the approval process includes a demonstration of industry need and program sustainability, course and curriculum review, development of learning objectives, and an explanation of methods of delivery and administration, the details of which are available here.

For secondary applicants:

Eligible applicants must offer courses and programs that align with the CTE program standards, and are approved by OSPI. Requirements of the course and program approval system are available here. These components include approved course frameworks with integration of academic, industry, and leadership standards, extended learning, and work-based learning within all CTE courses. To maintain approval, state CTE programs must annually conduct program evaluations, to update the district wide plan each year. Evaluations must be completed by the advisory committee (as described in RCW.28A.150.500), and district wide plans must be approved by the local school board.

For all applicants:

It is expected that most – if not all – programs:

1. Identify and communicate pathways to future education or employment;
2. Provide CTE-specific career and educational guidance and counseling;
3. Include multiple entry and exit points;
4. Incorporate rigorous, relevant, and contextualized academic content;
5. Work in partnership to establish and communicate programs of study and dual-credit articulations to engage, recruit, and expand access to secondary students; providing them with increasingly specialized instruction leading to the attainment of postsecondary credentials of workplace value; and

6. Provide exposure to all aspects of industry and employers through work-based learning and/or training in environments that replicate the workplace by featuring industry-standard equipment or simulated exercises.

Quality: Eligible recipients must:

1. Meet or make meaningful progress towards achieving the performance targets set for the postsecondary or secondary indicators required of Perkins V;
2. Evaluate the degree to which underrepresented students – including special populations and those in non-traditional fields – are provided with equitable access and opportunities and develop strategies for decreasing barriers and addressing achievement gaps in order to enroll and graduate a diverse cross-section of students representative of the communities in which they live;
3. Implement a comprehensive and reliable method of reviewing their programs and assessing their efficacy in preparing students for employment and alignment with the needs of industry;
4. Engage a diverse range of stakeholders in developing, evaluating, and improving their programs with an emphasis on labor market data and state or regional workforce priorities;
5. Ensure that all programs have active, well-functioning, and representative advisory committees consistent with the requirements of Perkins V and state law;
6. Demonstrate all CTE educators possess appropriate credentials and provide adequate support for faculty and staff professional development and return-to-industry opportunities to ensure that instruction and student services are current, relevant, equitable, and comprehensive;
7. Maintain in up-to-date and industry-standard equipment, technology, learning materials, and methods of delivery;
8. Programs offered consider labor market data and must align with in-demand occupations, as defined in the Perkins V plan; and

For secondary applicants:

1. Programs must be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous and lead to credentials of value for employment, state or nationally approved apprenticeship programs or postsecondary education/ advanced training in a related field;
2. Programs must offer access to high quality extended learning opportunities associated with each CTE course offered, under the direction of a certified CTE instructor. Extended learning is demonstrated at the highest level through state-approved Career and Technical Student Organizations; and
3. Secondary CTE educators should possess an initial or continuing CTE certificate, including the V-code alignment with CIP code, and should be supported in pursuing professional development that allows for renewal of certificates. Educators placed on conditional certificates should be supported to transition to initial or continuing certification.

C. FISCAL RESPONSIBILITY

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote academic achievement;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review student performance on 1S1 (on-time graduation), 1S2 (extended graduation rate), and 2S1 (ELA), 2S2 (mathematics) and 2S3 (science) to determine student performance related to academic achievement. Districts will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as described in the postsecondary waiver request section. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data disaggregated by student subgroups, special populations, and professional/technical programs offered at the colleges. The colleges will analyze the data and discuss findings with their stakeholder groups as part of their Comprehensive Local Needs Assessment. Performance will be addressed within a section of the local application. Colleges will be asked to identify strategies and develop a plan to lessen academic achievement gaps experienced by special populations, student subgroups, or students enrolled in specific programs that are performing poorly on 1P1 and 2P1 indicators.

Colleges offering state-approved CTE programs apply for Perkins funding through SBCTC's Online GrantsManagement System (OGMS). Revised to reflect the priorities and requirements of Perkins V, the Perkins Plan application features six narrative sections focused on the CLNA process; equity and access; program size, scope, and quality; program implementation and partnerships; staff/faculty recruitment, retention, and professional development; and program improvement. Each section includes four to ten questions intended to fulfill the requirements of Section 134(b) of the Strengthening Career and Technical Education for the 21st Century Act. The application also includes a Budget Narrative section wherein colleges provide precisedescriptions of how they will utilize Perkins funding in 22 categories. There are 16 questions in the Grant and Fiscal Accountability section and a required Perkins Plan Assurances document that must be signed by the college president.

SBCTC hosts, records, and posts to its website an annual training webinar to explain the application process and provide technical assistance to applicants. As applications are received, the Program Administrator and Contract Specialist provide substantial feedback to colleges to ensure that applications meet the requirements of Perkins V and expectations of SBCTC. Agency feedback is recorded in OGMS and revisions are required prior to approval.

Discussed above, the *Program Size, Scope, and Quality* section of the Perkins Plan application requires colleges to outline in detail their program review processes and cite the industry

standards, student learning outcomes, accrediting agencies, examinations, and other practices they use to assess their programs and students' technical skill attainment. As of 2019, 24% of colleges perform in-depth individual program reviews annually, 47% every two to three years, and 29% every four to five years. Program review typically takes into account enrollment, retention, and completion data; job placement rates; salary/wage analyses; industry certification pass rates; student evaluations; and disaggregated demographic data to identify and analyze performance gaps. Program reviews often include an evaluation of program-specific and institution-wide student learning outcomes and are reviewed and approved by Workforce Deans, Vice Presidents of Instruction, and/or equivalent personnel.

Section 122 (d)(5)(B)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

SECONDARY

Funding allocations will be formula-based, as outlined in the Perkins Act. For the 2019-2020 Perkins V application, districts will be working on their Comprehensive Local Needs Assessment (CLNA) to establish a baseline year. For the 2020-2021 application, the upload of the completed CLNA is required and districts will negotiate local performance targets. Once student performance data is available, districts will provide evidence of meeting these Perkins criteria. Each secondary applicant will review the program quality indicator for Attained Recognized Post-Secondary Credential (5S1) and Attained Postsecondary Credit (5S2) as dual credit and early access to college provides advancement towards degree completion, and the industry recognized credential measure will contribute to the state's credential obtainment.

Districts will provide improvement plans for any failed indicators, and results of the CLNA will inform local investment of Perkins funds. For the 2021-22 application, the district will update the CLNA and describe specific plans to promote academic achievement. The Perkins application will include support on how the eligible recipient plans to promote technical skill attainment.

This is further reinforced by the state's CTE graduation pathway option which requires students that utilize this pathway to complete two credits of CTE through courses with access to dual credit or include or lead to an industry recognized credential of value.

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. Each college will receive baseline accountability reports from the State Board for Community and Technical Colleges. The reports will include the three most recent years of college-specific and statewide performance indicator data on employment placement after program completion. The colleges will analyze the data and discuss the findings with professional/technical advisory committees and other stakeholder groups as part of their Comprehensive Local Needs Assessment. The college will also complete comprehensive reviews of their professional/technical programs on a periodic basis to ensure content is relevant to preparation for employment. Colleges will also analyze completion data to identify and mitigate barriers students may experience that negatively affect completions. Colleges will submit their strategic plan to promote skill attainment, including skill attainment that leads to a recognized postsecondary credential as part of their Local Application.

All Perkins applications include a discussion of employability skills and pathways-focused guidance and counseling services in the *Size, Scope, and Quality* section, and SBCTC has developed a monitoring rubric to enumerate the best practices being utilized at the local level. These include career exploration workshops, mock and on-campus interviews, resume workshops, credit-bearing career-readiness courses, online/interactive pathways tools, flipped classroom models, and contextualized instruction. A substantial number of these are features of two of the systems most comprehensive approaches to career and technical education – Guided Pathways and I-BEST.

Section 122 (d)(5)(C)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

SECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All eligible recipients must engage with their local employers through the advisory committee process and analyze labor market data as a component of course and program approval, and in consideration of program evaluation. Multiple data tools are available for local use, and economic data is provided quarterly by the Employment Security Department (ESD).

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All colleges must engage with their local employers and analyze labor market data prior to submitting a professional/technical program request for approval by the State Board for Community and Technical Colleges. As part of the approval process, the colleges are required to evaluate whether or not other public and private institutions in their geographic area offer similar programs. The colleges must assess work-based learning placement opportunities for the proposed program.

PLAN CONTENT

Section 122 (d)(5)(C)

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under thisAct, including how— each eligible recipient will ensure the local needs assessment under section 134 takes intoconsideration local economic and education needs, including, where appropriate, in-demand industry sectors andoccupations.

SECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All eligible recipients must engage with their local employers through the advisory committee process and analyze labor market data as a component of course and program approval, and in

consideration of program evaluation. Multiple data tools are available for local use, and economic data is provided quarterly by the Employment Security Department (ESD).

POSTSECONDARY

Funding allocations to eligible recipients will be formula-based, as outlined in the Perkins Act. All colleges must engage with their local employers and analyze labor market data prior to submitting a professional/technical program request for approval by the State Board for Community and Technical Colleges. As part of the approval process, the colleges are required to evaluate whether or not other public and private institutions in their geographic area offer similar programs. The colleges must assess work-based learning placement opportunities for the proposed program.

Section 122 (d)(8)(A)

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;

Approximately $19.5 million of Perkins Basic Grant funds for Washington are distributed to the local level for required and permissive uses of funds. The Workforce Training and Education Coordinating Board, the eligible agency in Washington, determines the relative portion of funds provided to the secondary and postsecondary partner agencies, respectively the Office of

Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

In determining the secondary and postsecondary split, the Board examined enrollment and full-time equivalent counts for both systems' career and technical education students, as well as compared the distribution splits in other states. Based on this analysis, the Board has determined that the split between secondary and postsecondary systems is set at 44/56 percent of Basic Grant funds, respectively. The Board retains the authority to reexamine the data should additional information become relevant to the issue.

OSPI, SBCTC, and the Workforce Board will jointly establish a workgroup to examine the existing funding split between secondary and postsecondary, with the delegated authority to amend the state plan. This group will develop proposals for formulaically maintaining and/or adjusting the funding split in future years, and come to a consensus determination to report to the Workforce Board. At a minimum, the workgroup will becomprised of representatives from OSPI, SBCTC, and the Workforce Board. The Workforce Board may elect to include other stakeholders as mandatory participants, and will encourage broad stakeholder engagement in thisprocess.

Formulaic proposals will be based on a data analysis that at a minimum examines the quantitative effects of adjusting the split, the number of students served by each sector as

defined by both headcount enrollments and across sector normalized full time equivalents, and the existing level and availability of state and local funding support to CTE students in each sector. The analysis must further include an examination of the impact of changes on sub-recipients, especially rural serving institutions and school districts. Finally, formula proposalsmust include strategies such as ramped implementation to mitigate the effects of sudden formulaic changes to the funding split, achieved through a cap of the maximum percentage change in any given year. Workgroup partners will develop a rationale and "business rules" that specify the rationale for maintaining or modifying the split level and criteria for adjusting it in the future inclusive of the minimums enumerated above into a written report submitted to the Workforce Board.

The workgroup plans to conclude its planning by October 31, 2020 and will report to the state WorkforceBoard recommendations for funds that become available July 1, 2021, along with their rationale and criteria forfuture split discussions, at a fall meeting of the Workforce Board.

Section 122 (d)(8)(B)

Describe how funds received by the eligible agency through the allotment made under section 111 of theAct will be distributed— among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

The secondary system has approximately 100 eligible recipients that do meet the minimum $15,000 Perkins grant. Of those, the majority request and are granted waivers. Presently, no consortia operateat the secondary level in Washington. OSPI has utilized Perkins Reserve funds in the past to incentivize small, rural districts to investigate possible consortia development, however there have been none established at thistime. If a consortium is developed, the initial allocations based on the Perkins formula for all members will be combined and any incentive reserve dollars will be added to the consortium's allocation. School districts that apply for the waiver to the minimum allocation must demonstrate ability to meet the requirements for size, scope, and quality to be eligiblerecipients. Additionally, tribal compact schools will be added as eligible recipients of the Perkins Basic funds.

The postsecondary system has only one institution that does not qualify (based on size of enrollment) for a $50,000 minimum grant, so there are no postsecondary consortia in Washington.

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and <u>describe how these allocations are distributed to local educational agencies, areas career and</u> <u>technical education schools and educational service agencies within the State.</u>

The secondary distribution will be based on:

- 70 percent – the number of 5-17 year olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget); and
- 30 percent – the number of 5-17 year olds who reside in the school district.

Adjustment to this formula occur only to drive the initial allocations of tribal compact schools and skill centers. Skill Center allocation are determined by considering the FTE as reported from each sending school district. After initial allocations are determined, any school districts that do not serve high school students, are not eligible for funding. The initial allocations are redistributed to the school districts that do serve students that continue into 9th grade. As initial allocations based upon census data are not available for tribal compact schools, a base of $5,000 have been included as the SAFS team considers additional funding drivers.

Initial Secondary Allocations

School District	Allocation
Aberdeen	$40,873
Adna	$4,078
Almira	$529
Anacortes	$14,185
Arlington	$25,183
Asotin- Anatone	$3,741
Auburn	$126,786
Bainbridge	$14,613
Battle Ground	$69,606
Bellevue	$96,378
Bellingham	$86,700
Benge	$91
Bethel	$121,875
Bickleton	$435
Blaine	$20,865
Boistfort	$1,235
Bremerton	$49,533
Brewster	$9,345
Bridgeport	$8,303
Brinnon	$1,227
Burlington Edison	$26,903
Camas	$23,023

School District	Allocation
Cape Flattery	$3,350
Carbonado	$802
Cascade	$11,656
Cashmere	$12,417
Castle Rock	$9,311
Centerville	$740
Central Kitsap	$61,574
Central Valley	$95,868
Centralia	$32,916
Chehalis	$17,932
Cheney	$31,510
Chewelah	$10,061
Chimacum	$7,679
Clarkston	$27,229
Cle Elum- Roslyn	$8,619
Clover Park	$110,419
Colfax	$3,634
College Place	$13,140
Colton	$1,223
Columbia (Stev)	$1,832
Columbia (Walla)	$6,897
Colville	$16,497
Concrete	$4,155
Conway	$2,280
Cosmopolis	$1,745
Coulee/Hartline	$1,984
Coupeville	$6,787
Crescent	$2,469
Creston	$576
Curlew	$1,980

School District	Allocation
Cusick	$3,905
Damman	$554
Darrington	$2,878
Davenport	$4,983
Dayton	$4,414
Deer Park	$16,173
Dieringer	$7,222
Dixie	$601
East Valley (Spk)	$35,545
East Valley (Yak)	$23,346
Eastmont	$44,359
Easton	$883
Eatonville	$9,487
Edmonds	$125,658
Ellensburg	$22,280
Elma	$12,496
Endicott	$780
Entiat	$4,141
Enumclaw	$22,888
Ephrata	$19,954
Evaline	$2,049
Everett	$131,742
Evergreen (Clark)	$170,371
Evergreen (Stev)	$456
Federal Way	$205,965
Ferndale	$37,269
Fife	$24,179
Finley	$6,938
Franklin Pierce	$69,575

School District	Allocation
Freeman	$4,011
Garfield	$1,592
Glenwood	$313
Goldendale	$9,866
Grand Coulee Dam	$5,929
Grandview	$33,060
Granger	$20,359
Granite Falls	$11,503
Grapeview	$1,767
Great Northern	$692
Green Mountain	$783
Griffin	$3,349
Harrington	$1,231
Highland	$9,146
Highline	$195,406
Hockinson	$7,675
Hood Canal	$5,240
Hoquiam	$20,557
Inchelium	$2,433
Index	$122
Issaquah	$78,877
Kahlotus	$483
Kalama	$6,718
Keller	$1,014
Kelso	$44,734
Kennewick	$152,929
Kent	$251,129
Kettle Falls	$6,794
Kiona Benton	$12,448
Kittitas	$4,561

School District	Allocation
Klickitat	$506
La Conner	$3,512
La Center	$6,602
Lacrosse	$846
Lake Chelan	$5,998
Lake Stevens	$41,937
Lake Washington	$116,964
Lakewood	$14,202
Lamont	$415
Liberty	$4,578
Lind	$1,969
Longview	$67,280
Loon Lake	$2,124
Lopez	$2,590
Lyle	$4,949
Lynden	$19,224
Mabton	$10,281
Mansfield	$817
Manson	$3,269
Mary M Knight	$2,789
Mary Walker	$5,817
Marysville	$71,058
Mc Cleary	$3,739
Mead	$55,735
Medical Lake	$10,401
Mercer Island	$14,850
Meridian	$12,565
Methow Valley	$6,802
Mill A	$508
Monroe	$30,074

School District	Allocation
Montesano	$12,034
Morton	$2,608
Moses Lake	$64,526
Mossyrock	$4,486
Mount Adams	$12,284
Mount Baker	$25,551
Mount Pleasant	$410
Mt Vernon	$44,793
Mukilteo	$117,161
Naches Valley	$10,336
Napavine	$4,694
Naselle Grays River	$3,051
Nespelem	$3,411
Newport	$13,043
Nine Mile Falls	$15,287
Nooksack Valley	$15,199
North Beach	$6,428
North Franklin	$21,997
North Kitsap	$36,177
North Mason	$22,075
North River	$423
North Thurston	$86,920
Northport	$2,347
Northshore	$82,831
Oak Harbor	$34,537
Oakesdale	$601
Oakville	$4,516
Ocean Beach	$8,323
Ocosta	$7,547

School District	Allocation
Odessa	$1,914
Okanogan	$14,903
Olympia	$56,643
Omak	$18,983
Onalaska	$5,087
Onion Creek	$495
Orcas	$3,440
Orchard Prairie	$935
Orient	$1,093
Orondo	$3,271
Oroville	$11,834
Orting	$13,959
Othello	$42,037
Palisades	$479
Palouse	$937
Pasco	$155,117
Pateros	$2,525
Paterson	$688
Pe Ell	$1,486
Peninsula	$41,720
Pioneer	$15,029
Pomeroy	$2,800
Port Angeles	$42,093
Port Townsend	$15,392
Prescott	$2,838
Prosser	$22,769
Pullman	$18,534
Puyallup	$116,572
Queets-Clearwater	$708

School District	Allocation
Quilcene	$1,721
Quillayute Valley	$14,876
Quinault	$2,161
Quincy	$29,082
Rainier	$4,815
Raymond	$5,564
Reardan	$5,785
Renton	$146,239
Republic	$3,594
Richland	$75,329
Ridgefield	$11,349
Ritzville	$2,587
Riverside	$14,325
Riverview	$13,021
Rochester	$19,976
Roosevelt	$282
Rosalia	$1,652
Royal	$18,883
San Juan	$4,870
Satsop	$761
Seattle	$384,214
Sedro Woolley	$25,513
Selah	$28,117
Selkirk	$2,384
Sequim	$27,967
Shaw Island	$147
Shelton	$41,779
Shoreline	$48,802
Skamania	$556

School District	Allocation
Skykomish	$161
Snohomish	$39,017
Snoqualmie Valley	$31,744
Soap Lake	$3,610
South Bend	$4,111
South Kitsap	$73,901
South Whidbey	$8,524
Southside	$3,016
Spokane	$295,618
Sprague	$936
St John	$1,432
Stanwood	$23,774
Star	$110
Starbuck	$429
Stehekin	$163
Steilacoom Hist.	$17,748
Steptoe	$249
Stevenson- Carson	$8,319
Sultan	$11,415
Summit Valley	$1,215
Sumner	$41,758
Sunnyside	$63,929
Tacoma	$253,868
Taholah	$2,148
Tahoma	$31,313
Tekoa	$1,233
Tenino	$8,431
Thorp	$1,471
Toledo	$4,817

School District	Allocation
Tonasket	$11,254
Toppenish	$23,015
Touchet	$1,403
Toutle Lake	$3,886
Trout lake	$1,715
Tukwila	$42,340
Tumwater	$30,492
Union Gap	$8,221
University Place	$32,136
Valley	$1,953
Vancouver	$168,768
Vashon Island	$8,147
Wahkiakum	$3,758
Wahluke	$19,496
Waitsburg	$2,699
Walla Walla	$42,404
Wapato	$40,140
Warden	$11,147
Washougal	$19,047
Washtucna	$373
Waterville	$1,324
Wellpinit	$2,844
Wenatchee	$62,094
West Valley (Yak)	$35,450
West Valley (Spok)	$19,626
White Pass	$3,479
White River	$16,815
White Salmon	$8,536
Wilbur	$1,422

School District	Allocation
Willapa Valley	$3,811
Wilson Creek	$817
Winlock	$7,468
Wishkah Valley	$1,038
Wishram	$416
Woodland	$17,667
Yakima	$194,138
Yelm	$37,305
Zillah	$9,790
Skill Center	**Allocation**
Aberdeen	$6,849
Bethel	$33,942
Central Valley SD	$7,807
Clark Cty VSC	$55,112
Moses Lake	$28,446
N. Central VSC	$21,015
New Market SC	$31,627
NW Career Tech Acad	$22,632
SeaTac VSC	$95,383
Seattle	$18,318
Sno Isle VSC	$54,497
Spokane ProTech VSC	$60,287
Tri Tech SC	$81,020
WANIC	$26,956
West Sound Tech SC	$28,081
Yakima VSC	$67,285
Tribal Compact	**Allocation**
Chief Leschi	$0

School District	Allocation
Lummi	$5,126
Quileute Tribal	$611
Wa He Lut	$1,405
Yakama	$23,015
Muckleshoot	$4,501
Suquamish	$713

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency forcareer and technical education programs and programs of study under section 132(a) of the Act and <u>describe howthese allocations are distributed to eligible institutions and consortia of eligible institutions within the State</u>.

Washington state proposes to distribute postsecondary Perkins basic grant as follows: ninety percent (90%) percent of funding will be distributed using a revised "Pell Plus" formula, nine percent (9%) will be distributed to colleges serving rural communities, and one percent (1%) will be distributed to colleges that have high CTE enrollments. The formula will use unduplicated enrollment data, analyzed annually from the two years preceding the current fiscal year with no caps. (For example, FY21 awards will be based on FY19 enrollment data.) All students coded with a workforce intent will be included in the data and the headcount will be determined for each postsecondary institution. Those institutions with a headcount that will result in an award of $50,000 or more will be allocated funds. The funds will then be distributed based on the percent of the total headcount. Currently, only one community college in Washington will not qualify for basic grant funding.

The first ninety percent (90%) of funds to be distributed to the colleges will be based on the revised "Pell Plus" formula using enrollment and financial aid data. It is the intent of the State Board for Community and Technical Colleges to identify all students participating in CTE programs and receiving need-based financial assistance to determine equitable distribution of Perkins Basic Grant funds to the colleges. The revised "Pell Plus" formula is described in Section 131(a)(3)

The State Board for Community and Technical Colleges will utilize the ten percent (10%) reserve option from the basicgrant funds to assist colleges identified as rural, or with a high number or high percent of CTE students.

Nine percent (9%) of the funding will be distributed to colleges serving rural communities. Rural colleges are those located in counties with population densities of less than 100 persons per square mile, based on data from the Washington Office of Financial Management. Counties not included in this definition are Clark, Island, King, Kitsap, Pierce Snohomish, Spokane and Thurston. Three counties are prorated to reflect portions of the county where the population meets the rural definition: Clark, Olympic and Clark.

The final one percent (1%) of funding will be distributed to colleges that have fifty percent (50%) or more of their student population enrolled in CTE programs. The percentage will be calculated from the number of students with a workforce intent code, divided by the college's annual student headcount.

Anticipated Initial Postsecondary Awards

College	Perkins Basic Grant Award
Bates Technical College	$327,995
Bellevue College	$264,461
Bellingham Technical College	$452,062
Big Bend Community College	$195,172
Centralia College	$268,606
Clark College	$544,446
Clover Park Technical College	$538,585
Columbia Basin College	$413,507
Edmonds Community College	$332,103
Everett Community College	$337,408
Grays Harbor College	$242,989
Green River College	$383,562
Highline College	$362,872
Lake Washington Institute of Technology	$260,320
Lower Columbia College	$346,774
North Seattle College	$220,164
Olympic College	$466,677
Peninsula College	$245,909
Pierce College District	$704,790
Renton Technical College	$369,386
Seattle Central College	$341,121
Shoreline Community College	$267,379
Skagit Valley College	$389,142
South Puget Sound Community College	$262,605
South Seattle College	$220,164
Spokane District Office	$954,579
Tacoma Community College	$294,171
Walla Walla Community College	$484,414
Wenatchee Valley College	$289,707

College	Perkins Basic Grant Award
Whatcom Community College	$234,443
Yakima Valley College	$457,659

Section 131 (a)(3)

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

OSPI administers basic Perkins allocations to school districts that qualify, with a primary decision point being thatapproved state CTE programs are offered. At this time, there are no secondary charter schools that offer state approved CTE programs. If additional eligible sub-recipients are established, our OSPI School Apportionment and Financial Services (SAFS) department would adjust the data used to determine new allocations to include all qualifying entities. The SAFS team would apply ratios using Free and Reduced Price Lunch (FRLP) data to their federal census counts. This adjustment has not been needed in recent years, but would be an annual consideration based upon any new entities becoming eligible to receive federal Perkins funds.

As tribal compact schools will be added as eligible sub-recipients of the basic grant, the formula as described is difficult to follow, as there is no available federal census data. The SAFS department will utilize the school district census information that is located closest to the tribal compact school. Adjustments to the state's allocations will be made to drive an initial allocation to the eligible tribal compact schools. Initial allocations are currently set at a base of $5,000.

Additional adjustments are necessary to provide funding to the state's Skill Centers. The SAFS team reviews the enrollment data that demonstrates which school districts are sending students to the Skill Centers. Actual enrollment data is used to drive an adjustment to those districts initial allocations, providing the total allocation to the Skill Center, which acts as a regional career and technical school. FRLP rations are also considered in determining adjustments to allocations.

1. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

include a proposal for such an alternative formula; and

describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to localeducational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NOT APPLICABLE at this time.

If the eligible agency will submit an application for a waiver to the postsecondary allocation formula describedin section 132(a)—

include a proposal for such an alternative formula; and

describe how the formula does not result in a distribution of funds to the eligible institutions or consortiawith the State that have the highest numbers of economically disadvantaged individuals and that analternative formula will result in such a distribution. (Section 132(b) of Perkins V) Also indicate if this is awaiver request for which you received approval under the prior Carl D. Perkins Career and TechnicalEducation Act of 2006 (Perkins IV).

Washington state proposes to adjust its current "Pell Plus" formula to be inclusive of all CTE student enrollees who are receiving federal or state need-based financial aid. The current "Pell Plus" formula includes only three of the six need-based financial aid programs currently available to economically disadvantaged students. Enrollment data will capture an unduplicated count of students with a workforce intent who are Pell/BIA, Worker Retraining, welfare and former welfare, SNAP-E&T, Opportunity Grant, and Washington College Grant recipients.

The state's previous "Pell Plus" formula was approved by OVAE for use beginning with Perkins III and continued under Perkins IV. Pell/BIA, Worker Retraining, and/or welfare and former welfare recipients who were enrolled in CTE programs were included in the previous "Pell Plus" formula.

If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

SECONDARY

OSPI will continue to strategically invest reserve funds to incentivize progress in priority areas, as represented in the state's leadership investment priorities. Reserve funds will be distributed to local programs for qualifying sub-recipients. Reserve funds may be distributed to districts that qualify by offering programs in rural areas, programs with high percentages or high numbers of CTE students, or areas with gaps in performance between groups of students. These funds will be spent in alignment with the Perkins requirements to foster innovation and support programs of study that are aligned with high-skill, high-wage, or in-demand occupations or industries. Eligible recipients will meet the criteria above, be an eligible school district, skill center, or tribal compact school, and will have completed an approved Perkins application.

Reserve funds are distributed through grants are administered separate grant applications. Grant applications provide a grant overview are either competitive, incentive, pilot, or pre-selected, depending upon the project. The selection criteria are described within the application, and alignment of Perkins Reserve priority areas are described within the application. This process will continue to be used to award reserve funding.

POSTSECONDARY

Ten percent (10%) of the postsecondary Perkins Basic Grant is distributed using a formula to rural colleges and colleges that have a high percentage of CTE participants. Rural colleges receive nine percent (9%) of the reserve funds and are defined as those colleges that include counties with population densities of less than 100 persons per square mile within their service district boundaries. Population density determinations are based on data from the Washington State Office of Financial Management. Three counties are prorated to reflect the portions of the

counties that meet the rural definition – Spokane, Olympic and Clark counties. Colleges with a high percentage of CTE participants receive one percent (1%) of the reserve funds and are those colleges that have fifty percent (50%) or more of their student populations enrolled in CTE programs. The percentage is calculated from the number of students with a workforce education intent code, divided by the college's annual student headcount. Bellingham Technical College, Lake Washington Institute of Technology, Renton Technical College, Clover Park Technical College and Bates Technical College all receive a portion of the one percent of reserve funds set aside for college that serve a majority of CTE students.

Section 211 (b)(1)(D)

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year.

The state will continue with the current baseline:

Aggregate non-federal (state money) outlays into the career and technical education system in PY2018 totaled$353,686,200 into the secondary system and $274,923,132 into the postsecondary system, representing an aggregate expenditure level for the state of $628,609,33.

