



2020 -2024



# NORTH CENTRAL REGIONAL WORKFORCE PLAN

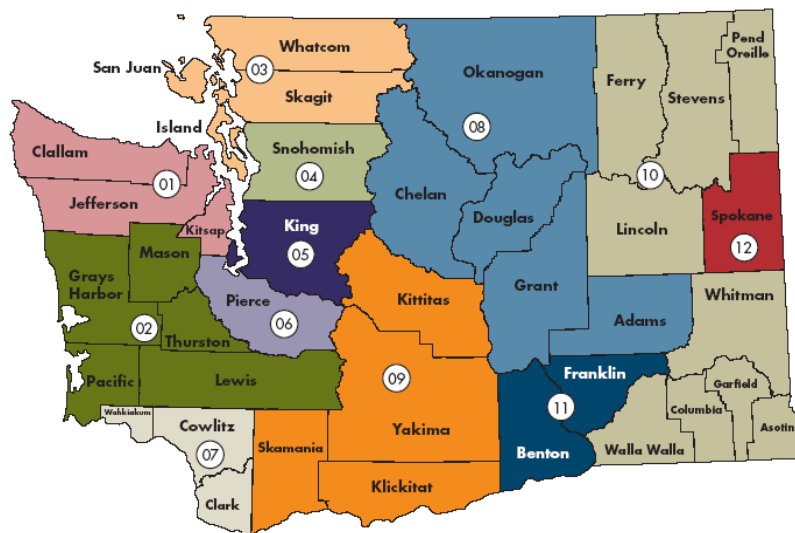
SkillSource

Serving Region 8: Chelan, Douglas,  
Grant, Adams & Okanogan Counties

March 2020

# **NORTH CENTRAL REGIONAL WORKFORCE PLAN 2020-2024**

**Workforce Development Region 8**  
**Serving: Chelan, Douglas, Grant, Adams & Okanogan Counties**



**Submitted to:**  
**Washington State Workforce Training & Education Coordinating Board**  
**and**  
**Employment Security Department**

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## SECTION I: REGIONAL DESIGNATION

- Workforce Region Name: North Central
- Workforce Development Area Name and Number: North Central WDA 8
- Counties: Chelan, Douglas, Grant, Adams, Okanogan
- Fiscal Agent: SkillSource

## SECTION II: REGIONAL COMPONENT

### Strategic Vision

By 2030, the region will have an informed, productive workforce sustained by a collaborative workforce development system leading to a middle-class standard of living.

### Strategic Goals & Objectives

**GOAL ONE: Older teens and young adults understand the qualifications necessary to succeed in the workplace and how to select and navigate the career pathway best for them.**

**Objective 1:** High School graduates make informed choices and can identify at least three potential career pathways.

**Strategy 1:** Provide career education at home and at school beginning in intermediate grades and continue through high school and college. Utilize comprehensive, cloud-based guidance programs like WOIS, Navigation 101 or Career Cruising. Inform students and parents about all pathways including university, college, apprenticeship and on-the-job training.

**Strategy 2:** Partner with employers to help students explore careers and workplaces. Engage businesses, unions and non-profit and public sector organizations to inform students about career opportunities, both in the classroom and in workplaces.

**Objective 2:** Middle class careers are marked by credentials and certificates.

**Strategy 1:** Enable students and workers to obtain industry-recognized credentials. Emphasize credentials that stack towards career progress from high school to post-secondary, work and beyond. Emphasize transferrable skills that are useful across many occupations.

**Strategy 2:** Increase use of industry-based skill standards, assessments & credentials. Identify general workplace standards generic to the vast majority of jobs and certify that teenagers and young adults know these skills and abilities and issue recognized credentials. Educate local employers to understand what the certification means.

**Objective 3:** Career-focused programs of study start in high school and continue to post-secondary pathways and include the military, apprenticeship and on-the-job training.

**Strategy 1:** Expand cooperative education Technical Programs of Study.



**Strategy 2:** Articulate secondary programs of study with post-secondary pathways.

**Objective 4:** Increase work-integrated learning.

**Strategy 1:** In addition to academic and technical skills, make sure students know workplace and life skills and can apply them. Workplace skills (also called soft skills, work readiness skills, positive work habits, or employability skills) include abilities like problem solving, team work, active listening, effective communications and more. Developing such skills takes more than classrooms and books. It takes work experience that includes planned tasks to develop these skills in the context of real work. Life skills include abilities such as budget and finance, property ownership, consumer protection, nutrition and health, etc.

**Strategy 2:** Create structured opportunities for students and young adults to experience real work such as paid and unpaid internships, volunteer service, workplace mentorships, cooperative education, summer employment and work study.

**Strategy 3:** Create work experiences in the classroom. Bring supervisors and experienced workers in to help teach. Utilize project-based learning, contextualized objectives and applied lessons to familiarize students with workplace expectations.

**Strategy 4:** Teach students how to locate and land jobs. Show students how to identify their knowledge, skills and abilities and package themselves to meet the requirements of the job. Teach young people how to find job openings, write resumes, complete applications, interview and follow-up.

**Objective 5:** Improve retention and graduation.

**Strategy 1:** Prevent students from dropping out and retrieve those who have through re-engagement programs

**Strategy 2:** Offer credit for prior learning. Articulate with secondary and post-secondary to enable “upside-down” degree programs whereby it’s the rule, rather than the exception, that professional-technical Associate degrees transfer.

**Strategy 3:** Increase counseling and support for populations with multiple barriers to increase secondary and post-secondary performance and completion.

**Strategy 4:** Advocate for K-12 early learning; extend class for limited English students; accommodate varied learning styles; prevent substance abuse; reduce delinquent behavior; improve parenting skills.

**GOAL TWO: Continuously improve the skills of workers throughout their career.**

**Objective 1:** Adult workers utilize the workforce development system throughout their working lives.

**Strategy 1:** Career navigators inform working adults about industries, careers, pathways, and facilitate career research and decision-making.

**Strategy 2:** Career navigators advise adults to identify and access education and training programs, pay for school, and connect with necessary support.

**Objective 2:** Adults complete training programs.

**Strategy 1:** Increase the use of credit for prior learning. Implement competency-based, stackable and portable credentials.

**Strategy 2:** Engage business to structure and certify workplace training.

**Strategy 3:** Make family-friendly learning opportunities available at times and locations that reach underemployed, low-skilled workers. Integrate basic and vocational-technical education.

**Strategy 4:** Support disadvantaged adults to overcome barriers. Collaborate with agencies that serve veterans, single parents, individuals with disabilities and other special populations.

**Goal THREE: Engage companies to partner with the workforce development agencies.  
Employers embrace the role of human resource developers.**

**Objective 1:** Employers embrace the role as human resource developers.

**Strategy 1:** Understand and support private sector employee development. Communicate with firms in person, and in their language. Identify system services that offer value to a firm's selection and training approach or practice. Coordinate outreach and cross-train staff to be familiar with the full range of services that businesses value.

**Strategy 2:** Identify skill standards and certification methods that meet employer expectations. Collaborate with firms to enhance employer-based and school-based programs.

**Strategy 3:** Increase organizational investment in employee training and development. Ask businesses to donate time or material to school-based programs, or increase spending on in-house programs. Urge business to establish tuition reimbursement accounts and send employees to outside training or onsite basic skills learning on payroll.

**Objective 2:** Link workforce and economic development.

**Strategy 1:** Promote business services to employers, including those considering expansion into the region. Business services include technical assistance, customized selection processes such as recruitment and testing, customized training options, and customized employment assistance services to enhance learning and retention.

**Strategy 2:** Offer entrepreneurial training and mentorship programs.

**Goal FOUR: North Central's workforce knows about one-stop programs' and how to access its services.**

**Objective 1:** Strengthen performance accountability across local workforce development system programs to enhance access and improve long-term employment outcomes.

**Strategy 1:** Implement process and outcome measures that indicate access to multiple programs' services.

**Strategy 2:** Measure job retention to determine long-term employment outcomes.

**Objective 2:** Strengthen one-stop services to improve access.



**Strategy 1:** Partners collaborate to make sure all one-stop customers are informed about the full array of one-stop partner services.

**Strategy 2:** Partners refer customers to appropriate programs' services.

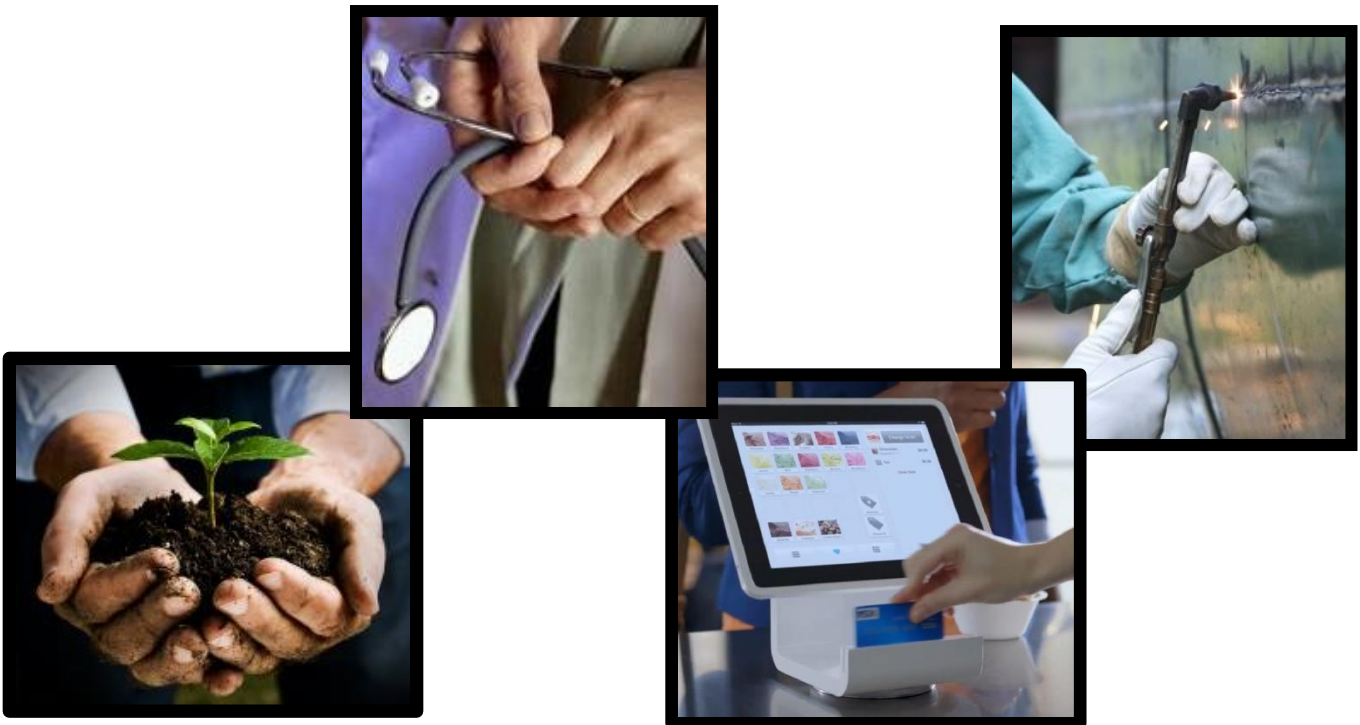
## Regional Analysis

### A. Existing and Emerging In-Demand Industry Sectors

The North Central Washington Workforce Development Area (NCWDA) is made up of five counties in central Washington. From the Cascade crest, east to the Columbia Basin, its 14,000 square miles make it the State's second largest workforce Area. The region has a semi-arid climate and supports a variety of industries including agriculture, healthcare, retail and manufacturing. Over the past few decades, recreation and leisure has become another important economic sector. Sectors that are viewed as having a large potential for growth are high-tech manufacturing, as well as the growth of agriculture into a sector that is more tech-focused.

#### Overview of Labor Market Areas

The five counties comprising Workforce Development Area 8 comprise three labor market areas. These areas are Chelan-Douglas, Grant-Adams, and Okanogan. Breaking the counties into three labor market areas makes it easier to provide oversight for systems development in such an expansive region.



**Table 1A-1: Regional Employment By Sector, 2018**

Major Employment Sectors	Chelan	Douglas	Grant	Adams	Okanogan	Total	
						Employed	%
Agriculture, forestry, fishing & hunting	10,662	3,298	10,027	2,774	4,966	31,727	26%
Government (All Levels)	6,993	2,310	8,379	1,702	5,024	24,408	20%
Retail trade	4,434	1,751	3,443	662	1,901	12,191	10%
Health care and social assistance	6,338	823	2,739	691	1,526	12,117	10%
Accommodation and food services	4,820	988	2,326	400	1,194	9,728	8%
Manufacturing	1,840	564	4,789	1,102	293	8,588	7%
Wholesale trade	2,264	506	1,508	417	208	4,903	4%
Construction	1,908	711	1,442	139	504	4,704	4%
Administrative and waste services	1,127	420	1,909	51	215	3,722	3%
Transportation and warehousing	478	255	1,020	379	376	2,508	2%
Professional and technical services	902	305	509	68	204	1,988	2%
Other services	1,037	229	571	82	292	1,871	2%
Finance and insurance	700	136	482	81	181	1,580	1%
Arts, entertainment, and recreation	582	288	272	21	203	1,366	1%
Real estate and rental and leasing	610	167	320	45	125	1,267	1%
Information	381	180	514	11	127	1,213	1%
Misc. not elsewhere classified	27	0	78	74	65	244	>1%
<b>Total</b>	<b>45,141</b>	<b>12,951</b>	<b>40,364</b>	<b>8,637</b>	<b>17,462</b>	<b>124,555</b>	<b>100%</b>

Source: LMEA/ESD County Data profiles 2018

### Chelan and Douglas Counties

Tree fruit and wheat are the primary products that make up the agriculture industry. The soil and weather, coupled with the irrigation system supported by the region's hydroelectric dams, makes the area ideal for growing apples, cherries, and pears. A highly advanced grower-to-consumer agricultural industry is in place to deliver top produce or value-added products, such as frozen foods and juices, to markets worldwide.

Wenatchee and East Wenatchee are the economic center for the two-county area. These cities are home to the region's retail complexes and major healthcare facilities. Recreation and leisure is largely concentrated in Chelan and Leavenworth.

**Unemployment Trends** – The Wenatchee MSA had an average unemployment rate of 4.8 percent for 2018, which is the lowest annual average unemployment rate since electronic records were implemented by Employment Security in 1980. This is down from 6.0 percent in 2016, which was in large part due to the layoff of over 400 Alcoa employees after the Wenatchee smelter was idled. The unemployment rate in the MSA has largely recovered from the Great Recession which peaked at 9.2

percent in 2010. The civilian labor force has also climbed from 60,270 residents in 2014 to 67,182 in 2018.

