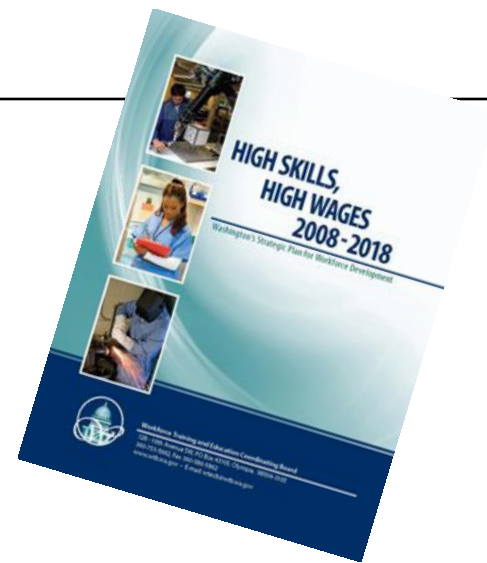


High Skills, High Wages 2008 – 2018: **Our State Comprehensive Plan for Workforce Development**

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Workforce Training and Education
Coordinating Board
January 27, 2009**





Our Charge

- 1991 state legislation:

“Develop and maintain a state comprehensive plan for work force training and education...”

(RCW 28C.18.060, 080)

THE PLAN....

- **Vision:** Where we want to be by **2018** or sooner.
- **Strategies:** “Steps to Get Us There”
- **Leads:** Those responsible for carrying out each strategy
- We report progress on reaching our targets, and we evaluate programs



Developing the plan

1. Review current economy, demographics, national and local best practices, local strategic plans
2. Expert/Stakeholder Work groups: Youth, Adults, Industry
3. Workforce Board approval for public review
4. Public forum sessions across the state including video teleconferencing
5. Input via email, phone, letters, distributed to over 4,000 people
6. Final draft: Summer 2008
7. Workforce Board Adoption: September 2008
8. Legislature approval (as directed in statute)



Results of Past Plans?

- Annual Progress Report to the Legislature
 - Building Bridges (Dropout Prevention and Retrieval)
 - Navigation 101 expansion (Career guidance)
 - Strengthening secondary career and technical education (Skills Centers, course equivalencies, SSB6377)
 - Expanding postsecondary education (State fund allocations: High Demand Funding)
 - Financial Aid: Opportunity Grants, State Need Grant
 - Support for industry skill panels, industry clusters
 - Integration efforts, customer service improvements



Initial Work Groups

- **Youth Work Group:** Career and Technical Education, Dropouts, Guidance, and more.
- **Adult Work Group:** Access to education, successful transitions to work, career/wage progression, improving employment and earning outcomes, and more.
- **Industry Work Group:** Meeting Washington's need for skilled workers, industry cluster strategies, public–private partnerships, incumbent worker training, and more.



Work Group Members

- Employers
- Labor and professional associations
- Community-based organizations
- Education (postsecondary and K-12)
- Government (Legislators, state and local agencies)
- Workforce Development Councils
- Diverse representation
- Urban and rural, eastern and western Washington