D. ACCOUNTABILITY FOR RESULTS

SECONDARY

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

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

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
1S1: Four-Year Graduation Rate *Defined as: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).*	83.6%	84.7%	85.7%	86.8%

Methodology/Background: Washington's primary goal is for students to graduate from high school, ready for college, career, and life. Consistent with the goals and indicators described in the state's ESSA plan, OSPI proposes establishing a 90 percent minimum graduation rate for all students. In review of data from recent years, no student group was performing higher than the 90 percent threshold, and some of the most underserved student groups will need to make substantial annual gains to meet the 10-year goal identified in the ESSA plan. The state's ESSA plan described annual improvement targets for each school year, from 2017-2018 through 2026-27. OSPI proposes to mimic the state targets for all-students for the 1S1 indicator. Once data has been collected under the new definition of CTE concentrator, data will be analyzed among all students, and disaggregated across race/ethnicity, gender, and elements of special populations to determine impact of CTE programming on the overall state 4-year adjusted cohort graduation rate. The annual targets are projected to align to the 90 percent goal by 2027.

Indicator/Definition from Perkins	Proposed Indicator 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
1S2: Extended Graduation Rate *Defined as: The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.*	86.6%	87.7%	88.7%	89.8%
Methodology/Background: The extended adjusted-cohort graduation rates (five, six, and seven-year rate) were not included as specific measures in the accountability framework of the state's ESSA plan, so there are not long-term goals or measures that can be used to inform the state Perkins plan. This is an optional indicator for the purposes of the state Perkins plan. OSPI reviewed data over multiple years to set the extended graduation rate target. Data review demonstrated that the largest jump in graduation was between the fourth and fifth year, with a roughly 3.5 percentage point increase. With a focus on using data to direct decision–making, OSPI recommends using the 5-year extended graduation rate, to provide more recent information to districts. OSPI suggests a target that sets the 5-year extended graduation rate at 3 percentage points above the 4-year rate target in each year.				
Target/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24

Indicator/Definition from Perkins	Proposed Indicator 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
2S1: Academic Proficiency in Reading/Language Arts *Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.*	76.4%	78.7%	80.9%	83.2%

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

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

Benefits: Data system and rules align with current ESSA rules, and data is available immediately.

Background: This indicator will represent proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their ELA academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.

Preliminary Data Availability: Follows the graduation rate data availability.

Final Data Availability: Follows the graduation rate data availability.

2S2: Academic Proficiency in Mathematics *Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.*	57.1%	62.6%	68.1%	73.6%

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

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

Benefits: Data system and rules align with current ESSA rules, and data is available immediately.

Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a

student drops out prior to their expected graduation year, they will still be reflected in this measure.

Preliminary Data Availability: Follows the graduation rate data availability.

Final Data Availability: Follows the graduation rate data availability.

Methodology/Background: For 2S1 and 2S2: The academic indicators in Washington's ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the definition of CTE concentrator, high school students in grades 9-12 will contribute to the concentrator definition. The difference between the proposed targets for ELA and mathematics proficiency Targets in the state ESSA plan, and the Perkins V plan are due to the methodology used to propose these targets. To establish these indicators, the state report card was reviewed to determine performance for 10th grade students in 2018 on the ELA and Mathematics assessments. This projection still aligns with the ESSA long term target of 90 percent by 2027. Considering the definition of concentrators under Perkins V, OSPI plans to reevaluate these targets once specific data for CTE concentrators becomes available, which will provide a baseline for reevaluation.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
2S3: Academic Proficiency in Science *Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.*	50.2%	56.8%	63.5%	70.1%

Methodology/Background: There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11th grade. For consistency, OSPI proposed the long-term target to be set at 90 percent proficiency level. To determine annual targets, the 2018 assessment information was reviewed for 11th graders that took the test. Using actual performance metrics, in combination with the long-term target of 90 percent, OSPI proposes the above targets for 2S3. If the state amends the ESSA plan to include the science assessment, adjustments will be made to the state Perkins plan.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
3S1: Postsecondary Placement *Defined as: The percentage of CTE concentrators*	67%	70.2%	73.4%	76.6%

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.				

Methodology/Background

To propose this target, OSPI reviewed the state performance data under the similar indicator for Perkins IV. Our previous state performance on this similar measure informed our target, awhich we adjusted for changes in the concentrator definition. We reviewed the historical performance which was 72 percent, and reduced it by 5 percent to establish the baseline of the projected targets. In projecting a 90 percent target in 10 years, we projected a 3.2 point annual increase.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
4S1: Non-traditional Program Enrollment *Defined as: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*	51.8%	54.8%	57.8%	60.8%

Methodology/Background

Washington understands the constraints associated with the federal definition of non-traditional being restricted to gender. This is problematic, as available data shows disproportional employment among many special populations, not solely restricted to gender. Additionally, Washington's secondary data system provides for students to be represented as "gender X". This will potentially impact the validity of data reported at the local and state level for this indicator. OSPI reviewed the previous state targets and state performance metrics for non-traditional participation and non-traditional completion to inform proposed targets. Previous performance would set the baseline at 56.8 percent. To be consistent with the earlier decision to modify the baseline to reflect the new concentrator definition, OSPI reduced the baseline by 5 percent to propose a baseline of 51.8 percent, with an annual growth target of 3 percentage points.

Program Quality Overview: OSPI proposes including all three recommended program quality indicators into the accountability system for Perkins V. As these represent brand new

indicators, and in consideration of the change in the concentrator definition, OSPI recommends that data is collected on all indicators to provide a baseline for future decisions. There are data changes that will need to be phased in to collect data for each indicator. While there is a current data structure to collect information on industry recognized credentials (recognized postsecondary credential), and postsecondary credits (dual credit), the definitions and methodology will require adjustments within the current system. The collection for participation in work-based learning will require a definition adjustment and modifications to the state data system. These indicators are all important focus areas for quality for CTE programs in our state, and data will be utilized to inform future decision making. The decision to recommend that all three indicators are included was informed by stakeholder engagement across a multitude of secondary education partners.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
5S1: Program Quality – Attained Recognized Postsecondary Credential *Defined as: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.*	43%	46%	49%	52%

Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access industry recognized credentials> However, there are limitations in the number of certifications that can be reflected in the system, as well as a lack of mechanism to represent the type(s) of certificates available. Plans to expand the data collected related to industry recognized credentials are being phased in, and the state is developing an approved list of industry credentials for secondary CTE programs in partnership with the State Board for Community and Technical Colleges (SBCTC).

While the state's CTE graduation pathway promotes course taking that includes and/or leads to an industry recognized credential, this indicator will reflect only certifications and credentials that have been earned as a component of the secondary coursework. A shared state goal, is that 70 percent of Washington students from the high school class of 2030 will complete a postsecondary credential by age 26. While this goal represents education and training opportunities beyond the secondary system, this does provide a long-term metric for an aspirational target, that CTE programs can help support. Using current data of credential obtainment at 40%, we have set a 3 percentage point increase goal for recognized postsecondary credentials. CTE programs that are endorsed as Career Launch approved programs, as described in the Career Connect Washington system, will contribute to this quality indicator.

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
5S2: Program Quality – Attained Postsecondary Credits *Defined as: The percentage of CTE concentrators*	81.5%	82.9%	84.3%	85.7%

Indicator/Definition from Perkins	Proposed Target 2020-21	Proposed Target 2021-22	Proposed Target 2022-23	Proposed Target 2023-24
graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.				

Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access dual credit, however there are likely data validity issues with current CTE dual credit reports. OSPI plans to support school districts in improved data reporting for all dual credit opportunities. CTE preparatory courses, and courses with a CTE sequence for the purposes of the CTE graduation pathway support student access to earn dual credit through CTE Dual Credit and through other dual credit programs and articulation agreements. Under state law, school districts must demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college. This indicator will be measured by assessing the number of graduating seniors that have had access to dual credit as a component of their CTE program enrollment. To set this target, OSPI reviewed the class of 2018 four-year cohort, and determined that 75.7 percent of graduates had access to dual credit through a CTE course. In consistency with the long term target of 90 percent by 2027, the targets will increase annually by 1.4 percentage points.

5S3: Program Quality – Participated in Work-Based Learning *Defined as: The percentage of <u>CTE concentrators</u> graduating from high school having participated in work-based learning.*	Opt. 1 90% Opt. 2 25%	Opt. 1 91.4% Opt. 2 30%	Opt. 1 92.8% Opt. 2 35%	Opt. 1 94.2% Opt. 2 35%

Methodology/Background:

For background, the Perkins V definition of work-based learning means, "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

Option 1: Includes career awareness, career exploration, career preparation and career launch activities including but not limited to; embedded work-based learning; guest speakers, structured field trips, school-based enterprises, job shadows, cooperative and instructional

worksite learning, paid and unpaid internships, all Supervised Agricultural Experience (SAE) projects, appropriate career and leadership development activities through CTSOs, and employment. As work-based learning is a required component of CTE programs in Washington, the target is set at 90% in the first year, and increases by 1.4% annually. This option will require a phase in of definition and data requirements. If selected, this indicator will not be a required component of the accountability system until 2021-22.

Option 2: Includes career preparation and career launch activities including; cooperative worksite learning, Entrepreneurship and Placement SAE projects, paid internships, paid employment, endorsed career launch programs. The inclusion of program definitions related to career connected learning, as well as other indicators reflected within this proposed definition, will require data collection changes. This option will require a phase in of definition and data requirements. If selected, this indicator will not be a required component of the accountability system until 2021-22. This indicator considered the proportion of students involved in WSL courses at this time, and uses a 5 percentage point increase annually.

OSPI recommends feedback from stakeholder groups be considered before selecting the final option to guide implementation of the work-based learning indicator. Based on initial feedback, we have eliminated an initially proposed option.

POSTSECONDARY

Below are the secondary system's performance indicators and proposed targets for the next four years, and corresponding methodology and reasoning.

	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
1P1: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 20 2504(a)), or are placed or retained in employment.	42%	43%	44%	45%

Methodology/Background:Postsecondary performance analysis of data from the previous three academic years showed a 5% gain in 1P1 performance from 2015-16 to 2017-18. For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington's two-year college system, and those who were employed the second quarter following the completion year. Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that

receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps.

	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
2P1: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	57%	59%	60%	61%

Methodology/Background:

Postsecondary performance analysis of data from the previous three academic years showed a 6% gain for 2P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award.

For both 3S1 and 1P1, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from secondary or postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD).

	Proposed Indicator 2021-22	Proposed Indicator 2021-22	Proposed Indicator 2022-23	Proposed Indicator 2023-24
3P1	18%	19%	19.5%	20%

Methodology/Background:

Postsecondary performance analysis of data from the previous three academic years showed a 1% gain for 3P1 performance from 2015-16 to 2017-18. For purposes of reporting 2P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields.

Source: National Alliance for Partnerships in Equity - Nontraditional Occupations Crosswalk

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

A. CONDUCT A PROGRAM DESIGNED TO SERVE ALL POLITICAL SUBDIVISIONS IN THE STATE (NOT NECESSARILY IN A UNIFORM MANNER) THAT PROVIDES ASSISTANCE TO NEEDY FAMILIES WITH (OR EXPECTING) CHILDREN AND PROVIDES PARENTS WITH JOB PREPARATION, WORK, AND SUPPORT SERVICES TO ENABLE THEM TO LEAVE THE PROGRAM, SPECIFICALLY CASH ASSISTANCE, AND BECOME SELF-SUFFICIENT (SECTION 402(A)(1)(A)(I) OF THE SOCIAL SECURITY ACT)

On November 1, 1997, Washington's WorkFirst Program became operational statewide. The program design was to move families on welfare into employment as quickly as possible through upfront job search, work experience activities, and short-term education and training.

The State has instituted, by rule, uniform program policies in all political subdivisions, including uniform TANF cash benefit standards.

Washington State provides cash benefits to all needy families who meet the eligibility criteria established by rules of the Department of Social and Health Services and in accordance with this State Plan. WorkFirst is the major cash assistance program providing cash benefits and services for low-income families with (or expecting) children in Washington State.

The WorkFirst program offers services and activities to help people in low-income families find jobs, keep their jobs, find better jobs, achieve financial stability and move toward financial success. Low-income families are those with income below 200 percent of the Federal Poverty Level (FPL). The program links families to a variety of state, federal, and community resources to meet this goal. Examples include:

(1) Child support collection

(2) Food assistance

(3) Subsidized child care

(4) Medical assistance

(5) Tuition assistance at community and technical colleges

(6) WorkFirst support services

WorkFirst support services include assistance with supports such as work clothing, work tools, car repair, driver's and vehicle licensing, and transportation. Job preparation services also include education and training tuition assistance, books, test fees and subsidized work experience. These services are designed to help individuals keep their jobs or get better jobs.

The WorkFirst Program is focused on obtaining paid, unsubsidized employment for all recipients who are able to work. In addition, WorkFirst is dedicated to assisting families up and out of poverty once they become employed by providing employment retention and wage progression services. In operating the WorkFirst Program, the State will:

- Provide an up-front employability screening and assessment for participants prior to any job search activity assignment in order to assess the individual's work readiness and barriers to employment
- As appropriate, require participation in initial job search as one method to determine employability and refer for further assessment if participation fails to find a job
- Reassign participants who do not find work, to additional job search activities for a short length of time, to paid work experience, subsidized employment, other work-like activities, or barrier removal activities as determined appropriate by assessment
- Provide post-employment services to assist clients in remaining employed and to progress in skills and wages
- Provide educational opportunities in the context of learning while working, both in classroom settings and on the work-site

- Encourage a new alliance of state, local, and tribal government, business, faith-based organizations, nonprofit organizations, and individuals, who dedicate themselves to helping families in poverty overcome barriers. (See RCW 74.08A.280(2))

As the WorkFirst program has evolved, more emphasis has been placed on overcoming barriers to employment, job retention, and reducing the re-cycling that characterizes a significant part of the TANF population.

Temporary changes to the TANF program in response to COVID-19

During the COVID-19 pandemic statewide emergency declared February 29, 2020, the State of Washington is making a number of temporary changes to the TANF program based on the situation, which will remain in place until the Governor's emergency declaration ends or as otherwise directed in writing by the Governor or legislature:

The State finds that all families receiving WorkFirst have good cause for not participating in required activities due to illness, missed work caused by illness and economic disruption, lack of child care, K-12 school and early learning closures, preservation of health, and reduced activity opportunities due to site closures. Parents can choose to begin or continue their participation in WorkFirst activities, to the extent feasible and available. Participation opportunities include:

- remote and distance learning for job skills training, vocational education and life skills classes
- virtual job search activities
- participation in mental health, substance abuse, family violence, or housing search offered via phone or other means,

The opportunity to participate in WorkFirst services will be offered each month; however, if a participant does not engage in the activities listed in their Individual Responsibility Plan, no adverse action will be taken as a result during the declared health crisis. This includes temporarily suspending any reductions or terminations to TANF grants as of March 16, 2020. Work participation requirements outlined above will resume once the Governor has declared an end to the COVID-19 pandemic emergency or otherwise directed in writing by the Governor or legislature. Further, Washington is opting to temporarily extend assessment deadlines out 90 days, as allowed by 45 CFR 261.11(b) in order to handle the increased eligibility workload with reduced staffing resources due to the pandemic.

As a result of the COVID-19 national emergency, most Washington State Department of Social and Health Services (DSHS) offices are closed to the public and providing very limited in-person services. To maintain benefits for families as we continue to determine eligibility and provide case management to the increasing applicants and current participants, a certification waiver will be provided to all households with an eligibility review in April, May, or June of 2020. These families will have their certification period automatically extended for six additional months, with normal reporting requirements still in effect. This will ensure eligible households who are unable to call, who do not have access to the internet, and those caring for ill family members or are themselves ill, will continue to receive benefits without interruption. Additionally, to manage workload and balance case management across months, DSHS will provide a waiver to all households with a mid-certification review in November 2020 to June 2021 and an eligibility review deferral to households with an eligibility review in November or December 2020.

In addition, effective April 1, 2020, the State temporarily expanded the TANF 60-month time limit extension criteria to support families experiencing hardships due to the COVID-19

emergency. In addition to the additional hardship families face directly due to the pandemic, they are also severely limited by it in being able to document disability, participation in domestic violence services and other standard hardship criteria. The temporary extension will be offered to families who do not meet any other hardship criteria but are still unemployed and ineligible for unemployment benefits. If the family is financially eligible and is experiencing additional barriers due to the COVID-19 crisis, they will continue to receive TANF assistance while the emergency is in effect. Once the emergency ends, our staff will connect with families to assess whether they meet any of the regular hardship criteria. Those families who do not meet any of the hardship criteria will have benefits terminated.

B. REQUIRE A PARENT OR CARETAKER RECEIVING ASSISTANCE TO ENGAGE IN WORK (DEFINED BY THE STATE) ONCE THE STATE DETERMINES THE PARENT OR CARETAKER IS READY TO ENGAGE IN WORK, OR ONCE HE OR SHE HAS RECEIVED 24 MONTHS OF ASSISTANCE, WHICHEVER IS EARLIER, CONSISTENT WITH THE CHILD CARE EXCEPTION AT 407(E)(2) (SECTION 402(A)(1)(A)(II) OF THE SOCIAL SECURITY ACT)

The State includes the following activities in its definition of work:

- Unsubsidized paid employment
- Subsidized paid employment
- Work experience
- On-the-job training
- Job search and job readiness assistance
- Life skills training
- Community service
- Vocational education
- Job skills training related to employment
- Education related to employment for a parent who has not completed high school or equivalent
- Volunteering in a child's licensed child care, pre-school or elementary school
- Internships
- Practicums
- Participation in other programs to become employable to the extent federally countable such as
    - Mental health services
    - Family violence services
    - Substance abuse services
    - Searching for housing
- Participation in post-employment activities to the extent federally countable

What criteria will Washington State use to determine whether a parent or caretaker relative is ready to engage in work before 24 months?

The State requires all WorkFirst clients to be screened upon application and then enter into an initial work search or take whatever actions necessary in order to productively engage in the initial work search.

What criteria has the State established relative to a single custodial parent's "demonstrated inability" to obtain needed child care?

The State recognizes that informed choice is consistent with individual responsibility and that parents should be given a range of options for available child care while participating in the WorkFirst Program. Criteria established for "demonstrated inability" to obtain needed child care include:

- Is not affordable (costs more that the co-payment would be under the Working Connections Childcare Program)
- Is not appropriate (not licensed, certified or approved under federal, state, or tribal law and regulations for the type of care used or there is no appropriate and approved relative or in-home provider available)
- Does not meet the level of care required for a child with special medical or behavioral health needs, or
- Is not within a reasonable distance (within reach without traveling farther than is normally expected in the community)

C. ENSURE THAT PARENTS AND CARETAKERS RECEIVING ASSISTANCE ENGAGE IN WORK IN ACCORDANCE WITH SECTION 407 (SECTION 402(A)(1)(A)(III) OF THE SOCIAL SECURITY ACT). CONSISTENT WITH THE REQUIRED STRATEGIC ELEMENTS DISCUSSED IN SECTION II (A)(2) HEREIN, PROVIDE A SPECIFIC ANALYSIS OF HOW THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES ARE ADDRESSING EMPLOYMENT AND TRAINING SERVICES FOR PARENTS OR CARETAKERS RECEIVING ASSISTANCE

Work Participation Focus In operating the WorkFirst program, the State uses the work participation rates specified in federal welfare reform legislation (P. L. 104-193) as its work participation goal. However, the state, to the extent possible, will use the work participation rates as a minimum standard and will work toward exceeding these goals. Washington has established program goals around reduced caseloads and wage progression efforts with the expectation that low-income families will be lifted up and out of poverty through employment, and WorkFirst is designed to meet that expectation. To the degree possible, all low-income families will have access to services that will help them gain in work skills and earn enough to become financially stable.

The State has used various welfare-to-work models, including models focused on moving job ready individuals into work as rapidly as possible, and providing employment-related training that is expected to lead directly to work for those lacking work skills.

Cross-Agency Collaboration While the Department of Social and Health Services is the single State agency responsible for administering the TANF program, six core state agencies are designated to work together to manage the WorkFirst program. These agencies include the Office of Financial Management, Department of Commerce, the Employment Security

Department, the Department of Social and Health Services, the State Board for Community and Technical Colleges, and the Department of Children, Youth & Families (DCYF).

More specifically, the Employment Security Department provides labor exchange (Wagner-Peyser) services for WorkFirst clients, the community and technical colleges provide various kinds of vocational education and subsidized work experience, and the Department of Commerce provides subsidized jobs and unpaid work experience opportunities for clients with barriers to employment. In addition, DCYF has a subsidized child care program for low-income working families and those participating in TANF/WorkFirst and Basic Food Employment and Training (BFET). DCYF also manages the state-funded pre-kindergarten program, a home visiting system and other family strengthening services for low-income, at-risk, pregnant, or parenting families, including those receiving TANF. The WorkFirst Partnership Team works for collaboration and innovation across agencies and direction comes from the WorkFirst Leadership Team and the Legislative-Executive WorkFirst Poverty Reduction Oversight Task Force.

Within the Department of Social and Health Services, the Division of Vocational Rehabilitation serves TANF/WorkFirst clients who qualify under its rules.

Post-TANF parents may be eligible for services through the BFET program up to its eligibility threshold of 200% of the FPL.

TANF Employment and Training Needs Addressed in Workforce Development System In the TANF program, the education and training options for parents are circumscribed by the work participation rate target and various process rules that don't apply to the WIOA core programs. Examples include: the 12-month limit on stand-alone vocational education and the 30% cap for vocational education participation. On the other hand, strengths of the TANF funding stream include ability to provide tuition assistance and childcare for parents engaged in approved education and training activities.

Historically, previous to WIOA, the one-stop workforce development system in Washington State did not prioritize providing services to clients with the range of barriers to employment identified in WIOA, who can be found in disproportionate numbers on the TANF caseload. With the expanded number of partners represented in this Combined State Plan, and the efficiencies that go with improved coordination, Washington State seeks to improve its capacity to serve these disadvantaged populations. This will be accomplished through intentional work at both the local and state levels and through the articulation of partnerships, services and strategies within Memoranda of Understanding, and local plans.

D. TAKE SUCH REASONABLE STEPS AS THE STATE DEEMS NECESSARY TO RESTRICT THE USE AND DISCLOSURE OF INFORMATION ABOUT INDIVIDUALS AND FAMILIES RECEIVING ASSISTANCE UNDER THE PROGRAM ATTRIBUTABLE TO FUNDS PROVIDED BY THE FEDERAL GOVERNMENT (SECTION 402(A)(1)(A)(IV) OF THE SOCIAL SECURITY ACT)

The State has established confidentiality rules and procedures within the guidelines provided under state (RCW 74.04.060 and RCW 74.04.062) and federal law. The following changes have been made in response to state and federal welfare reform legislation:

The State has revised confidentiality provisions that expand access to client records by law enforcement officials. Specifically, in accordance with state welfare reform legislation, the Department of Social and Health Services will disclose the current address and location of a WorkFirst recipient to an officer of the law or a person identified as a United States immigration official if the department is given the recipient's name and social security account number and

the officer/official satisfactorily demonstrates that the recipient is a fugitive, that the location or apprehension of the recipient is within the officer's/official's duties, and that the request is made in the proper exercise of those duties. In addition, if the department becomes aware that a WorkFirst recipient is the subject of an outstanding warrant, the department may contact the appropriate law enforcement agency and, if the warrant is valid, provide the law enforcement agency with the location of the recipient.

The Department of Social and Health Services will provide the Employment Security Department with the names and social security numbers of all recipients in the WorkFirst program (or any successor state welfare program). This information will be used for the purposes of statistical analysis and evaluation of the WorkFirst (or any successor state welfare) program only.

Attachment A [of the TANF State Plan] is written certification by Governor Jay Inslee that during the fiscal year the State will: Establish and enforce standards and procedures to ensure that the State will screen for and identify WorkFirst clients with a history of family violence as defined under P. L. 104-193 (while maintaining confidentiality), refer such individuals to counseling and supportive services and waive some requirements, such as time limit, work participation, and child support cooperation, in cases where compliance with such requirements would make it more difficult for clients to escape family violence or unfairly penalize clients.

E. ESTABLISH GOALS AND TAKE ACTION TO PREVENT AND REDUCE OUT-OF-WEDLOCK PREGNANCIES, WITH SPECIAL EMPHASIS ON TEENAGE PREGNANCIES (SECTION 402(A)(1)(A)(V) OF THE SOCIAL SECURITY ACT)

Under state welfare reform legislation, the director of the Office of Financial Management established an interagency task force on unintended pregnancy in order to: review existing research on the short and long-range costs; analyze the impact on the WorkFirst program; and develop and implement a state strategy to reduce unintended pregnancy.

The Department of Social and Health Services, Health Care Authority, Department of Health, Office of the Superintendent of Public Instruction and other state programs established goals and have continued to take action to prevent and reduce the incidence of out-of-wedlock pregnancies, with special emphasis on teenage pregnancies. The numerical goal for reducing the illegitimacy ratio of the state was established at 1% per year for federal Fiscal Years 2009, 2010, and 2011. The current focus is to decrease unintended pregnancy, empower families to choose if and when they have children, and increase access and decrease barriers to quality family planning services.

Through a federal waiver, called TAKE CHARGE, the State provides pre-pregnancy family planning services to citizen men and women with family incomes up to and including 260% of the FPL. The State also extends eligibility for family planning services to citizen women up to 260% of the federal poverty level for a year after their pregnancy ends. Non-citizen women with Medicaid coverage for the birth of a child receive state-funded family planning services for one year after the end of their pregnancy. These women are NOT eligible for family planning services under the federally-approved family planning waiver. Non-Medicaid, low-income men and women can also receive family planning services through Department of Health Title X-funded family planning clinics.

Additional programs that contribute to achieving goals for preventing and reducing out-of-wedlock pregnancy include:

- The Washington College Grant and College Bound Scholarship programs for low-income students wishing to pursue higher education;
- The Early Childhood Education Assistance Program serving low-income three and four year old children;
- The Promoting Academic Success and Learning Assistance Programs for low-income and high-risk public school students; and
- The full-day kindergarten and reduced class size programs in high-poverty elementary schools.

All of these programs affect long-term outcomes including reduced likelihood of contact with the criminal justice system, higher earnings as adults, less reliance on social services as adults and fewer out-of-wedlock births.

F. CONDUCT A PROGRAM DESIGNED TO REACH STATE AND LOCAL LAW ENFORCEMENT OFFICIALS, THE EDUCATION SYSTEM, AND RELEVANT COUNSELING SERVICES, THAT PROVIDES EDUCATION AND TRAINING ON THE PROBLEM OF STATUTORY RAPE SO THAT TEENAGE PREGNANCY PREVENTION PROGRAMS MAY BE EXPANDED TO INCLUDE MEN (SECTION 402(A)(1)(A)(VI) OF THE SOCIAL SECURITY ACT)

Washington State conducts a program reaching a variety of stakeholders and partners to educate and train on the problem of statutory rape; specific examples are highlighted below.

Please note - crimes that may be considered statutory rape in other states, are considered 'rape of a child' under Washington statute. This distinction was deliberate to underscore that adolescents and teens under particular ages are not able to consent to sexual acts.

In conjunction with the Washington State Association of Prosecuting Attorneys, through the WAPA/State Judicial Case Processing Task Force, Washington State has developed mandatory reporting protocol for child support cases meeting the criteria for child rape. TANF and other public assistance program staff receive detailed direction on how to report suspected rape of a child to law enforcement. In addition, under state welfare reform legislation, minor parents' or pregnant minors' living situation cannot include an adult parent of the qualifying child if that parent is convicted of 'rape of a child' (RCW 9A.44.079).

The state convenes an Interagency Workgroup on Unintended Pregnancy Prevention to review current outreach programs for men and women. This workgroup makes recommendations concerning the incorporation of appropriate education about the crime of 'rape of a child'. Washington State also has a robust sexual and domestic violence prevention approach, with the Washington Coalition Against Domestic Violence (WSCADV) & Washington Coalition of Sexual Assault Programs (WCSAP) being national leaders in prevention. Within the contract between DSHS and WSCADV, there are resources and training efforts dedicated to the "Healthy Relationships" approach, which focuses on identifying and promoting protective factors and establishing appropriate and healthy relationships.

Local sexual assault and domestic violence programs in Washington also have a significant focus on community education and prevention. The curricula seek to increase awareness and build the skilols of community members to reduce risk factors and build protective factors against child rape and other forms of sexual abuse. Emergency shelter contractors funded through the state's Family Violence Prevention Services Act and Victims of Crime Act grants are required to conduct prevention and community education activities as well. Sexual assault services grantees, funded through Washington's Office of Crime Victims Advocacy, conduct sexual

violence education and prevention with key stakeholders in local communities. Key targets for these efforts include those working in law enforcement, education and mental health counseling.

Educational offerings are designed to promote healthy, safe, relationships; address attitudes and beliefs related to a culture of perpetration and are often targeted at youth/teens.

G. IMPLEMENT POLICIES AND PROCEDURES AS NECESSARY TO PREVENT ACCESS TO ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART THROUGH ANY ELECTRONIC FUND TRANSACTION IN AN AUTOMATED TELLER MACHINE OR POINT-OF-SALE DEVICE LOCATED IN A PLACE DESCRIBED IN SECTION 408(A)(12), INCLUDING A PLAN TO ENSURE THAT RECIPIENTS OF THE ASSISTANCE HAVE ADEQUATE ACCESS TO THEIR CASH ASSISTANCE (SECTION 402(A)(1)(A)(VII) OF THE SOCIAL SECURITY ACT)

In 2011 the legislature enacted RCW 74.08.580 to address concerns regarding use of benefits at prohibited establishments, specifically, the following activities and products: gambling, pari-mutuel betting, lottery tickets, tattoos, body piercings, tobacco products, and alcoholic beverages. It further prohibits taverns, beer/wine specialty stores, nightclubs, contract liquor stores, bail bond agencies, gambling establishments, tattoo/body piercing shops, adult entertainment venues, or any establishment where persons under the age of eighteen are not permitted, from having Automated Teller Machines (ATMs) and Point of Sale (POS) terminals on their premises that accept EBT cards.