**Industry Trends** – As of 2014 the Wenatchee MSA finally reached pre-recession levels of nonfarm employment, averaging 40,600 jobs in the calendar year. Year-by-year expansion has continued with 2018 attaining a record high of 46,200 non-farm jobs. Construction, health services, leisure and hospitality, and the public sector added several hundred jobs in the area in this period.

### Grant and Adams Counties

Grant and Adams counties are part of the Columbia Basin. Fertile soil, abundant water and plenty of sun make this the state's premier agricultural area. Key crops in the area are potatoes, corn, onions, beans, mint, hay, and various tree fruits.

Moses Lake is the largest city in the area, serving as the retail center of the two-county region as well as a hub for advanced manufacturing. Quincy has earned notoriety for the number of high-tech companies that have recently built data centers in the area.

Adams County's chief economic driver is agriculture and food processing, especially wheat and potatoes. The transportation and warehousing sector, which is closely tied to the local agricultural industry, also is a major employer.

**Unemployment Trends** – Adams County has steadily increased covered employment in the ten years following the recession, climbing from 6,771 jobs in 2009 to 8,117 jobs in 2017 (19.9% increase). Unemployment reached record lows in 2018 with a 5.4% annual average rate.

Grant County achieved a ten-year unemployment low of 6.2% in 2018; job growth was notable in forestry and fishing, local government, and administrative and waste services. Since November 2018, however, unemployment has started to creep back upwards, reaching 6.9% as of November 2019. Grant's civilian labor force expansion rate has not been able to keep pace with unemployment.

**Industry Trends** – In 2018, around three quarters of jobs in Adams County were in the agriculture, local government, manufacturing, retail or healthcare sectors. Agriculture was the largest sector, with around a quarter of all jobs being in that industry. The fastest growing of these sectors was manufacturing, the bulk of which is in food processing.

Manufacturing has above average employment around Moses Lake. REC Silicon, Joyson Safety Systems, SGL Composites, Genie and Chemi-Con have manufacturing operations in Grant County. Manufacturing employment has slightly decreased in recent years in terms of total jobs, especially in nondurable goods (food processing), but has maintained its relative share of local employment over the past ten years.

### Okanogan County

Okanogan County is the largest county in the state by land area, covering 5,268 square miles. However, because it is trisected by two north-south mountain ranges and is far from major roadways, the county is rural and has only about 42,000 residents. There are five distinct micro labor market areas in the county, identified as the Central Valley, North Valley, Methow Valley, South County, and

East County. The Colville Reservation, the largest of Washington State’s Native American reservations, is located in Okanogan County.

<b>Figure 1A-1: Okanogan Micro Labor Markets and Economic Drivers</b>	
<b>Okanogan Micro Labor Market Area</b>	<b>Economic Drivers*</b>
Central Valley - Omak, Okanogan	apples, plywood, ranching, retail, forestry, healthcare, recreation
North Valley - Tonasket, Okanogan	apples, pears, vineyards, Forest Service, timber, health care
Methow Valley - Twisp, Winthrop	apples, tourism via the North Cascades Highway, ranching, limited timber, forestry
South County - Bridgeport, Brewster, Pateros	hydropower, apples, recreation
East County - Nespelam, Coulee Dam	hydropower, timber, ranching
Source: Okanogan County, 2006; Okanogan Economic Alliance, 2017	

\*School districts, municipal and social services are an economic driver throughout Okanogan County.

**Unemployment Trends** – The average not seasonally adjusted unemployment rate in Okanogan County was 8.2 percent for 2019. Nonfarm employment dropped 330 jobs from 2018 to 2019, averaging 12,480 in 2019 and the countywide labor force shrank by 2.6 percent, the only county in North Central to lose ground in labor force participation during 2019. Okanogan County tends to have a higher unemployment rate than other counties in North Central Washington due to an especially seasonal workforce based largely in agriculture and tourism.

**Industry Trends** – One of Okanogan’s largest employers, the Omak Forest Products lumber mill, closed its doors and all workers were laid off as of February 2017. This, plus job losses in agriculture, halted a six-year decrease in unemployment following the recession. Continued downturns in agriculture, construction, retail trade, recreation and leisure, and the public sector continued into 2019.

The public sector employs approximately 25 percent of the Okanogan County workforce. The single largest employer in the county, with more than 2,000 employees, is the Confederated Tribes of the Colville Reservation and Colville Federal Enterprise Corporation (CFEC) headquartered in Nespelam and Grand Coulee. For the purpose of compiling labor market statistics, Colville employees are considered governmental or public sector workers. The CFEC owns Mill Bay Casino, 12 Tribes Casino, and Coulee Dam Casino. Outside of the gaming commission, the Tribes also have fish and wildlife operations, law enforcement, parks and recreation, among other entities.

### The Importance of Agriculture

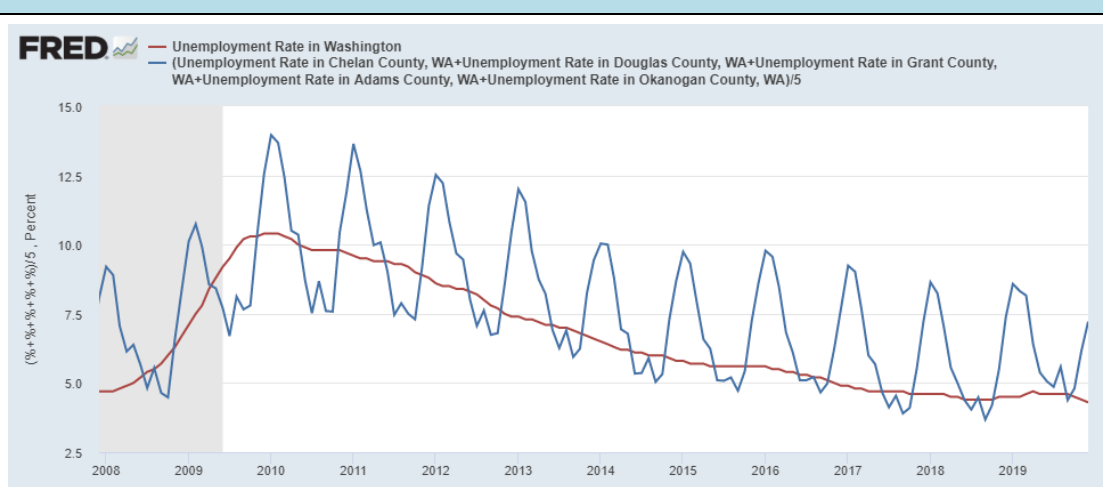
Agriculture will continue to be the foundation of the North Central Washington economy. Apples, cherries, pears, wine grapes, wheat, hay, potatoes, corn, and mint, are the major crops produced in the region. The agricultural industry employs the greatest number of workers of any industry in North Central Washington and the Columbia Basin.

**Table 1A-2: North Central Agricultural Employment**

County	Agricultural Employment 2018	Agricultural Employment Change Since 2014	Percentage Change in Employment Since 2014	Percent of Total Employment in Each County 2018
Adams	2767	-7	-0.25%	32.10%
Chelan/Douglas	13,887	667	4.80%	23.94%
Grant	10,008	-33	-0.33%	24.80%
Okanogan	4,932	-762	-15.45%	28.30%
<b>Total</b>	<b>31,594</b>	<b>-135</b>	<b>-0.43%</b>	<b>27.29%</b>

Source: LMEA/ESD US Department of Labor Statistics, Quarterly Census of Employment and Wages (2014, 2018 Annual Average)

Employment figures for agriculture appear to have stayed level after their resurgence in 2014. However, this is primarily due to aggressive expansion in Chelan and Douglas counties of nearly 5% since 2014. All other counties have experienced negative job growth in the agricultural sector, most notably Okanogan County, which has seen an over 15% decline in its agricultural workforce in four years.

**Figure 1A-2: North Central Seasonal Unemployment**

Source: US Bureau of Labor Statistics, Retrieved from FRED, Federal Reserve of St. Louis

The agricultural industry accounts for 26 percent of total employment in the Region, up from 26 percent in 2011. On the other hand, wages account for 17.83 percent of total payroll for the region. This is down from 19.1% in 2014, a downwards trend for farm workers. The disparity between the number of agricultural laborers and their compensation as a percentage of total personal income is caused less by pay rates and more by the seasonality of the work. This is reflected by the difference in seasonal unemployment rates in our region compared to the rest of the state, which peak in

January and are at their lowest in October, while the state of Washington as a whole has more steady trends.

From 2012 to 2017, the amount of land cultivated declined three percent. However, market value of production during this period increased from \$2.9 billion to \$3.08 billion. At the same time, the number of farms and orchards has continued to decrease. This is because many smaller farmers have opted for consolidation and absorption into larger companies. The factors driving consolidation are affected by export sensitivities, especially those caused by striking port workers, as well as a relatively strong dollar and foreign trade tariffs, making export markets more difficult to access. The high cost of labor presented under the H-2A visa program has also presented a challenge to some farmers, who may have trouble finding laborers domestically. The industry as a whole has increased its profitability due to innovations in supply chain management, as well as new forecasting models that allow large fruit companies to allocate resources more efficiently. An additional concern for the tree fruit industry in particular going forward is the containment of pests such as the Asian Gypsy Moth and the Apple Maggot.

<b>Table 1A-3: North Central Agricultural Production, 2017</b>						
<b>County</b>	<b>Number of Farms/Orchards</b>	<b>Farm Land in Acres</b>	<b>Change in Acreage since 2012</b>	<b>Average Farm/Orchard Acreage</b>	<b>Market Value of Production</b>	<b>Average Production per Farm</b>
Chelan	835	59,767	-21%	72	\$258,434,000	\$309,502
Douglas	729	822,733	+1%	1,129	\$186,006,000	\$255,153
Grant	1,384	1,041,582	+8%	753	\$1,938,897,000	\$1,400,937
Adams	586	972,095	-6%	1659	\$363,876,000	\$620,948
Okanogan	1,192	1,231,899	+2%	1,033	\$338,088,000	\$283,631
<b>TOTALS</b>	<b>4,726</b>	<b>4,128,076</b>	<b>-3%</b>	<b>929</b>	<b>\$3,085,301,000</b>	<b>\$574,034</b>
Summarized from data developed by the National Agricultural Statistics Service 2017 Census of Agriculture						

## Employment and Earnings

**Table 1A-4** shows economic sectors by the number of people employed, along with their covered wages. While agriculture employs 26% of the workforce, due to its seasonality it accounts for 17.83 percent of wages. This is a 1.3 percent smaller share of income than in 2014. The public sector (government) employs 20 percent of the workforce but pays 26.630 percent of total wages. This sector includes Cities, Counties, Public Utilities, Public Schools, Community Colleges, and Fire Fighters, along with State and Federal agencies like the State Patrol and Forest Service.

There is a significant drop in both employment and wages down to the third largest sector, retail trade. At about ten percent of the workforce, it pays 7.31 percent of total wages. Health care and social assistance is a relatively large industry in north central Washington with about ten percent of the workforce, but pays over 12.5 percent of total wages.



Due to seasonality, lower average yearly pay industries are as follows: accommodation and food services; arts, entertainment, and recreation; and agriculture. These industries, while still maintaining employment through the winter months, contain the majority of their employment within the summer months.

<b>Table 1A-4: Employment and Earnings by Industry in the North Central WDA, 2019</b>					
<b>Sector</b>	<b>Jobs</b>	<b>Covered Wages 2019</b>	<b>Jobs %</b>	<b>Covered Wages %</b>	<b>Average Wage Per Worker Per Year</b>
Agriculture	31,727	\$882,266,137	25.47%	17.83%	\$27,740.63
Government	24,408	\$1,318,224,475	19.60%	26.63%	\$41,145.52
Retail trade	12,191	\$361,554,868	9.79%	7.31%	\$27,291.46
Health care & social assistance	12,117	\$620,399,545	9.73%	12.54%	\$31,310.38
Accommodation & food services	9,728	\$195,456,133	7.81%	3.95%	\$18,671.50
Manufacturing	8,588	\$439,704,363	6.89%	8.88%	\$47,545.28
Wholesale trade	4,903	\$262,090,403	3.94%	5.30%	\$41,811.28
Construction	4,704	\$231,697,916	3.78%	4.68%	\$52,946.29
Administrative & waste services	3,722	\$98,946,391	2.99%	2.00%	\$22,936.82
Transportation & warehousing	2,508	\$115,691,709	2.01%	2.34%	\$43,483.98
Other services, ex. public admin.	2,211	\$50,136,105	1.78%	1.01%	\$20,198.09
Professional & technical services	1,988	\$107,632,302	1.60%	2.17%	\$51,631.11
Finance & insurance	1,580	\$83,059,954	1.27%	1.68%	\$53,344.26
Arts, entertainment, & recreation	1,366	\$28,207,088	1.10%	0.57%	\$21,738.19
Real estate & rental & leasing	1,267	\$37,086,044	1.02%	0.75%	\$20,559.36
Information	1,213	\$85,712,386	0.97%	1.73%	\$56,090.23
Educational services*	411	\$6,590,101	0.33%	0.13%	\$25,174.40
Mgmt. of companies & enterprises	95	\$8,412,837	0.08%	0.17%	\$55,093.35
<b>TOTAL</b>	<b>124,555</b>	<b>\$4,949,241,447</b>	<b>99.75%</b>	<b>99.67%</b>	<b>\$38,667.50</b>
Source: LMEA ESD, County Data Profiles 2019			*Most public education is listed under Government		

## Employment by Occupation

**Table 1A-5** shows the top ten high skilled occupations in North Central Washington by job title, number employed in 2017 and projected to be employed in 2022 and 2027, projected annual average growth rate from 2017 – 2027, and projected 2018-2023 annual job openings, and finally average yearly pay. The jobs listed here will require some sort of post-secondary education and are listed due to the number of people employed, the annual average growth rate, and the overall stability of the industries. The average annual openings column takes into account not only growth, but also job turnover and retirements.