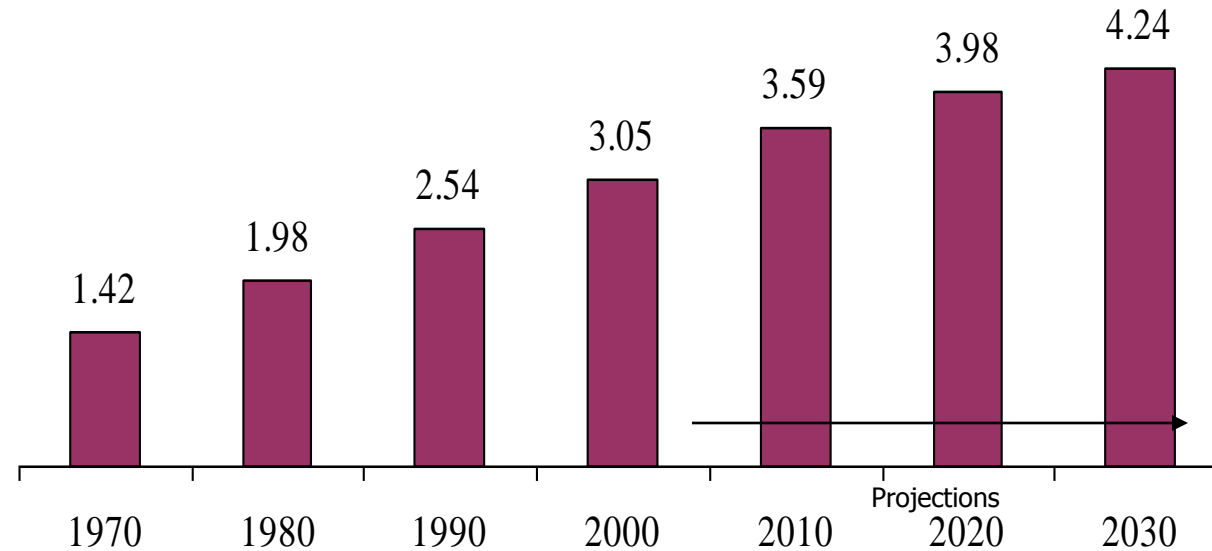


Tomorrow's Workforce

1. A growing shortage of skilled workers as baby boom generation ages out of the workforce.
2. Increasing percentages of in-migrants from other states and nations, racial and ethnic minorities, and older workers.
3. Underuse of young adults and people with disabilities who experience high rates of unemployment.

Washington's Labor Force Growth is Slowing

Figure 1
Washington's Labor Force (in millions)