The Department compares a list of EBT transactions at ATMs and POS machines monthly to a list of prohibited locations throughout the State provided by appropriate licensing authority for the state. The state Office of Fraud and Accountability or the state licensing authority for that business type (e.g. Liquor Control Board, Gaming Commission) physically inspects the location to verify that the match is accurate and appropriate and first sends letters to non-compliant businesses and clients. Continued non-compliance by businesses results in referral to the individual licensing authority for regulatory action. Continued non-compliance by clients results in the opening of an intentional program violation investigation.

H. ENSURE THAT RECIPIENTS OF ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART HAVE THE ABILITY TO USE OR WITHDRAW ASSISTANCE WITH MINIMAL FEES OR CHARGES, INCLUDING AN OPPORTUNITY TO ACCESS ASSISTANCE WITH NO FEE OR CHARGES, AND ARE PROVIDED INFORMATION ON APPLICABLE FEES AND SURCHARGES THAT APPLY TO ELECTRONIC FUND TRANSACTIONS INVOLVING THE ASSISTANCE, AND THAT SUCH INFORMATION IS MADE PUBLICLY AVAILABLE (SECTION 402(A)(1)(A)(VIII) OF THE SOCIAL SECURITY ACT)

Adequate authorized access to cash by recipients is ensured via an analysis required of the EBT vendor. The vendor is required by contract to perform a cash access assessment on an annual basis. The results are reviewed with the Department to address any drought identified, especially related to remote locations. If such a locale is identified during the annual review, the EBT vendor is prepared to deploy EBT-only POS machines that would allow case transactions and cash-back access for those clients.

As of August 1, 2012, the EBT ATM fee imposed by Washington State's EBT vendor was eliminated. DSHS notifies clients that if they choose to withdraw cash benefits using an ATM, they may incur a surcharge for the transaction by the bank or ATM owner. Clients are encouraged to use POS terminals to avoid potential ATM surcharges. Retailers that accept EBT cards have the Quest mark decal that shows what benefits are accessible at each POS and ATM

location. Clients can also log onto their online account and search for Chase ATMs or the client can contact CSD to conduct a search of filtered retailers by ATM, POS, or both.

This information is provided on the form "Your DSHS Cash or Food Benefits" (DSHS 14-520), or the informational pamphlet "Your Washington EBT Quest Card" (DSHS 22-310), which is given over the counter in offices or mailed to clients. In May 2000, DSHS implemented Electronic Funds Transfer (EFT), allowing TANF clients to have their cash assistance deposited if they have a new or current personal bank account. DSHS educates TANF clients about EFT enrollment when they receive the EBT card.

I. INDICATE WHETHER IT INTENDS TO TREAT FAMILIES MOVING FROM ANOTHER STATE DIFFERENTLY FROM OTHER FAMILIES UNDER THE PROGRAM, AND IF SO HOW (SECTION 402(A)(1)(B)(I) OF THE SOCIAL SECURITY ACT)

Families from other states receive the same benefits as other longer term Washington state residents.

J. INDICATE WHETHER IT INTENDS TO PROVIDE ASSISTANCE TO NON-CITIZENS, AND IF SO INCLUDE AN OVERVIEW OF THE ASSISTANCE (SECTION 402(A)(1)(B)(II) OF THE SOCIAL SECURITY ACT)

The State exercises its option to provide federally funded TANF, Medicaid, and social services block grant (SSBG) benefits to qualified alien families who are eligible to receive these benefits. The State provides State Family Assistance which is a state-funded cash and medical benefits to those individuals who do not qualify for federally-funded assistance because of their immigration status, but otherwise meet all other eligibility requirements, including children and pregnant women. These are segregated funds and expenditures are claimed toward the state's MOE requirement.

The State follows federal sponsor deeming rules for qualified alien families receiving federally funded benefits. The income and resources of the sponsors for families receiving state-funded assistance are deemed until the sponsored immigrant becomes a naturalized U.S. citizen or has 40 work quarters under the Social Security Act. Sponsor liability does not apply to the victims of domestic violence who self-petitioned under the Violence Against Women Act and their dependents.

K. SET FORTH OBJECTIVE CRITERIA FOR THE DELIVERY OF BENEFITS AND THE DETERMINATION OF ELIGIBILITY AND FOR FAIR AND EQUITABLE TREATMENT, INCLUDING AN EXPLANATION OF HOW IT WILL PROVIDE OPPORTUNITIES FOR RECIPIENTS WHO HAVE BEEN ADVERSELY AFFECTED TO BE HEARD IN A STATE ADMINISTRATIVE OR APPEAL PROCESS (SECTION 402(A)(1)(B)(III) OF THE SOCIAL SECURITY ACT)

The State will provide client protections by requiring that clients are treated with dignity and respect, are given sufficient opportunity to make their needs known to the Department, are free from discrimination on any basis prohibited by state or federal law, have their eligibility determined according to rules and procedures of the Department promulgated pursuant to the Administrative Procedures Act (RCW 34.05), are permitted to make applications for benefits and have the application processed and decision made in a timely manner, have their rights and responsibilities explained to them, are informed of which programs and services are available to them through the Department, have the conditions, requirements and benefits for which they are eligible explained to them, and are allowed to exercise, after full explanation, options and choices available to them.

Fair and equitable treatment does not mean that all WorkFirst benefits and services are available to all clients in all areas of the state at any one time. The State's need in some cases to gradually phase in a new service or to undertake pilot initiatives for purposes of determining program effectiveness may limit access to some services for some clients for limited periods of time.

Washington will ensure applicants and recipients of assistance are notified in writing: of the decisions of the Department regarding the type and amount of benefits available to them, including an adequate and advance notice of adverse actions; the legal basis for the determination; that they may request, within 90 days of such notice an administrative hearing, with due process protections, and conducted by the independent Office of Administrative Hearings pursuant to Chapters 74.08 and 34.05 RCW; and that they may obtain judicial review of an adverse decision without payment of a fee or posting a bond for filing such appeal or preparation of any necessary record. The State will provide an opportunity for any applicant or recipient aggrieved by an agency action to have an impartial administrative hearing before an Administrative Law Judge pursuant to RCW 74.08.080 and Chapter 34.05 RCW. The State will continue benefits pending the hearing decision, pursuant to Washington Administrative Code 388-458-0040.

The TANF cash assistance program has a statewide process for conducting application interviews for consistent application of eligibility rules that include:

- Household composition (TANF/WorkFirst):
    - Minor child(ren) 17 years or younger or child(ren) under age 19 who are making progress in High School (HS) or HS equivalency program
    - Pregnancy at any stage
    - Parents or related needy caregivers of specific degree (e.g. those caring for grandchildren, nieces/nephews)
- Residency:
    - Currently living in Washington state with no minimum time to establish residency
- Citizenship/Alien Status:
    - US Citizens and
    - Qualified non-citizens with use of Systematic Alien Verification for Entitlements (SAVE)
- Social Security Number (SSN) requirements:
    - Supply or apply for SSN or
    - Provide good cause for not applying/supplying
- Assignment of child support rights:
    - Cooperate with establishing child support or
    - Provide good cause for non-cooperation
- Financial Eligibility for aided household members:

    - Countable income below designated standard is based on household size and published in WAC
    - Countable Resource Limits
        - $6,000 cash resource limit
        - $10,000 vehicle exclusion
- At or below Federal Time Limit of 60 months for recipients or
    - Meet Time Limit Extension Criteria (TLE) for aid after 60 months
        - Disabled and applying for SSI
        - Caring for disabled adult or child
        - Homeless
        - Working 32 or more hours/week
        - First time dependency with child welfare agency
        - Addressing family violence
- Other TANF programs:
    - Kinship Care TANF:
        - Relatives of a specific degree
            - Must cooperate with assignment of child support unless good cause claimed for non-cooperation
        - No current income or resource limits as not subject to deeming as caretaker
        - Any income to child, including Title IV payments, is calculated
        - Not subject to TANF time limitations
    - In-Loco Parentis TANF:
        - Adults acting in place of parent without relation to specific degree with or without legal guardianship
        - Cooperate with child support assignment Unless good cause claimed for non-cooperation
        - Pass background checks
        - No income or resource limitations as not subject to deeming
        - Any income to child, including Title IV payments, is calculated
        - Not subject to TANF time limitations

-

The following must be included in the household receiving TANF:

- The child applied for and the child's full, half or adopted siblings;
- The child's natural, adoptive parents or stepparents;
- Pregnant minors and minor parents who live with parents who need assistance (may include other siblings); and
- Pregnant individuals with no other dependent children residing with them.

The income disregards for mandatory household members are:

- An earned income disregard of 50 percent is applied to applicants/recipients, including working minors who are not currently enrolled or making progress in school or 100% for working minors enrolled in school
- Only a portion of the income/resources of the parents of a minor parent is deemed as available, if the minor parent, living in the household, is applying for TANF with their own dependent child(ren). This includes the parents of a pregnant minor.
- All SSI income.
- Household members who are ineligible due to immigration status.
- Income for ineligible family members is totaled.
    - Earned income is given a 50% deduction and totaled with unearned income;
- The payment standard for the eligible household members is subtracted from the payment standard for a household that would include ineligible members; a
- After income is totaled, the difference between the two payment standards is subtracted and the following is deducted:
    - Legally-ordered child support
    - Employment-related child care expenses
- Whatever is left over, after deductions, is counted for the household.

L. INDICATE WHETHER THE STATE INTENDS TO ASSIST INDIVIDUALS TO TRAIN FOR, SEEK, AND MAINTAIN EMPLOYMENT (SECTION 402(A)(1)(B)(V) OF THE SOCIAL SECURITY ACT)—

1. PROVIDING DIRECT CARE IN A LONG-TERM CARE FACILITY (AS SUCH TERMS ARE DEFINED UNDER SECTION 1397J OF THIS TITLE); OR

2. IN OTHER OCCUPATIONS RELATED TO ELDER CARE, HIGH-DEMAND OCCUPATIONS, OR OCCUPATIONS EXPECTED TO EXPERIENCE LABOR SHORTAGES AS, DETERMINED APPROPRIATE BY THE STATE FOR WHICH THE STATE IDENTIFIES AN UNMET NEED FOR SERVICE PERSONNEL, AND, IF SO, SHALL INCLUDE AN OVERVIEW OF SUCH ASSISTANCE.

The state will assist TANF adults in receiving training for or obtaining employment in eldercare related employment in the home, health, community care, and long-term care facilities when there are identified employment opportunities in local communities.

In general, the TANF/WorkFirst program seeks to balance meeting the needs of adults, based on their particular work histories, employment barriers, and personal goals, with the actual

opportunities available to them on the job market. As indicated under (c) above, the Department relies upon its WorkFirst partner, the Employment Security Department, to provide job market information and other employment services to its clients. The State Board for Community and Technical Colleges, another WorkFirst partner, provides oversight of high-wage, high-demand education and training program approval and career pathway planning services to clients. The ultimate goal is economic self-sufficiency and an end to reliance on public assistance.

M. PROVIDE FOR ALL MOE-FUNDED SERVICES THE FOLLOWING INFORMATION: THE NAME OF THE PROGRAM BENEFIT OR SERVICE, AND THE FINANCIAL ELIGIBILITY CRITERIA THAT FAMILIES MUST MEET IN ORDER TO RECEIVE THAT BENEFIT OR SERVICE. IN ADDITION, FOR TANF MOE-FUNDED SERVICES (CO-MINGLED OR SEGREGATED MOE) DESCRIBE THE PROGRAM BENEFIT PROVIDED TO ELIGIBLE FAMILIES (SSP SERVICES DO NOT HAVE TO INCLUDE A DESCRIPTION BUT THE DEPARTMENT OF HEALTH AND HUMAN SERVICES ENCOURAGES IT) (§263.2(B)(3) & §263.2(C) PREAMBLE PAGES 17826-7)

MAINTENANCE OF EFFORT (MOE)

Through a variety of state and community-based service providers, the State offers the following types of services which help families remain intact, reduce their dependence on public assistance by encouraging employment, reduce risky behaviors which can result in unplanned out of wedlock pregnancies, or support the formation of two-parent families. Services are provided to families (and qualifying non-custodial parents) whose income is at or below 400% of the (FPL):

1. Financial literacy;
2. Classes in child development, community resources, and parenting skills;
3. One-to-one mentoring of children and youth in professionally supported relationships;
4. Individual, marital, and family counseling services, to include domestic violence counseling for victims and offenders;
5. Alternative secondary education for at-risk youth that provides education, clinical counseling, and social services to students and families who have social adjustment, emotional, or school related difficulties;
6. Community centers that provide family support and family preservation services;
7. Domestic abuse shelters that provide victims of domestic violence and their families with a safe haven of temporary shelter with provisions for basic needs (food, clothing, etc.), counseling, and services for children;
8. Housing for eligible victims who need safety and support and are ready to go to school/work;
9. Preschool programs for 3 and 4 year old children provided at no cost to income eligible children;
10. Medical services and financial benefits to needy family members to address work-related injuries;
11. Domestic violence services such as assessment service, planning, counseling services, case management, and linkage and referral to recipients of TANF who have or are

currently experiencing issues of safety and functioning related to domestic violence, which would adversely affect their ability to become self-sufficient;

12. State funded medical care to help needy families;
13. After school programs for children;
14. Food, meals, groceries, and volunteer services at food and commodity outlets and soup kitchens;
15. Services and education activities to prepare for employment;
16. Residential shelter and outreach to eligible teens;
17. One-time financial and material assistance to eligible families;
18. Education and enrichment programs to children from infancy and up;
19. Youth development programs
20. Programs that address social-economic barriers, family violence, inadequate parenting skills, lack of workplace skills, poverty, teenage pregnancy, poor school performance, and behavioral difficulties;
21. Programs that provide public awareness, education, and advocacy to prevent child abuse and neglect in families;
22. Drug and alcohol treatment; and
23. Subsidized and unsubsidized work experience.

TANF CERTIFICATIONS

The State Plan must include	Include
1. Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);	Yes
2. Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);	Yes
3. Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and privatesector organizations (section 402(a)(4) of the Social SecurityAct)—	
3. (A) have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; and	Yes
3. (B) have had at least 45 days to submit comments on the plan and the design of such services;	Yes
4. Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part	Yes

The State Plan must include	Include
attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);	
5. Establish and enforce standards and procedures to ensure against program fraud and abuse,including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act);	Yes
6. (optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—	
6.i. screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;	Yes
6.ii. refer such individuals to counseling and supportive services; and	Yes
6.iii. waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence.	Yes

EMPLOYMENT AND TRAINING PROGRAMS UNDER THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (PROGRAMS AUTHORIZED UNDER SECTION 6(D)(4) OF THE FOOD AND NUTRITION ACT OF 2008 (7 U.S.C. 2015(D)(4)))

A. GENERAL REQUIREMENTS [27]

1. THE NATURE OF THE E&T COMPONENTS THE STATE AGENCY PLANS TO OFFER AND THE REASONS FOR SUCH COMPONENTS, INCLUDING COST INFORMATION. THE METHODOLOGY FOR STATE AGENCY REIMBURSEMENT FOR EDUCATION COMPONENTS MUST BE SPECIFICALLY ADDRESSED;

Washington's E&T Program, called Basic Food Employment and Training (BFET) began as a pilot in 2005 in the White Center community. BFET provides assistance to Basic Food recipients on a voluntary basis to assist in employability. Eligible individuals have the ability to receive the following services through contracted services offered at local community based organizations (CBO) and community and technical colleges (CTC):

- **Adult Basic Education/English Language Acquisition** includes education activities provided to participants with low reading, writing or math skills in order to raise their overall employability. High School Equivalency (formerly GED), High School Completion, Adult Basic Education (ABE), and English Language Acquisition (ELA).
- **Case management** includes coaching, navigation, and referring clients to available community resources.
- **Supervised Job Search** activities assist participants while looking for employment. This may include access to job listings, email, fax, telephone or assistance in preparing applications and resumes.

- **Job Search Training** activity is education and assistance provided to participants to secure employment. This may include education in a career setting, like Washington's I-BEST, assistance in preparing applications, resume writing, interview skills, and general computer instruction related to seeking employment.
- **Support Services** are ongoing supplemental assistance to assist clients during the transition to education and/or employment approved activities. This can include: transportation, child care, housing, clothing, books, educational supplies, tools, emergency assistance, etc.
- **Vocational Education** is education or instruction in specific skills and abilities required in an occupational field. This may include occupational assessment, remedial and entry level job skills training, customized and institutional skill training, and upgrade training.
- **Life Skills** training includes gaining abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life and employment.

BFET is a 50% match reimbursement program. CBOs and CTCs are reimbursed for 50% of the approved activities as outlined in their contract. In FFY 2019, DSHS contracted and operated a 50% match reimbursement program with 43 CBO's, 34 community and technical colleges, the Employment Security Department and the Office of Refugee and Immigrant Assistance (ORIA).

2. AN OPERATING BUDGET FOR THE FEDERAL FISCAL YEAR WITH AN ESTIMATE OF THE COST OF OPERATION FOR EACH FEDERAL FISCAL YEAR COVERED BY THE COMBINED PLAN. ANY STATE AGENCY THAT REQUESTS 50 PERCENT FEDERAL REIMBURSEMENT FOR STATE AGENCY E&T ADMINISTRATIVE COSTS, OTHER THAN FOR PARTICIPANT REIMBURSEMENTS, MUST INCLUDE IN ITS PLAN, OR AMENDMENTS TO ITS PLAN, AN ITEMIZED LIST OF ALL ACTIVITIES AND COSTS FOR WHICH THOSE FEDERAL FUNDS WILL BE CLAIMED, INCLUDING THE COSTS FOR CASE MANAGEMENT AND CASEWORK TO FACILITATE THE TRANSITION FROM ECONOMIC DEPENDENCY TO SELF-SUFFICIENCY THROUGH WORK. COSTS IN EXCESS OF THE FEDERAL GRANT WILL BE ALLOWED ONLY WITH THE PRIOR APPROVAL OF FNS AND MUST BE ADEQUATELY DOCUMENTED TO ASSURE THAT THEY ARE NECESSARY, REASONABLE AND PROPERLY ALLOCATED. A STATE MUST SUBMIT A PLAN AMENDMENT TO REQUEST BUDGET ADJUSTMENTS AT LEAST 30 DAYS PRIOR TO PLANNED IMPLEMENTATION;

FY2020	State cost	Federal cost	Total
I. Direct Costs:	**$17,602,210**	**$20,329,570**	**$37,931,780**
a) Salary/Wages	$6,753,131	$8,648,164	$15,401,294
b) Fringe Benefits* Approved Fringe Benefit Rate Used _____%	$2,118,603	$2,818,087	$4,936,690
c) Contractual Costs (Admin Only)	$8,057,143	$8,116,363	$16,173,506
d) Non-capital Equipment and Supplies	$46,867	$47,867	$94,734
e) Materials	$81,791	$86,041	$167,832
f) Travel	$157,125	$222,678	$379,804
g) Building/Space	$387,550	$390,369	$777,920

FY2020	State cost	Federal cost	Total
h) Equipment & Other Capital Expenditures	$0	$0	$0
Total Direct Costs	**$17,602,210**	**$20,329,570**	**$37,931,780**
II. Indirect Costs:	**$1,307,953**	**$1,614,509**	**$2,922,462**
Indirect Costs*Approved Indirect Cost Rate Used:_____%	$1,307,953	$1,614,509	$2,922,462
III. In-kind Contribution	$0	$0	$0
State in-kind contribution			
Total Administrative Cost (Total of items I, II, and III)	**$18,910,163**	**$21,944,079**	**$40,854,242**
100 Percent Federal E&T Grant		$0	$0
50 percent Additional Administrative Expenditure			
IV. Participant Reimbursement (State plus Federal):			
a) Dependent Care (including contractual costs)	$23,100	$26,800	$49,900
b) Transportation & Other Costs (including contractual costs)	$4,040,633	$4,131,913	$8,172,545
c) State Agency Cost for Dependent Care Services			
Total 50 percent Participant Reimbursement Expenses	$4,063,733	$4,158,713	$8,222,445
V. Total Costs	**$22,973,896**	**$26,102,792**	**$49,076,688**

a) Salary/Wages	
b) Fringe Benefits* Approved Fringe Benefit Rate Used **Varies**%	Contractor fringe benefit rate varied from 25 to 50 %. WA state does not have a federally approved rate. **Contracted staff** Total FTEs 273 for a total cost $ 4,360,097 Staff vary from case managers to fiscal managers. **DSHS**

a) Salary/Wages	
	staff Total FTE 20.9 Total cost $576,593 Social & Health Program Consultant 2 – BFET Field Unit 10 positions = $271,544 Social & Health Program Consultant 4 – BFET Field Unit 1 position = $ 30,505 Social & Health Program Consultant 3 – BFET Field Unit 1 position = $ 26,776 WMS (Program Managers and Contracts Manager) 3 positions = $85,576 Social & Health Program Consultants 2 (BFET HQ) 3 Positions = $81,085 Fiscal Analyst 4 – 1.0 Position = $26,490 Fiscal Analyst 5 – 1.9 Positions = $54,617 NOTE: ABAWD Unit and Program Managers, salaries detailed in ABAWD Pledge.
c) Contractual Costs	The contractor costs listed on Section I are for the contracted DHS sub-contractors. This does not include the cost to WA state.
d) Non-capital Equipment and Supplies	Non-capital equipment and supplies could include: Computers, staplers, pens, pencils, staples, tablets, calendars, miscellaneous office supplies, printers
e) Materials	Includes items for the client, such as: files folders, printing costs, labels, marketing materials, etc.
f) Travel	Travel must be related to the BFET program and be at the current federal mileage and per diem rate.
g) Building/ Space	All lease cost for each contractor included calculation which must have square footage, FTE and percentage of time worked on the BFET program. Other costs included here could include building maintenance and insurance.
h) Equipment & Other Capital	Not allowed for this program.

a) Salary/Wages	
Expenditures	
II. Indirect Costs:	
Rates vary per contractor	Contractors with a federally approved indirect rate use that rate, but must provide the approval letter to DSHS. DSHS also grants de Minimis rates (up to 10%) to some contractors with prior approval. Contractors requesting a de Minimis must state specific items covered by the rate in their request for approval.
III. State In-kind Contribution	
	Not allowed for this program.
IV. Participant Reimbursements	
a) Dependent Care	This is used for co-pays regarding child care services.
b) Transportation & Other Costs	Support services for clients including transportation, educational/credential testing, clothing, books & training supplies, housing & utilities, and personal hygiene.
c) State Agency Cost for Dependent Care Services	N/A

3. THE CATEGORIES AND TYPES OF INDIVIDUALS THE STATE AGENCY INTENDS TO EXEMPT FROM E&T PARTICIPATION, THE ESTIMATED PERCENTAGE OF WORK REGISTRANTS THE STATE AGENCY PLANS TO EXEMPT, AND THE FREQUENCY WITH WHICH THE STATE AGENCY PLANS TO REEVALUATE THE VALIDITY OF ITS EXEMPTIONS;

The BFET state plan submitted and approved by FNS acknowledges the voluntary participation program and exempts all households receiving Basic Food Assistance from mandatory

participation in E&T activities. This includes mandatory work registrants and Able Bodied Adults Without Dependent's (ABAWDs).

4. THE CHARACTERISTICS OF THE POPULATION THE STATE AGENCY INTENDS TO PLACE IN E&T;

BFET serves individuals who are eligible for Basic Food Assistance and have a desire to pursue an education or need assistance in obtaining employment. Recipients enrolled in the BFET program must be ready to work and commit to the ability to engage in employment and training activities of at least 20 hours per week.

5. THE ESTIMATED NUMBER OF VOLUNTEERS THE STATE AGENCY EXPECTS TO PLACE IN E&T;

BFET served the following individuals in FY 2015 – 2019:It is estimated 23, 000individuals will participate in BFET in FFY 2020.

FFY	# of Unique Clients Served
2015	20,558
2016	20,383
2017	20,119
2018	18,390
2019	17,613

6. THE GEOGRAPHIC AREAS COVERED AND NOT COVERED BY THE E&T PLAN AND WHY, AND THE TYPE AND LOCATION OF SERVICES TO BE OFFERED;

BFET services are administered by local CBOs and community and technical colleges. BFET currently operates and provides services in 28 of the 39 Washington counties. These counties include: Asotin, Benton, Chelan, Clallam, Clark, Cowlitz, Ferry, Franklin, Grant, Grays Harbor, King, Kitsap, Kittitas, Klickitat, Lewis, Mason, Okanogan, Pacific, Pend Oreille, Pierce, Skagit, Skamania, Snohomish, Spokane, Stevens, Thurston, Wahkiakum, Walla Walla, Whatcom, and Yakima Counties.

BFET continues to seek opportunities to increase providers in counties with expand into the 11 counties not currently served (Adams, Columbia, Douglas, Garfield, Island, Jefferson, Lincoln, San Juan, and Whitman). The program has not had the opportunity to provide services in these counties due to the lack of CBOs operating E&T activities in these counties.

7. THE METHOD THE STATE AGENCY USES TO COUNT ALL WORK REGISTRANTS AS OF THE FIRST DAY OF THE NEW FISCAL YEAR;

Washington's BFET program provides a wide range of services designed to help participants enhance their employability skills and obtain employment. Services are provided through BFET partnerships and program data is tracked using eJAS.

EJAS tracks participation by service component code with start and end dates. Partners providing services are identified in eJAS using a distinct contractor code, allowing the program to track multiple services by various partners including satellite sites to gather regional data accurately. The system tracks participation by participant, by contractor and by service

component/activity. Historical data is stored in the DSHS data warehouse and is easily accessible by the program.

Washington began evaluating the BFET program outcomes in October 2008 using a two-step data match process ensuring an "apples to apples" comparison between service providers. In addition, DSHS began a process to utilize evaluation data outcomes to establish performance benchmarks for individual partners.

Performance measures are identified by each provider and included in their annual contract. Performance measures are monitored by DSHS using eJAS data, which are provided to providers quarterly. The BFET Program Managers conduct quarterly meetings with agency leadership discussing performance measures amongst a variety of other topics.

Outcome Reporting

Evaluation plan reports are provided to FNS annually. Reports provided to FNS contain the following information:

1. The number and percentage of E&T participants and former participants who are in unsubsidized employment during the second quarter after completion of participation in E&T;

1. The number and percentage of E&T participants and former participants who are in unsubsidized employment during the fourth quarter after completion of participation in E&T;

1. The median quarterly earnings of all the E&T participants and former participants who are in unsubsidized employment during the second quarter after completion of participation in E&T;

1. The number and percentage of participants that completed a training, educational, work experience or an on-the-job training component; and

1. The number of all E&T participants who:

1. Are voluntary vs. mandatory participants
2. Have received a high school degree (or GED) prior to being provided with E&T services
3. Are Able Bodied Adults Without Dependents (ABAWDs)
4. Speak English as a second language
5. Are male or female
6. Are within each of the following age ranges: 16-17, 18-35, 36-49, 50-59, 60 or older and
7. Activity Participation: Supervised job Search; Job Search Training; Basic Education; Vocational Education; and Strategies for Success/Life Skills.

1. The number and percentage of participants that received high school diploma or equivalency prior to participation in E&T.

Of the number and percentage of E&T participants to be reported in the first four measures above, a disaggregation of the number and percentage of those participants by the characteristics listed in a, b, and c. A participant may have more than one characteristic.

Data Match Processes and Cohort Definition

Washington's employment data match is designed to capture employment outcomes from all service providers. A participant cohort is identified in each quarter, comprised of BFET clients who exited due to employment during the quarter. Each quarter's cohort is tracked as a whole for four quarters after the initial quarter to measure employment and performance over time.

The participant cohort for the entered employment data match is identified through the eJAS system by the start date of the service component code. The cohort is defined as those participants exiting the program due to employment, within a given quarter, following the federal fiscal year. For example, if someone starts participating on November 1, 2017, he or she will become part of the first federal fiscal quarter cohort.

Each quarterly cohort is followed for four quarters and matched with Washington's Employment Security Department's Unemployment Insurance (UI) wage file and New Hire Directory (from ACES). If a participant in the cohort is employed on either file, he or she will be tallied and sorted by service component. The results of the data match report is reviewed quarterly along with the cohort's employment median earnings. The department uses this information to measure contractors' performance and program employment outcomes.

Washington provides annual reports to FNS WRO using the evaluation data match and implemented data share agreements with Employment Security Department and the State Board for Community and Technical Colleges. The available evaluation data continues to reflect strong program outcomes.

8. THE METHOD THE STATE AGENCY USES TO REPORT WORK REGISTRANT INFORMATION ON THE QUARTERLY FORM FNS–583;

Same as above.

9. THE METHOD THE STATE AGENCY USES TO PREVENT WORK REGISTRANTS FROM BEING COUNTED TWICE WITHIN A FEDERAL FISCAL YEAR. IF THE STATE AGENCY UNIVERSALLY WORK REGISTERS ALL SNAP APPLICANTS, THIS METHOD MUST SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE EXEMPT FROM WORK REGISTRATION UNDER 7 C.F.R. §273.7(B)(1). IF THE STATE AGENCY WORK REGISTERS NONEXEMPT PARTICIPANTS WHENEVER A NEW APPLICATION IS SUBMITTED, THIS METHOD MUST ALSO SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE PARTICIPANTS WHO MAY HAVE ALREADY BEEN REGISTERED WITHIN THE PAST 12 MONTHS AS SPECIFIED UNDER 7 C.F.R. §273.7(A)(1)(I);

Same as above.