**Table 1A-5: Top Ten High Skilled Occupations for NCWDA 2017-2027**

Occupations	Estimated Employment			Projected Yearly Growth Rate		Projected Yearly Openings	
	2017	2022	2027	2017-22	2022-27	2017-22	2022-27
Preschool, Primary, Secondary, and Special Education School Teachers	4,010	4,361	4,720	1.7%	1.6%	457	488
Health Diagnosing and Treating Practitioners	3,825	4,314	4,719	2.4%	1.8%	386	370
Other Installation, Maintenance, and Repair Occupations	3,649	3,901	4,068	1.3%	0.8%	450	435
Financial Clerks	2,331	2,443	2,507	0.9%	0.5%	306	297
Nursing, Psychiatric, and Home Health Aides	1,935	2,245	2,386	3.0%	1.2%	356	313
Business Operations Specialists	1,974	2,144	2,297	1.7%	1.4%	253	262
Secretaries and Administrative Assistants	1,955	2,090	2,217	1.3%	1.2%	271	278
Health Technologists and Technicians	1,749	1,890	2,033	1.6%	1.5%	173	183
General and Operations Managers	1,422	1,532	1,610	1.5%	1.0%	163	158
Counselors, Social Workers, and Other Community and Social Service Specialists	1,295	1,371	1,453	1.1%	1.2%	172	182

Source: LMEA ESD, County Data Profiles 2019

**Table 1A-6** shows the top ten entry to medium skilled occupations in North Central Washington. These occupations are chosen due to the industry size, annual average growth rate, and the overall stability and growth possibilities within the local area. These occupations vary in education and experience level. This may vary from jobs that could be done without a high school diploma, to jobs that may require an associate's degree.

**Table 1A-6: Top Ten Entry to Moderate Skilled Occupations in NCWDA 2013-2023**

Occupation	Estimated Employment			Projected Yearly Growth Rate		Projected Yearly Openings	
	2017	2022	2027	2017-22	2022-27	2017-22	2022-27
Agricultural Workers	23,489	24,851	25,707	1.1%	0.7%	4163	4125
Material Moving Workers	8,388	9,574	10,096	2.7%	1.1%	1,713	1,568
Retail Sales Workers	7,909	8,200	8,338	0.7%	0.3%	1,409	1,378
Construction Trades Workers	6,044	7,103	7,306	3.3%	0.6%	1,068	787
Food and Beverage Serving Workers	5,958	6,511	6,930	1.8%	1.3%	1,350	1,386
Hand Packers and Packagers	3,867	4,504	4,791	3.1%	1.2%	880	808
Motor Vehicle Operators	3,817	4,164	4,318	1.8%	0.7%	573	524
Building Cleaning and Pest Control	3,642	3,962	4,216	1.7%	1.3%	618	630

Information and Record Clerks	3,087	3,265	3,444	1.1%	1.1%	464	488
Maids and Housekeeping Cleaners	2,094	2,276	2,416	1.7%	1.2%	356	361
Source: LMEA ESD, County Data Profiles 2019							

### Future Job Vacancies

Washington State Employment Security Department economists conduct point-in-time surveys to determine job vacancies in the state. **Table 1A-7** shows the type and number of jobs employers' project they will fill from 2022-2027. ESD determines the industries and occupations with the most anticipated vacancies, and determines approximately how many openings will be due to growth, and how many openings due to attrition. The sector with the most expected long-term openings is agriculture. Growth in this sector over the projected five-year period is projected to follow the same trend as past reporting periods, creating over 900 new jobs.

Healthcare is projected to create over 550 new professional occupations and 300 support positions, nearly ten percent growth over the next five years. The other high skilled groups projected to create over 500 new jobs in the next five years are Education and Transportation.

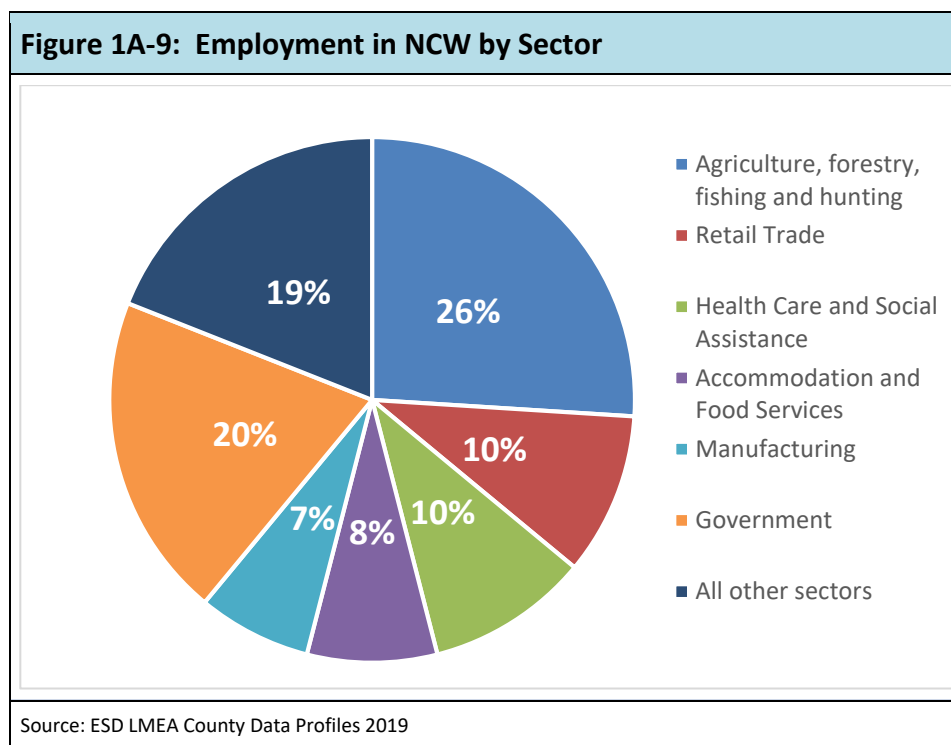
The table also shows seven other major entry to moderate skill occupational groups that are also projected to create over 100 new jobs per year between 2022 and 2027.

Table 1A-7: Projected North Central Job Vacancies by Occupational Group 2022-2027		
Major Occupation Group	Annual Vacancies	Annual Newly Created
Management	653	72
Business and Financial Operations	417	44
Computer and Mathematical	116	15
Architecture and Engineering	52	17
Life, Physical, and Social Science	207	17
Community and Social Service	204	18
Legal	38	4
Education, Training, and Library	1,070	136
Arts, Design, Entertainment, Sports, and Media	101	6
Healthcare Practitioners and Technical	569	112
Healthcare Support	621	72
Protective Service	238	20
Food Preparation and Serving Related	2,182	134
Building and Grounds Cleaning and Maintenance	949	78
Personal Care and Service	871	94
Sales and Related	1,871	60
Office and Administrative Support	1,769	113
Farming, Fishing, and Forestry	4,415	184
Construction and Extraction	920	48
Installation, Maintenance, and Repair	758	56
Production	945	46
Transportation and Material Moving	2,213	143
Total, All Occupations	21,223	1,481
Source: LMEA County Data Profiles, 2019		

**Table 1A-8** indicates the characteristics and requirements of job openings in East Rural Washington. East Rural Washington is defined as all counties in Washington east of the Cascade Mountains except for Benton, Franklin, Spokane and Yakima Counties. Of job openings in the region, 61% are indefinite positions while 39% are temporary. This reflects the large number of seasonal agriculture recreation positions. The low number of jobs requiring advanced degrees, and high percentage of jobs that are not permanent or full time explain why earnings in North Central Washington, on average, are lower than the rest of the state.

Table 1A-8: Characteristics of Job Vacancies in East Rural Washington	
Full Time	62.0%
Permanent	60.7%
Requires Certification or License	37.7%
Requires Experience	32.7%
No Educational Requirement	37.8%
Requires H.S. Diploma	33.9%
Requires Some College	3.1%
Requires Associates or Vocational Degree	4.8%
Requires Bachelor's Degree	11.0%
Requires Graduate Degree	1.9%
Source: ESD, 2014 Job Vacancy and Hiring Survey Report <i>no update</i>	

**Figure 1A-9** shows regional employment by the top five private industry sectors as proportional to all employment. Approximately 20% of all workers in NCW are classified as “government” employees. The majority work in utilities, education, public safety, transportation, libraries and other fields that may not traditionally be thought of as “government.” By far the largest industry in the region is agriculture, followed by retail and healthcare.



## Industry Clusters

This list includes State Strategic Clusters for the area and the WDC Regional Clusters from the document *Coordinating Workforce and Economic Development Around Strategic Industry Clusters: A Progress Report on Substitute House Bill 1323*.

## Industry Sectors Most Important to the Region

- Health Care
- Agriculture
- Food Processing
- Chemical and Metal Manufacturing
- Recreation and Leisure
- Trade

## Economic Development Strategies

The region's economic development strategies are quite diverse with the various economic development groups in the area. Each area's economic development groups will be discussed below to give a brief overview of their purpose and goals.

The Economic Alliance of Okanogan County's purpose is to create an effective partnership in Okanogan County between private enterprise, county, tribal, and local governments to implement strategies for growth. Recreation and leisure has taken a more important role in the region with the completion of 12 Tribes Casino in Omak.

The Economic Development District (EDD), which covers Okanogan, Chelan and Douglas counties, also provides support for developing and smaller businesses. The group fosters contacts within the area for entrepreneurship growth and small business growth. While there are larger businesses interested in coming in to the area, the EDD has concentrated on small business.

The Port of Chelan County and the Port of Douglas County have mainly concentrated on larger projects. The Pangborn Memorial Airport is an ongoing project for both of the counties along with Ag tourism, including winemaking, and information technology. These two groups have focused on various sectors, but manufacturing has been the latest project for both of the groups.

The Grant County Economic Development Council has historically and currently concentrated on the manufacturing sector. They seek to bring together various development groups to bring in larger manufacturing facilities. The SGL Composites plant produces carbon fiber for BMW cars and Amway opened a facility in Quincy to produce dietary supplements.

The Adams County Economic Development Council works closely with local employers, schools, and municipal leadership to expand opportunities for area residents. In 2019 the state Department of Commerce awarded a \$100,000 grant to the Council to support expansion for a local food processing employer. The Council has also played a key role in developing local employer career showcases for high school youth throughout the county.

## B. Demographic Characteristics

As a whole, North Central Washington has lagged behind much of the state on a number of key demographic indicators. The NCWDA is generally less educated than the rest of the state, largely because the biggest economic sectors in the region require more entry-to-moderate skilled labor. The region has a slightly older population than the rest of the state, due to a net out-migration of millennial age workers. That said, the largest single age group in the region is made up of those under



18. The region has a large and steadily growing Latino population. There is also a sizeable Native American population, located mostly in Okanogan County.

### Area Wages

Overall, earnings are up across the region, but the gap between average earnings in North Central Washington and Statewide is increasing. The average annual wage in North Central is only about 58 percent of the Statewide average (\$38,667 compared to \$66,195). In the region, the highest average annual wage is in Grant County, at \$42,180 a year. The second highest is in Chelan County, at \$40,542; third in Adams County at \$39,412; fourth is Douglas County at \$37,059; and Okanogan County has the lowest average annual wage at \$34,145 a year. It is germane to note that all counties experienced increased average annual wages from 2014.

Table 1B-1: Wages Per Worker by County 2018				
County	Number of Workers	Average Annual Wage	Average Monthly Gross Income	Statewide Average
Adams	8,637	\$39,412	\$3,284	\$66,195/yr., \$5,516/mo.
Chelan	45,141	\$40,542	\$3,378	
Douglas	12,951	\$37,059	\$3,088	
Grant	40,364	\$42,180	\$3,515	
Okanogan	17,462	\$34,145	\$2,845	
Source: ESD LMEA County Data Profiles 2019				

### Population Growth

The total estimated population for the five county area is 281,870 (2019), with projected growth of 12.56 percent thru 2030. This is higher than the state's projected population growth of 11 percent over the same period.

The Chelan-Douglas population is 121,060 (2019), and is expected to increase 12 percent by 2030. An arid climate, quality healthcare, and recreational opportunities without the bustle of the I-5 corridor contribute to net in-migration. Both Chelan and Douglas Counties grew at an annual rate of 1 percent over the last 10 years, though Douglas County is expected to show greater population increase, 15 percent, than Chelan County, at 9 percent, over the next ten years.

Okanogan County's population of 42,730 grew at ten-year rate of less than four percent between 2010 and 2019. The county's population growth is expected to remain sluggish, increasing only 4.9 percent over the next ten years.

Grant and Adams Counties' combined population is 118,620. Through 2030, Grant County's population is expected to grow over 20 percent and Adams County by over 13 percent.

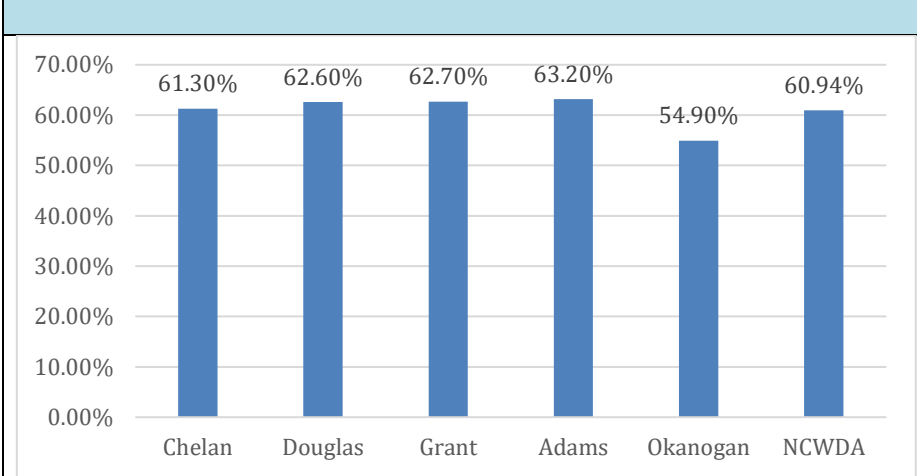
**Table 1B-2: North Central Washington Population**

County	Population Est 2019	Growth % 2010-2019	Intermediate Estimate 2030	Projected Increase 2019-30	Population of five largest cities and towns (2019 est)	
<b>Chelan</b>	78,420	8.24%	85,359	8.85%	Wenatchee	34,650
					Chelan	4,265
					Cashmere	3,100
					Leavenworth	2,040
					Entiat	1,255
<b>Douglas</b>	42,820	11.42%	49,363	15.28%	East Wenatchee	13,710
					Bridgeport	2,500
					Waterville	1,185
					Rock Island	1,130
					Mansfield	330
<b>Grant</b>	98,470	10.79%	118,644	20.49%	Moses Lake	24,220
					Ephrata	8,180
					Quincy	7,720
					Mattawa	4,920
					Warden	2,765
<b>Adams</b>	20,150	7.59%	22,832	13.31%	Othello	8,345
					Ritzville	1,660
					Lind	550
					Washtucna	210
					Hatton	115
<b>Okanogan</b>	42,730	3.92%	44,823	4.90%	Omak	4,940
					Okanogan	2,640
					Brewster	2,405
					Oroville	1,700
					Tonasket	1,110

Source: 2019 WA OFM Population of Cities, Towns &amp; Counties, 2017 County Growth Management Population Projections

### Workforce Participation

North Central's 60.94 percent workforce participation rate was slightly less than the state average of 63.5 percent in 2018. The workforce participation rate measures the number of people over age 16 who were employed or actively seeking work (excludes incarcerated and military). This workforce participation rate has dropped 1.4 percent since 2014 despite historic lows in the unemployment rate.