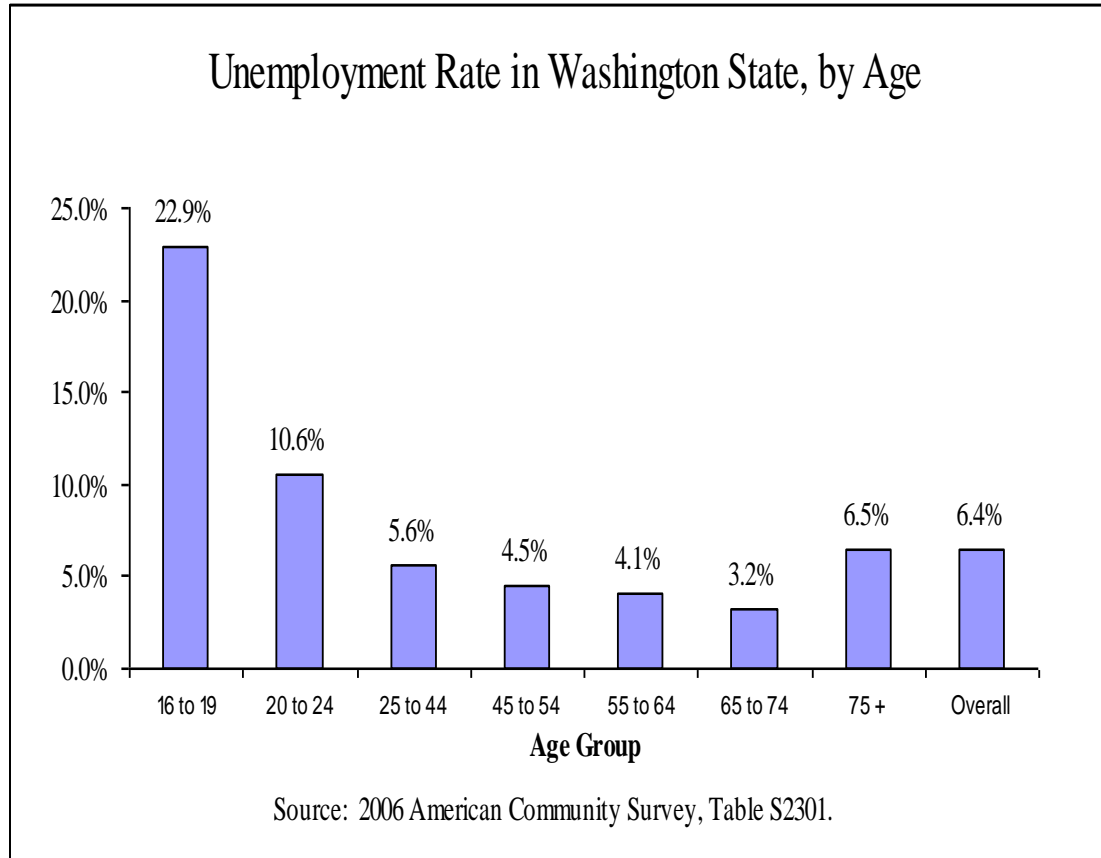


Annual Growth Rates by Decade:

- 1980's 2.5%
- 1990's 1.9%
- 2000's 1.7%
- 2010's 1.0%
- 2020's 0.6%

Source: OFM & ESD. The 2007 Long-Term Economic