10. THE ORGANIZATIONAL RELATIONSHIP BETWEEN THE UNITS RESPONSIBLE FOR CERTIFICATION AND THE UNITS OPERATING THE E&T COMPONENTS, INCLUDING UNITS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. FNS IS SPECIFICALLY

CONCERNED THAT THE LINES OF COMMUNICATION BE EFFICIENT AND THAT NONCOMPLIANCE BY THE PARTICIPANT BE REPORTED TO THE CERTIFICATION UNIT WITHIN 10 WORKING DAYS AFTER THE NONCOMPLIANCE OCCURS;

SNAP eligibility is determined by DSHS staff located within the local Community Service Office (CSO). Staff who determine SNAP eligibility and certification are Public Benefit Specialist (PBS) or Work First Program Specialist. During the eligibility process staff recognize that a client may be eligible for BFET services. If this occurs, a referral through the states internal system BARCODE is made to the BFET Support Team or a brochure given to local CBOs offering services. The BFET Support Team consists of ten S&H Program Consultants (BFET specialists), one supervisor, one lead worker and an Administrator who oversees the program. The primary focus of this team is to support the CBO's and ensure integrity of program operations; this includes auditing CBO's who determine BFET eligibility through the eJAS system. Referrals received from the CSO's are reviewed by the BFET Specialist, who makes contact with the SNAP recipients to discuss the BFET program and refers these individuals to local CBO's offering services.

BFET services are administered by CBO's. SNAP recipients must make contact with a CBO in their area who determine eligibility for the BFET program and engage participants in approved BFET activities. BFET activity is tracked in the eJAS system. The eJAS system relays participant information to/from the ACES system, which informs DSHS staff of a participant's participation in the BFET program. BFET is a voluntary participation program and noncompliance by the participant does not impact SNAP certification.

11. THE RELATIONSHIP BETWEEN THE STATE AGENCY AND OTHER ORGANIZATIONS IT PLANS TO COORDINATE WITH FOR THE PROVISION OF SERVICES, INCLUDING ORGANIZATIONS IN THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. COPIES OF CONTRACTS MUST BE AVAILABLE FOR INSPECTION;

Washington's BFET Program contracts services with CBO's, the Employment Security Department and the State Board for Community and Technical Colleges to administer services. Each contract specifies performance measurements and identifies deliverable services.

12. THE AVAILABILITY, IF APPROPRIATE, OF E&T PROGRAMS FOR INDIANS LIVING ON RESERVATIONS AFTER THE STATE AGENCY HAS CONSULTED IN GOOD FAITH WITH APPROPRIATE TRIBAL ORGANIZATIONS;

The Centennial Accord signed by the Governor of WA state on August 4, 1989 was established to better achieve mutual goals through an improved relationship between WA state government and tribal sovereign governments and includes 26 federally recognized tribes. The accord strives to attain, "a government –to – government relationship into more-efficient, improved and beneficial services to Indian people and non-Indian people".

Washington State has a history of working with local tribal councils and programs, such as the Tribal TANF program. The CSD staff to include the BFET Administrator participates on the WA state DSHS Indian Policy Advisory Committee (IPAC), which was established in 1977 to guide the implementation of the Original Concurrent Jurisdiction Tribal State Agreement of 1987; the Centennial Accord; the Millennium Accord and the Governor's Office of Indian Affairs.

Washington partners with the following tribes to deliver BFET services:

- *Northwest Indian College*: Located in the northwest corner of Washington has provided vocational education through BFET for basic food recipients enrolled in their college for over six years.

- *Spokane Tribe of Indians*: Located in Stevens County in eastern Washington provide E&T services in an underserved area of our state. Spokane Tribe of Indians intends to provide services to create a strong and robust E&T program to serve eligible basic food recipients in Stevens, Spokane, Lincoln, Ferry, Grant, and Pend Oreille Counties.

- *Confederated Tribe of the Colville Reservation*: Located in Nespelem in eastern Washington. The program provides employment readiness opportunities to basic food recipients. Services will be provided in Omak, Nespelem, Keller and Inchelium.

13. IF A CONCILIATION PROCESS IS PLANNED, THE PROCEDURES THAT WILL BE USED WHEN AN INDIVIDUAL FAILS TO COMPLY WITH AN E&T PROGRAM REQUIREMENT. INCLUDE THE LENGTH OF THE CONCILIATION PERIOD; AND

BFET does not have a process. The program is voluntary.

14. THE PAYMENT RATES FOR CHILD CARE ESTABLISHED IN ACCORDANCE WITH THE CHILD CARE AND DEVELOPMENT BLOCK GRANT PROVISIONS OF 45 CFR 98.43, AND BASED ON LOCAL MARKET RATE SURVEYS.

BFET participants who are participating in activities and in need of child care services are required to apply for child care assistance through Washington's Child Care Subsidy Program (CCSP). Funding for the CCSP is paid out of the Child Care Development Fund and the TANF block grant. If participants are not eligible to receive CCSP funds, CBO's may assist the participant and request reimbursement from the program.

15. THE COMBINED (FEDERAL/STATE) STATE AGENCY REIMBURSEMENT RATE FOR TRANSPORTATION COSTS AND OTHER EXPENSES REASONABLY NECESSARY AND DIRECTLY RELATED TO PARTICIPATION INCURRED BY E&T PARTICIPANTS. IF THE STATE AGENCY PROPOSES TO PROVIDE DIFFERENT REIMBURSEMENT AMOUNTS TO ACCOUNT FOR VARYING LEVELS OF EXPENSES, FOR INSTANCE FOR GREATER OR LESSER COSTS OF TRANSPORTATION IN DIFFERENT AREAS OF THE STATE, IT MUST INCLUDE THEM HERE.

The BFET program will reimburse partners for providing support services (participant reimbursement) for transportation expenses for participants in an approved BFET activity. This includes bus passes, gas voucher, auto repair, etc. These costs cannot exceed $1200 annually.

16. INFORMATION ABOUT EXPENSES THE STATE AGENCY PROPOSES TO REIMBURSE. FNS MUST BE AFFORDED THE OPPORTUNITY TO REVIEW AND COMMENT ON THE PROPOSED REIMBURSEMENTS BEFORE THEY ARE IMPLEMENTED.

The BFET program will reimburse CBO's for providing support services (participant reimbursement) if the client is participating in an approved activity. BFET will reimburse the CBO for the following support services:

- Transportation[1];
- Clothing, this includes uniforms or protective clothing needed for training[2];

- Personal hygiene;
- Testing fees
- Housing and utilities[3].
- Books and supplies
- Childcare
- Medical

[1] The transportation limit is $150 per participant per month for a maximum of $600 per year.

[2] The clothing limit is $300 per participant per year

[3] Housing expenses are only allowed after all other available outside resources for housing stabilization have been exhausted. Housing stabilization assistance may be given to include rental assistance when housing stability is reasonable and directly related to helping BFET participants prepare for self-sufficiency through training or other approved BFET activity. Housing support services are limited to two (2) months. (All information highlighted in pink needs to be deleted).

B. ABLE-BODIED ADULTS WITHOUT DEPENDENTS (ABAWD) [28]

1. ITS PLEDGE TO OFFER A QUALIFYING ACTIVITY TO ALL AT-RISK ABAWD APPLICANTS AND RECIPIENTS;

The ABAWDs throughout the state are typically among the lowest income individuals, who also face some of the highest barriers such as homelessness and undiagnosed mental/physical health conditions. DSHS will attempt to assist at-risk ABAWDs by providing programs and resources directly to clients, as well as providing education to other community agencies accessible to ABAWDs. DSHS will be focusing on building infrastructure to serve ABAWDs statewide despite waivers.

2. ESTIMATED COSTS OF FULFILLING ITS PLEDGE;

Washington State is requesting pledge funds to serve ABAWDs. These funds will ensure Washington provides the best customer service to our ABAWD clients and build capacity to ensure accurate case processing. WA understands and acknowledges that we are prepared to serve any at-risk ABAWD who wants to participate in E&T, even if the state does not receive funding for the full estimated cost to fulfill the pledge. Pledge funds would be used to supply:

Leadership for this team consists of 1 ABAWD Program Manager, 1 Social & Health Program Consultant, .10 Fiscal Manager, and .33 Employment and Training Coordinator.

ABAWD Program Manager (1 FTE) to manage the program.	$104,950
ABAWD Program Consultant (1 FTE) to assist in managing the program, cultivating E&T program and opportunities.	$102,094
3 E&T Program Coordinator at .33 for a total of .99 of an FTE to assist with local administrative needs and related projects and programs. The three E&T Program	$107,449

ABAWD Program Manager (1 FTE) to manage the program.	$104,950
Coordinators are located in Washington State's three service regions and will be the local contact connecting our Community Service Offices to local E&T providers.	
BFET/ABAWD Fiscal manager (.10) to manage ABAWD Pledge funding.	$10,405
Travel needed to support engagement to strengthen provider, stakeholder and community understanding and collaboration to meet ABAWDs needs. This also includes increase costs associated with monitoring Workfare sites in non-exempt areas.	$40,000
Funding to cover mandatory worker's compensation fees to the Washington State Labor & Industries for each Workfare participant.	$4,700
Publications, electronic and paper, to ensure ABAWDs and potential ABAWDs have information and resources to engage in activities to meet work requirements. This may include mailers, posters, flyers and brochures to help direct ABAWD clients to available activities and the engagement services offered by DSHS. This includes translation fees.	$75,000
Information Technology updates to meet ABAWD program needs including a tracking system to effectively monitor ABAWD participation in work related activities and other updates necessary to ensure program efficiency and compliance. Projects for FFY 20 include but are not limited to:	$97,615
o Enhancements to automatic coding in ACES	
o Adding ABAWD participation Tracking to eJAS	
Staff Training: In person, instructor-led and online, to further enhance staff knowledge on ABAWD requirements. This will increase program accuracy, efficiency and customer service when serving our ABAWD clients. The ABAWD Unit will receive additional case management training to assist them as they engage ABAWDs in work activities.	$40,000
ABAWD provider-networking event to bring E&T providers together to build collaboration and best practices for ABAWD engagement.	$20,000
ABAWD Job fairs to connect ABAWD job seekers to employers in non-exempt areas. These events will be tailored to ABAWD clients with pre and post event preparation, and special outreach to select employers best suited to hire and retain ABAWD job seekers. We plan to host two events during the year.	$40,000
Workfare Participant Reimbursement is included in the E&T 50/50 budget, but will consists of reimbursement for clients engaging in workfare activities or attempting to regain or meet participation for eligibility.	$0
ABAWD Navigators - State Board of Community and Technical Colleges Contract to hire, train and oversee 34 ABAWD Navigators housed at Community and Technical Colleges across the state. The Able-Bodied Adult Without Dependents (ABAWD) Navigator position will create a single point of contact for immediate engagement of ABAWDs in activities	2,500,000

ABAWD Program Manager (1 FTE) to manage the program.	$104,950
that matter and fulfill the work requirement for Basic Food eligibility. This includes providing intake, assessment, referrals and support in accessing activities at community colleges or with other community partners. If an individual wants to engage in education activities at the college, the participant will be enrolled in the colleges BFET program for participation in BFET activities to meet work requirements. The ABAWD Navigator will also work to enhance collaborations with community partners and increase resources for colleges to support low-income students. In addition to potential referral to the BFET program, college ABAWD Navigator will focus on engaging clients in Adult Basic Education and other soft skill building the ABAWD population often needs before stepping them onto vocational education.	
ABAWD Employment Specialist - Employment Security Department Contract to hire, train and oversee ABAWD Employment Specialist housed at ESD locations across the state. The ABAWD Employment Specialist position will create a point of contact for immediate engagement of ABAWDs in activities that matter and fulfill the work requirement for Basic Food eligibility. This includes providing orientation to the ABAWD program, assistance registering in WorkSourceWA.com, work skill assessment, case management, engaging in supervised job search activities, providing job search training, retention services, referrals and support in accessing Strategies for Success classes and other workshops. The ABAWD Employment Specialist will also provide all required participation data. ESD ABAWD Employment Specialist will support ABAWD clients along their job readiness pathway.	3,000,000
Total	**$6,142,213**

3. A DESCRIPTION OF MANAGEMENT CONTROLS IN PLACE TO MEET PLEDGE REQUIREMENTS;

The ABAWD policy staff will manage ABAWD compliance in partnership with the specialized ABAWD staff. This includes:

- Outreach and management of Workfare sites
- Policy clarifications
- Development of statewide DSHS staff training on referrals to approved activities
- Approval of external employment and training programs
- Contract development, negotiation and monitoring for ABAWD Navigators
- Monitoring of ABAWD participation through monthly reports
- Community and stakeholder outreach for education on aiding the ABAWD population

- Monitoring of internal processes and procedures to meet ABAWD policies

DSHS uses a comprehensive data mining systems to ensure program compliance and accurate ABAWD coding based on demographic and other data entered during SNAP eligibility determinations.

In the event that specialized ABAWD staff need assistance in meeting ABAWD applicant/recipient needs, DSHS has a Workload Prioritization Team (WPT) that can distribute work to the hundreds of other financial services eligibility staff to assist. DSHS also fosters quality integrity, and seeks assistance from ESA's Department of Program Integrity to ensure compliance with ABAWD and work registration regulations.

4. A DISCUSSION OF ITS CAPACITY AND ABILITY TO SERVE AT-RISK ABAWDS;

Services will be available through the following organizations:

- 34 BFET Community and Technical Colleges
- 12 ORIA BFET CBOs
- 44 BFET CBOs
- 13 Workfare Sites
- 16 Employment Security Sites

5. INFORMATION ABOUT THE SIZE AND SPECIAL NEEDS OF ITS ABAWD POPULATION; AND

Washington State currently estimates 90,000 ABAWDs statewide, with 13,000 in non-exempt areas. After applying the maximum number of 15 percent exemptions (1,750 clients receiving the exemption for 12 months), 11,250 are considered at-risk for losing SNAP benefits due to having no personal or geographical exemptions. The ABAWDs in King County without the waiver are typically among the lowest income individuals, who also face some of the highest barriers such as homelessness and undiagnosed mental/physical health conditions. DSHS will attempt to assist at-risk ABAWDs by providing programs and resources directly to clients, as well as providing education to other community agencies accessible to ABAWDs. DSHS will be focusing on building infrastructure to serve ABAWDs statewide despite waivers.

6. INFORMATION ABOUT THE EDUCATION, TRAINING, AND WORKFARE COMPONENTS IT WILL OFFER TO MEET THE ABAWD WORK REQUIREMENT

Washington will not require mandatory BFET participation for ABAWDs during FY 2020. The BFET program remains a voluntary program available to ABAWDs to meet participation. Washington State offers four main pathways to serve ABAWDs to maintain SNAP eligibility:

1. *BFET:* Services include supervised job search, job search training, basic education, vocational education, case management to remove barriers and job retention services. BFET also offers support services such as transportation and educational supplies. Clients must participate in at least 20 hours per week, with no more than nine supervised job search or job search training hours each week.

1. *Career Ladder for Educated and vocationally Experienced Refugees (CLEVER):* Program offered through the Office of Refugee and Immigrant Assistance (ORIA) designed to assist highly educated and/or vocationally skilled refugees to re-enter their profession in the United States.

1. *Limited English Proficiency (LEP) Pathway:* Program offered through the Office of Refugee and Immigrant Assistance (ORIA) to aid refugee clients in learning English and skill gain.

1. *(NEW) State Approved E&T Programs*: DSHS has created a process to verify and approve outside agency employment and training programs that align with ABAWD requirements and meet requirements within the CFR.

1. *(NEW) Unpaid Work:* DSHS will allow clients to self-report other unpaid work to meet work requirements. Unpaid work must meet the 80 hours a month minimum.

1. *Unsubsidized work:* In partnership with the Employment Pipeline program within CSD and in partnerships with local Workforce Development Councils, DSHS may refer clients to these and other employment programs to search for employment to meet minimum requirements.

1. *Workfare:* DSHS contracts with at least 12 non-profit agencies to provide voluntary positions that comply with workfare provisions. The State will consider the minimum workfare requirement for ABAWDs choosing the workfare option to be the SNAP monthly benefit amount divided by the Washington state, city, or local minimum wage and rounding down to the next whole number. Workfare will comply with the federal Fair Labor Standards Act (FLSA) minimum wage laws. Workfare hours are the responsibility of the household. If there are more than one ABAWD in an assistance unit, the ABAWD Specialized Team will document how the household chooses to share responsibility. Workfare anticipates $4,700 in workers' compensation insurance pay to the Washington State Department of Labor and Industries to cover program participants for the year.

TRADE ADJUSTMENT ASSISTANCE (TAA)

Yes

JOBS FOR VETERANS' STATE GRANTS

A. HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG;

Washington State WorkSource AJCs with JVSG staff, provide individualized career services to eligible veterans and eligible persons identified in VPL 3-14 Change 1 and 2, and VPL 3-19. These individualized career services are supported by DVOPs, LVERs, and Consolidated Positions. In Washington State, Consolidated Positions are titled Consolidated Veterans Service

Representatives (CVSRs) and their actions are included when referring to DVOP and LVER actions throughout this plan.

Once a veteran or other potential eligible person is identified by non-JVSG staff, they are informed of Priority of Service (POS) and are assessed for basic job readiness and are offered verbally or in writing, a veteran questionnaire to self-disclose barriers to meet eligibility (as identified in VPL 3-14, Changes 1 and 2 and VPL 3-19). Once determined to meet eligibility, the customer is referred to the DVOP for an individualized and comprehensive assessment to evaluate the immediate barriers to employment, in addition to employment skills, interests, needs for additional training or skill development that will lead to employment or financial independence, and finally motivation. Upon determining the eligible veteran or person is experiencing a significant barrier to employment (SBE) and are motivated to overcome those barriers, the DVOP will enroll them into case management services and begin development of an Individual Participant Plan (IPP). The IPP identifies specific and measurable short and long-term goals to overcome barriers and to obtain suitable employment or financial stability. An example of a measurable short-term goal could be *Improving their job search skills by attending Job Hunter Workshops this week*, and a long-term goal could be *Expunging law violations,* which would include all of the steps necessary to do so. The IPP is a fluid document tool as it ebbs and flows to the new and continuing issues and needs that the client may face in meeting their goals over the course of case management.

DVOPs serve case managed clients on a program goal of at least once every 14 days to assist the client in obtaining their ultimate goal of employment. Individualized, one-on-one, career services between the client and DVOP are framed by our client first service delivery model, providing for trust and rapport building in helping our clients overcome self-defeating behaviors and actions. The DVOP coordinates with the client and other AJC staff to co-enroll in other suitable programs such as Basic Food Employment and Training (BFET), WIOA, Work First, Reentry, Strategies for Success, State Vocational Rehabilitation, and other local partner programs. The DVOP continues to collaborate with both internal and external partners during periods of co-enrollment while continuing to provide individualized career services.

For basic services, such as resume development, clients have continued access to front line staff, on a walk-in basis, which may include referral to a Job Hunter Workshop, where veterans and other eligible persons receive POS in attending. Depending on the many potential needs of the client, DVOPs work in a variety of ways in assisting the client in moving forward with their lives, such as:

- Skills identification and matching those skills through assessments for suitable career pathways.
- Paving pathways for retraining, whether through use of VA education benefits (including VR&E), apprenticeships, or short-term training in addition to partial and on-occasion full funding sources.
- Helping reframe how the client speaks about their military and civilian experiences, so they are able to quantify and qualify their most marketable skills, abilities, experiences and knowledge for the specific careers they are pursuing.
- Working with internal and external stakeholders through cross program workgroups to facilitate access and create efficiencies of service to our JVSG clients. For example, DVOPs at the WorkSource Spokane AJC actively are able to enroll JVSG clients into full WIOA Adult and Dislocated Worker program and provide support services, training

funding, and development of On the Job Training (OJT) opportunities, thus reducing the time between identification of a need and delivery of the service support.

- Warm hand-off delivery to community partners for specific solutions, such as Supportive Services for Veteran Families for housing solutions for the homeless veteran and their family.

The LVER works in collaboration with Business Services Teams (BST) to create access to and building opportunities for all veteran candidates. This may be in the form of conducting employer site visits, executing hiring events with priority for veterans, assisting with job postings, Job Carving, and coordinating OJT opportunities for veterans. LVERs educate employers on the benefits of hiring veterans to include the intrinsic qualities, training, resiliency, and flexibility many veterans possess, along with the financial incentives available. LVERs work with partners such as Employer Support of the Guard and Reserve (ESGR) and Office of Federal Contract Compliance Program (OFCCP), to assist an employer in meeting and understanding their USERRA and OFCCP requirements.

LVERs assist both the DVOP and AJC staff to identify and increase skill development opportunities and employment for all veterans by coordinating with employers on job club functions. Some of these activities might include informational and mock interviews, and industry focused spotlight candidates forums. LVERs use their Society for Human Resource Management (SHRM) memberships to offer referrals directly to hiring managers and to promote WorkSource services to employers. LVERs promote both the DOL HIRE-Vets Medallion Program (HVMP) and our internal statewide YesVets veteran hiring program, recognizing employers committed to hiring veterans. The Employment Security Department's Hire a Vet Employer of the Year awards are organized and executed by LVERs across the state, bringing additional recognition to employers going above and beyond in supporting our veteran communities and is aligned to the small, medium and large employer categories of HVMP.

LVERs offer regular training to internal and external WorkSource AJC partners on topics such as: POS, the value of a veteran, USERRA and OFCCP resources, and veteran and military culture along with building, maintaining and participating in cross function teams of professional organization partnerships such as Chambers of Commerce, SHRM, Rotary and other institutions with a business and employment focus.

MOUs are in place to formally link organizations with a common mission to serve veterans in Washington State. These agreements allow for the sharing of data, information on veterans, co-utilization of resources and an integrated service delivery package customized for individual veterans that extends around and beyond employment assistance. Some of these agreements are with the following agencies:

- VA/VR&E Program, ESD, and the DOL/VETS to provide services to veterans who are receiving funding from the VA/VR&E Program in order to gain skills and training needed to enter the workplace in new occupational fields. The DVOP assigned to the Seattle Regional VA Center facilitates this process as part of the ISC duties.

- WDVA to share information on recently exited veterans who file their DD 214 information with the WDVA and for veterans receiving support assistance through WDVA programs, such as the Rural and Non-Rural HVRP Grants and VIP Program.

- Military installations to define for base leadership, how support will be provided by DVOP staff assigned to provide individualized career services (ICS).

Multiple activities take place in Washington State to aid the integration of services for veterans. DVOP staff assigned to major military installations work with TAP, the Army Career & Alumni Program (ACAP), and the Family Assistance Center. The DVOP assigned to the American Lake VA Facility provides employment information and ICS to recovering and injured veterans. DVOPs across the state work closely with local Veteran Coalitions that serve veterans, often in crisis. These partnerships offer employment services coupled with ICS services to help veterans with life and employment barriers to overcome these and successfully enter into the workplace or, in some cases, retain existing employment.

Veterans are marketed to local labor markets and employers by LVER staff and local Business Services Teams. This marketing may take the form of group presentations citing the advantages of hiring a veteran or to job development contacts with staff serving veterans, on behalf of a specific employer need. Partnerships with businesses through the VA, supported by OJT or Work Experience opportunities, assist the VA/VR&E-served veteran (receiving ICS from the DVOP) to gain skills and experience. Job Fairs, veteran-focused hiring events, and Stand Downs work to attract veterans and employers in need of services by either the LVER or DVOP, based on the designated roles and responsibilities listed above.

Job developments, WorkFirst/TANF, and OJT training agreements are promoted statewide to veterans seeking work and employers seeking qualified employees. Significant job training opportunities along promising career pathways are vigorously promoted through WIOA adult and dislocated worker programs. Collaboration between the ISC position, the Washington State Department of Vocational Rehabilitation (DVR), and the VA/VR&E program connect veterans receiving vocational rehabilitation assistance with employers. The HVRP grant programs, along with local shelters, food banks, and community and faith-based organizations, connect veterans with employers and support systems. Incarcerated, and previously incarcerated veterans (as detailed in VPL 03-14) receive ICS and support, either through the DVOP, Department of Corrections, or local jails, to help them integrate back into society as valued members of the community.

DVOPs work closely with Veterans Navigators at the colleges to partner in helping veterans with SBEs determine appropriate career paths based on interest and labor market information, ultimately leading to marketable skills and employment. Additionally, LVERs engage training providers to secure opportunities for veterans with SBEs in the trades.

B. THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE; SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES MUST BE CONSISTENT WITH CURRENT GUIDANCE;

In Washington State, the JVSG grant funds three primary roles that carry out their duties in accordance with VPLs 03-14, changes 1 & 2, and VPL 03-19; DVOP, LVER, and Consolidated Positions. In Washington State, Consolidated Positions are titled Consolidated Veterans Service Representatives (CVSRs) and their actions are included when referring to DVOP and LVER actions throughout this plan.

DVOP: The role of the DVOP is to serve those veterans and other eligible persons receiving services at WorkSource in accordance with Title 38, Section 4103A, and as outlined in VPL 03-14, changes 1 & 2, andVPL 03-19, at the Intensive/Work Skills level. Our state's DVOPs will support eligible veterans and other eligible persons having been assessed by non -JVSG staff, deemed eligible, and referred to DVOP services by:

- Providing individualized career services to eligible veterans and other eligible persons with significant barriers to employment. All veterans and other eligible persons receiving individualized career services from a DVOP will have an assessment made to determine skills, interests, attitudes and aid in the creation of an Individual Employment Plan (IEP). These assessments and plans will be recorded in the case management system (CMS). Case notes will be used and recorded in CMS. The case management model implemented statewide on December 1, 2013 ensures a standardized and integrated approach to assisting veterans and other eligible persons in overcoming SBEs and ultimately securing living wage employment.

- Targeting individualized career services to eligible veterans and other eligible persons. DVOPs coordinate services with internal and external programs such as WIOA, VR&E, HVRP, Food banks and shelters, community and faith-based assistance centers, Stand Downs and veteran centers.

- Outreach and relationship building. As time permits, DVOPs will continue to build relationships with key community partners and centers of influence that support veterans to locate veterans and other eligible persons with SBEs in need of individualized career services. They will also continue to attend events, such as stand-downs, that attract veterans with SBEs.

- Co-Enrollment. When appropriate, the DVOP will refer or co-enroll veterans with other WIOA-funded programs, such as Adult or Dislocated Worker to address skill-based, educational, or support services gaps. WorkSource staff providing individualized career services to veterans in other programs will coordinate those services with local DVOPs to provide a seamlessly integrated case management approach.

LVER: The role of the LVER is to promote the hiring of veterans with employers, employer associations, and business groups in accordance with Title 38, Section 4104, and as outlined in VPL 03-14. Our LVERs will integrate with Business Service Teams, where gains can be made in promoting the hiring of veterans with local employers. LVER staff are reporting all categories of the above responsibilities in the quarterly site manager reports. Program staff will monitor these for best practices and compliance with the VPL 03-14. The LVER will support the hiring of veterans by:

- Planning and participafting in job and career fairs. The LVERs routinely host or partner in employment events and specialized hiring events focused on the hiring of veterans. At hiring events, the LVERs collect contact data and conduct employer outreach to promote One-Stop services and DVOP referral, where appropriate.

- Conducting employer outreach. LVERs reach out to local employers to promote the hiring of veterans, explaining the practical advantages to hiring veterans, as well as the benefits, such as the Federal Work Opportunity Tax Credit, Washington State Public Utility Tax Credits, Business and Occupation Tax Credits, and the potential for funded OJTs.

- Partnering with employers to conduct workshops. Washington State's LVERs conduct job search workshops and establish job search groups/job clubs in conjunction with local employers and Business Support Teams (BST). This has proven beneficial in providing employers a better appreciation for the challenges faced by veterans in transitioning to civilian employment as well as providing employer's insight to the benefits of military skills and experience. LVERs also work with employers to create job

development opportunities specifically for veterans and search data bases for qualified Veteran applicants to refer.

- Coordinating with unions, apprenticeship programs and business organizations to promote training programs, credentialing and licensing for veterans. LVERs outreach to organizations and entities, such as their local business communities, Business Services Teams, professional organizations, and Chambers of Commerce to serve as an advocate for employing veterans. Activities that support these efforts include planning and participating in veteran focused job fairs or hiring events, promoting credentialing, education and training opportunities, and direct entry into apprenticeship, pre-apprenticeship, and skill-based training programs.
- Informing Federal contractors of the process to recruit qualified veterans. LVERs reach out to Federal contractors using Labor Exchange job listings, Federal contractor listings, VetCentral listings, company websites, and other sites where employers may post job announcements. ESD has engaged with OFCCP to provide valuable information on Federal contractor participation in the state employment system. Additionally, LVERs work directly with contractors to advise them on the benefits and process for locating and hiring veterans into their workforces
- Working with other One-Stop staff to assist in the development of service delivery strategies for veterans and educating partner staff with employment initiatives and programs for veterans. Statewide, LVERs are providing training to AJC staff on serving veterans, which will be critical in promoting the current model, where approximately 70% of walk-in veteran job seekers are being served by non-JVSG staff. The LVERs are using and promoting the completion of in person and online NVTI courses, and the completion of Professional Pathways modules for front line staff serving veterans.
- Publicly recognizing employers that do hire Veterans though our YesVets partnership and promoting DOL HIRE Vets Medallion Program.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEM OR AMERICAN JOB CENTER;

Several state policies describe the integration of services, priority of service guidelines and the roles and responsibilities of the LVER, DVOP, and WorkSource Partners include: Policy 4030, Services for Veterans published June 2017; WorkSource System Policy 1009, Rev 2, Priority of Service for Veterans and Eligible Spouses, WorkSource System Policy 1019, Rev 4, Eligibility Guidelines and Documentation Requirements, and the Employment Service Policy 4030, Services for Veterans. ES Policy 4035, Disabled Veteran Outreach Program (DVOP) Representative and Local Veterans Employment Representative (LVER) Communication Regarding Job Ready Veterans, and WSS Policy 1022 Rev 1, Referral of Veterans with Significant Barriers to Employment to the Disabled Veterans' Outreach Program.

DVOPs are integrated into our American Job Centers in a variety of physical and operational ways. The majority of DVOPs and CVSRs are physically located at an AJC with some having additional outstation locations. , DVOPs are able to coordinate services for their clients and provide and receive collaborative input from Employment Connections division and AJC center staff.