**Figure 1B-1: Workforce Participation Rate by County**

Source: American Community Survey 2018

### Racial and Ethnic Composition

As shown in **Table 1B-3**, individuals who identify as White, non-Hispanic represent 62 percent of the population. Those identifying as Hispanic or Latino comprise 27 percent of the population, making this the area's largest minority group. Other minority populations are significantly smaller in the North Central WDA. American Indians/Alaska Natives, the second largest minority population in the area, comprise 2 percent of the populace.

The unemployment rate for the Hispanic/Latino population is higher, at 11.7 percent, than the total area wide average of 6.8 percent. With the continual growth of the Hispanic/Latino population in North Central Washington, this has implications for employment, education, healthcare, and civic life in the region. This statistic is compiled from 5 year estimates by the American Community Survey, and may not represent the most current unemployment rate.

**Table 1B-3: Racial and Ethnic Composition of the NCWDA Population**

Race or Ethnicity	Number	Percent	Average Unemployment Rate(as of 2014)
White, Non-Hispanic	214,055	78.39%	9.10%
Hispanic or Latino, Any Race	93,650	34.29%	11.59%
Black or African American, Non-Hispanic	3,800	1.39%	22.26%
American Indian/Alaska Native, Non-Hispanic	11,394	4.17%	20.35%
Asian and Native Hawaiian/Pacific Islander	5,640	2.07%	5.35%
Two or More Races	10,875	3.98%	11.58%
Some Other Race	50,232	18.39%	12.30%
Total Population (not sum of categories above)	273,078	100%	6.83%

Source: 2014-2018 American Community Survey 5-year estimates

## An Aging Workforce

According to the State's County Data Profiles for 2018, the North Central workforce consisted of 133,966 people, 9,411 of whom are unemployed. The overall unemployment rate (age 16-74) for the area is 6.83 percent. The Chelan/Douglas Counties workforce is estimated at 61,786. Last year there were an estimated 3,694 unemployed workers in the two-county area.

The labor force of Okanogan County has about 19,059 individuals, of which 1,597 are unemployed. Grant County has a labor force of 43,843 with 3,479 unemployed. Adams County has the smallest labor force in the region at 9,278, with 641 unemployed individuals.

The North Central Area's workforce is 52.1 percent male and 47.9 percent female. Females increased in the workforce by 2.43% from 2014 to 2018; in Chelan County in 2018 female workers slightly outnumbered males.

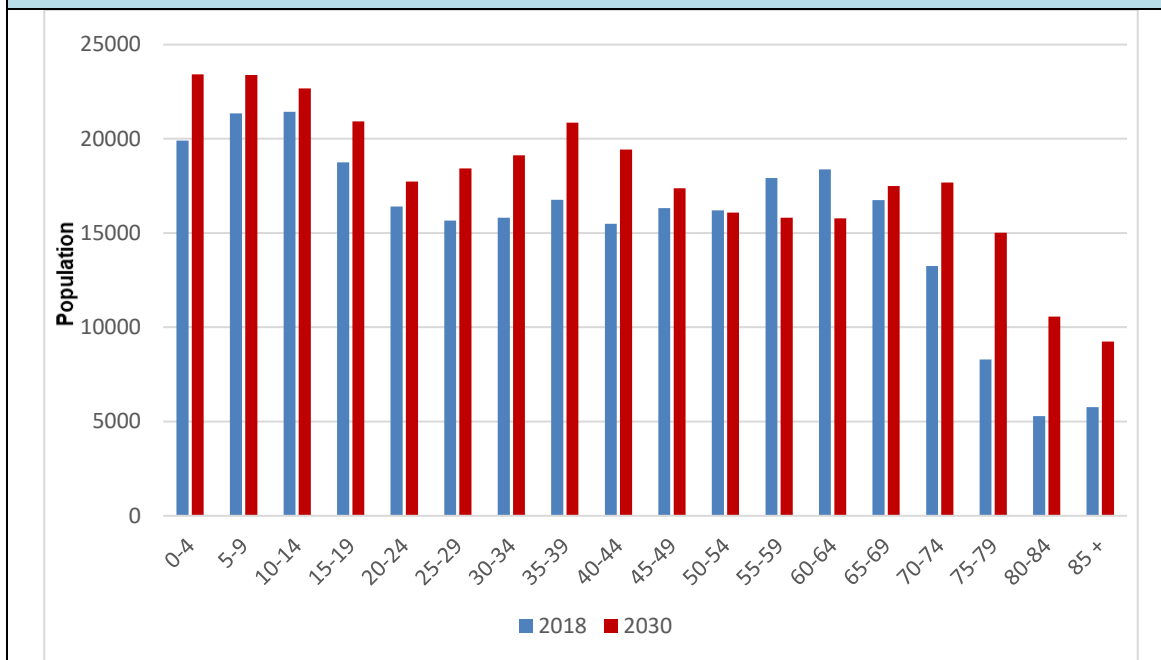
Washington State's older population is slightly better educated than its younger population. 42 percent of adults ages 45-64 hold an associate's degree or higher, whereas 41 percent of those ages 25-34 have an associate's degree or higher.<sup>1</sup> As a result, Washington imports more educated workers than any state in the country. The NCWDA in particular will be vulnerable to a gap in skilled employment around 2030, when the population of workers ages 50-64 (who are generally better educated) will be nearly 4 percent lower than it is today, as seen in figure 1B-2.

Millennials, defined here as those between ages 20 and 34, make up 17.1 percent of the region's total population. Generation X (those between 35 and 49) make up 17.4 percent and Baby Boomers (those between ages 50 and 69) account for 24.8 percent of the population. Persons 19 and under currently make up slightly less than 30 percent of the population, by far the largest age group in the region.

The region's largest jobholding age group are 25-44 year-olds, who hold 42 percent of the region's jobs, while representing 34 percent of the region's working-age (older than 19) population. The next largest jobholding group is 45-64 year olds, holding 40 percent of the jobs in the county, representing 35 percent of the region's working-age population.

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<sup>1</sup> Bennet, D. (2012). Key facts About Higher Education in Washington. Retrieved from <http://wsac.wa.gov/sites/default/files/KeyFacts2012.pdf>

**Figure 1B-2: Age Projections in NCWDA**

Source: ESD LMEA County Data Profiles 2019

### Individuals with Disabilities

According to the U.S. Census Bureau's *American Community Survey*, 6 percent of the population or 16,148 individuals have a disability in North Central Washington - six out of every 100 residents. The greatest numbers of disabled individuals reside in Douglas County as of 2018. Many of these individuals are working age adults and represent a segment of the population that may be able to participate in the workforce, given the accommodations or rehabilitation to do so. According to the *American Community Survey*, about 47.3 percent of disabled individuals are in the workforce, a number which is about 15 percent lower than the non-disabled population in the region. Although individuals with disabilities often require specialized training, businesses have been increasingly willing to hire them and provide the instruction necessary to succeed on the job. Adaptive technologies are also making it easier for people with physical disabilities to enter the mainstream labor market. Additionally, there are many resources in the region that offer workforce accommodation services to disabled individuals, often at no cost to the business.

**Table 1B-3:**  
**Number of People with Disabilities, age 18-64 in the North Central WDA**

	Chelan	Douglas	Grant	Adams	Okanogan	Total
People	5,061	3,874	5,939	1,276	3,544	19,694
Percent of age group	11.6%	16.4%	11%	12.2%	15.3%	--

Source: 2014-18 American Community Survey- 4-year estimates

### Disadvantaged Adults

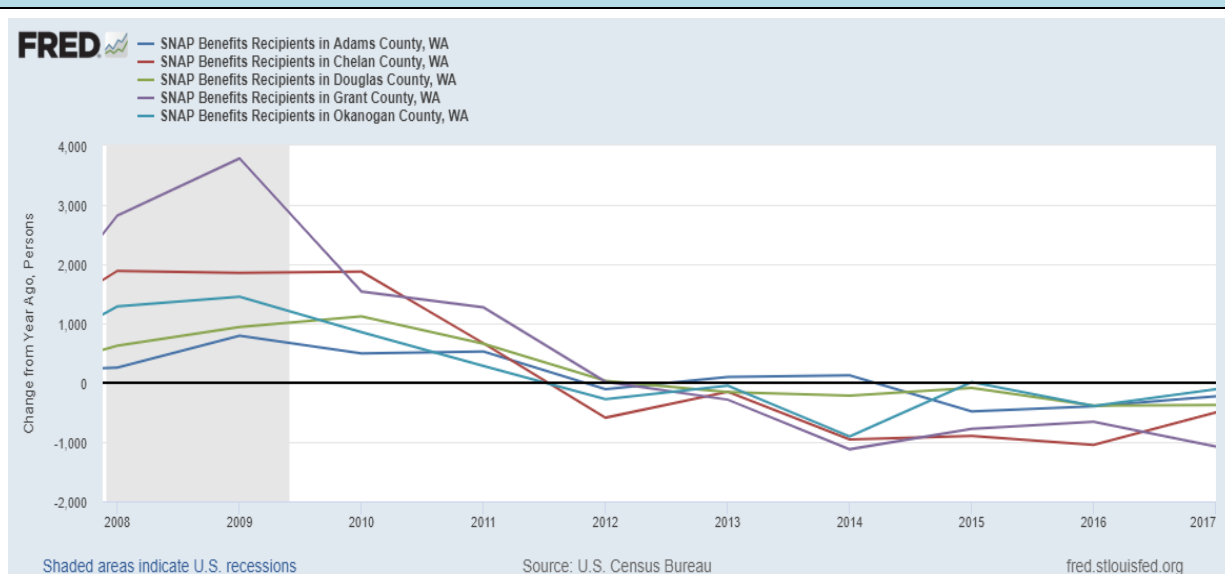
North Central's five counties are all above the State poverty average of 10.3 percent. The Office of Financial Management observes that poverty levels for all age groups in Washington State continue

to increase except the 65-and-over population, due to expansion of Social Security and Medicare benefits. According to the 2018 Small Area Income Poverty Estimates, conducted by the Census Bureau, Okanogan County has the highest level of poverty in the Region at 17 percent; however, this is a 6.2 percent decrease from 2014, when the county was at 23.2 percent. In fact, all five counties improved at least three percent each from 2014 to 2018, with Okanogan and Douglas counties showing the biggest declines in households in poverty. Chelan and Douglas Counties fare notably better than other counties in the region, with levels of 10.9 percent and 10.4 percent respectively, which are statistically level with state average.

<b>Table 1B-4: Households Below Poverty Level in 2018 compared to 2014</b>			
<b>County</b>	<b>2014</b>	<b>2018</b>	<b>change %</b>
Chelan	14.0%	10.9%	3.1%
Douglas	15.5%	10.4%	5.1%
Grant	15.8%	12.7%	3.1%
Adams	19.0%	15.6%	3.4%
Okanogan	23.2%	17.0%	6.2%
Source: 2014 and 2018 Small Area Income Poverty Estimates, US Census Bureau			

This trend is mirrored in one of the most reliable indicators of relative poverty – reliance on public assistance. Since peaking during the recession in 2009, the rate of participation in the Supplemental Nutritional Assistance Program (SNAP), commonly known as food stamps, has seen steadily declining growth, until in 2014 a trend of negative growth began— meaning that hundreds of North Central households were coming off of this form of public assistance per year, instead of joining it.

**Figure 1B-5: Annual change in SNAP Recipient Counts, 2008-2017**



Source: US Bureau of Labor Statistics, Retrieved from FRED, Federal Reserve of St. Louis



## C. Skills Needed to Meet Employment Needs

### Literacy

Adult literacy rates for the North Central Region are some of the lowest in the state. According to a 2003 evaluation of literacy levels conducted by the National Assessment of Adult Literacy, 15 percent of adults in Chelan County lack basic literacy skills. Both Douglas and Okanogan counties had estimated rates of 16 percent, and 22 percent of the adult population in Grant County lack basic reading and writing skills. Adams County adult literacy rates were the second lowest of all 39 counties in Washington, with approximately 32 percent of the population lacking basic abilities. The Washington state average is much higher at only 10 percent.

Applying numerical values to these figures adds further gravity to the situation. If one is to assume that these percentages are applicable now, in 2020, this would mean approximately 34,000 residents of the 5 county region aged 25 or older lack basic literacy skills.

A 2008 study by Berk & Associates on behalf of the Washington State Institute for Public Policy estimated that compared to an 8% statewide rate of limited English proficiency, four of North Central Washington's five counties had higher than average populations of English language learners. Adams County had the second highest ELL density in Washington at 22.6%, with Grant at 15.7%, Chelan at 11.2% and Douglas at 11%. Only Okanogan had a lower ELL population rate (7.6%) than the statewide rate.

### Skill Demand

**Table 1C-1** shows the percentage of hiring employers who found certain skills lacking in the pool of applicants for various positions.

The high job-specific shortage may or may not be alarming. Other surveys have found businesses saying they'll teach specifics on the job to workers who have the right foundational skills - meaning basic and soft skills, and positive work habits. This does not diminish employers' observations, but informal judgment of job applicants' skills are subject to error.

In the 2012 Workforce Board survey of *Washington State Employers' Training Needs and Practices*<sup>2</sup> analysts found an increase in the percentage of employers in the area that said they found it difficult to fill positions due to an insufficient number of applicants with the desired skills. See **Table 1C-1**. Nonetheless, job applicants' occupation skills were seen as lacking by 85% of employers. Also, 63 percent of employers perceived job applicants to lack positive work habits, and 42 percent believed job applicants lacked necessary computer skills. Indeed, nearly one-fourth of businesses surveyed in North Central perceive many job seekers to lack the basic skills necessary to obtain employment at all.

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<sup>2</sup> Workforce Training and Education Coordinating Board, *Washington State Employers' Training Needs and Practices*, 2012. [http://www.wtb.wa.gov/Pubs\\_Publications.asp](http://www.wtb.wa.gov/Pubs_Publications.asp)

**Table 1C-1: Percentage of Employers in North Central saying Job Applicants Lack Certain Skills, 2012**

Skill	Percentage of Employers Noting Skills Lacking
Reading	24%
Writing	33%
Math	26%
Occupation specific	85%
Computer	42%
Team work	39%
Problem solving or critical thinking	62%
Communication	53%
Positive work habits and attitudes	63%
Ability to accept supervision	43%
Ability to adapt to changes in duties and responsibilities	48%
Source: Workforce Board, WA State Employers' Training Needs and Practices 2012	

A preliminary report based on the 2019 version of this same non-scientific survey revealed various difficulties experienced by the responding employers in filling job openings. The respondents indicated that 49% of entry-level applicants lacked employability skills, 22% lacked soft skills, and 21% lacked education or training. For mid-level positions, 35% lacked necessary education or training, 13% lacked employability skills, 10% lacked soft skills, and 65% lacked required experience.