and Labor Force Forecast for Washington, May 2007, Figure 2-4.

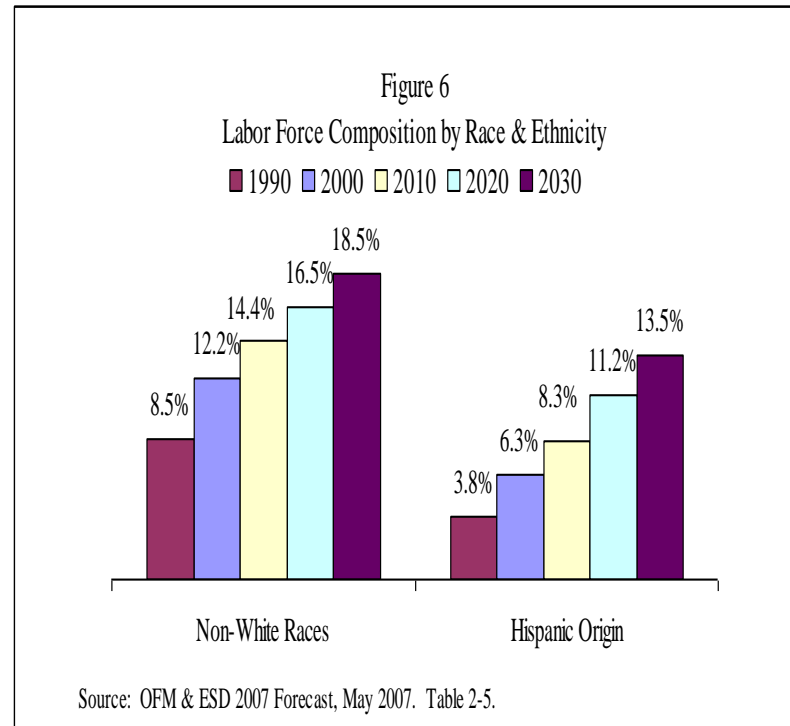
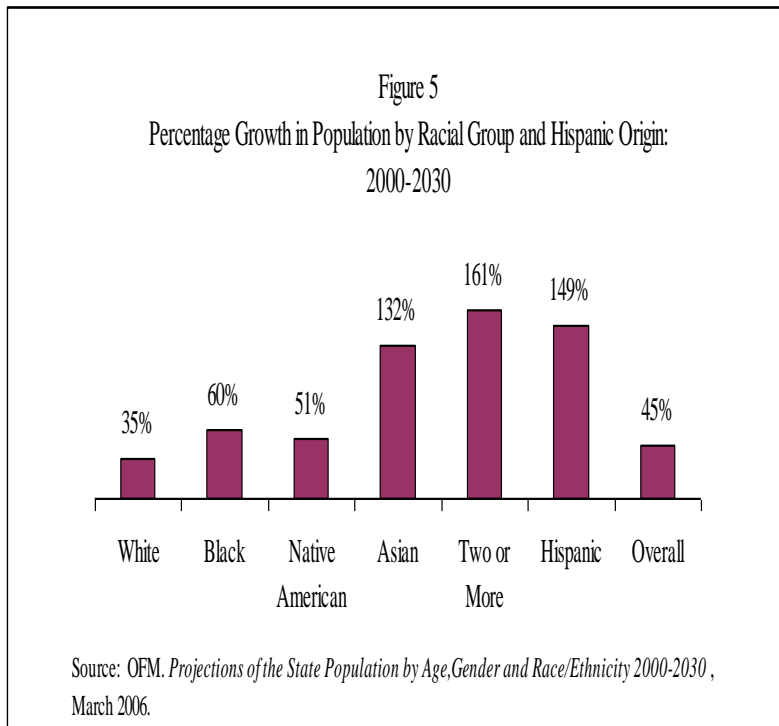
Unemployment Rates are Highest for Youth