Washington State ESD has implemented Professional Pathways, an apprenticeship inspired training program for all new WorkSource Specialist 4s, including DVOPs to provide them with the skill and knowledge to perform as a "Universal 4". A "Universal 4" is a case manager that is

trained to perform all aspects of service delivery within a variety of programs including Trade Adjustment Act, JVSG, WorkFirst, WIOA, and other programs. Universal 4's receive training through NVTI with the intent of being able to better serve, recognize and refer eligible Veterans with SBEs to DVOP staff for ICS. Many DVOPs serve as Subject Matter Experts (SME) regarding the JVSG Program and may serve as coaches for Veteran resource referral options. As training for our "Universal 4's" progresses, center staff become more knowledgeable and proficient in the requirements and resources of all programs available to our clients. Some DVOP staff perform as Professional Pathways SMEs and assist both JVSG and non-JVSG staff as they progress through the training curriculum. This allows DVOPs to easily coordinate with programs and staff best positioned to serve our clients (Veterans and other eligible persons) and eventually provide those resources to their clients themselves. At WorkSource Spokane for example, DVOPs are now able to fully enroll their clients into WIOA services and provide those program-based resources to clients as needed.

LVERs are usually co-located with Business Support Teams (BST) to support employers and to consult with Team Staff on Veterans that should be considered for referral to employers or considered for job development. While most BST staff have an assigned industry focus, LVERs do not – they work with all industries to coordinate opportunities for Veterans.

Often LVERs perform as Professional Pathways SMEs and develop internal linkages that further help with integration. LVERs provide local training to center staff on Veteran centric topics such as military culture, available resources, POS, and employment opportunities attractive to Veterans, like federal employment and USAJobs.

All JVSG staff are included in AJC wide training, staff meetings, and participate in a variety of cross functional workgroups to include Safety committees, service delivery improvement programs, and agency wide initiatives. Centers are mindful to include JVSG staff in planning events, programs and operational changes that may affect Veterans and other eligible persons. JVSG staff are consulted when identifying individuals eligible for training opportunities and other limited resources to help ensure POS.

D. THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;

Washington state law and the agency's Collective Bargaining Agreement with the Washington Federation of State Employees discourage or prohibit cash or non-cash incentives or awards. Washington State utilizes no more than 1% of JVSG grant funding for incentive recognition for individuals and teams for excellence in the improvement of employment, training and placement services for Veterans and other eligible persons.

Identifying innovation and collaboration will allow us to publicly recognize these efforts and encourage this culture and a continuous improvement mindset that improves the lives of our Veteran population.

JVSG and non-JVSG staff who serve veterans may be recognized with registration and travel expenses paid for Veteran Centric conferences or workshops such as the annual NASWA Veterans Affairs conference, in Washington, DC. Participation in this forum will reward staff who excel in implementing out-of-the-box approaches to serving veterans, provide an opportunity to network and share these initiatives, and offer a professional growth and learning experience.

Attendees will be selected based on available incentive funding amounts. The process for selection will include a review of quarterly reports and common measures to determine

promising practices being implemented at specific locations. Some of the measures to be used include services to non-Veteran rate, time since last service average, return to work rate, closure rate, innovative contributions that improves the lives of veterans as evidenced in Site manager reports, Good News Success Story submissions, and narratives submitted by leadership.

All incentive funding will be utilized by September 30th of the budget cycle and will be reported in the fourth quarter TPN. A separate funds category will be established to track incentive funding. Conference registrations, and airfare will be paid directly to the vendor and other allowable travel expense will be reimbursed to the awardee. Incentive Awards Timeline: Selections for conference attendees will occur in the month of April or sooner, based on input from administrators, supervisors, and partners. Selections are made by a review board comprised of leadership, partners and Program management. Up to 5 Non-JVSG personnel may be selected to attend the NASWA Veterans Affairs Conference based upon Veteran Supportive practices and a single page submission on how their attendance will further enhance collaboration and innovative Veteran Service support in their communities.

E. THE POPULATIONS OF ELIGIBLE VETERANS TO BE SERVED, INCLUDING ANY ADDITIONAL POPULATIONS DESIGNATED BY THE SECRETARY AS ELIGIBLE FOR SERVICES, AND ANY ADDITIONAL POPULATIONS SPECIFICALLY TARGETED BY THE STATE WORKFORCE AGENCY FOR SERVICES FROM ONE-STOP DELIVERY SYSTEM PARTNERS (E.G., NATIVE AMERICAN VETERANS; VETERANS IN REMOTE RURAL COUNTIES OR PARISHES);

Veterans requesting services at the WorkSource offices come from numerous pathways, ranging from the Transition Assistance Program (TAP) workshops, Unemployment Insurance (UI) claim filing, the public Labor Exchange website (WorkSourceWA.com), various community partners, walk-in traffic and word-of-mouth referrals from current/past clients and partners. Regardless of the path that leads them to WorkSource, each veteran is welcomed and invited to receive an assessment in order to determine the best service or bundle of services to assist their successful transition into work. Priority of service protocols are used to identify the veteran at first contact, regardless of the point of entry. At this time, each veteran is informed of their eligibility for priority of service and the programs that support veteran priorities. These protocols are also used to identify and serve spouses of veterans who meet the requirements of an eligible person under JVSG guidelines.

When veterans enter the WorkSource system, they complete a questionnaire (offered in either written form and verbally during initially meeting with front line staff) that determines what program or service best fits their needs, and they are appropriately routed. If the veteran indicates that she/he has significant barriers to employment (SBEs) or meets the special population criteria, she/he is referred to the DVOP for ICS consideration. The DVOP follows a structured Individualized Career Services case management model that implements standard case management methodologies and has been standardized across the state. This includes the use of individualized employment plans (IEPs), whereby the veteran sets specific goals with assistance from the DVOP.

In accordance with VPLs 3-14 changes 1 and 2 and VPL 3-19, specific groups of veterans and eligibles targeted for services by DVOP staff are:

- **Transitioning and Recently Exited Service Members**. The focus is on connecting transitioning service members who have been designated as needing individualized career services and recently (within the last three years) exited service members (who at any point in the previous 12 months have been unemployed for 27 or more weeks).

Unemployment Insurance claim listings are monitored by local WorkSource staff to identify claimants whose past employer was a military branch of service or those who are identified as having served in the military. Washington State also supports transitioning service members through DVOP outreach to three of the major military installations, seeking those who have a demonstrated need for individualized career services, and engaging them at the earliest stages so employment preparations can begin prior to separation. It is critical that the transition of recently exited veterans benefit from partnerships of multiple service providers: the Washington Military Department, the DoD Transition Assistance Advisor of the Washington National Guard and the Yellow Ribbon Program providing redeployment activities. These activities also connect qualifying members of the Reserves and the state's National Guard with WorkSource services.

- **Veterans Lacking a High School Diploma or Equivalent Certificate**. State DVOPs maintain close connections with Workforce Education offices, SkillSource Centers and employment placement specialists at local colleges to help locate Veterans with SBE, provide services to educationally disadvantaged veterans who require such services to obtain or retain employment leading to self-sufficiency, and to encourage enrollment in high school equivalency programs, as appropriate.

- **Low Income Veterans**. DVOPs work closely with WIOA, BFET, and WorkFirst program staff to provide ICS and co-enroll low income veterans in programs such as on-the-job training (OJT) and short-term training, which open opportunities for in-demand, living wage employment.

- **Native American Veterans with SBEs Residing on Tribal Lands**. Washington State has 29 federally recognized tribal nations throughout our state. We staff a CVSR position to formalize and expand our support to our undeserved tribal Veterans through outreach activities to Native American centers of influence while also educating all our WorkSource staff on how to best understand and strengthen relationships with tribal nations overall.

- **Homeless Veterans to include those fleeing from domestic violence situations in accordance with VPL 3-14 changes 1&2**. Working connections exist between Washington State's Homeless Veteran Reintegration Program (HVRP) grantees and WorkSource. This partnership has included the HVRP grant awarded to Partners in Careers in Vancouver and the Washington Department of Veteran Affairs (WDVA) for services to veterans in both rural and non-rural areas. In addition, services to homeless veterans are a focus at the Building 9 project at Retsil, a model transitional assistance facility operated by the WDVA. The DVOP who is out-stationed at the American Lake Veterans Hospital provides ICS to veterans receiving treatment at this medical center, focusing on those being treated for chemical abuse, PTSD, Traumatic Brain Injury (TBI) and long-term homelessness. Additionally, DVOPs conduct outreach activities at specific areas and events where homeless veterans would likely be found, such as Veteran Stand Downs, homeless shelters, partners receiving Supportive Services for Veteran Families funding, and directly from the VA's Healthcare for Homeless Veterans program.

- **Special disabled and disabled veterans as defined by 38 U.S.C 4211 (1) and (3).** Special disabled and disabled veterans may receive assistance and ICS from WorkSource staff and partners, the Washington Division of Vocational Rehabilitation (DVR), the VA/VR&E Program, a local DVOP, or any combination of these. Disabled veterans are identified during the veteran validation process at WorkSource and are referred to the

appropriate level of service based upon the veteran's interests, abilities, skills, needs, and SBE status. Also, through a close partnership with the VA, DVOPs assist veterans who are seeking entry into new careers and have received vocational rehabilitation assistance from the VA/VR&E program in alignment with at least one of their 5 Tracks to Employment to obtain workplace skills. Local DVOP staff work in partnership with VA/VR&E case managers to jointly build career plans that aid the veteran in obtaining suitable work based upon their abilities. This partnership is supported by the Intensive Services Coordinator (ISC), who is a DVOP out-stationed at the VA/VR&E Regional Offices in Seattle. Washington State also coordinates the provision of ICS for VR&E clients with VA/VR&E case managers stationed at the Portland, OR and Boise, ID Regional Offices.

- **Offender that is currently incarcerated or who has been released from incarceration.** For years, JVSG staff have conducted veteran outreach services to those justice involved veterans. Unfortunately, some veterans are among this population in both prisons and jails. Employment Security Department has funded a Reentry program with the intent to strengthen the connection between WorkSource services, local county/city jails, and the Jail Industries programs that identify and assist qualified individuals. DVOPs coordinate services with Reentry staff, and in regional areas, DVOPs provide monthly outreach to a Veterans Court forum where convicted veterans are matched with community mentors.

- **Veterans Aged 18-24**: DVOPs continue to outreach to this population, with strong relationships on the military installations, colleges and youth employment programs. These veterans are provided ICS to assist navigating a difficult civilian employment sector.

- **Vietnam Era Veterans**: Recently this population was approved to receive DVOP services which significantly increases our abilities to work with mature Veterans that are finding their skills need updating. These veterans often face challenges with the administrative and technological aspects of today's job search and employment application processes. Our offices partner with community resources that teach computer skills and take full advantage of the series of employment-related workshops offered in each WorkSource office. Our state believes that aging veterans have unique barriers that are best addressed through individualized career services case management by DVOPs.

- **Wounded Warriors and their caregivers**: DVOPs continue to make connections with these clients though outreach to VA facilities, DVR, the VA VR&E program, Veteran Service Organizations, and Veteran events such as stand downs. The DVOP at WorkSource Joint Base Lewis McChord (JBLM) is out stationed at the Warrior Transition Unit on base one half day per week to provide services to those qualifying individuals assessed and scheduled by their intake staff. In addition to working with these job seekers to highlight their qualifications and abilities, they are also referred to partner agencies such as the VA, DVR and other support agencies to receive the full array of services available to assist them in their transition to employment.

Outreach to veterans takes place in all WorkSource offices by the DVOP and WorkSource staff. DVOP specialists and LVER staff, through their unique roles, are serving veterans with significant barriers to employment, and employers who want to hire Veterans. LVER staff provide advocacy and employer outreach for veterans of all eras, and build employment connections and placement through job search workshops in coordination with employers.

DVOP staff seek out veterans with significant barriers to employment, assess their barriers (post referral) and develop solutions through an individualized career services case management approach. Washington currently performs DVOP outreach at Fairchild AFB and Smokey Point Complex in support of Naval Station Everett and has a DVOP stationed at American Lake VA Medical Center to locate and provide services to veterans with SBEs. At WorkSource Joint Base Lewis McChord, located within the gates of our state's largest military installation, we have permanently assigned a DVOP to work alongside non-JVSG staff. This DVOP outreaches and provides ICS to transitioning service members who are not deemed career status ready by their unit commanders. The non-JVSG AJC staff also perform warm handoffs of all transitioning services members departing the installation, to their future home location AJC, whether in or out of state.

Strong relationships have been formed with other veteran -focused agencies and organizations in Washington State to jointly serve veterans. MOUs have been established with the following agencies:

- Military Department to better serve demobilized National Guard members
- WDVA to better identify recently exited veterans and veterans in crisis
- VA/VR&E Program to provide ICS and the smooth handoff of veterans receiving rehabilitation services as they become prepared for job search activities

DVOPs work closely with county veterans' coalitions, veteran service organizations, veterans centers, homeless shelters, various community events and activities to outreach for veterans with SBEs who have contacted these groups for emergency support services or who are seeking employment. LVERs outreach to local business groups such as Chambers of Commerce, Hire America's Heroes, local military sites and professional organizations to promote hiring of veterans.

Multiple tools are used to monitor, manage, and assess the services and outcomes provided to veterans. Federal standards are closely monitored through the federal reporting system, as well as various reports from the state employment information system. State and local performance measures are monitored through a strong state internal audit system. Administrators use case management system reports and special reports generated by local power users. All data is retrieved from the state's Case Management System (CMS) which is used by all JVSG staff and is mandatory for major WorkSource partners to record services provided to current and future jobseekers, businesses and Labor Exchange Job Orders. VR&E Monthly Services Reports are used to inform and coordinate services with VR&E case managers for VR&E-enrolled veterans. Information requested by the DOL/VETS and the DVET, such as Quarterly Site Managers Reports and Site Validation or Technical Assistance visits by the DVET or their staff, are also used to monitor grant performance and services to veterans and employers. WorkSource Validation Monitoring is also used to ensure services to veterans are delivered in accordance with federal guidance, state workforce and local workforce delivery plans, and established policies and directives.

F. HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

Veterans receive priority of service at WorkSource offices. These actions are supported by WorkSource System Policy 1009, Rev 2, Priority of Service for Veterans and Eligible Spouses,

WorkSource System Policy 1019, Rev 4, Eligibility Guidelines and Documentation Requirements, and Employment Service Policy 4030, Services for Veterans, and VPL 07-09/TEGL 10-09, Implementation Priority of Services for Veterans and Eligible Spouses. Veterans are targeted for priority of service among adults with barriers to employment in the state's workforce development plan nd local Workforce Development Area Plans.

Priority of service, as it is fully implemented in Washington State, means that veterans and other eligible persons are identified at first contact within the WorkSource system, including electronic media and in person contact. At first contact, the veteran or eligible person will be informed whether they are eligible for priority of service, and what programs are required to (or voluntarily support) priority of service, and if applicable, the eligibility criteria and/or the steps to connect withthose programs. This is re-enforced at WorkSource Orientations, Job Hunter Workshops, Job Clubs, and other formal presentations and job search development trainings conducted by WorkSource staff.

Tools that are used to monitor priority of service standards are the case management system reports, Quarterly Site Managers Reports, and DOL/VETS Site visits. One-stop monitoring and validation are handled by supervisors, One-Stop operators and administrators, the state program coordinator and Central Office director, the agency's workforce administration monitoring staff (in a separate agency division), and by the DOL at the state, regional, and national levels.

Services are made available to veterans in three general service delivery modes:

- Internet connection – These services are provided to veterans via the state's public Labor Exchange website, WorkSourceWA.com. On this site, veterans are identified, informed of their eligibility for priority of service, and have access to the Labor Exchange self-service job bank. They will also find direct connections to information pertaining to priority of service standards and veteran specific job search connections such as the Helmets to Hardhats program, DOL/VETS, the O*NET Military Code Crosswalk, the VIP Program, VA Resources (including the GI Bill), and the Employer Support for the Guard and Reserves (ESGR). Additional connections are available to labor market information, unemployment insurance claim processing and information on improving job search activities. Veterans are also able to develop and post their resumes for viewing by potential employers, as well as directly apply for jobs listed in the Labor Exchange job bank. Additionally, the website allows employers to indicate veterans' preference in hiring for open positions; this information is easily searchable by veteran jobseekers.

- Self-Services at WorkSource – Veterans may take advantage of multiple self-service options at the WorkSource offices, as they sometimes prefer limited staff assistance. This includes access to resource rooms with computers for self-assessment of skills and interests, job search and resume and cover letter creation. Other self-serve resources include copy machines, fax machines, telephones and general information on job fairs, WorkSource services, community support agencies, and organizational supports that are available through WorkSource connection activities.

- Staff Assisted Services – Veterans may receive assistance from any WorkSource staff member or partner, but those with significant barriers to employment are identified during initial assessment and referred to DVOPs for intensive services. Priority of service means that the best service that is appropriate to the veteran's needs and situation can be delivered and managed by WorkSource staff.. The Case Management

Model includes developing an employment plan for veterans, which can lead to DOL and other program enrollments that provide priority of service as well.

Annual agreements, MOUs and other partnerships are established with the WDVA, Washington Military Department, DOL/VETS, DoD, and VA/VR&E Program. These agreements aid veterans in connecting with services regardless of point of entry or contact agency. Veterans priority of service is the bottom line.

G. HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND AMERICAN JOB CENTER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

As our military services downsize and personnel return from Iraq, Afghanistan and other military operations, we continue to seek partnership opportunities that will ease the transition to civilian employment. DVOPs stationed in Washington's American Job Centers (AJCs) across the state will improve essential intensive transition services. Commitments with multiple partner organizations and community colleges by way of Workforce Innovation and Opportunity Act (WIOA)Memorandums of Understanding (MOUs), wherein the partners accept responsibilities to coordinate within the centers and throughout local areas, help make strong linkages to employment and training programs.

Additionally, Washington Department of Veterans Affairs (WDVA) has placed Veterans Navigators in colleges throughout the state to work closely with veterans who undertake education upon discharge from the military. Our DVOPs work with these Navigators and provide intensive services to veterans aged 18-24 and educationally disadvantaged veterans, that create a smooth transition from education to employment. Returning veterans and veterans from other service eras with significant barriers to employment benefit from additional working relationships LVERs have with local employers, veterans service organizations, and county veteran staff, and DVOPs with transitioning service members at area bases, and federal VA/VR&E staff. Although our veterans offer tremendous advantages to both prospective civilian employers and their communities, many veterans return from service with partial disability. In addition, we realize that many who have served in combat theatres will have a difficult time readjusting to civilian work. In far too many cases, veterans who struggle with post-traumatic stress (PTS) that may surface after retirement or discharge from the military often contact staff at a WorkSource office or are referred by our veterans advocates for services. We will continue to train our WorkSource staff to recognize employment limitations and access appropriate referral resources to help these warriors.

Compounding the problems experienced in readjusting after spending a tour or more away from home is the fact that military work life for many soldiers creates a dependency to act only upon command. In contrast, civilian life is far less structured, so veterans often need help discovering their deep reserve of self-initiative that is necessary to plan a course of action and work toward a new career. LVERs at Washington's WorkSource locations have partnered with employers to develop successful workshops and DVOPs provide intensive services, to veterans with SBEs, to assist with this cultural shift. We will continue to seek and recognize best practices in this area for statewide benchmarking. In 2006, Washington state passed legislation called the Veterans Innovations Program (VIP), and appropriated funds for struggling veterans. This program, administered by WDVA, also provides emergency funds for Reserve and National Guard veterans returning from Operations Enduring Freedom, Iraqi Freedom and Noble Eagle. Hundreds of veterans and their families have received help with basic needs such as rent, utility bills and even college tuition through this program. AJC staff help veterans with emergency

needs by completing and submitting applications for VIP. This emergency assistance is always followed up with wrap around services that, at a minimum, include core information about employment and training assistance and often include referrals to WIOA or apprenticeship opportunities. DVOPs make the connections and work through obstacles whenever a veteran with SBEs seeks employment-related training. Every source of funding is coordinated to support the veteran and his or her family so that they can be successful during training and transition from training to employment. Following training, DVOPs reengage with these current and future jobseekers to match their new skills with employment opportunities in the local labor market.

These programs and support services are fully utilized by DVOPs to help struggling veterans with SBEs make solid career plans and work their way toward high skilled, high wage jobs. The local DVOP is a fellow veteran, a mentor and friend to many veterans in their communities, which goes a long way toward encouraging veterans to take advantage of services and move ahead. Additionally, our LVERs take on key roles on planning committees and veterans organizations, reinforcing partnerships and providing input to strategies to help veterans overcome barriers and secure employment.

ESD's DVOPs and LVERs are exemplary individuals with passion for the mission they fulfill. DVOPs attend events and provide intensive services that support transitioning service members and veterans, both within the gates of our military installations and in their local communities. The growth of veterans centers and veterans coalitions in our communities has provided excellent partnering opportunities in a variety of areas, including case staffing, life and employment barrier resolution, and transition services. Our DVOPs remain active partners in these organizations, providing intensive services and promoting a seamless and holistic approach to assisting veterans.

2. EMPLOYMENT PLACEMENT SERVICES, AND

See section g(1) above.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

See section g(1) above.

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

Name	Position	Hire Date	NVTI Tng
William Adamek	**LVER**	**9/1/2006**	**9/4/2015**
Adrian Alegria	**LVER**	**5/16/2018**	**3/1/2019**
Larry Allen	**CVSR**	**8/12/2019**	**Requested**
Michael Benko	**LVER**	**10/16/2014**	**10/22/2010**
Eileen Boylston	**CVSR**	**6/1/2001**	**12/4/2001**
Randi Bowman	**DVOP**	**6/1/2010**	**10/19/2010**
Sefarian Butler	**DVOP**	**8/16/2011**	**2/620/2012**
John Cruz	**DVOP**	**8/11/2015**	**4/15/2016**

Name	Position	Hire Date	NVTI Tng
Michael Ensor	**CVSR**	**1/16/2018**	**9/14/2018**
Arturo Espinoza	**LVER**	**7/17/2017**	**7/13/2018**
Jon Ferguson	**CVSR**	**5/16/2018**	**9/14/2018**
Terrie Garcia-Hernandez	**CVSR**	**1/1/2019**	**7/13/2018**
John Geelan	**CVSR**	**10/1/2010**	**10/19/2010**
David Gray	**DVOP**	**11/16/2012**	**6/7/2013**
Brandon Harting	**CVSR**	**11/16/2017**	**9/14/2018**
Clinton Hede	**LVER**	**7/16/2013**	**4/25/2014**
Linda Hollingsworth	**DVOP**	**11/1/2010**	**4/11/2011**
Michael Hood	**DVOP**	**10/26/2018**	**4/5/2018**
John Joseph	**DVOP**	**1/5/1995**	**12/14/1998**
Victor Kemp	**DVOP**	**10/1/2012**	**5/20/2013**
Mauricio. Kenny	**DVOP**	**2/1/2007**	**4/24/2007**
James Lapsley	**LVER**	**1/1/2008**	**6/19/2007**
Daniel Ledgett	**CVSR**	**12/16/2013**	**5/23/2014**
David Madden	**DVOP**	**10/16/2014**	**2/27/2015**
Seth Maier	**DVOP**	**4/1/2013**	**7/29/2013**
John Moysiuk	**DVOP**	**5/1/2008**	**9/30/2008**
Paul Pelot	**DVOP**	**3/1/2011**	**8/23/11**
Tiffany Plous	**DVOP**	**11/17/2016**	**11/17/2017**
Jennifer Prewitt	**DVOP**	**12/1/2018**	**6/14/2019**
Michael Ramos	**DVOP**	**7/16/2014**	**10/31/2015**
Hannah Schoepp	**LVER**	**5/1/2012**	**2/27/2011**
Steve Severson	**DVOP**	**8/7/2015**	**Requested**
Mary Beth Strand	**DVOP**	**5/1/2016**	**4/26/2016**
Kevin Sullivan	**DVOP**	**10/16/2013**	**6/6/2014**
Shane Wise	**DVOP**	**1/18/2011**	**5/11/2012**
Nikkol Wymer	**DVOP/ISC**	**4/16/2017**	**10/27/2017**
Nancy Zellers	**DVOP**	**11/16/2016**	**7/12/2013**

I. SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

n/a

UNEMPLOYMENT INSURANCE (UI)

A. CONTENTS OF A COMPLETE UI SQSP PACKAGE

1. TRANSMITTAL LETTER

n/a

2. BUDGET WORKSHEETS/FORMS

To be updated by state UI staff.

3. THE STATE PLAN NARRATIVE

STATE PLAN NARRATIVE

Appendix: Alternate Year Submittal

(Washington – Fiscal Years 2019 and 2020)

1. **Overview**

1.

a. ***State priorities and the strategic direction the state has adopted to ensure continuous improvement.***

Vision, Mission and Objectives

Vision: The nation's best and most future ready workforce with opportunities for all.

Mission: We provide our communities with inclusive workforce solutions that promote economic resilience and prosperity.

Our values, our lens: Our values drive every decision that we make, determine how we interact with others and are at the core of who we are.

- Diversity, equity and inclusion
- Integrity
- Service with kindness
- Innovation
- Collaboration
- Investing in our people

Agency Staffing

After a period of significant change in executive leadership, we have had a relatively stable year in which to reassess our strategic direction and ensure that our operations are coordinated and effective. Changes in the past year include reestablishing the deputy commissioner/chief operating officer role; reorganization of the divisions controlling finance, administration, and

human resources; establishing an enterprise project management office; and streamlining leadership in our operational divisions.

There is also an upcoming reorganization of UI Customer Service management. For many years, ESD has maintained claims centers in multiple cities. Each center has had its own Claims Center Administrator, Adjudication Manager and Intake Manager. To ensure consistent service for claimants statewide, any changes required discussion between managers from all the centers, a process that frequently delayed or stalled needed changes.

As of this writing, we are working to reorganize the management team, and are recruiting for the following positions:

- Operations Manager – Lacey Claims Center
- Operations Manager – Spokane Claims Center
- Statewide Adjudication Manager
- Statewide Intake Manager
- Program Implementation Manager
- Performance Integrity Manager

The statewide managers will have full authority to manage their programs with a focus on effectiveness, making real-time corrections as needed to accomplish agency goals. Similarly, the Claims Center Operations Managers will be responsible for the day-to-day management of their centers, including supervision and recruitment, as well as operational details. This reorganization is intended to fix structural issues, expand efficiencies and provide an opportunity to improve core performance through an analysis of business processes.

1.

    a. ***Assessment of past performance and expected future performance. Includes, at state discretion, a discussion of external factors that may have performance implications.***

Core Measures and Secretary's Standards: Last year, Washington reported that we had met or exceeded U.S. Department of Labor Core Measures and Secretary Standards in only nine of 20 categories. This year, we have improved enough to meet the Acceptable Levels of Performance (ALP) for ten areas. We will continue reporting in the other areas and are adding two new Corrective Action Plans (CAP), including one for the improper payments measure. We have benefited greatly from technical assistance visits by both USDOL and NASWA, and we will continue to partner with our regional office and the NASWA Integrity Center to further our efforts. We believe this demonstrates our commitment to the change and effort needed to improve our program performance.

1.

    a. ***Coordination with other plans.***

ESD is an integral partner in the WIOA State Plan. We collaborate with state and local agencies that participate in the workforce system and serve UI claimants, job seekers, and businesses. We

are actively seeking to break down barriers within the agency and promote a vision of UI benefits as a bridge between jobs and ESD's active participation in the workforce system that delivers skilled workers to employers. ESD continues to progress in its long-term journey toward Lean methodologies, performance improvement and standard work.

1. **Federal emphasis (GPRA goals) update all**

1.

    a. ***State performance compared to the GPRA goals.***

Government Performance and Results Act (GPRA) -- Washington's results for the year ending March 31, 2019 have met USDOL goals for timely benefit payments, prompt establishment of tax accounts and detection of benefit overpayments.

- ***Make Timely Benefit Payments*** – Washington 87.07%
    - **Target**: 87% of intrastate first payments for full weeks of unemployment compensation will be made within 14/21 days from the week ending date of the first compensable week.
- ***Establish Tax Accounts Promptly*** – Washington 89.82%
    - **Target**: 89.0% of status determinations for new employers will be made within 90 days of the end of the first quarter in which liability occurred.
- ***Detect Benefit Overpayments*** – Washington 108.24%
    - **Target**: Overpayments established will be at least 54.5% of the estimated detectable, recoverable overpayments.

Washington's results for detection of overpayments for the three year period ending March 31, 2019 continue to be higher than expected for federal review purposes because of its work search-related overpayments and their interaction with the federal performance formula. Washington does not believe the results indicate a systemic problem with detection of overpayments.

1.

    a. ***Actions planned to achieve GPRA goals and targets.***

National Priorities

Improving State Capacity to Administer and Operate the UI Program Effectively

Washington's challenges maintaining high-quality programs in our current environment of substantially-reduced resources are well documented throughout this narrative. We are working to stabilize and improve our new technology solutions as we manage with fewer, newer staff. We are also working to reduce backlogs in several areas while we lose substantial

subject-matter expertise to retirement and attrition. These losses continue to jostle work units, creating inefficiencies as staff learn their new work. We have worked proactively to incorporate Lean methodologies agency-wide to identify opportunities for improvement, streamline and standardize workflows, and boost performance.

In the past several months, we began streamlining our program organization. These efforts included recombining the benefits and tax operations under a single division, and improving both inter- and intra-agency partnerships. We also accepted technical assistance offered by USDOL, the UI Information Technology Support Center (ITSC) and the UI Integrity Center of Excellence. Having fresh eyes examine our organization and provide suggestions and encouragement to line staff is exceptionally helpful.

Improving Prevention, Detection, and Recovery of UI Improper Payments

As noted in our previous SQSP, staffing reductions due to technology investments negatively affected claims quality and timeliness as measured by BTQ reviews. Due to these reductions, Lean process improvement efforts at the UI Claims Centers, which are critical to preventing overpayments, are behind schedule. The agency continues to focus its efforts on process improvement, but with an eye toward balancing those efforts with the need to maintain day-to-day excellence in operations. As predicted, it was challenging to meet BTQ standards in this environment. To help address UI improper payments, ESD remains committed to national integrity efforts and will be developing its Integrity Action Plan with technical assistance from NASWA Integrity Center staff in the coming weeks.