### Educational Attainment

The attainment of a high school diploma is seen as an indicator of the acquisition of basic educational skills. According to the U.S. Census American Community Survey, which reports educational attainment levels by county, 17 percent of Chelan County residents 24 and older have not earned a high school diploma or equivalent. In Douglas County, that number is 18 percent, a 3% decrease from 2014.

Grant and Adams Counties have the highest proportion of individuals over age 25 without a high school diploma at 24 and 35 percent, respectively. This is a 4% increase in population without a high school diploma in Adams County. Finally, 17 percent of Okanogan County residents over 24 have not obtained high school diploma/equivalent. Overall, the North Central Region has more than twice as many persons without a high school education or equivalent than the statewide average (9 percent).

**Table 1C-2: Educational Attainment in North Central WDA, 2018 Estimates  
(Age 25 and over)**

County	Less than high school diploma	H.S. diploma/ GED	Some college or AA degree	Bachelor's Degree or higher
Chelan	16.7%	27.2%	29.5%	26.7%
Douglas	18.2%	29.0%	33.6%	19.2%
Grant	23.9%	26.6%	31.9%	17.6%
Okanogan	16.5%	30.1%	34.4%	19.0%
Adams	35.4%	27.1%	23.9%	13.6%
Washington State	8.8%	22.2%	33.7%	35.3%
U.S. Census, 2014-18 American Community Survey 5-year estimates				

## D. Analysis of the Workforce in the Region

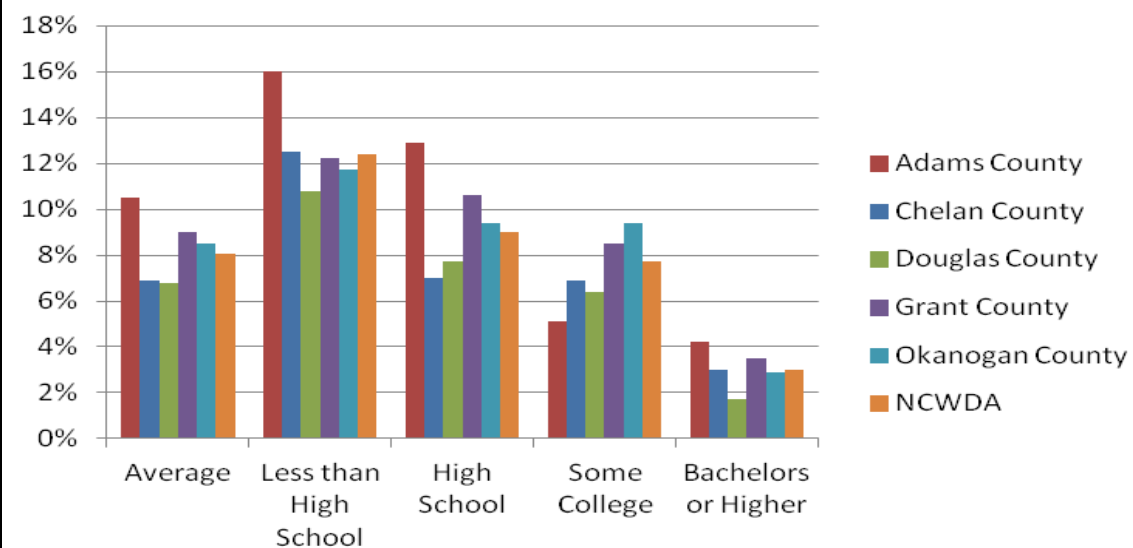
### Education and Employment

High school dropouts in the state of Washington, on average, earn \$270,000 less over their life time than high school graduates. In Washington, the average cost to taxpayers for every high school dropout is about \$157,000.<sup>3</sup> Young people who do not have a high school education are more likely to commit crime, receive public assistance, experience unemployment, and earn lower wages than those who earn a high school diploma.<sup>4</sup>

<sup>3</sup> Munson, Robin G. "National Institute of Statistical Sciences/ Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators: Final Report." PsycEXTRA Dataset (n.d.): n. pag. Office of Superintendent of Public Instruction, Apr. 2015.

<sup>4</sup> Russell Rumberger, *Why Students Drop Out of School and What Can Be Done*, (revised 2001).

**Figure 1D-1: Unemployment By Educational Attainment In NCWDA, 2017**



Source: American Community Survey, 2017

**Figure 1D-1** shows the relationship between educational attainment and unemployment. The overall unemployment rate for the five-county area (Age 25-64) is 6.8 percent, only slightly higher than the state average, 5.5 percent. When charted by education, however, the area's rate for those without a high school diploma is over 12 percent. The number of unemployed drops off sharply with the attainment of a high school diploma, and continues to decrease at each level of postsecondary education. In order to stay competitive, it will be more important than ever for young people to earn a diploma or equivalent and learn the skills necessary for success in the job market.

### Occupation by Education Level

Occupations by proximate level of education required to meet standard job qualifications show that education and training are integrally linked to the amount a person can expect to earn. **Table 1D-2** shows local occupations and the mean annual wages an employee can anticipate earning. The highest paying occupations require a three (ASN) to four-year college education, plus in many instances certification or licensure. Individuals with less than a high school diploma or GED earn the lowest wages. Some of the occupations that do not require a high school diploma offer pay just above minimum wage.

**Table 1D-2: North Central WDA Wage Rates by Occupation and Proximate Minimum Education Levels, 2014 and 2018 compared**

Industry or Occupation	Median Annual Wage 2014	Median Annual Wage 2018	Change %	Hourly Wage 2014	Hourly Wage 2018	Change %
Less than HS diploma to HS/GED and short training						
Agriculture (all)	\$23,037	\$29,156	26.56%	\$11.07	\$14.02	26.65%
Construction Laborers	\$33,714	\$43,216	28.18%	\$16.20	\$20.77	28.21%
Retail Cashiers	\$26,328	\$27,926	6.07%	\$12.66	\$13.42	6.00%

Production Helpers	\$20,153	\$34,306	70.23%	\$12.91	\$16.49	27.73%
Food Prep	\$22,338	\$29,902	33.86%	\$10.74	\$14.04	30.73%
Custodial	\$29,623	\$33,800	14.10%	\$14.24	\$16.25	14.12%
Restaurant Supervisors	\$30,676	\$40,298	31.37%	\$14.75	\$19.37	31.32%
Farming Laborer	\$21,580	\$29,897	38.54%	\$10.37	\$14.38	38.67%
HS diploma/GED plus up to 2 year college/apprenticeship						
General Office Clerks	\$29,683	\$38,765	30.60%	\$14.27	\$18.64	30.62%
Bank Tellers	\$24,427	\$31,962	30.85%	\$13.52	\$15.36	13.61%
Medical Assistants	\$34,181	\$37,336	9.23%	\$16.43	\$17.95	9.25%
Machinists	\$41,090	\$44,170	7.50%	\$19.76	\$21.23	7.44%
Truck Drivers	\$40,037	\$45,878	14.59%	\$19.25	\$22.06	14.60%
2 year degree minimum /apprenticeship						
Registered Nurses	\$74,101	\$86,361	16.54%	\$35.63	\$41.52	16.53%
Computer User Support Specialists	\$43,874	\$51,669	17.77%	\$21.09	\$24.85	17.83%
Aircraft Mechanics and Service Technicians	not available	\$49,871		not available	\$23.98	
Sales Representatives (Wholesale and Manufacturing)	\$64,609	\$73,623	13.95%	\$31.06	\$35.39	13.94%
Electricians	\$59,992	\$70,731	17.90%	\$28.84	\$34.00	17.89%
4 year degree or higher						
Accountants	\$62,493	\$68,935	10.31%	\$33.14	\$30.04	-9.35%
Attorneys	\$114,261	\$108,297	-5.22%	\$52.07	\$54.93	5.49%
Child, Family and School Social Workers	\$46,399	\$54,355	17.15%	\$26.14	\$22.31	-14.65%
Civil Engineers	\$78,876	\$90,136	14.28%	\$43.33	\$37.92	-12.49%
Computer Programmers	\$88,094	\$106,302	20.67%	\$51.10	\$42.35	-17.12%
Teachers	\$59,658	\$63,807	6.95%	\$30.68	\$28.68	-6.52%
Source: ESD LMEA County Data Profiles 2019						

Industry or Occupation	Median Annual Wage 2014	Median Annual Wage 2018	Change %	Hourly Wage 2014	Hourly Wage 2018	Change %
<b>Less than HS diploma to HS/GED and short training</b>						
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<b>4 year degree or higher</b>						
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Teachers	\$59,658	\$63,807	<b>6.95%</b>	\$30.68	\$28.68	<b>-6.52%</b>

## E. Analysis of Workforce Development Activities

### Program Strengths

Schools, colleges and community-based agencies provide valuable educational opportunities and training resources for persons facing a variety of barriers to education or employment. A brief survey was sent to One-Stop partners about their services' strengths, challenges and capacity to provide services. The strengths service providers most often reported are their experienced and knowledgeable staff, the partnerships connecting the organizations with both other service providers and employers in the community, and actual resources available to participants.

Staff were repeatedly described as experienced and knowledgeable, able to work with diverse populations, tailoring individualized training programs and connecting job seekers with the services they need for employment. Staff members were also described as individuals who are knowledgeable about their industries and competent to direct workers to the programs best suited for their specific needs. OIC of Washington staff members are bilingual/bicultural, with farm work backgrounds and able to understand the challenges faced by their customers. Employment Security employees were reported as cross-trained and knowledgeable of partner services, leveraging resources to achieve optimum outcomes for programs. Having dedicated, competent professionals implementing these programs is a critical element in service provision.

The partnerships developed by agencies were also repeated as an essential strength of the regional service providers. They jointly communicate and collaborate with one another as well as with community employers. Some of these contacts are structured, scheduled and advisory while others have developed as mutually advantageous relationships between service providers and local employers. Community Colleges rely heavily on the input and guidance provided by program advisory committees who help design and refine curriculum to include specific, industry-related information and desired workplace skills. They have cultivated relationships with employers who support certificates and programs by offering clinical lab sites, guest lecturers and opportunities to engage in internships, work and clinical experiences.



The WorkSourceWA job match and case management system was mentioned several times as a helpful tool that will further enable these partnerships. Some agencies are increasing their outreach efforts, providing employer workshops and trainings in the implementation of the WorkSourceWA as a powerful recruitment website.

Finally, the substantive resources available through the various organizations were also confirmed as an important strength. Whole-person solutions, valuable information and training, and coordinated strategies through programs leading to college and career readiness are available through these service providers. Specific classes and workshops were referenced including English Language Acquisition, GED preparation and completion, time management, organization, digital literacy as well as career track training in professional technical fields. SkillSource provides an array of assessments, such as Interest and Aptitude, Basic Skills, Job Skills and Job Training assessments (SkillDex) that produce a job match and skill gap report, identifying training and skill development needs. These real-world tools are invaluable in the appropriate placement and matching for both employers and prospective employees.

Individuals with barriers have a wide array of interconnected partnerships and resources available to them through experienced and knowledgeable staffs that are flexible and competent guides through state-assisted programs.

## Employer Strengths

Employer Sponsored Training is found in every workplace. It is usually informal and undocumented, but critically important. A regional survey was undertaken to assess the strengths, weaknesses and capacity of workforce development as it happens On-the-Job. Fifty employers from a wide range of industries across the five counties were interviewed with questions addressing the process of training, barriers or challenges and the mechanisms available for training new hires or upskilling incumbent workers. The results were broad and varied, but can be summarized acknowledging the many strengths of workplace talent development but also identified common challenges and capacity issues that companies face.

100% of employers interviewed provide On-the-Job training. Without exception, every employer stated that new hires require orientation and training to fit the nuances of each unique workplace. In addition, employers repeatedly voiced the importance and value of training new hires, and frequently pair their best employees with the new hires so that the standards of service and expectations are set high from day one. They are willing to take the productivity loss of their best employees to invest in quality training and the potential productivity of the new employees. For instance, several firms stated their employees are the face of the company, and they are highly motivated to make each employee successful because it benefits the organization as a whole.

A pattern of workforce training became evident, especially in larger organizations. Often, new hires receive a formal introduction and orientation to their place of employment. This period of Formal Training is varied in length but often covers Company Vision, Expectations, and Safety Requirements. New employees then get personal instruction by a manager, supervisor or an experienced employee. Sometimes there is a structured, written training plan but, throughout the workforce, in depth, step-by-step training is being provided by employers' most skilled employees. Very frequently, upskilling is available through additional, company specific or third party resources that are offered at the employer's expense. These opportunities are available to employees that demonstrate initiative and desire to progress. It is noteworthy that the workforce is being heavily invested in by local businesses and industries.

## Program Challenges

The reported challenges that face agencies are more nuanced with program and customer specific difficulties. In depth knowledge of the services provided through partner programs, for instance, Trade Adjustment Assistance creates a challenge in navigating the appropriate use of resources. Increased

knowledge of the services that partners provide through the WorkSourceWA system will be an important tool to streamline resources.

Populations with multiple barriers present difficulties at the outset. These individuals come to service providers often lacking foundational skills necessary for education or employment. Some are lifestyle issues involving drug use or criminal records. Interestingly, one partner reported an increase of job seekers not passing pre-employment drug-screening and attributed it to the legalization of marijuana in Washington State. Other skill deficits mentioned were more technical, for example computer literacy to utilize resources, time allocated in class schedules, and even awareness that the services are available. While a strength of partner programs is that they are welcoming to all, this creates the potential challenge for employers to view job seekers utilizing these resources as “less desirable” and not their first choice for employee recruitment. Two partner agencies in particular are hiring employees that will be designated as a Business Specialist to better facilitate employer relationships.

Resource challenges also face customers, especially in North Central’s rural setting. Adults without means to travel to service locations generally cannot participate in classes, and many customers find distance learning technology difficult to access or use. Rigorous and complex documentation was mentioned by agencies as creating a challenge for Spanish speaking, agricultural workers as well as dislocated workers. New Reemployment Services & Eligibility Assessment (RESEA) Program requirements for one-on-one services with claimants have increased staff responsibilities. A local community college noted that they do not have many large employers in their district in which to resource a broader array of business advisory input. This lack of employers was also reported as a challenge for transitioning workers looking for higher wage jobs. Good work-based learning experiences, such as internships and apprenticeships are limited.

Most importantly, reduced budgets were repeated as a primary challenge by a number of the service partners. That topic will be addressed as a capacity issue.