38,000 unemployed youth in the 16 to 19 age group and 36,000 in the 20 to 24 age group.

Another 16,000 youth in the youngest group – aged 16 to 19 – are not in school or in the labor force – and not counted as unemployed because they aren't looking for work.

Population & Labor Force Getting More Diverse



Note: Education levels of adults aged 25 or more vary by race and ethnicity

- 92 percent of non-Hispanic whites have completed high school or its equivalent
- 72 percent of non-white groups have completed high school or its equivalent
- 56 percent of Hispanics have completed high school or its equivalent.



People With Disabilities and the Labor Force

1. 13.5 percent of Washingtonians age 16 to 64 reported disabilities: 576,000 people in 2006
2. 7.4 percent, or 315,000 reported disabilities that made it difficult to work – only 19 percent of them were employed.
3. Two-thirds of the 261,000 people with disabilities who did not report that their disabilities made work difficult were employed.
4. Labor force participation of people with disabilities may have declined since 1990. Trends are unclear due to changes in surveys.



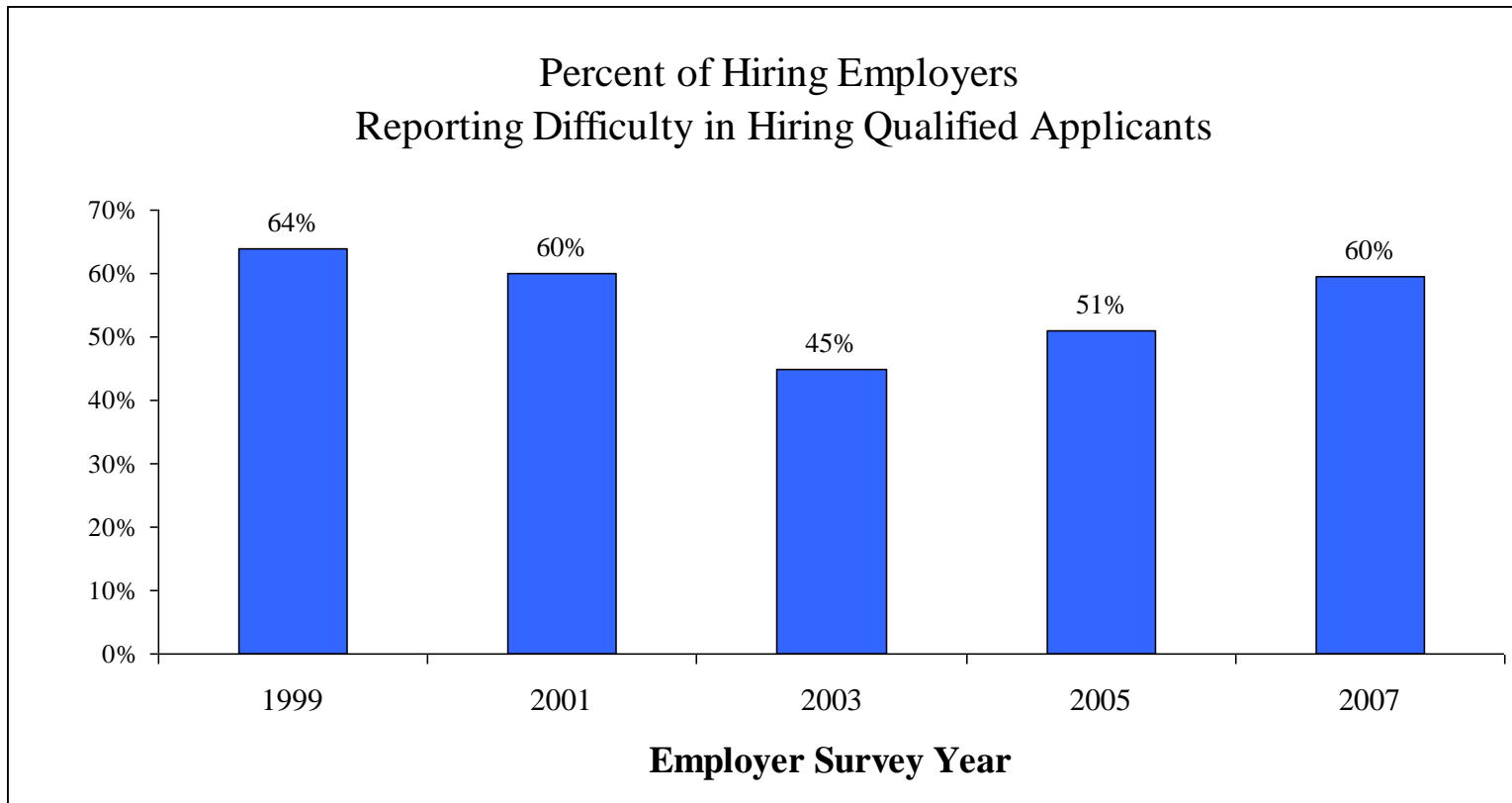
Economic Context

Employer Needs and Practices Survey - 2008

1. Employers report difficulty finding qualified workers.
2. Most frequent difficulty is finding workers with specific occupational training provided at the mid-level of postsecondary education and training (e.g., an Associate Degree in Nursing).
3. The shortage of skilled workers reduces employer productivity, output, and growth.

Complete results at: <http://www.wtb.wa.gov/EmployerSurvey.asp>

Employers found it difficult to hire qualified workers



Number and Percent of Employers with Difficulty Hiring Qualified Workers / Results by Type of Skill

Skills	Percent of All Employers in 2007
Occupation-specific skills	42%
Problem solving or critical thinking skills	41%
Positive work habits and attitudes	36%
Communication skills	34%
Team work skills	33%
Ability to adapt to changes in duties and responsibilities	33%
Ability to accept supervision	29%
Math Skills	25%
Writing skills	20%
Computer skills	20%
English as a Second Language skills	18%
Reading skills	14%

Results of not being able to hire qualified workers

Responses to the difficulty in finding qualified applicants	Percent of All Employers in 2007
Lowered overall productivity	31%
Reduced production output or sales	29%
Reduced product or service quality	22%
Prevented firm from expanding its facilities	14%
Prevented firm from developing new products/services	12%
Caused firm to move some operations out of Washington	2%

Employers providing training by occupation group

Percent in Occupational Group who received Training	Percent who Received	
	Classroom Training	On-the Job Training
Managerial and administrative occupations	49%	28%
Professional occupations	32%	16%
Technical and paraprofessional occupations	30%	21%
Clerical and administrative support occupations	26%	34%
Production, construction, operation, maintenance, and material-handling occupations	26%	28%
Service occupations	24%	20%
Marketing and sales-related occupations	19%	18%
Agricultural, forestry, fishing, and related occupations	9%	9%

Note: Training defined as 4 hours or more.