Improving Program Performance Nationally

Washington uses Lean methodologies extensively to analyze business processes. In many cases, this approach yielded excellent results, and we are focusing on lessons learned for all cases. We have recently expanded our toolbox to include methods such as Human Centered Design, which shares many basic principles with Lean but provides a different approach. ESD believes tools such as these could be used by any state to help improve system performance.

Additionally, ESD staff are taking active leadership roles at a national level, participating in several national workgroups and working with NASWA and its committees. We use these opportunities to advocate for best practices across the country and learn from our colleagues, with a focus on ways to serve our customers.

Workforce Innovation and Opportunity Act (WIOA)

As an integral partner in the WIOA State Plan, ESD elected to submit this State Quality Service Plan as part of a WIOA Combined State Plan. We are working internally to further integrate our UI Tax, UI Benefits and Labor Exchange programs to more fully support UI claimants and job-seeking customers. To accomplish this, we are looking at the roles and responsibilities of the units within our department, working toward seamless integration of our main customer technology systems in a single web portal and incorporating UI elements into our WorkSource programs in the one-stop centers.

Reemployment of UI Claimants

ESD continues to work to integrate unemployment compensation and workforce services. The agency's vision of UI benefits as a support bridge between jobs directly aligns with USDOL's emphasis on claimant reemployment. Agency strategic plan success measures include reduced duration of UI claims and reduced time to find employment. The action plan includes working to more successfully meet employer needs, which will also result in better access to job opportunities for UI claimants and other WorkSource clients.

As reflected in our strategic plan, we are actively searching for additional ways to integrate UI with labor exchange programs and increase visibility of UI in one-stop centers across the state. We have a strong Reemployment Services and Eligibility Assessments (RESEA) program centered in the one-stops, and are pursuing full integration of our new UI benefits and job-matching computer systems in one customer portal in order to provide job-seekers with a straightforward experience as they both search for employment and collect unemployment benefits.

Improving Data Validation and Federal Reporting

New technology systems across our agency have led to a renewed look at data validation and its inherent impact on our federal reports. With technical assistance from USDOL staff, we have made progress identifying issues with data validation in our systems, and are working with the system programmers to address those issues. We have also invested more staff resources in this area, both to bring additional talent to bear on the issues and to ensure continuity as key retirements approach.

Addressing Worker Misclassification

ESD is working with Washington's Department of Labor & Industries (L&I) and Department of Revenue (DOR) to address worker misclassification and to combat the underground economy. Particular emphasis is placed on data sharing and other areas where the agencies have partnered to uncover and take action on tax misreporting or fraud.

Cross-agency referral committees occur quarterly, with staff from the three agencies sharing information on tax discovery, fraud prevention, new technology and data sharing opportunities, audit data and findings, and unregistered businesses that were involuntarily registered.

Ongoing committee efforts focus on new cross-match scenarios and how to refine existing queries. Discussions emphasize using technology to the best advantage, data analysis best practices software, and how to refine and share leads. In addition to the work of the committee and the automated exchange of data, staff at all levels in the three agencies continue the informal sharing of information on individual cases, special projects or other items of interest.

1. **Program review deficiencies –** Washington has completed program reviews as required.

1. **Program deficiencies update**

Detection of Overpayments: Three Year Aggregate: ALP 50% – 95%, Washington 115.05%.

Washington's results for detection of overpayments for the three year period ending March 31, 2019 continue to be higher than expected for federal review purposes because of work search-related overpayments and how they interact with the federal performance formula. Washington has very particular work search requirements in state law, mandating a progression to an "all weeks" review if the one week review uncovers eligibility or work search errors. This results in a number of "all weeks" denials due to work search errors, creating large overpayments.

The Benefit Accuracy Measurement (BAM) Operational Rate, the denominator of the overpayment detection ratio, excludes work search-related overpayments. The numerator, overpayments established, includes work search-related overpayments. Washington has a very high proportion of work search-related overpayments compared to total overpayments. Given Washington's legal structure regarding work search overpayments, it is mathematically impossible for the state to meet the 95% ALP for the ratio of overpayments established to overpayments detected because of how the ratio is calculated.

ESD is addressing work search overpayments from a number of angles. We are reviewing administrative rules with the goal of preventing an overpayment by creating opportunities for coaching and corrective action regarding minor or inadvertent errors. We also improved tools in our new UI Benefits system to support quicker visibility on work search-related errors. These efforts, along with expanded RESEA encounters and our existing work on cross-matches, should continue to lower the overall measure toward the ALP. However, it may not be possible for Washington to be within the established parameter due to our structural impediments.

There are also concerns that the combination of struggles in the BAM program and issues with Data Validation for certain benefits populations (see CAPs) may be affecting data used to calculate the overpayment detection ratio. ESD will be continuing corrective actions in both these areas, and will work to identify and resolve possible hidden effects on the ETA 227 data. These efforts will be tracked and reported through the CAP milestones.

Improper payment rate

While recent data estimates an improper payment rate of 15.93% for the year ending March 31, 2019, Washington's baseline improper payment rate of 19.59% for the year ending June 30, 2018 was well over the established ALP. We believe that ESD policies and state laws surrounding work search requirements have contributed to the high rate, particularly because work search issues account for the majority of our improper payment cases. Even with recent improvements to our UI Benefits System, unclear and inconsistent communications and expectations may be making it difficult for claimants to fully understand both what is required and how to record work search activities.

Using a deliverable-based approach with task-specific staff, ESD began a cross-divisional project in early 2019 with the goal of meeting the improper payment rate ALP by October 2020. Several project coordinators and change managers have been assigned to the project. Recent efforts include process improvement events for the identified root causes of work search, benefit year earnings and separations issues. Project groups are also working to review claimant and employee materials for clarity and consistency, and assessing if modifications to

communications and policies are needed. Given the exacting work search requirements in Washington, ESD and NASWA staff have identified policies that will require changes in order to meet the ALP, and we are in the process of making policy revisions to better support claimant understanding.

Contingency Planning

Since we last exercised our contingency plans for Disaster Recovery (DR) and Continuity of Operations (CoOP), ESD's Information Technology Services Division (ITSD) has had ongoing staff turnover and leadership changes. In addition to a nine-month vacancy of the managerial position in charge of the contingency plans, a turnover of four CIOs in the last 13 months has impacted strategic and operational priorities, as well as ITSD's ability to update and test the plans.

ESD recently secured funding to address several aspects of the contingency plans, including a new DR infrastructure and site, processes and procedures. With the funding, ITSD will work to review, revise and test the DR/CoOP plans with a goal of full implementation by mid-2021. These efforts will include a needs assessment for current and future states, as well as preliminary table-top exercises, unit-level and cross-divisional testing.

Existing plans cover the aspects of the UI program that support IT systems and processes. However, also impacted by changes in staffing and leadership, the annual risk assessment and updates to the Unemployment Tax & Benefit (UTAB) system security plan continue to be in progress, but are behind schedule with a revised target of October 2019.

1. **Reporting deficiencies** – not applicable

1. **Customer service surveys (optional)** – not applicable

1. **Other (e.g., approach to maintaining solvency, requests for technical assistance)**

We appreciate the support and collaboration offered by USDOL regional and national staff, as well as NASWA's Integrity Center, in helping us address contributing factors to our high improper payments rate. As a result of the State Intensive Services on-site visit in August 2019, we received informal suggestions during the visit closeout meeting, and will soon be receiving formal recommendations from NASWA's Integrity Center on strategies to implement.

1. **Assurances:**

The State will comply with the following assurances:

1. Assurance of Equal Opportunity (EO).
2. Assurance of Administrative Requirements and Allowable Cost Standards.
3. Assurance of Management Systems, Reporting, and Recordkeeping.
4. Assurance of Program Quality.

5. Assurance on Use of Unobligated Funds.
6. Assurance of Prohibition of Lobbying Costs (29 CFR Part 93).
7. Drug-Free Workplace (29 CFR Part 98).
8. Assurance of Contingency Planning.

Provide the most recent dates for the following:

1.
    a. Information Technology (IT) Contingency Plan Implemented: **October 2016**
    b. IT Contingency Plan Reviewed/Updated: **April 2018**
    c. IT Contingency Plan Tested: **September 2018**
2. Assurance of Conformity and Compliance.
1. Assurance of Automated Information Systems Security.

Provide the most recent dates for the following:

1.
    a. Risk Assessment Conducted: **August 2018**
    b. System Security Plan Reviewed/Updated: **August 2018**
2. Assurance of Confidentiality.

4. CORRECTIVE ACTION PLANS (CAPS)

First Pay Promptness -

A. Reason for the Deficiency

Biennial Year Plan: First-pay promptness is often affected by the deficiencies associated with nonmonetary timeliness; however, several other factors are also affecting these results. Although significant improvement have been made since UTAB implementation, Washington is still experiencing technology problems that delay claims from becoming valid. There are ongoing issues with combined wage claims. There are ongoing issues with the interface between Washington tax and wage system (NGTS) and UTAB. Federal and military claims still require a large degree of manual management.

Alternate Year Plan: N/A

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Prior to UTAB implementation, achieving non-monetary timeliness had the greatest impact on first pay promptness. Unemployment Insurance Customer Support Division's (UICS) concerted effort to reduce the non-montary backlog resulted in meeting non-monetary timeliness DLA's in ten of the eleven weeks ending with September 1, 2018; however, we met First Pay DLA's in only three of those weeks. UICS will conduct a root cause analysis to uncover why decision timeliness no longer guarantees first pay timeliness and take appropriate

corrective action. Note: it is likely some of the root causes will already be addressed in the SQR's listed below, but further research is required. See Milestone 1 below.

UICS reviewed a list of 64 UTAB technical service requests (SQR's) to correct or enhance systems related to the interface with NGTS, the UI Tax and Wage computer system, and to federal data interchanges relating to Combined Wage Claims, Federal Claims, and Military Claims. Managers identified sixteen of the SQR's as having the greatest potential impact on First Pay Promptness, directly through enhanced speed of processing and indirectly through freeing up staff time now spent manually intervening in claims. These SQR's will be prioritized through a revamped process with weight given to the fact they are identified as part of a SQSP. See Milestones 2 and 3.

UICS is encouraging as many claimants as possible to self-serve by using ESD's on-line eServices portal. Establishing an account has proven difficult for a significant percentage of our customers. ESD will run a pilot to streamline account establishment and review effects on the percentage of claimants establishing on-line accounts. Increasing the percentage of claimants filing initial claims on line will free up staff resources to address complicated issues affecting first pay. See Milestone 4.

Alternate Year Plan: N/A

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: First pay timeliness has been negatively impacted over the past 18 months by UTAB implementation and ongoing NGTS interface issues. UTAB design improvements and NGTS issue resolution are ongoing but require more time for completion

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: Status of technology enhancements are monitored weekly through SQR prioritization and status meetings. WA plans to conduct a root cause analysis of FirstPay deficiency, identify counter measures and implement improvements by completing a data review and full Lean event by December 2018. To resolve UTAB interface issues with NGTS and wage records we have an existing SQR which we will move up in priority, thus 100% of wages reported without hours will be imported into NGTS without manual intervention. There are fifteen NGTS and federal data interchange issue SQR's, WA will prioritize these and complete by September of 2020. During the NASWA visit it was suggested that we look at alternatives to LexisNexis and we plan to conduct a Lexis Nexis shut off pilot program which will occur on the following schedule, program and test shut off procedures August 2018, initiate testing September 2018, complete an interim evaluation November 2018 and then a Go/No Go decision for extension to be completed by December 2018.

Alternate Year Plan: N/A

Non-Mon Timeliness -

A. Reason for the Deficiency

Biennial Year Plan: Washington is still dealing with several UTAB design challenges that directly affect nonmonetary timeliness. These include: challenges with workflow resulting in delivery of work to adjudicators that is already past timely date or does not afford enough time to properly

allow for due process; US mail cases held from work queues until a date threshold even when interested parties have responded, resulting in unnecessary delayed cases and unpredictable and uneven distribution of the work; and continued challenges with duplicate issues and clears that require the attention of adjudicators. Other non-technological factors include changes to the Intake business model resulting in lower timeliness due to when work is presented in relation to business days available and continued attrition among trained adjudicators resulting from growth opportunities, particularly in the Lacey Adjudication Unit.

Alternate Year Plan: Washington has continued to resolve design issues within UTAB, specifically in regards to workflow and assignments. These fixes, have begun to improve our timeliness, thus resulting in better performance according to USDOL standards. There continue to be remaining fixes to UTAB that have yet to be implemented.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Washington continues to carry out specific backlog reduction activities. Process improvement teams have examined workload to determine how to specialize rather than have all staff work general queues. Two different pilot work groups used technology to better distribute workload to adjudicators. Specialization helped process improvement teams identify thirty-six UTAB enhancement requests, which have been submitted. Specialized work groups handing discharges and all associate issues and quits and all associated issues will be used to better match capacity with demand.

Alternate Year Plan: Process Improvement teams have made good strides in correcting workload and system issues within UTAB. Washington continues to monitor the affects of each fix to ensure performance levels continue to improve and remain as acceptable.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: Nonmonetary timeliness has been negatively impacted over the past 18 months by UTAB implementation. Design improvements are ongoing and staff productivity is increasing, but reaching pre-UTAB levels is still a work in progress.

Alternate Year Plan: Design improvements continue to be an ongoing milestone for Washington. We expect that the 36 identified design improvements will be complete by 6/30/2020.

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: UI benefits managers continue to monitor claim center metrics on a weekly basis, and adjust resources as available.

Alternate Year Plan: Metrics continue to be monitored on a weekly basis.

Non-Mon Quality -

A. Reason for the Deficiency

Biennial Year Plan: Time pressures with system development resulted in UTAB launch without standard work documentation or case-specific training. Nonmonetary determination quality suffered due to this lack of case-type specific step-by-step instructions for staff and well as the overall steep learning curve related to the UTAB launch. The quality review tool used by supervisors and leads had to be redesigned to match UTAB and again, specific training was not provided prior to UTAB launch.

Alternate Year Plan: Washington continues to update training manuals and conduct proper staff training. This has negatively impacted Nonmonetary Determination Quality. We expect that the training manual re-write will be complete by 12/31/2019.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Addressing shortfall in nonmonetary quality will be done through enhanced refresher training, continued documentation of standard work; increased quality reviews, providing more and easier data visibility, and working more effectively with policy on quality assurance issues.

Alternate Year Plan: Washington has implemented a Project Management Format with regular check in's and leadership discussions for tracking and assessing milestones for the CAPs. This approach will allow us to address shortfalls and resources as needed to improve performance levels and adjust as needed throughout the processes of improving the ALPs. Refresher training continues to be developed and documentation of standard work practices are underway. We have begun conducting a review of current policies, including updating policies to be more effective for current business needs and USDOL requirements. As policies are updated, training manuals and communications to staff are developed.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: See performance measures associated with each action item below. Quality is monitored through weekly sampling of adjudicators' work as well as through BAM and BTQ. Performance deficiencies will be addressed with individual staff improvement plans.

Alternate Year Plan: Improvement plans are being managed in a project management format, including charter, project plans and check-ins. Project plans will be addressed in the milestones. Project plans are in place for Training Re-write, Documentation of Standard Adjudication Work, Enhancing Existing Quality Review Efforts, and Renewing Partnership between UI Business and Policy Staff. Currently we are conducting root cause analysis of First Pay, Web Notice Quality and Timeliness, Clears, Adjudication Standard Work, and Adjudication Quality Reviews.

Lower Authority Appeals -

A. Reason for the Deficiency

Biennial Year Plan: With the launch of our new UI Benefits system in January 2017, claimants were given substantially greater access to file appeals independent of agents via our e-services interface. This led to a significant increase in the number of appeals filed, and placed great demand on existing staff at the claims centers and the Office of Administrative Hearings. Additionally, the new system required different processes and workflows to assemble appeals packages for submittal to OAH.

Alternate Year Plan: Lack of standard work processes for processing appeals requests continued to cause significant delays in transmittal of appeal requests to OAH. In addition, increased overall appeals volumes lead to a continuing backlog of cases awaiting processing by OAH.

Although OAH hired additional administrative law judges, the agency has been unable to successfully reduce the backlog.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: We are beginning by reviewing the data to see specifically where the increase in appeals is impacting operations - whether it be an increase in specific types of appeals, system and workflow issues regarding appeal filing, the sheer volume of appeals filed, or lack of agent involvement in the filing that may have resolved issues without the formal filing of an appeal. Our first step will be to take a quick and sober look at the number of changes and their impact on the appeals number, to determine where our best opportunities for improvement lie. After that, we will complete a full business process analysis with internal and external partners to find and fix issues that we identify. Throughout the process, we will be continually monitoring performance data to ensure our efforts are positively impacting those numbers.

Alternate Year Plan: ESD implemented a number of small scale process improvements during the period January 2017 - March 2018 that reduced average processing time lag from a high of 28 to 17 days, which was still not an acceptable level of performance. In March 2018 ESD held a large scale Lean event that resulted in a complete revamp of work flow and documentation of new standard work. This resulted in a dramatic decrease in the time from appeal request receipt to transmittal to OAH. As of June 2018, the turn around average was 4 days. A suggested technology improvement from the Lean event was implemented in July 2019. This automated appeal packaging submissions from UTAB directly to OAH with much less manual processing by staff and better standardization of appeal package contents, regardless of which ESD unit submits the appeal. We believe OAH should also experience processing efficiencies with greater standardization. As of August 2019, average turn around time from receipt of appeal request to transmittal to OAH was 2 days.

The next phase is to work jointly with OAH to determine the barriers they have that keep them from meeting timely targets. ESD has requested that OAH meet to begin this next phase of work, starting with a data review process and productivity statistics. Pending the outcome of this data review, ESD and OAH will identify next steps. As the steps are identified, ESD will work with OAH to assist in development and implementation of processes to increase performance within the Time Lapse ALP measure. As processes are implemented, ESD will conduct regularly scheduled meetings with OAH to ensure successes and improvement with the Time Lapse ALP. This will include adjustments as needed and continued follow up with ESD staff, vendors, and OAH staff.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: We began this CAP in the alternate year of the last reporting period. Since then we have had technical assistance visits from USDOL staff, and completed several business process reviews to streamline appeals processes. However, much work remains between the multiple agencies involved to knock down the backlog.

Alternate Year Plan: We continue to work with our partners, including OAH, USDOL staff, and NASWA to streamline the appeals process. One of the biggest issues remaining is the ability to integrate the OAH system to ESD systems. This will allow direct communication and file uploads without agent intervention.

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: We continue to monitor in partnership with the Office of Administrative Hearings to ensure timely appeals.

Alternate Year Plan: N/A

Tax Quality -

A. Reason for the Deficiency

Biennial Year Plan: The Next Generation Tax System (NGTS) defects continue to be greatly affecting the generating of correct billing statements, processing employer tax reports and payments, and correctly applying payments received. These errors continue to contribute to samples failing in Report Processing, Contributory and Reimbursing Debits/Billings, Credits/Refunds, Employer Tax Rates and Collections during the 2017 TPS reviews. It was recommended in several areas that manuals be updated. Currently, all tax units are working with our Policy unit to update unit manuals and add standard operating procedures to the manuals. All manuals should be completed by June 2019, so all staff will have up to date manuals with one place to go to access procedures. We are continually reviewing our standard operating procedures and providing training to ensure we are properly processing document. We are continually monitoring processes and when we identify system issues, a ticket is written when necessary. We have business representatives that work with IT weekly to address prioritization of tickets.
The Business Systems Manager is working with IPOne to get the delinquent tax reports filed and accounts inactivated when they no longer have payroll. The current schedule has reports filed by mid-2019.
Under Credit/Refunds a recommendation was made to consider revising a WAC. This has already been discussed with the Legal Appeals Unit and is in the process of being updated.
It was identified in the debits/billings section that there was an excess wage imbalance due to an incorrect SSN. When our new tax accounting system went live in 2014, we were not notifying employers when they had an excess wage imbalance. This ticket has since been deployed and we now are sending excess wage imbalance notification letter to employers when their tax report is posted. Also in this section a recommendation to address erroneous interest calculations. This is currently being worked on by our IT department. This issue should be fixed by first part of 2019.
A recommendation was made to do a comprehensive review of the entire test phase prior to mailing the annual tax rate notices. Annually staff work with IT to review accounts to ensure tax rate notices are accurate. Any defects identified before our IT department works to resolve. If there are any issues identified after run, ticket are written and address before the next years run.

Alternate Year Plan: N/A

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: NGTS System defects have been continually monitored by the project's business teams and steering committees, with bugs being logged, assigned, prioritized and corrected as quickly and effectively as possible.

We are continually monitoring processes and when we identify system issues, a ticket is written when necessary. There are different teams in our IT department that address issues in different functional areas. There is also a team dedicated to addressing billing issues. We have business

representatives that meet twice weekly with IT to address prioritization of old and new tickets. The Business Systems Manager is working with IPOne to get the delinquent tax reports filed, payments and accounts inactivated when they no longer have wages to report.. The current schedule for IPOne to file delinquency reports and payments is mid-2019. We are currently in the process of reviewing all our standard operating procedures and manuals. This project is scheduled to be completed by June 2019. Line staff are involved in the updating of the standard operating procedures. As each procedure is updated, any training needs are addressed at that time. Our leads and supervisors are also spot checking staff work to identify any training needs.

Alternate Year Plan: N/A

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: This has been previously identified as a multi-year CAP. We have made some progress, as demonstrated by passing more samples this year than the year before. Strategic Response unit and the Account Management center made a push to get the "Post as Informational or Actual" queue caught up this past year. That backlog of work contributes to late account set ups. These are quarterly reports submitted with missing account numbers or the account is closed. Once staff contact the customer a new account has to be established or closed accounts have to be reinstated. Many of these actions could result in late Status determinations. This queue is now down from 2500 in October of 2017 to 98 today.

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: UI Tax managers continue to monitor performance statistics regularly and adjust resources as needed. Leadership monitors all activity through regular updates on the tax floor.

Alternate Year Plan: N/A

Improper Payments -

A. Reason for the Deficiency

Biennial Year Plan: N/A

Alternate Year Plan: The department rate for Q3 2018 was 19.59%. Specifically, ESD has additional policies surrounding work search activities that we believe contribute to the Improper Payment Rate being out of compliance. Work search issues account for 70.31% of our improper payment rate. With recent improvements to the state UI Benefits System, the job search reporting experience for claimants has changed, thus causing a difference in the way claimants are reporting job search activities via the IVR Telephone System versus the eServices online platform. Claimants are required to complete at least three job search activities per week to be eligible for benefits, however, it is not clearly displayed and communicated for claimants how to report/record their job search activities. There are also department-to-department differences in defining and approving job search activities. While our UI Benefits System has been stabilized, we continue to address remaining issues and seek further improvements.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: N/A

Alternate Year Plan: In early 2019 ESD began a large scale project focused specifically on Improper Payments that includes leadership from UI Claims, Policy, BAM, and Employment Connections. This project team has identified and targeted specific root causes to reduce the departments estimated rate of Improper Payments and meet the USDOL ALP by October 1, 2020. ESD is using a deliverable-based approach to identify staff responsible for each project component.

ESD has recently held several process improvement events to further drill down on each improper payment root cause, leading to additional and specific deliverables/milestones for each sub-project. This includes events for work search, benefit year earning and separations. During these events, we are conducting a deep dive into policy review, feedback from staff and claimants/employers, process changes and system improvements. The project groups for these sub-projects are also reviewing claimants materials and employee handbooks to find improvements and areas that are not clear to claimants and staff. As items are identified in the project groups, communications and policy teams are tasked with modifying current material, notices, and policies.

The project teams are reviewing current ESD policy add-ons concurrent with USDOL policies that will require changes to meet the desired model for reducing improper payments. A number of changes have been recommended by ESD leadership and policy staff, and we are in the process of revising work search policies to better support claimant understanding of ESD requirements for reporting approved activities. Current policies being revised include, approved work search activities to expand on what is currently considered acceptable, and how these activities are approved by each region; work search reviews being conducted sooner than 6 weeks after the initial claim is filed; leave of absence and standby procedures, notifying claimants when their standby status is ending so that they are aware that work-search activities will begin to commence in order to be eligible for further benefits. These policies have been identified by both ESD staff and NASWA staff as requiring an update in order to successfully meet USDOL ALPs by the intended target date of October 2020.

As we continue to maintain our project plan, we are committed to regular check-ins with project staff and executive leadership to ensure targets are met in a timely fashion and adjustments are made as necessary.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: N/A

Alternate Year Plan: In the current CAP we have a major focus on Work Search, BYE, and Separation Issues, being that these account for 90.18% of the ESD's Improper Payment rate. ESD will continue to address the remaining identified root causes of Improper Payments as a next step to maintain USDOL performance standards. We have several project coordinators and change managers assigned to the Improper Payment project. As we work towards completing deliverables and improving performance, we will assess progress monthly based on USDOL's

Improper Payment Rate ALP and adjust course as needed, ESD will implement an accountability system to target specific improper payment root causes while ensuring deliverable.milestone attainment and timely reporting to USDOL.

Detection of Overpayments -

A. Reason for the Deficiency

Biennial Year Plan: Washington's results for detection of overpayments for the three year period ending 3/31/18 are higher than expected for federal review purposes because of its work search-related overpayments and how they interact with the federal performance formula. Washington has very strong work-search requirements in state law, mandating a progression to an "all weeks" review if the one week review uncovers eligibility or work-search errors. This results in a number of "all weeks" denials due to work-search errors, which create large overpayments.

The Benefit Accuracy Measurement (BAM) Operational Rate, the denominator of the overpayment detection ratio, excludes work search related overpayments. The numerator, overpayments established, includes work search related overpayments. Washington establishes a very high proportion of work search related overpayments in relation to total overpayments. Given the legal structure in Washington regarding work search overpayments, it is mathematically impossible for the state to meet the 95% acceptable level of performance for overpayments established to overpayments detected ratio by virtue of how the ratio is calculated.

Alternate Year Plan: As noted in the Biennial plan, a major driver of our deficiency is the inclusion of a large percentage of work search related overpayments. We are engaged in a systemic review of work search laws, policies and practices in an attempt to bring down the work search error rate. The CAP for Improper Payments addresses the projects for work search errors that are currently underway to improve the work search error rate that is currently at 70%, this will also have an effect on the detection of overpayments CAP. Work search errors are not coded as detectable with current procedures. Established overpayments do include work search errors. ESD is in the process of changing work search processes, policies, and weekly claiming processes to reduce work search related errors, but it is unclear if those changes would result in work search errors being deemed detectable or not. There is a possibility ESD is not currently reporting work search overpayments correctly.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Washington is addressing work-search overpayments from a number of angles. We have built better tools in our new UI Benefits system to provide quicker visibility to work-search related errors on claims. These measures, partnered with expanded RESEA encounters and our existing work on cross-matches, should continue to bring the overall measure down toward the ALP. However, we may not ever be within the 50-95% parameter established due to our structural impediments.
There are also concerns that the combination of struggles in the BAM program and issues with Data Validation in certain benefits populations (see CAPs) may be affecting the underlying data to calculate the overpayment detection ratio. Washington will be continuing corrective actions in both these areas during the period, and will consider where there may be hidden effects on the ETA 227 data that require correction. These efforts will be tracked and reported through appropriate CAP milestones.

Alternate Year Plan: In early 2019, Washington began a large scale project focusing on Improper Payments. This project includes remodeling RESEA, building better tools in UTAB and analyzing work search errors, separations errors, and benefit year earnings errors. Washington will use this project plan to further drill down on areas of improvement. There are currently several requests to the policy unit to change current policies and laws which will better allow ESD to detect overpayments sooner. Some of the policies that are being reviewed include reviewing up front denials for self reported work search errors, rather than paying conditionally, requiring job search log entries upon weekly filing and better cross matching to reduce incidents of Benefit Year Earnings overpayments.

ESD will also do a root cause analysis of potential structural impediments, including analyzing the formula for overpayments established which does not include work search errors which is a very large portion of the overpayment rate. The BAM estimated overpayment rate is double what BPC reports for actual overpayments established, this will also be analyzed for discrepancies and errors in reporting. We have identified an addressed a training issue within BAM that resulted in an overpayment errors issue and ESD continues to maintain proper training for new staff and refresher training for existing staff to ensure overpayments are coded and recorded correctly.

The milestones in the CAP for detection of overpayments is being addressed in a project management format with regular check in's with management and leadership to ensure deliverable/milestones are on track for completion in a timely fashion. This includes regularly looking at data and how processes are completed to adjust procedures as needed to meet USDOL ALPs by October 2020.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: The Improper Payments project plan that ESD implemented in early 2019 will allow management and staff to detect issues and errors sooner. The project team, management and leadership staff are dedicated to ensuring success of the project.

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: The UI Quality Assurance unit will be monitoring progress toward these goals in concert with the other CAPs, and improving communications with UI Operations staff to address these findings.

Alternate Year Plan: The Improper Payments project team and UI Quality Assurance team are working closely to ensure project success and completion including analyzing and reviewing data, policies, procedures, and staff training to ensure success.

Data Validation Benefits -

A. Reason for the Deficiency

Biennial Year Plan: As of 9-30-2017 Washington's new benefit system had several problem reports (Termed SQR's by our vendor) related to both federal reporting and benefit data validation populations. Our federal reporting and data validation teams worked extensively with agency business analysts assigned to the new system development effort and the vendor to correct these SQR's and new ones that were discovered in further testing. This effort required

us to correct federal reports and recreate population extracts. We also had help from USDOL in December when several staff members visited us for a consultation visit in December 2017. We continued the testing and correction effort quarter January until final submission and were able to eliminate validation failures in all but three populations. (3, 3a, and 4) and 2 modules. Population 4 has since passed for quarter 1 of the new performance year. SQR's are still outstanding for the remainder.