## Employer Challenges

Employers reported challenges to training that were both industry specific, and challenges about the workforce directly. Each business has unique requirements that are seldom taught in schools. Insurance, finance and licensing providers each have their own industry specific phrases and terminology, products, policies and procedures that must be learned. Each agricultural-manufacturing organization has its own unique workplace environment, regulations and production expectations that must be learned on site. Hospitality, service and retail providers require a variety of soft skills unique to each location ranging from training a sense of urgency and professionalism to providing a welcoming, relaxed, family-friendly environment. Some jobs are routine and repetitive, resulting in the workplace team being the critical component of job satisfaction while other jobs require a great deal of flexible, critical thinking and independent self-determination.

Regardless of the unique challenges faced by each industry, some repeated difficulties with the workforce in general are worth noting. Of the employers interviewed, 64% mentioned Work Ethic as a current struggle for training. Employees that lack a desire to work are difficult to train. Consistency and motivation have a direct impact on productivity. Soft skills and professional presentation were also frequently mentioned. Eye contact, verbal & non-verbal communication skills, punctuality, eagerness to learn and engage in tasks were specifically stated challenges that employers have difficulty training on the job.

## Program Capacity

Responses received from One-Stop partners covered both sufficiency and deficit in the capacities to provide services.

### Sufficient Capacities

Reported by one partner, “As a One-Stop Center, we are readily able to leverage services and resources to achieve optimum outcomes. We are developing new workshops to educate the community and are willing to conduct outreach to local businesses to facilitate this transition.”

Partners appraised their capacity to provide services as adequate. Facilities at one site were described as professional and available for hiring events, training meetings, interview space and assessment/testing computer labs. A post-secondary program said it is “well positioned to provide students excellent exposure to job skills. We have advisory committee members’ insights and suggestions for classroom and lab curriculum, expertise and experienced faculty, and the opportunity to have business people serve as guest speakers.” An area tech center has unfinished space and land that is ready and awaiting future development.

While physical capacity is adequate, decreasing budgets have produced significant constraints on the ability to fully utilize available space.

### **Capacity Deficits**

With the exception of Trade Adjustment Assistance, funding deficits were a frequent capacity issue.

“Budget constraints limit the ability to fully train participants as assessments suggest. For example, SkillDex may show a skill gap requiring \$4,000 in training dollars while the budget allows for only \$1,500 in training time. College costs continue to rise, but our scholarship dollars have decreased over the past 10 years.”

“We are not currently able to provide programming for a new startup each quarter and summer. We have been subjected to reduced grant funding because of a decline in students participating in the worker retraining programs. We have little opportunity to engage in recruiting efforts to identify other students in need.”

“Budget constraints limit the number of individuals that can be served in a timely manner.” Or served at all. For example, there are approximately 7,000 impoverished teens and young adults in the Region. During the summer months, most are out of school and out of work. Until 1996, the State and Federal Governments invested in this population, funding summer jobs and summer school for at least 10%. Today, the level of support is 1%.

“Grant based funding for post-secondary education has been on the decline yet the cost of new faculty, equipment, technology and software is constantly increasing. Implementing new programs with major equipment or technology and software needs can be difficult because of startup program costs.” Worker Retraining seldom is able to fund much beyond the first quarter. Fortunately, changes in circumstances often enable laid-off workers to receive Pell grants sooner than otherwise.

The customer management system Efforts to Outcome (ETO) was meant to improve case management and customer service. Instead, partners from across the WorkSource partnership report difficulties with system usage, as well as data integrity and accuracy. The additional time and effort spent entering, retrieving, and correcting records detract from timely, responsive service to career seekers.

Outreach and engagement was a final noted deficit. This is partly due to North Central’s rural setting. Limited numbers of large employers and a population based in an agricultural setting create barriers to outreach opportunities. Increased funding for the marketing of underutilized programs would be helpful in reaching underserved populations. These populations exist in extensive numbers for this area of the state. Lack of utilization of programs should not be interpreted as reduction in number of individuals needing these services. Several partners reported a need for increased public awareness of all services available through the One Stop System. Though interconnectivity between partners and local employers is a stated strength, continued development of these relationships would provide more resources for training and development of the workforce facing barriers to employment.

## Employer Capacity

When employers invest in training, they are paying the wages of an employee who is not in full production. Add to that cost, the loss of productivity when their best employees are taken off production and paired into a training situation. Depending on the complexity of the job, some employers don't expect to make a profit from their new employees for several months. The monetary implications for training are considerable and are limited by financial and time resources, especially in smaller companies. There are also capacity issues that are encountered when employee backfill is unavailable and seasonal demands are high. The reverse is also true; regional and seasonal down times reduce opportunities and resources for training, especially in the agricultural, manufacturing and tourism industries.

In spite of the cost training new hires, employers are not just investing in entry level training. Upskilling opportunities are plentiful throughout the workforce. Several of the larger businesses interviewed provide company specific "universities" and third-party training materials that can be accessed by employees wishing to increase their skillset. Most often, these additional training materials can be utilized while on paid time. Upskilling also happens through cross-training on the job, allowing employees to find arenas that maximize their strengths and interests. Employers consistently expressed their preference to hire into managerial roles employees who have a known work ethic and skillset, and are already familiar with the company and industry standards. Several of the employers interviewed were proud to have started at entry level positions and eager to offer that same opportunity to employees who demonstrate aptitude, initiative and desire to advance in the workforce.

## Regional Sector Strategies

The Region has identified the Manufacturing Industry (including Food Processing) for additional strategies to meet workforce demands. **Attachment A** describes the anticipated activities over the next two years to increase the number of workers aware of and qualified for jobs in this industry.

## Regional Service Strategies

**Attachment B** describes activities expected to improve One Stop service delivery. These activities are intended to inform MOU content and provisions. They are also intended to strengthen the team of one stop partners, enhance service alignment and increase access to the full array of partner services.

## Coordination with Economic Development

There are several Economic Development agencies throughout the five counties including EDCs, port districts, cities and counties. Three of these agencies' Directors serve on the WDC board. WDC staff serves on several of these agency task forces. **Attachment C** shows the Economic development agencies the WDC will target for enhanced collaboration.

## Transportation and Other Support

(See Description under: **Local Component**)

## Regional Performance Negotiation and Evaluation

Regional performance negotiation occurs through a series of meetings with State Workforce Board staff and representatives from each WDA. Data is analyzed to look at current levels of performance and trends over time. Feedback is given to Workforce staff regarding starting base lines. Each measure is discussed with regards to economic or other factors that need to be considered in setting new targets. Eventually WDAs send proposed targets for each measure

which are considered when setting State targets with DOL. North Central will propose PY 20-21 & 21-22 Title I targets for Adult, Dislocated Worker and Youth measures, which have not yet been negotiated. **See Attachment I.** North Central receives performance data from the state on a quarterly basis in order to review performance and report to the Local Board.

## SECTION IIA: CROSS REGIONAL COMPONENT

- ☒ Regional Service Strategies
- ☒ Cross-Regional Cost Arrangement Strategies

The South Central, North Central and Benton-Franklin regions will meet on a periodic basis to examine ways to improve service strategies and to maximize local resources. In development of the strategic plan, Directors from the three regions identified problem areas or issues facing full implantation of Title I of the Workforce Innovation and Opportunity Act. The three Regions will work jointly to address:

**Regional Service Strategies** – develop a common WorkSource Certification process and tools based on state guidance.

**Cross-Regional Cost Arrangement Strategies** – streamline and standardize administrative and managerial functions across the three regions that will serve to leverage or reduce cost burdens. This includes sharing staff expertise for technical assistance, troubleshooting and development of the common financial management software MIP; joint development of process procedures for equal opportunity and compliance monitoring of service providers; identifying other areas where joint development of local policy would reduce time and effort when completed as a joint task.

Initiative	Baseline	Measure of Success
WorkSource Certification	No WIOA compliant process exists	Completed documented local WorkSource certification process.
EO Monitoring	Formal process exists	Completed and documented EO monitoring process
Compliance Monitoring	Informal process exist	Completed and documented compliance monitoring process for service providers
MIP Financial Management	No existing mutual sharing of information, techniques & reports	Protocols written for sharing information, reports and providing technical assistance
Local Policy Development	No existing comprehensive library of local policies and procedures exist in conformance with new State and Federal rules.	Fully developed operational and administrative policies for WIOA Title I implementation

The three Regions will engage key staff who will initially meet in person or through video / teleconferencing to identify the specific task to be worked on jointly. Participating staff of each local area will be those that have the subject matter expertise, have the responsibility and carry out the day to day work in these areas. Staff will work under a committee structure and will

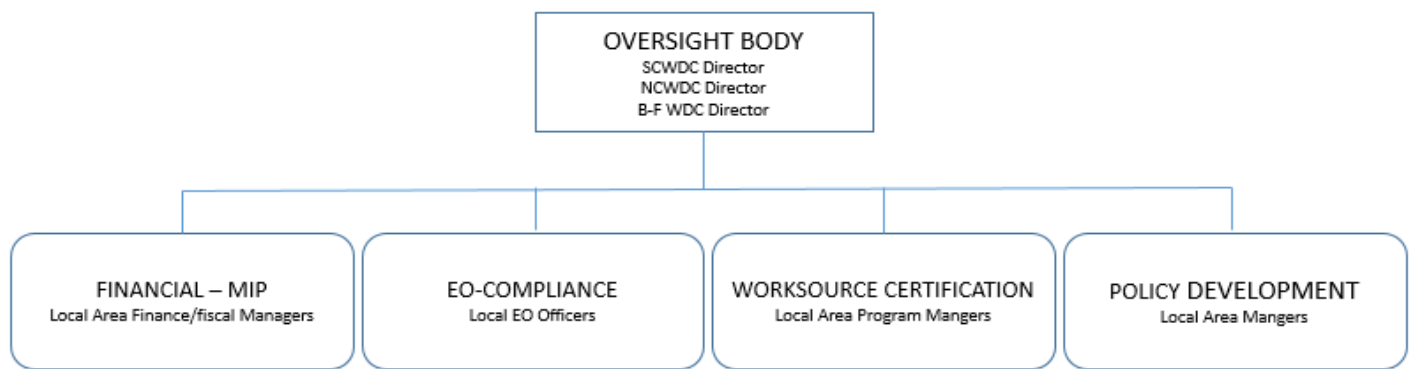
identify the specific initiatives to be addressed, set timelines and progress benchmarks. The committees will be responsible for modifications or changes as deemed necessary by the local area directors who collectively will serve as the oversight body, maintain final authority for approval of work plans and issue guidance to committee members. The four committees identified for the regional collaborative include the following:

- WorkSource Certification
- EO and Compliance Monitoring
- Financial MIP (financial software used commonly across local areas)
- Policy Development

Initiative	How Tracked	Goal/Objective	Target Dates for Completion
WorkSource Certification Process	Quarterly Reports to Executive Directors from Committee	Certification Process Complete	TBD
EO Monitoring and Compliance Monitoring	Quarterly Reports to Executive Directors from Committee	Monitoring Process and Procedure written guide completed	TBD
Financial MIP T/A and assistance	Quarterly Reports to Executive Directors from Committee	a. Establish areas for information and technical assistance	TBD
		b. Complete one technical assistance session across the three areas	TBD
Local Policy Development	Quarterly Reports to Executive Directors from Committee	All local Operational policies developed for implementation	TBD

This work will be funded by Workforce Innovation Act Title I grants. Each partner will bear the personnel and travel costs to analyze each Region's existing policies and procedures. Each partner will bear the cost of independently and collectively creating a uniform policy for adoption by all Regions. No funds will be transferred between Regions during this planning and development phase. It is the primary goal of this initiative to leverage local resources by jointly sharing the work required for WIOA implementation for WorkSource certification, monitoring and policy development; and to realize cost savings in local fiscal units by utilizing local area staff expertise to solve problems and provide technical assistance through consultation and joint training opportunities.

As shown in the governance structure below, the three directors from each local area will form the oversight body setting the work direction, authorizing resources for support of the committees, approval of work plans and modifications where needed. The oversight body will review committee work progress through quarterly reports and on an annual basis review the work of each committee to determine its effectiveness. The results of the initiative will be reported to local boards and elected officials at regular public meetings.



## SECTION III: LOCAL COMPONENT

### Regional Board Performance

Twenty-five business and community leaders comprise the North Central Regional Board that governs SkillSource. These volunteers represent private companies, labor organizations, state agencies, community colleges, secondary schools, and economic development and community-based organizations. Members are appointed by county commissioners and certified by the Governor. The Board meets quarterly in March, June, September and November and also holds a planning retreat in odd numbered years. Committees meet in each of the three labor market areas at least four times each year before quarterly Board meetings.

Since the Area's founding thirty-five years ago, the Local Board has adopted policies leading to high performance. Key among these is Carver Policy Governance and comprehensive, direct service delivery.

Carver requires board members have board skills, not management or technical skills except when acting in a consultative role to the administrator. Carver calls on board members to know its communities, forecast trends and discuss future alternatives. Under Carver, the board is proactive, clear about its values and long range in its views.

Collectively, the board is the CEO's boss and establishes end policies that specify the desired outcomes for desired customers at the desired cost. These desired outcomes serve as the compass for preparing plans and budgets. It is to check accomplishments vs expectations. The administrator is held accountable to achieve the desired outcome.

Carver requires boards empower and delegate accountability to the administrator for implementing procedures, practices and processes except when required by fund source conditions. Carver requires boards identify the prudence and ethics boundaries of acceptable staff conduct.

Second, the Local Board consolidates and integrates to maximize resources. A non-profit, block-grant recipient's bottom line is the quantity and quality of desired results attained. A commercial



firm is driven to maximize profit, but the North Central Board is driven to maximize the number of customers benefitted.

This drive produces decisions to consolidate delivery of all Workforce Investment Career Services through a single provider. Small, rural Areas have insufficient resources to engage three separate entities to deliver similar, but different services. Economies of scale are essential to provide robust, substantive career services yet conserve resources for vocational education and workplace learning.

Vertical integration further advances economies of scale. Administration and Management is kept to one layer at the local level. North Central's efficiencies are evident when the number of persons educated and trained per dollar received is compared to statewide averages.

Vertical integration also enhances agility. SkillSource, fiscal agent, can implement a grant virtually the next day. No time is lost or customers delayed while the Local Board waits for proposals to be submitted and scored, etc.

Finally, vertical integration ensures compliance with state and federal rules. For example, the Managing Director performs internal monitoring and follows up directly with front line staff providing training and technical assistance.