Program Evaluations Inform Plan

Workforce Board works with stakeholders to set performance measures and targets for workforce development programs related to:

- Employment
- Earnings
- Skill Gains
- Employer Satisfaction
- Participant Satisfaction

(See Workforce Training Results)



High Skills, High Wages Goals

Youth

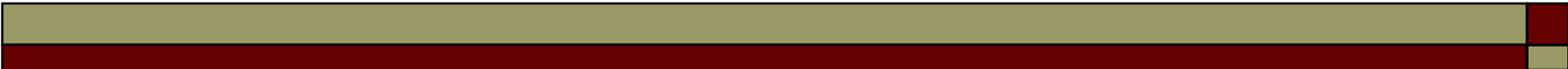
Ensure all youth receive the education, training, and support they need for success in postsecondary education and/or work.

Adults

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

Industry

Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.



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

Objective 1. A Guidance and Counseling System provides K-12 students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school.

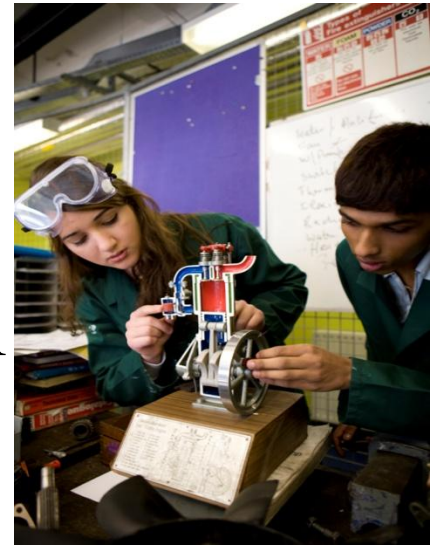
Objective 2. All students leave high school prepared for success in further education and/or work.

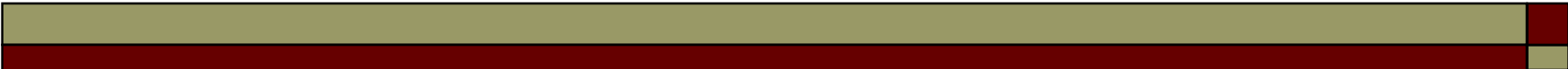
Objective 3. All students graduate from high school.

Objective 4. Reduce unemployment rates among older youth, and improve their career prospects.

Helping young people connect with success

1. Career guidance
2. Relevant, applied learning
3. Drop out prevention and retrieval programs
4. Work and learning opportunities





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

Objective 1. Increase the number of adults who have at least one year of postsecondary training.

Objective 2. Postsecondary education and training provides effective opportunities for going in and out of training over the course of life-long learning.


Objective 3. Adults with barriers to employment and training enter education and career pathways that lead to self-sufficiency.

Objective 4. The WorkSource system provides integrated and effective customer service without barriers associated with separate, individual programs.

Helping adults reach the next step



1. Ensure job ready workers
2. Engage employers in workplace learning
3. Expand financial aid and grants
4. Grant more credit for prior learning
5. Support life long learning



Industry Goal: Meet the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.

Objective 1. The workforce development system supplies the number of newly prepared workers needed to meet current and emerging employer needs.

Objective 2. The workforce development system strengthens Washington's economy, focusing on strategic industry clusters as a central organizing principle.

Objective 3. Current and dislocated workers, and job seekers receive education and training that builds competitive skills and businesses.



Driving growth through a skilled workforce

1. Expand apprenticeships in vital fields
2. Increase mid-skill education by 9,400 degrees and certificates annually
3. Focus on regional industry clusters and their needs
4. Expand high employer demand programs of study
5. Increase state support for customized training and workplace-based education