Alternate Year Plan: N/A

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Washington will continue to work with our vendor to correct errors in the remaining populations. We believe population 3a is corrected. The issue was in system data and we won't be able to verify accuracy until we have a full quarter of data after the correction. (10-15-2018) The remaining issues require programming corrections and the corrections are in process. The corrections will be tested as they are completed. The effort level has been identified as larger. Washington would estimate a correction of data validation issues by 12-31-2018.

Alternate Year Plan: N/A

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: Washington greatly improved validation results and hopes to continue improvement.

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: Washington plans to monitor data and results from current and upcoming improvement events. Senior Management meet regularly to discuss ongoing issues and data validation is a regular topic in these meetings.

Alternate Year Plan: N/A

Data Validation Tax -

A. Reason for the Deficiency

Biennial Year Plan: Population 2 failed the Report Validation in timely and secured contributory reports because of defects in the electronic filing program having problems in downloading tax reports into NGTS. IT staff have to intervene to process the tax reports which have taken until the following quarter to do.

Population 3 failed the Report Validation in the "New <=90 days" count because the ETA 581 report is incorrectly counting future quarter liability dates.

Population 4 failed the Sample Validation because timely payments are being erroneously captured on the ETA 581 report in the established and liquidated counts, the tax system is not calculating removed amounts and balance amounts correctly.

Module 4 Status New failed because the differences in the count from both the ETA 581 report and TPS universe are including erroneous future liability dates and the TPS universe is also including predecessor/successor accounts.

Module 4 Successor failed because the differences in the count from both the ETA 581 report and TPS universe are including erroneous future liability dates

Alternate Year Plan: N/A

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: Population 2 - To resolve the uploading problems which will correct the timely and secure counts, a new EAMS (electronic filing system) is currently being developed and is targeted to go live by the end of the year.

Population 3, Module 4 New and Module 4 Successor - IT is currently looking at both the ETA 581 and TPS universe to program them correctly and which will put them in sync with each other for Module 4 New and Successor. A target date for completion is 10/23/18.

Population 4 - As of July 2018, IT is reprogramming where needed in the accounts receivable field in 401 and business has start some testing for accuracy. No target date of completion has been established.

Lastly, a significant aspect of our difficulties with data validation comes with the specialized knowledge required to thoroughly identify and evaluate the errors we see. We intend to review our resources that we have available for data validation, and pursue knowledge transfer and training (informal and possibly formal) to bring more resources to bear on the issues we find. This will become especially important as we complete the transition to modernized UI systems.

Alternate Year Plan: N/A

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: We continue to work to fix the errors in our NGTS system, prioritizing errors that impact our customers ahead of internal issues.

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: Senior managers of the UICS, ESP and WITS divisions meet regularly to discuss status of major UI infrastructure projects. Reporting and data validation is a standard agenda items for these meetings. Additionally, senior agency leadership meet quarterly to review and prioritize all IT projects to balance the needs of the agency. These meetings discuss both large IT replacement projects as well as smaller, emergent IT needs to balance projects and priorities.

Alternate Year Plan: N/A

BAM -

A. Reason for the Deficiency

Biennial Year Plan: The selection process for BAM paid cases in the new UI Benefits system is not correctly tuned to match our overall claimant population.

Alternate Year Plan: Washington has struggled to meet the combination of case timeliness and case assignment over the past several years due to issues of headcount, personnel issues and

staff classification. The Quality Assurance team has struggled in recent months with turnover of staff and training new team members. Two full time BAM investigators promoted to higher-paying positions earlier this year; and although those positions were filled, the training time for BAM staff to carry what is considered a full case load can take up to 12 months. Additionally, our Lead BAM Investigator promoted to a position outside the agency, leaving a gaping hole in our staffing structure. The remaining BAM investigators who are able to work a full case load have struggled to meet timeliness as their workload significantly increased. Given the substantial pressure on staff to complete the entire BAM caseload, the UI Quality Assurance Manager directed staff to concentrate on the 60 day timeliness and full case assignment, and that 90 day timeliness would be sacrificed to complete our required sample selection.

Additionally, ESD has continued to re-organize its management structures throughout UICS and PDPI which houses the QA/BAM unit, thus causing changes in roles and tasks of some of the staff. QA has absorbed additional tasks recently that have shifted focus for some of the staff within the unit.

Another contributing factor to the Timeliness issue is that QA had previously been advised that when additional information is needed on a BAM case, that one contact would be sufficient in establishing due process for closing a case. Recently, it was advised by USDOL that we should, in fact, be making three contacts when additional information is requested on a BAM case. This change in process has increased the time it takes to acquire all information to show due process and close the BAM cases, thus causing performance to decrease in this particular area. We are working to incorporate this new understanding into our regular work process.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: BAM staff are working with IT staff to identify and correct the errors in case selection algorithms to more closely match the claimant population. We are continuing to review to ensure that root causes are resolved with those fixes.

Alternate Year Plan: BAM has historically struggled with staffing due to funding and training times. As the agency continues to re-organize and re-classify staff to appropriate job classes, we are hopeful that his change will assist in acquiring new staff within the BAM unit. The QA unit has been working with the HR Department to reclassify the BAM and QA staff to better reflect actual job duties and responsibilities. These changes will be taking affect by the end of 2019 which will allow management to begin recruitment of the vacancies within the BAM unit.

We are also working to right-size the staffing to adequately staff all QA functions for the UI program. The UI Quality Assurance team currently has responsibility for BAM, BTQ, TPS, and the Benefits Self-Assessment, as well as the SQSP Process. This is beneficial in that it allows for significant cross-training and collaborative efforts between these programs, as well as a path for career development for staff. However, it is difficult to determine the proper staffing levels when combining all these programs into one team. We are still working to find that balance.

We continue to train staff using a variety of methods, including peer to peer reviews and training, lead staff training, adjudication training and other opportunities presented to us through partnering with NASWA and USDOL. The additional tasks and duties that have been recently assigned to QA are continuously evaluated for improvement and resource availability, including acquiring additional staff and funding to address the increased workload to the QA unit. We also recognize that there is a need for training to UICS staff in relation to what the BAM unit discovers during case review. Steps have begun to provide BAM 101 trainings and partnerships with UICS. At this time, presentations have been drafted, and the initial planning discussions have been had between QA and UICS. The effectiveness of the partnerships and the

trainings will rely heavily on review of closed cases to ensure coding and procedures were properly met. We have one part time FTE dedicated to peer review and coding review at this time which has seen improvement of other areas of performance with both new and existing staff. We will continue to obtain guidance from USDOL and establish best practices and training opportunities for staff.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: BAM staff will continue to monitor case selection characteristics to ensure continued compliance.

Alternate Year Plan: The UI Quality Assurance Manager is working with HR and budget to establish updated job descriptions and ensure appropriate funding is allocated as we fill current vacancies. Training for staff will be held on a more consistent schedule and internal peer reviews will be done regularly.

Facilitate Re-employment -

A. Reason for the Deficiency

Biennial Year Plan: Washington has not been required to complete a corrective action plan in the past for UI claimants' reemployment rates. We believe the drop in reemployment rates is due to two main factors. First, with Washington being near full employment, people experiencing longer term unemployment have greater barriers that the general population. Second, implementation of UTAB changed some business practices that deprived WorkSource offices of tools that encouraged engagement by UI claimants.

Alternate Year Plan: N/A

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: ESD works diligently to closely integrate unemployment compensation and workforce services. The agency's vision of UI benefits as a support bridge between jobs directly aligns with USDOL's emphasis on claimant reemployment. Agency strategic plan success measures include reduced duration of UI claims and reduced time to find employment. The action plan includes working more successfully to meet employer needs, which will also result in better access to job opportunities for UI claimants and other WorkSource clients.

As reflected in our strategic plan, we are actively searching for additional ways to integrate our unemployment insurance program with labor exchange programs, and increasing visibility of UI in one-stop centers across the state. We have a strong Reemployment Services and Eligibility Assessments (RESEA) program centered in the one-stops, and are pursuing full integration of our new UI benefits and job-matching computer systems in one customer portal, in order to provide job-seekers with a seamless experience between their job search as they search for employment and their collect unemployment benefits. The portal is a long-term vision and the agency will focus on smaller steps to facilitate reemployment and integrate in-person customer

service at one-stop offices with UI services offered via the Claims Centers. See the seven milestones listed below.

Alternate Year Plan: N/A

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: WA plans to use a series of events and review of current policies to assess how we are facilitating re-employment. WA had a site visit with NASWA August of 2018 and one of the biggest recommendations was for WA State to do more in the way of follow up with claimants and automatic scheduling for specific groups, specifically with RESEA. In order to increase RESEA initial appointment show rates from 62% to 80% by September 30, 2019 WA will submit a grant modification for our current RESEA grant, finalize business requirements and user stories, develop a software application which will include testing and staff training with a launch date of June 2019. WA will also be looking at practices that were used prior to UTAB implementation to generate call-in letters to selected claimants which will include criteria specific to the claimants area with in demand skills and those with individualized services. The bulk of the work will be contingent on policy review and legislative changes that can be accomplished within the 2019 Legislative session. This will also include pilot programs within local areas to conduct outreach campaigns and secure additional participants. WA plans to conduct these campaigns by reaching out to local businesses during August to November 2018 and tracking measures and outcomes in the following months. A claimant and Job seeker campaign will run from January to April 2019, again tracking measures and outcomes. We also discovered that we were not prioritizing follow up calls with RESEA claimants and in order to prioritize this function, we will be running a data exchange to determine if staff initiated contacts versus auto-calls will be a better option for improving this milestone. WA plans to launch this follow up program by January of 2019 after we have assessed a data plan and completed staff training.

Alternate Year Plan: N/A

IT Contingency Plan -

A. Reason for the Deficiency

Biennial Year Plan: N/A

Alternate Year Plan: The primary reason for the deficiency is related to staff turnover and ongoing leadership changes within ESD's Information Technology Services Division (ITSD). The managerial position defined as the "Owner"" of ESD's contingency plans, Disaster Recovery (DR) and Continuity of Operations (CoOP), has only recently been filled after having been vacant for 9+ months. There has also been significant turnover in other key IT leadership positions, including 4 CIOs in the last 13 months. ITSD is now stabilizing staffing and moving forward with a new leadership team.

B. Provide a description of the "Plan-Do-Check-Act" Corrective Action Plan

Biennial Year Plan: N/A

Alternate Year Plan: ESD recently secured legislative funding for an ITSD project to update the DR infrastructure, including creating a new DR site. This project will necessitate an in-depth review of all contingency processes and procedures, including incorporating the new infrastructure and determining the procedural and process changes needed as a result of the update.

As part of the new DR Infrastructure and Operations project, ITSD will work to review and revise all contingency plans by December 2019 based on a needs assessment for current and future states. Existing plans will be updated to the extent practical, and new plans will be drafted when necessary. During the same timeframe, ITSD will develop the plans and architecture for a new contingency plan infrastructure and recovery site.

ITSD will be planning for January 2020 internal/preliminary test of all contingency plans, conducting a table-top exercise. Unit-levels tests are anticipated by December 2020, but will take place in phases throughout 2020. A more formalized, cross-divisional testing of the new DR/CoOP infrastructure, plans and procedures is targeted for January 2021. By July 2021, ITSD anticipates having the DR/CoOP infrastructure fully implemented and tested across the agency, with a focus on the coverage and efficacy of the new infrastructure, plans and procedures.

The ITSD table-top exercises will serve as a check and initial shakeout of the DR/CoOP plans and procedures. The exercises will test the alignment between the draft plans and the current operational state, providing action items and lessons learned for moving forward with finalizing the plans. The later cross-divisional testing will engage agency executives, ITSD Operations and ITSD Information Security teams in conducting in-depth tests of the processes and procedures from beginning to end. These tests will finalize the contingency plans, and validate that action items have been addressed and lessons learned have been applied where appropriate.

C. If a plan was in place the previous year, explain why the actions taken in that plan were not successful in improving performance

Biennial Year Plan: N/A

Alternate Year Plan: N/A

D. Brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals

Biennial Year Plan: N/A

Alternate Year Plan: Training plans are in place for new staff to ensure assurances are met in a timely fashion.

5. UI PROGRAM INTEGRITY ACTION PLAN (UI IAP)

Summary (Provide a summary of the plan that the state has designed. The summary should include outreach efforts planned by the agency to inform all UI and workforce staff, and employers of the strategic plan to ensure everyone understands the importance of maintaining program integrity.)

Biennial Year: Benefit Accuracy Measurement (BAM) estimated overpayments for the most current reporting period continue to show the same top three causes of estimated overpayments: work search issues, separation issues, and benefit year earnings. For the 2016 IPIA reporting period, improper payments due to separation issues decreased, while improper

payments due to work search and benefit year earnings decreased slightly. During the 2016 IPIA reporting period, improper payments due to able and available issues decreased enough to be removed from the top three and was subsequently again replaced by separation issues.

As noted in both this year's and the previous year's State Quality Service Plan narrative, Washington is at a historically low staffing level due to budget constraints. Washington remains committed to addressing integrity issues within its available resources. Previous SBR funding enabled Washington to move forward with a variety of integrity related programs, but that funding has since expired. Continued limitations within our IT department and stabilization of our new system has created a series of constraints. We continue to address system fixes and train staff in hopes that we will reach stabilization in this coming year. Much of our efforts have continued to be directed toward the stabilization of our UI benefits system. We continue to work with our IT staff and the contractors currently working on the system to provide better tools to detect and prevent improper payments.

Alternate Year: Benefit Accuracy Measurement (BAM) estimated overpayments for the most current reporting period continue to show the same top three causes of estimated overpayments: work search issues, separation issues, and benefit year earnings. As noted in both this year's and the previous year's State Quality Service Plan narrative, Washington is at a historically low staffing level due to budget constraints. Washington remains committed to addressing integrity issues within its available resources, and by way of using additional resources from partners such as USDOL, NASWA and other states. Continued efforts to further stabilize our systems has also created a series of constraints. We continue to work with our IT staff and the contractors currently working on the system to provide better tools to detect and prevent improper payments. Additionally, we have begun conducting root cause analysis on each of the top three root causes of improper payments to further drill down on what issues internally can and will be corrected to improve integrity within the agency. This includes looking at current policies and laws Washington has implemented that may be inadvertently causing us to continue to fail performance standards.

Root Cause #1: Work Search

Strategies	Actions	Targets and Milestones	Resources
Review legal constraints and policy information to push for online only continued claims	Review administrative rules, look at how other states operate online only continued claims, review current policies	Improve tools to encourage and enforce compliance in appropriate ways	Employment System Policy staff, other states
Follow up sooner with requests for information	Call claimants 48 hours prior to deadline rather than wait until deadline has passed to collect information regarding work search activities	Reduce incidence of work-search related overpayments	Unemployment Claims staff, BAM, Appeals and Adjudication
Job Search Reviews need to mirror BAM processes	Better communicate how the job logs should work and look like to our	Communicate information to claimants and claims	Handbook for Unemployed Workers, BAM, Claims Center

Strategies	Actions	Targets and Milestones	Resources
	claimants and claims center staff	center staff, use BAM as example	staff manuals, Appeals staff

Root Cause #2: Separation Issues

Strategies	Actions	Targets and Milestones	Resources
Identify and review claims for wage audit	Wage cross-matches, NDNH cross-matches, increase return rate on wage records, implement the urgency with employers	Reduce incidence and duration of non-fraud related overpayments	Office of Special Investigations staff
Look at redeterminations data to determine if we are counting things correctly	Review data to determine how we are collecting items and if we are double counting redeterminations	Clearly identify how data is pulled within the system and determine a process for accurate collection	Office of Special Investigations staff, BAM
Improve surveillance activities to reduce improper claims	IP address capture, acquiring and deploying the Suspicious Actor Repository (SAR), utilize power of subpoena to get debit card information to detect fraud	Reduce instance and duration of improper claims and fraud activities	Office of Special Investigations staff

Root Cause #3: Benefit Year Earnings

Strategies	Actions	Targets and Milestones	Resources
Improve adjudication processes	Lean process improvements, Continue to stabilize the new UI Benefits system, continue to train staff	Meet non-monetary adjudication quality ALP	Lean processes UI Claims Center staff
Expand use of SIDES Web Services	Improve SIDES processes Conduct Employer outreach	Increase number of employers exchanging data via SIDES	UI staff IT staff Communications staff National UI SIDES staff
Expand use of SIDES E-Response	Improve SIDES processes Conduct Employer outreach	Increase number of employers exchanging data via SIDES	UI staff IT staff Communications staff National UI SIDES staff

Root Cause Alternate Year #1: Work Search

Strategies	Actions	Targets and Milestones	Resources
Research current ESD policies, RCWs and WACs that will require changes and implement those changes to provide clear and concise guidance for ESD staff and UI Claimants	Review administrative rules, review current policies, work with other states and partners for guidance	Improve rules and regulations to provide consistent communication between ESD staff and UI Claimants (6/1/19-6/1/2020)	Policy, Legal, other states
Stop contingency payments when there is an issue with work search activities	Hold payments for claimants who have indicated they failed to complete work search activities	Reduce incidence of work-search related overpayments (6/1/19-2/28/2020)	Unemployment Claims staff, Policy, Legal, Appeals and Adjudication
Approved work search activities should be consistent and clear to ESD Staff and UI Claimants	Work with Claims Center, Adjudications, BAM, and Employment Connections Division to create an approved list of work search activities, communicate this list to ESD Staff, partners and UI Claimants	Communicate information to claimants and ESD staff (6/1/2019-10/1/2019)	Handbook for Unemployed Workers, BAM, Claims Center staff manuals, Appeals staff

Root Cause Alternate Year #2: Benefit Year Earnings

Strategies	Actions	Targets and Milestones	Resources
Employer and Claimant outreach to provide wages sooner	Wage cross-matches, NDNH cross-matches, increase return rate on wage records, implement the urgency with employers, education campaigns	Reduce incidence and duration of non-fraud related overpayments 10/1/2019-3/1/2020)	Office of Special Investigations staff
Automate functions within UTAB	Review data for accuracy, re-work pro-rate automated system	Clearly identify how data is pulled within the system and determine a process for accurate collection and automation (9/1/2019-2/1/2020)	Office of Special Investigations staff, BAM, IT, UTAB
Prioritize OSI workload and processes	Reduce time from detection to determination, streamline processes, prioritize workloads, lessen appeals load	Reduce instance and duration of improper claims and fraud activities (9/1/2019-12/1/2019)	Office of Special Investigations staff, BAM

Root Cause Alternate Year #3: Separation Issues

Strategies	Actions	Targets and Milestones	Resources
Improve adjudication processes	Lean process improvements, Continue to stabilize the UI Benefits system, continue to train staff	Meet non-monetary adjudication quality ALP (10/1/2019-3/31/2020)	Lean processes UI Claims Center staff
Expand use of SIDES Web Services	Improve SIDES processes Conduct Employer outreach	Increase number of employers exchanging data via SIDES (12/1/2019-6/30/2020)	UI staff IT staff Communications staff National UI SIDES staff
Expand use of SIDES E-Response	Improve SIDES processes Conduct Employer outreach	Increase number of employers exchanging data via SIDES (12/1/2019-6/30/2020)	UI staff IT staff Communications staff National UI SIDES staff

6. ORGANIZATIONAL CHART

A organizational chart of agency leadership can be found at
: https://esdorchardstorage.blob.core.windows.net/esdwa/Default/ESDWAGOV/newsroom/esd.wa.gov%20org%20chart.pdf

7. SQSP SIGNATURE PAGE

Administrator will submit signature with SQSP package.

B. REQUIREMENTS FOR STATES ELECTING TO INCLUDE UI IN THE COMBINED STATE PLAN

1. SUBMIT AN SQSP IN THE FOLLOWING MANNER DEPENDING ON THEIR TIMING IN THE SQSP CYCLE:

A. IF A STATE IS IN THE FIRST YEAR OF THEIR 2-YEAR CYCLE, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE. A COMPLETE SQSP PACKAGE WILL INCLUDE THE TRANSMITTAL LETTER, BUDGET WORKSHEETS/FORMS, STATE PLAN NARRATIVE, CAPS (INCLUDING THE MILESTONES AND THE COMPLETION DATE FOR EACH MILESTONE), THE UI IAP, ORGANIZATIONAL CHART, AND THE SQSP SIGNATURE PAGE. ONE OF THE KEY GOALS FOR THE UI PROGRAM IS TO ENSURE THAT CLAIMANTS ARE ABLE TO SUCCESSFULLY RETURN TO WORK. AS SUCH, THE SQSP STATE PLAN NARRATIVE MUST PROVIDE A DISCUSSION OF THE PLAN COORDINATION WITH OTHER WIOA COMBINED PLAN PROGRAMS TO ENSURE A COORDINATED EFFORT AND INTEGRATED SERVICE DELIVERY.

n/a.

B. IF A STATE IS IN THE SECOND YEAR OF THE 2-YEAR CYCLE, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE WITH A MODIFICATION THAT MUST INCLUDE THE TRANSMITTAL LETTER, BUDGET WORKSHEETS/FORMS,

ORGANIZATIONAL CHART, AND THE SQSP SIGNATURE PAGE. THE MODIFICATION MAY ALSO INCLUDE CAPS FOR NEW IDENTIFIED PERFORMANCE DEFICIENCIES, AND ANY REQUIRED MODIFICATIONS TO EXISTING CAPS. THE CAP MUST LIST BOTH SPECIFIC MILESTONES FOR KEY CORRECTIVE ACTIONS OR IMPROVEMENT ACTIVITIES, AND THE COMPLETION DATE FOR EACH MILESTONE.

n/a

2. SUBMIT THE REQUIRED OFF-YEAR SQSP COMPONENTS AS A MODIFICATION TO THE COMBINED STATE PLAN ON THE SAME CYCLE AS THE REGULAR SQSP PROCESS WHICH MUST BE APPROVED BY SEPTEMBER 30TH EACH YEAR

To be updated this summer.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

This topic is discussed in the overall Combined State plan, but this section will focus on the SCSEP target population.

The Washington State Employment Security Department's (ESD), Labor Market and Performance Analysis branch (LMPA) publishes an Employment Projections (2019) report which produces forecasts for two, five and 10 years in the future. The report uses both time series and indicator data sets to produce the forecasts.

According to the report "The largest employment shares in 2027, from largest to smallest, are projected for the office and administrative support occupations, sales and related occupations and food preparation and serving-related occupations" (pg3). By 2027, these three major occupations are projected to represent 28.48% of total employment positions for the state (pg8). While the forecast anticipates that these historically high-turnover, low-wage industries will grow enough to remain the largest sectors in terms of employment, the largest/fastest growth industries over the next 10 years are indicated to be computer information services and mathematics represented as information services. The next fastest growth industries are predicted to be health services/social assistance (which include personal care and service occupations) and construction. Education is the only other predicted growth industry over this period.

Overall, the highest likelihood for employment opportunities for older workers in the future based on sheer numbers of positions will be office assistant and administrative support, sales and related occupations and food preparation and serving-related jobs. Of the top growth industries through 2027, health services/social assistance services and education are likely to have the most employment opportunities for older workers.

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

The state's Employment Projections report (2019) identifies the top six skills based on projected numbers of jobs openings for the long-term employment trends. These skills are: Food preparation, Microsoft Office, Bilingual, Quality Assurance, Forklifts, Mathematics (pg21). Of these identified skills, SCSEP programs across the state are most prepared to provide support to participants to develop skills and certifications through training programs for food preparation and Microsoft Office/computer skills. Additionally, forklift operator skills and certifications are obtainable through SCSEP programs in some areas to support participants interested in pursuing employment in that field for unsubsidized employment.

SCSEP programs will use Individualized Employment Plans (IEP) to identify participant's skills, interests and abilities for targeted unsubsidized employment based on potential employment options in the different areas of the state. Participants that identify food preparation skill needs training will be enrolled in Food Handler Permit training programs required by Washington State's Department of Health to obtain a Food Worker Card necessary to work in food preparation jobs. Participants identified as needing to acquire computer skills, especially Microsoft Office skills and/or certifications, will be enrolled in local and/or online programs to acquire the skills, and/or the certifications, necessary to support entry in to unsubsidized employment in office and administrative support occupations.

Health and personal care services positions may require experience and/or certifications to enter in to employment. For example, to become a Home Care Aid/Long-Term Care Worker in Washington State there is a Certified Caregiver process that involves required basic training courses. Education positions potentially available to SCSEP participants may include child caregiver/pre-school jobs which also involve training such as Child Care Basics, Blood Borne Pathogens, and possibly Food Handlers Permits. SCSEP programs in the state are capable of supporting participants identifying these necessary skills, trainings and certifications in their IEP to access the necessary training in support of their unsubsidized employment goals.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

The long-term economic environment projections indicate employment growth and opportunities that are most clearly associated with computer skills. Unfortunately, most of the computer industry jobs will require significant and specific skills for entry. Eighteen of the top 20 skills anticipated to grow and experience significant employment opportunities are related to information technology.

The following table identifies the Top 20 skills for expected job openings through 2027 (abbreviated table sourced from Employment Projections report (2019)):

Combined rank	Hard skill titles	Average annual growth rate 2017-2027	Total average annual openings
1	Java	2.92%	2,940
2	Amazon Web Services	3.21%	1,319

Combined rank	Hard skill titles	Average annual growth rate 2017-2027	Total average annual openings
2	JavaScript	3.08%	1,441
4	Software development	2.57%	4,394
5	C#	2.91%	1,609
6	Web services	2.57%	2,832
7	Python	2.58%	2,675
8	Big Data	2.79%	1,673
8	C/C++	2.72%	1,846
10	Linux	2.67%	1,976
11	Agile Software Development	2.83%	1,461
11	Structured query language	2.41%	6,704
13	Distributed system	3.28%	886
14	Systems Development Life Cycle	2.89%	1,351
15	Scrum agile methodology	3.00%	1,126
16	Catheters	2.38%	5,431
17	Tableau Software	2.50%	2,225
18	Cloud Computing	2.43%	2,759
19	Machine learning techniques	2.61%	1,553
19	Bedpans	2.35%	3,489

Historically, SCSEP participants have been individuals with significant barriers to employment including lower levels of education and less work experience, in contrast to what the projected in-demand skills will be for growth industries in the state. Of the top 20 projected growth skills, only two are not information technology related. The two projected non-information technology growth skills are both related to healthcare and personal aide workers and are viable skills for SCSEP participants to acquire for unsubsidized employment.

SCSEP programs are targeting skills trainings as discussed in the section above to address employment opportunities that are the most viable for SCSEP participants based on overall economic environment. The most likely fields for unsubsidized employment for SCSEP participants are in food handling/serving, office and administrative support, healthcare support and home/personal health aides and childcare/pre-school (education). The following table identifies anticipated annual job openings in these fields and demonstrates the most viable unsubsidized employment options for SCSEP participants in the future.

Occupation	Average Annual Total Job Openings 2017-2027
Food Service related (non-supervisory/management)	343,450
Office and Administrative Support	241,666
Healthcare Support and Home/Personal Health Aides	64,764
Childcare/Pre-school (non-supervisory/management)	7,900

Data from Washington State Employment Securities Department Long-term occupational projections and does not include any jobs that involve supervisory, management, technical or scientific skills.

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

As SCSEP is included in the Washington State WIOA Combined State Plan SCSEP, the Core Programs are creating operational strategies for increasing the levels of cooperation and partnership. The partnerships and collaborative efforts will better connect the SCSEP Program, the WIOA Title I-B Employment and Training Programs and Wagner-Peyser labor exchange services.

SCSEP programs will continue to refer participants to WIOA programs and accept all WIOA programs' assessments. Co-enrollment continues to be encouraged to maximize and leverage the training, workshop, resume preparation and employer referrals available through the WIOA programs. SCSEP programs in the state will be encouraged to participate regularly in WIB partnership meetings.

All SCSEP program participants are required to register and utilize the services of the WorkSource (one-stop) Centers as best they can. When language inhibits this process for NAPCA participants, the SCSEP program director coordinates translated workshops to provide resume writing or other training to participants from the WorkSource Center. English capable participants are assigned by NAPCA to the WorkSource Centers whenever possible to help create a bridge to other older workers who need help accessing one-stop services.

SCSEP programs are working to increase presence in the WorkSource system by engaging with Aging Forums around the State, providing presentations on issues facing the aging workforce, to individuals receiving services through the Worksource systems in an effort to both market SCSEP and also in regards to providing additional opportunities for collaboration between the organizations and systems.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

There are 13 Area Agency on Aging (AAA) in Washington State providing services across 13 different Planning & Service Areas (PSA). The AAAs have a long history of collaborating with different entities to facilitate comprehensive service support systems for older adults. Their public planning processes include analyses of local trends and needs. In Washington State, this facilitation extends to adults with disabilities, family caregivers of persons of all ages, including children with developmental disabilities and in-home care agencies for persons with developmental disabilities. Washington's AAAs are both providers of direct services and funders of community service providers. They maintain close relationships with their partnering subcontracted providers to ensure that services are provided in conformance with their area plans, state and federal requirements, and consumers' individual choices. The SCSEP programs coordinate closely with the AAAs for understanding community service needs and facilitating cross-referrals and to understand available services and assist participants to access services. These relationships also assist individuals determined ineligible for SCSEP, but in need of help to navigate the aging & disability network. The AARP Foundation, which operates both as a National grantee and the State grantee sub-grantee, has been a long-time national partner with the Administration on Aging for improved services for older adults, including family caregivers and older workers.

The AAAs are continually working via government to government relationships with tribes located in their PSAs, including those that receive funding under Title VI of the OAA. This is a work in progress with ongoing improvement and refinement.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

SCSEP programs have many established relationships with organizations providing services to older adults and persons with disabilities. These include, but are not limited to, aging information & referral/assistance (I&R/A), transportation, family caregiver support, kinship caregiver support, nutrition, legal services, and in-home care. The Aging and Disability Centers (ADRCs) provide knowledge and collaborative efforts to expand relationship building with disability-related service systems, including independent living centers, Labor and Industries, and Ticket-to-Work programs. The SCSEP programs are natural partners with the ADRCs as one ADRC goal is to connect consumers with workforce options.