In accordance with Federal and State policy and the Chief Local Elected Officials Interlocal Agreement, the Local Board shall:

- Govern SkillSource, fiscal agent for the North Central Workforce Development Area.
- Develop a 4-year Regional Plan.
- Conduct workforce research and regional labor market analysis.
- Convene local workforce development system stakeholders to assist in the development of this plan.
- Lead efforts to engage with a diverse range of employers and other entities in the region.
- With representatives of secondary and post-secondary education programs, lead efforts to develop and implement career pathways.
- Lead efforts in the local area to identify and promote proven and promising strategies and initiatives for meeting the needs of employers, workers and jobseekers.
- Develop strategies for using technology to maximize the accessibility and effectiveness of the system.
- Conduct oversight of Title I Youth, Adult and Dislocated Worker grants and the WorkSource one-stop system. Ensure appropriate use and management of funds.
- Negotiate local performance measures with the Governor.
- Negotiate with partners on methods for funding one-stop infrastructure costs.
- Select service providers and one-stop operators.
- Coordinate activities with education and training providers in the local area.
- Develop a budget for the activities of the Local Board with approval of the CLEO.
- Assess annually the physical and programmatic accessibility of one-stop centers.
- Certify one-stop centers.
- Provide Basic and Individual Career Services

SkillSource is located at 234 N. Mission Street, Wenatchee, WA 98807. The organization can be reached at (509) 663-3091, or by fax at (509) 663-5649. Dave Petersen, Executive Director, can be reached via email at [dave@skillsource.org](mailto:dave@skillsource.org).

## The Local Workforce Development System

### WorkSource

WorkSource is Washington's brand for the one-stop delivery system, a partnership of entities which administer separate workforce, education and human resource programs that collaborate to enhance access to the programs' services and improve long-term employment outcomes. Entities participate via the Memorandum of Understanding. Essential One Stop services include the following:

For Employers:

- Computer job-matching
- Screening and testing
- Electronic job postings and resume banks
- Help with recruitment and layoffs
- Assistance arranging customized training
- Information on business, industry, and economic trends
- Workplace consultations

For Job and Career Seekers:

- computers, copiers, phones, and faxes for labor market, institutional and job search
- Internet access
- Job referral and placement
- Informational workshops about the labor market, occupations, and institutions
- Information on the fastest growing jobs and wages
- Informational workshops about job search
- Referral to training and other community services
- Access to Unemployment Insurance
- Translation services

### One Stop Comprehensive Centers: WorkSource Okanogan & WorkSource Central Basin

Comprehensive Centers are physical locations where customers can access programs and services and activities of all required One Stop partners. (20 CFR 678.305)

Comprehensive Centers:

- provide all career services described in 20 CFR 678.430;
- provide access to training services described in 20 CFR 680.200;
- provide access to employment and training activities in WIOA 134 (d);
- provide access to services outside the WorkSource One Stop system;
- provide workforce and labor market information;

Career Services provided on site or via electronic linkages include the following:

- Initial assessment to evaluate job readiness based on indications of work readiness, job skills, experience, aptitudes, interests, and abilities;
- Information to help customers determine what services are available;
- Posting resumes, job referral, and placement including access to available jobs for which the job seeker meets the minimum qualifications;
- Labor market information including occupations *in demand* and those *in decline*, as well as wage information;
- Employer services including labor market information, job posting, recruitment, testing, limited screening, and referral of applicants;
- Information and referral to community services such as housing, food, and medical assistance;
- Information about intensive and training services including counseling, services for persons with disabilities, basic skills, literacy, occupational skills training, apprenticeships, and program performance;
- Rapid Response services for business closures or mass layoffs;
- Access to TTY or language translation services for job search purposes (and subject to local policies), access to a copy machine, fax machine, telephone (for unemployment insurance needs), personal computers, printers, and the internet.

**Basic Career services** provided by these organizations and agreed to in MOUs are:

- Eligibility determination, WIOA Title 1 (Adult, Dislocated Worker, Youth)
- Outreach, intake, and orientation to the one stop system
- Initial assessment of skill levels
- Job search/job placement, including information about non-traditional employment and in-demand industries and occupations
- Referrals to programs and services
- Labor market information
- Training provider performance information
- One Stop performance information
- Information on support services and referrals
- Information & meaningful assistance filing for unemployment compensation
- Assistance in establishing eligibility for Financial aid

**Individual Career services** are made available when determined to be appropriate in order to obtain or retain employment:

- Comprehensive and specialized assessments
- Development of and individual employment plan
- Group Counseling
- Individual counseling
- Career planning
- Short-term pre-vocational services
- Internships
- Workforce preparation activities
- Financial literacy services
- Out of area job search assistance and relocation
- English language acquisition

**Follow up services** must be provided, as appropriate, including counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Programs accessible through One Stop Centers requiring eligibility are:

- Workforce Investment Adult, Dislocated Worker, Youth
- Vocational Rehabilitation
- Senior Community Service
- Veterans Placement Assistance
- Claimant Placement
- Worker Retraining Tuition & Support
- Training Benefits Extended UI
- Adult Basic Education (High School Plus)
- English Language Learning
- Farm Worker Investment Services
- Trade Adjustment Assistance
- WorkFirst

#### **One Stop Affiliate Center: WorkSource Wenatchee Affiliate & SkillSource**

- Provide jobseekers and employer customers one or more of the one-stop partners' programs, services, and activities. (20 CFR 678.310). However, Wagner-Peyser employment services cannot be a stand-alone affiliate site;
- Provide information and referrals to WorkSource services offered elsewhere in the system.

The following agencies are parties to one or more of North Central's Memorandum of Understanding:

- SkillSource
- Employment Security Department
- Division of Vocational Rehabilitation
- Wenatchee Valley College
- Big Bend Community College
- Department of Social and Health Services CSO
- OIC of Washington
- Columbia Basin Job Corps
- Chelan Douglas Community Action Council
- AARP Foundation
- Department of Services for the Blind

### **Program Coordination**

Partners to the Memorandum of Understanding (MOU) agree to:

1. Promote further integration of programs through joint planning;
2. Coordinate resources and programs and to promote a more streamlined and efficient workforce development system;
3. Promote information sharing and the coordination of activities to improve the performance of local partners;

4. Common release of information processes subject to confidentiality provisions and to preserve records for the period required by law;
5. Identify and address barriers to coordination;
6. Promote the development and implementation of a system of measuring and reporting partner workforce activity performance;
7. Promote the consistent use of a common data system to track progress and measure performance.
8. Comply with the federal Jobs for Veterans Act (P.L. 107-228) if services must be rationed.

## **Programs for Adults in Transition**

Adult workers striving to improve their standard of living are considered adults in transition. They may be employed, underemployed or unemployed. They may also be temporarily out of the labor market undergoing a major skill overhaul or a minor skills tuneup. Adults in transition generally improve their standard of living by (1) acquiring new abilities within their existing workplace to increase their company value; (2) leveraging existing skills in a new workplace that holds higher value; (3) completely retool their skill set for a new and different workplace.

Schools and employers must find new methods to teach elusive behaviors like communicating effectively, completing assignments, presenting appropriate appearance, solving problems and working in teams.

This section summarizes programs that benefit Adults in Transition:

### **Wagner-Peyser Labor Exchange**

This ESD administered program matches job openings with qualified candidates. Staff may also test candidates, present job search workshops and provide basic and computer skills online instruction.

### **Veterans Placement and Referral**

Local Veterans' Employment Program (LVER) and Disabled Veterans Outreach Program (DVOP) staff provide individualized job search assistance and comprehensive information and referral for veterans and family members. DVOP staff case manage eligible Veterans with significant barriers to employment and conduct outreach to community partners. They facilitate access to Department of Veterans Affairs programs. Newly discharged veterans receive help in making the transition from military to the civilian workforce.

### **Workforce Investment Adult**

Basic and Individualized Career Services. Occupational training services are prioritized for Adults who receive public assistance, earnings are below the lower living level or have low basic skills.

### **Workforce Investment Dislocated Worker**

The full array of Career and Training Services. It is restricted to workers who have lost jobs because of plant closings and cutbacks, and receive unemployment. Occasionally Dislocated Worker funds relocate laid-off workers, but most often it funds education and training.

### **Trade Assistance Act**

This program provides workers dislocated by foreign competition retraining, reemployment or relocation services. Secondary firms impacted by downstream effects may also be eligible. The US Department of Labor determines if dislocations were caused by foreign competition. Workers, their union or company, the One Stop operator, or the State Dislocated Worker Unit may apply to the Department of Labor for certification.

After regular unemployment benefits run out, certified workers may apply for Trade Readjustment Allowances (TRAs) to extend support payments. Once individually certified, displaced workers are eligible for services and benefits to help them prepare for and re-enter the job market.

### **Commissioner Approved Training**

Commissioner Approved Training (CAT) allows certain laid-off individuals to collect unemployment benefits while attending an approved, full-time education program. During this period, claimants do not have to look for work.

### **Training Benefits**

Training Benefits offers 26 additional weeks of unemployment benefits to eligible claimants attending full-time education programs in high-demand fields. During this period, students do not have to look for work as long as they are enrolled and making satisfactory progress.

### **Self-Employment Assistance Program (SEAP)**

SEAP enable to enter into self-employment entrepreneurial training and receive business counseling while collecting unemployment benefits.

Claimants create a job in an occupation that interests them and stimulate the local economy, providing employment opportunities for new hires. SEAP offers a valuable option to eligible people who wish to run their own business. This program may offer the flexibility and income opportunity unavailable through traditional employment.

### **Worker Retraining**

Worker retraining funds Community College workforce education books, fees & tuition. It also funds support services for laid-off or unemployed workers training for in-demand occupations. The program benefits between 2 and 3 percent of new students at the college. Started in 1993, a study of Worker Retraining concluded that participants have generally recovered between 86 and 114 percent of their prior wages.

### **Postsecondary Workforce Education**

Workforce Education programs are offered at three community college campuses. Programs also include short-term, on-demand classes, and certificate of accomplishment programs.

Wenatchee Valley and Big Bend Community Colleges structure vocational-technical programs to culminate in the attainment of industry-recognized certificates, Associate of Technical Science degrees, or for some programs, a transfer degree. Programs complement technical instruction with workplace skills education such as applied communication and human relations. Together, these institutions offer over 40 different professional-technical programs.

### **Apprenticeship**

Apprenticeship combines classroom and on-the-job training to master a variety of skilled occupations. Apprentices are paid for their labor while receiving supervised work experience. Many apprentices start out earning 40 to 50 percent of journeymen wages. An average of 144 hours per year of unpaid classroom instruction is also required. Other apprentices attend college classes or distance learning.

### **AmeriCorps**

AmeriCorps combines federal and local funds to employ college students for a year of community service. Participants receive a monthly stipend and scholarship after completion. Workforce agencies have hosted several participants over the years to serve as assistant teachers, youth leaders, activity coordinators and other assignments.

### **Migrant and Seasonal Farmworker**

Farm Worker Investment is administered by OIC of Washington. The program educates and trains agricultural workers. It offers English as a Second Language courses, basic education, and vocational training for seasonal farm workers.

### **Adult Education and Literacy, including English Language Programs**

This program educates Adults who have not finished high school or learned English. Graduates earn a GED Certificate or High School Diploma. Wenatchee Valley and Big Bend Community Colleges provide a variety of ABE and ELA classes at times and locations convenient for both employed and unemployed workers needing ESL and/or preparing for workforce education. Both colleges also provide the opportunity for adults to earn a High School Diploma.

### **Senior Community Service Employment**

SCSEP provides part-time employment for persons aged 55 and over. Low income individuals in this age bracket may receive part-time subsidized employment. AARP and SkillSource coordinate to place eligible seniors at public and non-profit agencies. SkillSource prioritizes one-stop centers and partners.

### **WorkFirst**

WorkFirst provides parents receiving Temporary Assistance to Needy Families (cash welfare) job search training, work experience, basic education and short occupational classes. WorkFirst Services are provided by the State Departments of Social and Health Services, Employment Security, Commerce, and Wenatchee Valley and Big Bend Community Colleges. The Confederated Tribes of the Colville Reservation administer TANF for Native Americans. Local Plans guide this partnership.

### **Basic Food Employment & Training (BFET)**

Basic Food Employment & Training (BFET) provides training and education with a goal of assisting Basic Food clients to attaining a living wage career. BFET services are available from all WA State community and technical colleges as well as many non-college community based organization (CBO) contractors.



## Vocational Rehabilitation for Adults with Disabilities

The DSHS Division of Vocational Rehabilitation (DVR) and the Department of Services for the Blind (DSB), and the Disabled Veterans Outreach Program (DVOP), bring expertise and resources to serve adults with a wide variety of disabilities. These programs, when located at WorkSource Centers, provide accessible computer workstations that enable individuals with disabilities access to the internet and software programs including other assistive technology and reasonable accommodations.

DVR provides employment services and counseling to individuals with disabilities who want to work but have a physical, sensory, and/or mental disability. DVR counsels each person to develop a customized rehabilitation plan designed to increase independence through employment

## Programs for Youth

All youth need support as they move through adolescence to adulthood. Vulnerable youth face transitions made particularly challenging by poverty, disability, illness, homelessness, discrimination, emancipation, foster care, delinquency and other difficult circumstances. A growing body of knowledge indicates that these youth need community-wide webs of support to transition successfully to adulthood. There are a number of programs in Washington State that help young people make these transitions.<sup>5</sup>

## Secondary Education

Workforce development begins with secondary education. According to *Washington Learns*, the state must educate more people to achieve higher levels if Washington is to remain competitive in the global economy. Thus, Washington State created the Department of Early Learning and the Thrive by Five public-private partnership to prepare the state's youngest learners before they reach kindergarten.

At the secondary level, School Districts offer a variety of options for teens to obtain a high school diploma or equivalent, and in many cases, get a jump on college. These choices range from traditional, comprehensive high schools to flexible, alternative schools. Secondary education also collaborates with Workforce Investment to create community-based Learning Centers. High Schools also offer a variety of Career and Technical Education ranging from 9<sup>th</sup> grade keyboarding to 12<sup>th</sup> grade computer programming.

**Wenatchee Valley Technical Center** is a regional school where students study technical programs such as collision repair, carpentry and culinary. Students get a jump-start on a post-secondary education, apprenticeship, and technical and two/four year colleges or universities. Graduates of the two year programs are prepared for entry-level employment. The Center works closely with Wenatchee Valley College to provide advanced placement and credits for high school students. Currently many programs are connected to post-secondary training.

**Columbia Basin Technical Skills Center** is a STEM based regional school located in Moses Lake emphasizing Science, Technology, Engineering and Math (STEM) subjects and professions. STEM skills centers not only build scientific and engineering expertise, but also focus on creativity, innovation, collaboration, communication skills and critical thinking.

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<sup>5</sup> National Conference of State Legislatures: <http://www.ncsl.org/>

### **Open Doors Youth Reengagement**

This education program retrieves youth who have dropped out of school. Four districts in North Central sponsor House Bill 1418 programs. Three are career center based and one is college based. The career center based programs build on a long history of self-paced, personalized learning, flexible scheduling and year round instruction, teachers as coaches, facilitators and crew leaders, real-world, career-oriented curricula, employment opportunities and comprehensive student support.