Local 2-1-1 development and implementation has also provided impetus for relationship-building and coordination. SCSEP programs have, or are developing relationships with Community Action Programs (CAP), healthcare organizations and business-related services. The combination of SCSEP programs, AAAs, CAPs and workforce-related entities results in a dynamic opportunity for creative and successful private/public partnerships.

SCSEP providers use other public and private agencies as part of their community outreach. Recruiters visit public places older people frequent such as senior centers, faith-based centers, senior apartments, job fairs, and food stamp and Social Security offices. Programs leverage relationships with Vocational Rehabilitation, Veterans Affairs, disease groups and March of Dimes to help with physical barriers to employment.

SCSEP programs also coordinate with local organizations that serve a range of minority populations. Some programs have relationships with Hispanic cultural organizations and Native American tribes. NAPCA seeks partnership and information resources in Asian communities which can help older job seekers with special needs or disabilities. The partnerships with local cultural and/or ethnic organizations is very important to identify and serve participants most appropriately to their needs.

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

SCSEP programs coordinate at the local level with Vocational Rehabilitation agencies ensuring potentially eligible SCSEP participants are referred appropriately and that referrals are also received. Community Colleges are utilized for participants to expand their educational experiences, including having access to literacy improvement programs and tools, GED preparation, English as a Second Language (ESL) classes, computer classes, and job readiness skills. All programs coordinate closely with other WIOA programs through the local Workforce Development Councils and One-Stops to access training resources.

Additionally, Goodwill has job programs located within the facilities. These include veterans' programs and other jobs training and readiness programs supported by non-SCSEP funding sources, including Goodwill direct funding.

AARP has formal hiring partnerships with several private employers from a wide variety of industries, including retail, transportation, information technology, health, finance, security and staffing. Additionally, they coordinate with local resources that provide employment and training opportunities that are funded through local, state and federal resources including programs targeting older workers funded by King County and coordinate with NAPCA's Senior Environmental Employment Program (SEE) funded though the federal Environmental Protection Agency.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

SCSEP is a mandatory partner under the Workforce Investment Opportunity Act (WIOA) and as such, it is a part of the One-Stop Delivery System. SCSEP programs are required to follow all applicable rules under WIA (20 CFR 652) and must provide all WIOA core services. Core services include determination of eligibility; outreach, intake, and orientation; initial assessment of skills, aptitudes, abilities, and supportive service needs; job search and placement; career counseling, where appropriate; assistance in establishing eligibility for other social service programs and unemployment; and data or record keeping related to employment statistics and performance measures (20 CFR 662.240).

An assessment or Individual Employment Plan (IEP) completed by the SCSEP satisfies the condition for an assessment, service strategy or IEP completed at the One-Stop and vice-versa.

Memoranda of Understanding (MOUs)

The memorandum of understanding is an agreement developed and executed between the local Board and the One-Stop partners relating to the operation of the one stop delivery system in the local area.

The MOU must cover the services to be provided through the One-Stop delivery system; the funding of the services and operating costs of the system; the methods for referring individuals

between One-Stop operators and partners; and the duration and procedures for amending the MOU. It must also contain a statement that Title V resources may only be used to provide Title V services to Title V eligible individuals. The MOU should also discuss the reciprocal arrangements and the contents of the SCSEP IEP and WIOA IEP.

Although SCSEP participants are not automatically eligible for intensive and training services under Title I of WIOA, local boards may deem SCSEP participants, either individually or as a group, as satisfying the requirements for receiving adult intensive services under Title I of WIOA.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

SCSEP programs are engaging with and seeking to be more integrated with the Combined State Plan aspects of business engagement. This is discussed in the overall State Plan.

Additionally, the SCSEP programs will continue to develop and expand upon the respective efforts of their individual organizations to create opportunities for the participants in the program. These efforts involve coordinating with and developing partnerships with multiple entities in local markets. Utilizing state and county funded resources in a number of areas is being prioritized. In rural areas in particular, programs are targeting potential Host Agencies for Community Service Assignments with organizations that understand the goal of SCSEP of moving participants in to unsubsidized employment and will consider hiring participants directly or leveraging their own resources to connect participants to local unsubsidized employment.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

See previous section.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

The Department of Labor indicates that at the end of SCSEP Program Year 2017, Washington State's SCSEP eligible minority population based on Census data was 22.7%. Through the end of Program Year 2018 the SCSEP programs in the state were all providing services to minority participants at a higher rate than the Census data identifies. The minority service rates range from a high of 98% minorities served, by the NAPCA Set-Aside grant (designed to serve Native Americans or Asian-Americans and Pacific Islanders) to Goodwill's 27% minority's service rate. The State grantee and AARP National grantee served minorities at 35% and 47% respectively in Program Year 2018.

The SCSEP programs will continue to target minority populations through outreach and recruiting programs. Additionally, the programs are continuously building relationships with ethnically and culturally focused community entities to not only identify prospective minority participants, but to serve as Host Agencies for Community Service Assignments and potentially unsubsidized employers for participants. These relationships exist and are being developed with Native American tribes and community resources, Hispanic organizations, Asian community programs and multi-cultural organizations. Relationships with ethnically and culturally focused entities also provide SCSEP programs help identifying culturally relevant

supports for participants and to support networking with culturally relevant potential employers for participants.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

Community service needs are identified by SCSEP programs and its partnering agencies through several means including through participating in community needs assessments, information and referral networking and local planning processes. Programs also review workforce data and assessments to better determine which community services might provide training and skill development that is transferable to high-growth or substantial employment opportunities.

Needs assessments are conducted by several entities, including but not limited to health districts, United Way agencies, mental health providers, healthcare providers, workforce development councils, and Area Agencies on Aging. From their different perspectives, these needs assessments can help pinpoint specific unmet needs and offer an opportunity of solutions for meeting those needs.

Information and Referral (I&R) programs and agencies maintain databases or lists of services that are available or accessible in communities. I&Rs share this information with stakeholders for potential improved service coordination, accessibility and delivery. This would include which organizations providing services within needed areas might be good candidates for Host Agency opportunities. Some of the I&R entities that can provide this information are: Aging Information & Referral/Assistance (I&R/A) programs (or Aging & Disability Resource Centers); 2-1-1 Call Centers; Crisis Clinics; Child Resource & Referral; and libraries.

Washington's AAAs participate in the development of the Washington State Plan on Aging. The state's AAAs provides multiple services to both older adults and persons with disabilities. They are well recognized for four-year area planning processes that include stakeholders from multiple use levels and from a wide variety of backgrounds – each with the same purpose: to improve the coordination and the delivery of services in their planning and service areas. Each area plan sets priorities for a four year period and is updated after two years. Most AAAs provides online access to their most recent area plans. Their web sites can be located through the DSHS/ ALTSA's website where there is an interactive map to locate services. The area plans feed into the State Plan on Aging, approved by the Administration on Aging.

The most common need in the rural areas of the state is transportation. In the majority of the rural counties, employment opportunities are much fewer and many older individuals do not have adequate or reliable transportation to allow them access to employment and training in the larger population centers. Dental, medical services and low cost housing are also needed in all areas.

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

SCSEP programs' ultimate goals are to support participants to move off the program in to unsubsidized employment. The SCSEP programs are working toward a more effective process of achieving these outcomes and supporting exited participants to remain employed well after

they have exited the program. Over recent years, the State grantee has worked to reorganize its program to be more focused on participants exiting in to unsubsidized employment and post-exit supports to stay employed. It has done this through unifying its previous 11 sub-grantees in to a single, state-wide sub-grantee with more uniform approaches and practices and a focus on gaining unsubsidized employment. The other SCSEP programs in the state have been more advanced in this process and more successful in achieving their goals and the State program is coming more in line with their best practices. AARP, which is now the State sub-grantee, as well as the largest National grantee program in the state, is developing an internal efficiency program they will apply to participants in both of their programs. They will share this process with other SCSEP programs in the state in a process of best practices. The new program will focus on participant, host agency and employer engagement and a focus on unsubsidized employment from the first day of enrollment. It will also provide guidance to their staff and participants on retention services and processes for participants that have exited the program in to unsubsidized employment to help increase the long-term retention rates of employed individual's post-SCSEP.

SCSEP programs will also meet and strategize with local workforce development and economic development councils, in coordination with local WorkSource Centers to participate in building a unified regional approach to developing and maintaining successful employer partnerships and achieve successful unsubsidized placements that meet community needs. In addition, programs will provide support for the exiting SCSEP participants follow-up and satisfaction survey process. Consistent and ongoing communication and follow-up with partners will provide programs with feedback and understanding on how to better serve both participants and community partners. Participation in a regional approach will provide increased opportunities for recognition and participation in future activities thereby establishing more long-term relationships.

SCSEP programs are also beginning the earliest stages of discussions as a unified group to identify and potentially execute more inter-program cooperation to achieve more effective utilization of available resources and how best to organize individual programs and inter-program relationships to better achieve identified objectives. Developing best practices and uniform approaches to community resources has been identified as areas of cooperation to develop over time. One issue being examined is the nature of the SCSEP programs State and National grants that create overlapping service areas in some counties in the state. One potential approach to resolving duplication of efforts in an area may include identifying areas of the state to exchange participant slots between SCSEP programs in order to reduce duplication of effort and services in operating areas. If this potential process does move forward it would involve exchanging Modified Positions in some counties with multiple SCSEP programs operating so that a more uniform program can be executed in those counties. This would have the additional benefit of reducing the operating areas for some SCSEP programs therefore allowing them to focus their assets in a more targeted operating area to achieve increased performance toward goals.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

All SCSEP programs are focused on increasing levels of performance with a particular focus on entry in to, and maintaining over time, unsubsidized employment. Previously, the State grantee

program was the furthest behind in these goals, but with a recent reorganization of the program over the previous program years, it is coming more in line with the other SCSEP programs.

The focus is on improving employment outcomes through multiple avenues, including greater engagement with participants, host agencies and employers. Programs are initiating employment focus during participant orientation in to SCSEP through a "starting with the end in mind" approach of identifying unsubsidized employment as the goal from the first day. Programs provide monthly follow ups on employment goals and are working on a target of supporting participants to moving in to unsubsidized employment as quickly as possible, potentially within 18 months of entry in to the program. Programs are also developing more extensive supports and working to identify more resources for participants that are exiting in to unsubsidized employment to make them more likely to succeed in their employment. Host Agencies are being supported to identify participants as potential unsubsidized employees earlier in the process and supported to complete hiring participants in to unsubsidized employment directly. Employers are being engaged to develop stronger relationships to support more options for participants to move to unsubsidized employment as well as to develop more robust relationships between the SCSEP programs and employers to support both the participants and employers post transition out of SCSEP to increase retention rates.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

SCSEP services are provided throughout the State of Washington based upon the Federal Census reports, Department of Labor reports, and the Department of Labor's determination every year for the number of participant slots available throughout the state based upon the Equitable Distributions reports to be discussed in further detail within this section of the State Plan.

The populations SCSEP serves include individuals with the following criteria: 55 years and older; unemployed; have a total family income of less than 125 percent of the federal poverty level; have low employment prospects; are unable to find employment through the WOIA workforce system; are Homeless or at Risk of Homelessness; Veterans and qualified spouses; have Limited English Proficiency; have low literacy skills; and/or have a disability.

The following table displays the distribution of SCSEP service programs by county across the state.

County	State Grantee	AARP	Goodwill	NAPCA
Adams		*		
Asotin	*	*		
Benton		*		
Chelan	*	*		
Clallam	*		*	
Clark	*		*	
Columbia				
Cowlitz			*	

County	State Grantee	AARP	Goodwill	NAPCA
Douglas		*		
Ferry	*			
Franklin		*		
Garfield				
Grant		*		
Grays Harbor	*		*	
Island	*	*		
Jefferson	*			
King	*	*		*
Kitsap	*			
Kittitas			*	
County	State Grantee	AARP	Goodwill	NAPCA
Klickitat			*	
Lewis			*	
Lincoln		*		
Mason			*	
Okanogan	*	*		
Pacific	*		*	
Pend Oreille		*		
Pierce			*	*
San Juan	*			
Skagit	*	*		
Skamania		*	*	
Snohomish	*	*		
Spokane	*	*		
Stevens				
Thurston			*	
Wahkiakum	*			
Walla Walla	*	*		
Whatcom	*	*		

County	State Grantee	AARP	Goodwill	NAPCA
Whitman	*	*		
Yakima	*		*	

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

The following table identifies the location and numbers of Authorized Positions (AP) assigned in Washington State. There was no change in total number of AP from PY2018 to PY2019, and no areas were identified as gaining or losing AP due to population changes between areas.

County	AP Q2 PY2019	Change from PY2018
Adams	2	0
Asotin	3	0
Benton	12	0
Chelan	9	0
Clallam	9	0
Clark	29	0
Columbia	11	0
Cowlitz	2	0
Douglas	1	0
Ferry	1	0
Franklin	5	0
Garfield	0	0
Grant	7	0
Grays Harbor	9	0
Island	6	0
Jefferson	4	0
King	189	0
Kitsap	17	0
Kittitas	3	0
County	AP Q2 PY 2019	Change from PY2018
Klickitat	3	0
Lewis	8	0
Lincoln	2	0

County	AP Q2 PY2019	Change from PY2018
Mason	7	0
Okanogan	7	0
Pacific	5	0
Pend Oreille	1	0
Pierce	64	0
San Juan	2	0
Skagit	11	0
Skamania	2	0
Snohomish	45	0
Spokane	43	0
Stevens	6	0
Thurston	19	0
Wahkiakum	1	0
Walla Walla	6	0
Whatcom	17	0
Whitman	2	0
Yakima	23	0

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

The following table identifies Modified Position slots assigned to each county and total numbers of participants enrolled in all programs in the county. It identifies the Over or Under enrollment by SCSEP program in each of the counties they serve and provides a final total of Over/Under enrollment by county for all programs. The plan to address discrepancies in equitable distribution will be discussed more in-depth in the next section.

County	Total Assigned Modified Positions	State Grantee Over (+)/Under (-) Enrolled	AARP Over (+)/Under (-) Enrolled	Goodwill Over (+)/Under (-) Enrolled	NAPCA Over (+)/Under (-) Enrolled	Total Number Enrolled	Total Number Over (+)/Under (-) Enrolled
Adams	1	N/A	0	N/A	N/A	1	0
Asotin	2	0	-1	N/A	N/A	1	-1
Benton	7	+2	+1	N/A	N/A	10	+3
Chelan	5	+1	-2	N/A	N/A	4	-1
Clallam	5	+1	N/A	-3	N/A	3	-2

County	Total Assigned Modified Positions	State Grantee Over (+)/Under (-) Enrolled	AARP Over (+)/Under (-) Enrolled	Goodwill Over (+)/Under (-) Enrolled	NAPCA Over (+)/Under (-) Enrolled	Total Number Enrolled	Total Number Over (+)/Under (-) Enrolled
Clark	16	+4	N/A	-1	N/A	19	+3
Columbia	0	N/A	N/A	N/A	N/A	0	0
Cowlitz	6	N/A	N/A	+4	N/A	10	+4
Douglas	1	+1	-1	N/A	N/A	1	0
Ferry	1	+2	N/A	N/A	N/A	3	+2
Franklin	3	N/A	-1	N/A	N/A	2	-1
Garfield	0	N/A	N/A	N/A	N/A	0	0
Grant	4	-3	0	N/A	N/A	1	-3
Grays Harbor	5	-2	N/A	+6	N/A	9	+4
Island	4	-2	-2	N/A	N/A	0	-4
Jefferson	2	-1	N/A	N/A	N/A	1	-1
King	101	+8	+10	N/A	+3	122	+21
Kitsap	10	-2	N/A	N/A	N/A	8	-2
Kittitas	2	N/A	N/A	-2	N/A	0	-2
Klickitat	2	N/A	N/A	-2	N/A	0	-2
Lewis	5	N/A	N/A	-5	N/A	0	-5
Lincoln	1	N/A	-1	N/A	N/A	0	-1
Mason	4	N/A	N/A	-3	N/A	1	-3
Okanogan	4	-1	-2	N/A	N/A	0	-3
Pacific	3	+1	N/A	+1	N/A	5	+2
Pend Oreille	1	N/A	+3	N/A	N/A	4	+3
Pierce	36	N/A	N/A	-3	-2	31	-5
San Juan	1	-1	N/A	N/A	N/A	0	-1
Skagit	7	0	-5	N/A	N/A	2	-5
Skamania	1	N/A	0	+2	N/A	3	+2
Snohomish	26	-2	-12	N/A	N/A	12	-14
Spokane	24	+12	+20	N/A	N/A	56	+32

County	Total Assigned Modified Positions	State Grantee Over (+)/Under (-) Enrolled	AARP Over (+)/Under (-) Enrolled	Goodwill Over (+)/Under (-) Enrolled	NAPCA Over (+)/Under (-) Enrolled	Total Number Enrolled	Total Number Over (+)/Under (-) Enrolled
Stevens	3	N/A	+4	N/A	N/A	7	+4
Thurston	11	N/A	N/A	+1	N/A	12	+1
Wahkiakum	1	-1	N/A	N/A	N/A	0	-1
Walla Walla	4	0	+4	N/A	N/A	8	+4
Whatcom	9	-1	-5	N/A	N/A	3	-6
Whitman	2	-1	-1	N/A	N/A	0	-2
Yakima	13	-2	N/A	+6	N/A	17	+4

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

Program Year 2018 saw a significant change for the SCSEP State grantee program from 11 sub-grantees serving the parts of the state covered by the grant, to a single, state-wide sub-grantee serving all the counties covered in the grant. The new sub-grantee for the State grantee is AARP Foundation, which provides the services through a separate, unique SCSEP unit from their National grant unit that serves the state. Both units being housed in the same office creates a situation where two of the four SCSEP providers work very closely together and in conjunction with the State. The other large National grantee is Goodwill, and the State and AARP have had initial meetings with Goodwill to discuss working more closely together to achieve a series of goals, including greater Equitable Distribution for SCSEP.

AARP and the State have developed an outreach plan for participants and host agencies for the rural and underserved areas of the state. This plan will overlap with AARP National SCSEP services in parts of the state where both grants are serving. The intention is to utilize available resources more efficiently and not replicate work or directly compete in areas of joint service. These plans involve targeted outreach through multiple sources utilizing online resources when applicable and local resources when online sources are less effective. The intention is to develop and/or utilize already existing local resources, especially culturally and ethnically associated resources such as tribes, cultural centers, churches and organizations already serving potential participants, especially in populations with Limited English Proficiency. The goal is to develop a long-term sustainable network of host agencies that can serve the local populations, be sources of potential referrals and assist in developing and coordinating transitions to unsubsidized employment. The current need to fill Modified Positions in rural counties is being used to leverage the immediate need against long-term sustainability since the rural counties have many barriers, but particularly since the current arrangement for most rural counties served by SCSEP in Washington is a system in which the SCSEP providers do not have staff co-located in most of the rural counties being underserved (or often even in adjacent counties), so the

process of developing, maintaining and transitioning participants and host agencies is logistically difficult.

The targeted recruitment in rural areas will occur simultaneously with strategic reductions of enrollments in the over served counties such as King County and Spokane County. The reductions will occur through attrition as participants exit the programs, with individual SCSEP programs working to maintain as close to Equitable Distribution in those counties as possible. Over-served areas will work to curtail enrollments as attrition occurs, instead shifting the recruitment of new participants to the rural counties utilizing the plan identified.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

According to 2010 census data, the total population in the state was estimated to be 6,724,540. It is also estimated that 5,651,869 (84%) of WA State's population live in metropolitan urban areas which consists of less than four percent of the total geographic area. The remaining 16% of the population resides in rural areas. The average population density in urban areas in the state is 2,380 persons per square mile while the population density in rural areas is under 17 persons per square mile.

The Program Year 2018 end of year report indicated SCSEP providers were overall serving rural areas at 15.4% of participation. This number excludes the participants in NAPCA's Set-Aside grant which is focused on urban areas. While this indicates SCSEP as a whole in Washington State was slightly underserving rural areas below the Census levels, Goodwill's program served 23% of their participants in rural areas. The other SCSEP programs served rural areas at 13% for the State program and 4% for AARP National grant. The lower percentages of the State and AARP National program are being directly addressed by the rural outreach and recruitment plan identified above.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

SCSEP programs ensure that individuals afforded priorities of service are given precedence in enrollment. Priority of services includes individuals who have one or more of the following characteristics:

- Are over 65 years of age
- Have a disability
- Have limited English proficiency or low literacy skills
- Reside in a rural area
- Are veterans or spouses of veterans
- Have low employment prospects
- Have failed to find employment after using services provided through the One-Stop delivery system
- Are homeless or are at risk of homelessness

Other priority populations identified in the statute are eligible individuals:

- With the greatest economic need
- Who are minorities

- With the greatest social need

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

The ratio of eligible individuals in each service area to the total eligible population is as of SCSEP Program Year 2019 is displayed in the chart below.

County	State Grantee AP	AARP AP	Goodwill AP	NAPCA AP	Total Equitable Share	Distribution Ratio
Adams	0	2	0	0	2	0.34%
Asotin	2	1	0	0	3	0.51%
Benton	0	12	0	0	12	2.03%
Chelan	3	6	0	0	9	1.52%
Clallam	4	0	5	0	9	1.52%
Clark	6	0	23	0	29	4.90%
Columbia	0	0	0	0	0	0.00%
Cowlitz	0	0	11	0	11	1.86%
Douglas	0	2	0	0	2	0.34%
Ferry	1	0	0	0	1	0.17%
Franklin	0	5	0	0	5	0.84%
Garfield	0	0	0	0	0	0.00%
Grant	0	7	0	0	7	1.18%
Grays Harbor	4	0	5	0	9	1.52%
Island	3	3	0	0	6	1.01%
Jefferson	4	0	0	0	4	0.68%
King	37	103	0	49	189	31.93%
Kitsap	17	0	0	0	17	2.87%
Kittitas	0	0	3	0	3	0.51%
Klickitat	0	0	3	0	3	0.51%
Lewis	0	0	8	0	8	1.35%
Lincoln	0	2	0	0	2	0.34%
Mason	0	0	7	0	7	1.18%
Okanogan	2	5	0	0	7	1.18%
Pacific	2	0	3	0	5	0.84%

County	State Grantee AP	AARP AP	Goodwill AP	NAPCA AP	Total Equitable Share	Distribution Ratio
Pend Oreille	0	1	0	0	1	0.17%
Pierce	0	0	57	7	64	10.81%
San Juan	2	0	0	0	2	0.34%
Skagit	3	8	0	0	11	1.86%
Skamania	0	0	2	0	2	0.34%
Snohomish	7	38	0	0	45	7.60%
Spokane	11	32	0	0	43	7.26%
Stevens	0	6	0	0	6	1.01%
Thurston	0	0	19	0	19	3.21%
Wahkiakum	1	0	0	0	1	0.17%
Walla Walla	1	5	0	0	6	1.01%
Whatcom	6	11	0	0	17	2.87%
Whitman	1	1	0	0	2	0.34%
Yakima	4	0	19	0	23	3.89%
Total Authorized Positions	**121**	**250**	**165**	**56**	**592**	**100.00%**

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Washington State's Office of Financial Management (OFM) uses state code RCW 82.14.370 to identify rural counties as defined as "…a county with a population density less than 100 persons per square mile." Using this definition, OFM identifies 30 of the state's 39 counties as rural. It should be noted that all counties within Washington State have rural areas.

Even though the urban counties in Washington only make up 23% of the total number of counties, they are assigned 73.5% of the SCSEP Authorized Positions (AP = 435 as of PY2019) based on population and other factors identified by Department of Labor. The 30 rural counties in the state are 77% of the total number of counties, but are only assigned 26.5% of the total Authorized Positions (AP = 157 as of PY2019) due to population and demographics.

B. HAVE THE GREATEST ECONOMIC NEED

"Greatest economic need" refers to persons at or below the poverty level. The end of year report for Program Year 2018 indicated SCSEP programs were serving individuals at or below the poverty level at a rate of 92.5% of participants. This number includes rates for the different programs from NAPCA's rate of 98%, Goodwill's and AARP's National grants both at the rate of 93% and the State grant rate of 89%. The programs will continue to focus on this segment of the population continuing forward.

C. ARE MINORITIES

As indicated earlier in the state plan, through the end of Program Year 2018 the SCSEP programs in the state were all providing services to minority participants at a higher rate than the Census data identifies. The minority service rates range from a high of 98% minorities served by the NAPCA set-aside grant (designed to serve Native Americans or Asian-Americans and Pacific Islanders) to Goodwill's 27% minority's service rate. The State grantee and AARP National grantee served minorities at 35% and 47% respectively in Program Year 2018.

D. ARE LIMITED ENGLISH PROFICIENT

The SCSEP programs provided services to participants at a rate of 6.3% overall by end of year Program Year 2018. The rate of the programs ranged from 4% for the State program, 6% for Goodwill, 9% for AARP National grant up to 94% for the NAPCA Set-Aside grant.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

"Greatest social need" status refers to individuals with physical or mental disabilities, language barriers or cultural, social or geographical isolation and/or other factors identified by the Department of Labor. The following table demonstrates an aggregated percentage of all SCSEP programs service to participants with the greatest social need for Program Year 2018.

Greatest Social Need Demographics- End of Year PY 2018 Data	YTD %
Family Income at or below the poverty level	93%
Individuals with disabilities	27%
Individuals with limited English proficiency	14%
Individuals with low literacy skills	39%
Individuals residing in rural areas	12%
Individuals with low employment prospects	98%
Individuals who failed to find employment after using WIOA Title I	2%
Individuals age 75 and over	7%
Individuals who are homeless or at risk of homelessness	68%
Displaces homemakers	20%
Veterans (or eligible spouse of veteran)	13%
Post-9/11 era Veterans	3%
Individuals receiving public assistance	69%
Individuals with severe disabilities	2%
Individuals who are frail	1%
Individuals old enough for but not receiving SS Title II	2%
Individuals with severely limited employment prospects in areas of persistent unemployment	37%

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The SCSEP programs in Washington State work collaboratively to avoid disruptions in service whether from shifts in the location of the eligible population or from over-enrollment for any reason. For shifts in the location of the eligible population, the programs will work together to revise the equitable distribution report and develop strategies for reducing the differences in how positions are distributed across the state in relation to any new distribution factors. In general, positions are shifted gradually from one county to another or from one program to another through attrition and placement into unsubsidized employment on one end, and capacity building on the other.

In the case of over-enrollment for any reason, the programs will work together to ensure eligible participants maintain enrollment within appropriate durational limits. The program where over-enrollment occurs will work with other local programs to reduce any disruption in services for otherwise eligible participants. Multiple options will be considered to achieve objectives and may involve a participant transitioning to another SCSEP program. Although this would be a last resort, it has occurred occasionally and has worked well for participants and host agencies due to the collaborative nature of the programs.

The SCSEP programs work collaboratively with the State SCSEP Program Manager to identify and develop effective approaches. Any changes to the equitable distribution report must first be reviewed and approved by the Department of Labor SCSEP Federal Project Officer. All participant transfers receive final approval from the Department of Labor's grant officer.

When transfers occur between programs, all involved will work together gathering needed participant and Host Agency information, conducting informational and enrollment meetings with the participants and conducting Host Agency meetings. Programs have established strategies to handle funding or enrollment fluctuations such as freezing enrollment, increasing or decreasing average work hours and other administrative approaches.

HOUSING AND URBAN DEVELOPMENT (HUD) EMPLOYMENT AND TRAINING ACTIVITIES

COMMUNITY SERVICES BLOCK GRANT (CSBG)

The Washington State Department of Commerce (Commerce) oversees the employment and training programs under the Community Services Block Grant (CSBG) state and federal funding. Eligible entities that receive CSBG funds through the State CSBG Lead Agency include local governments; migrant and seasonal farmworker organizations; limited purpose agencies; and non-profit organizations operating as community action agencies. CSBG provides state and federal funding to Washington's 30 Community Action Agencies (CAAs) to carry out locally designed programs providing a range of services and activities that have measurable impacts on the causes and effects of poverty.

With approval from the State CSBG Lead Agency, CSBG eligible entities determine how funding will be used to support allowable activities in their local communities, such as employment and training activities. These funds may be used to provide actual services to individuals, or they may be used to support the administration of allowable services and activities. When the CSBG eligible entity elects to use CSBG funding to provide workforce development employment and training services to individuals, those services will be required to align with the State's WIOA

strategies and be coordinated with the local one-stop center. When CSBG funding is used to support allowable services and activities funded thru a different source, WIOA requirements will be determined by the primary funding source.

CSBG funding assists low income populations with transportation, clothing, health services, food, shelter and programs designed to increase self-sufficiency, such as job preparedness, education and housing assistance. Small business loans are also available thru the Department of Commerce. Commerce will use the Workforce Innovation and Opportunity Act (WIOA) state, regional and local planning process to align and integrate this program into the workforce and education system to strengthen Washington's communities.

Washington will continue to focus on the development of employer-based training options that work directly with businesses to identify hiring requirements, assess the skill levels of job seekers, and provide competency-based training to quickly fill skill gaps, prepare individuals to go to work, and allow employers to increase their productivity while reducing their hiring risk. Using approaches such as apprenticeships, internships, job shadowing, work experience, and on-the-job training provides employers with a quicker method to fill critical job openings while providing trainees with a quicker route to improved sufficiency for the program participants.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

PY2020 and 21 performance target negotiations are ongoing and will be updated upon completion in late spring 2020.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

ADDITIONAL INDICATORS OF PERFORMANCE

Additional Indicators of Performance
n/a

OTHER APPENDICES

n/a