### **Special Education**

Public schools throughout the five counties accommodate students with cognitive and physical disabilities. Special education classes are offered, as are mainstreaming opportunities in regular classrooms. Additionally, the North Central Washington Technical Skills Center has programs for disabled individuals that focus on vocational training and community experience. Workforce development programs for young people with disabilities are almost entirely focused around public schools.

### **Job Corps**

Job Corps is a residential education and training program that prepares young adults for a trade, high school diploma or equivalent, and employment. The Columbia Basin Job Corps Center is located across the street from Big Bend Community College. Most who attend are from outside the area and learning skills that are in-demand within their own communities.

### **Workforce Investment Youth**

This Youth development program serves out-of-school youth (dropouts and disadvantaged graduates) and impoverished students struggling to keep up. Dropouts are returned to school, counseled and supported, provided career planning, work experience, leadership and more. Graduates are assisted to enter the military, enroll in college, attend Job Corps or find jobs. These programs retrieve about 500 teen dropouts annually to achieve literacy and numeracy gains, earn Workplace Skills Certificates, GED Certificates and High School Diplomas.

### **Youth Apprenticeship**

Youth Apprenticeship enables high school students 16 and older to benefit from this form of cooperative education. In North Central high school students participate in Production and Network Technician registered apprenticeships. 75 percent of students will never attend a university or four-year college. Apprenticeship is a sensible path for young people to build a career.

### **Career Launch**

Career Launch is a new initiative resulting from Career Connect Washington, the state's multi-agency effort to promote career pathways to Washington's youth. Similar to apprenticeship, Career Launch pairs work-based learning with formal classroom instruction at a community college or technical skills center, culminating in a credential. Wenatchee Valley College and Big Bend Community College plan to offer multiple Career Launch programs in the coming years,

including Automotive Technology, Engineering/Machining, and Aviation Maintenance Technology.

### **Washington State University (WSU) Extension 4-H Youth Development Program**

The 4-H Youth Development Program offers a number of experiential learning opportunities for young people in North Central Washington. The 4-H Challenge Program provides youth with adventure-based learning experiences to develop social and emotional skills, including effective communication, leadership, cooperation, respect, trust, self-confidence, conflict resolution, decision-making, and problem-solving. Programs can range from recreational to therapy-driven activities.

WSU Extension also coordinates the 4-H Mobile Technology Program and 4-H Science, Engineering, and Technology Program. The van houses 15 laptops and a satellite dish that provides internet connectivity to the computers, which can be rolled into classrooms. The lab consists of a set of 15 computers stored in portable cases that can be set up in minutes.

## **Employer Sponsored Training**

The vast majority of employee training happens On-the-Job. Fifty regional employers from a wide variety of industries were interviewed to inquire about the methodology of On-the-Job training at their business. The study found both formal and/or informal training occurs at every workplace, and employers are investing an impressive amount of time, energy and personal commitment to upskill their workforce.

### **Formal**

Formal training generally outlines a set of specific competencies that employees are expected to learn. Workshops, seminars and/or computer-based instruction is designed to help individuals master those skills. These can take place through computer-based and online resources, in a classroom setting, guest speakers on site or at offsite seminars. At the end of the training period, there is generally an evaluation to assess whether or not trainees have attained the desired objectives. The formal trainings encountered in the survey were, for the most part, employer sponsored and covered certification for Food and Alcohol Server certification, required health and safety classes, CDL & forklift certification, healthcare computer-based training modules, several propriety company “universities” and substantial vendor specific trainings. The healthcare facilities interviewed each had an extensive and comprehensive formal orientation process covering the company vision, policies and computer modules with proficiency assessments, which then transitioned into structured informal training with employees being paired with experienced staff.

### **Informal**

72 percent of the employers interviewed offered Informal-Structured training, following some sort of a written training plan. This could be a brief safety/employee guidelines handbook or much more thorough daily checklists and verbatim phrases that are required. Another format of informal-structured training noted was through modeling that followed a predictable pattern: Explanation of the task, Demonstration of the task, Observation of employee performing the task, and Evaluation of employee performance. This same pattern was also seen during informal training and was often described as “hands-on-training.”

Though many of the employers surveyed had formal and structured training at the outset of employment, without exception every site interviewed paired their new hires with either a manager or an experienced employee to continue On-the-Job training. For repair and service businesses, the training manual is primarily dictated by customer requests and work orders. Employees are trained as jobs walk through the door. For retail businesses, typically employees are trained on each product line, but there is additional, informal, verbal and modeled training about how to assess and address customers. Food service and hospitality industries were similar in that they trained to meet expectations on efficiency while also providing verbal and modeled customer service skills unique to each setting. Manufacturing sites required formal training on efficiency, safety and productivity but employees were additionally trained by experienced peer employees. Some employers noted daily huddles, pre-shift or weekly briefings on new goals and improvements.

### **Assessment**

Assessment and feedback were noted as important elements in training new employees. Competency and proficiency were evaluated most often by supervisors and managers based on the expected criteria of sales, efficiency & productivity. In addition to these, supervisors stressed the importance of employee confidence and comfort. Employers repeatedly confirmed how important it is that the employee represent the business well by being comfortable and competent. Though 70 percent of interviewed businesses have a formal review process, immediate feedback was mentioned as most helpful, both confirming and critiquing. Employers noted the necessity and value of errors as opportunities for further instruction and improvement. They appreciate the employee who is resilient and able to make use of these training opportunities. Several mentioned that mistakes are unavoidable, but the employee who puts them to good use is a valuable asset to the team.

### **Investment**

“A good employee is good for business and turn-over is more costly than training.” According to an Association for Talent Development national study, the opportunity for growth and advancement within an organization is one of the top three drivers of employee engagement and productivity. Sixty-five percent of respondents to a survey said that “the quality of company training and learning opportunities” positively influenced employee engagement to a high or very high extent.<sup>6</sup> This question elicited the strongest response of the entire survey. Suggestions for providing growth and advancement opportunities for employees include the following:

- Offering mentoring opportunities for all employees.
- Pushing employees out of their comfort zones, allowing them to explore new roles and duties to keep them interested and challenged.
- Offering short-term job assignments or limited-run project assignments where employees have an opportunity to explore new responsibilities for a period of time.
- Providing training for engagement building skills, and including these skills as part of managers’ development plans.
- Involving employees in designing their own career plans.<sup>7</sup>

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<sup>6</sup> *Learning’s Role in Employee Engagement*, American Society for Training & Development, 2012, p. 13

<sup>7</sup> *ibid*

Several examples of personal investment on the part of the regional employers were inspiring. One employer expressed his firm desire that he train up employees to take over the business and become independent and potential competitors, noting that motivated employees are very productive. Another employer expressed her satisfaction in watching employees master skills they didn't think they were capable of, making it part of her training to stretch employees into areas of discomfort and challenge for greater success and team building. Several worksites referred to their employees as their "kids," with a personal desire to watch them succeed. One, extraordinary workplace actually outfitted a potential employee who had multiple barriers to employment with professional attire, paid to send her to a beautician and encouraged her to pursue further soft skills training through a One-Stop partner.

## **Post-Secondary Workforce Education Innovation**

### **Aviation: Unmanned Aerial Systems**

Big Bend Community College offers an Unmanned Aerial Systems instructional program. This program teaches students how to operate drones for the agricultural industry, but also prepares them with skills in mechatronics to maintain and repair the machines. Curriculum is being developed and has drawn the attention of private employers.

### **Medical Simulation Technology: Computerized Manikins**

Big Bend Community College created the first Medical Simulation Technician program in the State. Human simulators provide lifelike training for health care students and professionals. Simulators bridge the gap between theory and clinical experience.

The new technology also requires technicians who know how to fix and alter the simulators to provide the right scenarios. Medical simulation technician students will learn to design, implement, troubleshoot and repair simulators.

### **Machining:**

Wenatchee Valley College's new Industrial Technology Machining Program supplies educated graduates for areas such as aerospace, electronics, food processing, automotive repairs, public utility districts, county and city government transportation departments, specialty tool and equipment manufacturing, food packing plants and warehouses.

The program offers a two-year associate of technical science degree as well as a one-year certificate of completion in conventional (manual) machining. Both are designed to prepare students for entry-level employment in the machining industry by integrating theory and practical applications.

### **Outdoor Management:**

Wenatchee Valley College's new Outdoor Recreation Management is designed around North Central Washington's unique natural environment, which provides an abundance of outdoor recreation opportunities that promote physically fit and active lifestyles. Outdoor recreation is a growing field of employment and an important part of our regional economy. Career opportunities are available in outdoor recreation services and tourism in a variety of settings.

### **Applied Bachelor Degrees:**

Both Big Bend Community College and Wenatchee Valley College offer selected 4-year degrees in technical fields, allowing employees in these fields to become more highly qualified at lower cost and closer to home. WVC currently offers a Bachelor of Science in Nursing and a Bachelor of Applied Science in Engineering Technology; Big Bend plans to begin offering a Bachelor of Applied Science in Applied Management starting Fall 2021.

## **Aligning Resources, Services & Expanding Access**

### **Aligning Resources**

Local resources are aligned across core programs (Titles I, II, III, IV) in order to broaden service delivery, maximize leverage and minimize duplication.

The WDC will convene the four core partners on a regular basis as part of One Stop coordination to enhance and streamline services. This will be done as part of ongoing one stop collaboration as well as targeted initiatives in each local area. In addition to the core four, other key partners will be included as initiatives are identified and implemented. Resource alignment will include the following:

- 1) Wenatchee Valley College Adult Ed (Title II) contracts with SkillSource (Title I) to provide Basic Skills Instruction at the SkillSource Learning Center to educate adults toward a GED or High School Plus diploma. A similar arrangement exists at Central Basin WorkSource Center between Big Bend Community College (Title II) and SkillSource. These arrangements extend ABE instruction to off campus locations.
- 2) In Wenatchee, DVR (Title IV) staff provides on-site orientation, intake, job preparation and soft skills for students with disabilities at the SkillSource Learning Center. DVR counselors meet with students, parents, instructors and SkillSource youth trainers (Title I) to coordinate plans and provide additional support/mentoring.
- 3) Other resource alignment and leveraging with Title III and other partners are realized in joint job fairs, hiring events, veteran outreach events and discretionary grant proposals where partners commit resources to carry out critical work as leverage and match. Partner employer outreach staffs meet regularly to share information and coordinate business services.
- 4) Co-enrollment of customers with multiple partners allows leveraging of shrinking funds. A customer may be co-enrolled with as many as 3-4 partners to provide counseling, support, tuition and follow up.
- 5) Areas for exploration and possible improvement are the methods of resource sharing specifically for staffing the front end in the Central Basin Center.

### **Aligning Services**

Local services are aligned across core programs as well as other key workforce partner programs in order to broaden service delivery, increase access, capitalize on partner expertise and minimize duplication. North Central partners will collaborate to align services and leverage resources. Alignment efforts will include, but are not limited to:

- 1) Title I Youth enrolled in State secondary education aligns with Carl Perkins by enabling students to earn post-secondary credit. College and Career Fairs for students are jointly organized by

Title I, Secondary Ed and Adult Ed to provide a full array of career education and training information to youth and adults.

- 2) Many partners' staffs serve on Community College Professional-Technical Advisory Committees, Interagency Councils, the Career Connect Washington Regional Network, and Worker Retraining committees to provide and glean information critical to providing up to date career guidance information to customers.
- 3) Partners closely coordinate a variety of vocational education financial aid sources including Pell, Worker Retraining, Adult and Dislocated Worker ITAs, Youth, Trade Adjustment Assistance, Basic Food Employment and Training, Opportunity Grants & Vocational Rehabilitation funds. Staffs meet regularly to leverage funding options for customers.
- 4) Multiple partners co-facilitate workshops bringing a variety of information and expertise. From orientation to assessment, labor market and job search to financial aid and training options, partners team up to provide information customers need to make informed decisions.
- 5) Secondary Ed provides Special Education in two Learning Centers so that retrieved dropout youth with disabilities receive additional services to succeed. DVR staff is often part of this collaboration.
- 6) Rapid Response services are aligned through partner planning sessions and the development of a service strategy that meets the specific needs of the affected workers. When necessary and feasible, partners expand service and program offerings on a large scale in a short span of time. Partners communicate, meet and adjust services daily.
- 7) Business Services teams meet weekly to discuss the needs of local employers and plan services that maximize the expertise of staff and available services of each partner. These teams have a strong representation from One Stop partners and, in some cases, from partners outside the Centers.
- 8) Services are aligned through technology solutions such as WorkSourceWA.com and Career Cruising that will match employers with workers and students in a new integrated fashion.
- 9) Title I works closely with two state-of-the-art Secondary Technical Skill Centers and a Job Corp Center to provide former dropouts with an opportunity to learn in-demand skills and prepare for advanced training.
- 10) Adult education services are offered at two Centers enabling students to attend class at a less intimidating location before working up to the notion of advanced education and training.

### **Expanding Access**

Partners will collaborate to expand access to employment, training and education through the following illustrative examples:

- 1) Increase services for youth with disabilities through collaboration and joint agreements with secondary special education and DVR Pre-Employment Training for Students.
- 2) Expand adult basic education and ELA availability, specifically in Okanogan County.
- 3) Expand access to vocational education for students 19-21 through Running Start and Open Doors.



- 4) Improve the collaborative outreach and marketing efforts to provide employers with the information about workforce and training services offered through the One Stop.
- 5) Increase the level and frequency of staff cross training so that information is up to date and delivered to One Stop customers in a consistent manner.
- 6) Increase the number of partner staff participating on Community College Vocational Advisory Committees.
- 7) Engage vocational education providers to increase options for short term, stackable training that results in a skill certificate.
- 8) Maximize collaboration with WorkFirst and clients receiving public assistance.
- 9) Analyze the assistive technology at Centers and bring up to date.

## Services to Individuals with Barriers to Employment

### Veterans

Targeted outreach to veterans and eligible spouses is achieved through the implementation of written One Stop System procedures at each WorkSource Center, Affiliate and WIA Title I provider. Written procedures outline Priority of Service for Veterans and eligible spouses. One Stop partners have been trained on these procedures which are located online for easy access. Veterans are first identified at the first point of contact which can be at the Center front desk or Center Orientation. Veterans are asked to identify themselves in order to receive priority of Service.

Services to veterans are coordinated between Title I and Wagner-Peyser Vet Representative, and Community Colleges through the Veteran's Retraining Assistance Program (VRAP). Partners communicate with each other regarding available resources and often combine services when appropriate.

Consistent with the Jobs for Veterans Act (Public Law 107-288), the North Central WorkSource Partnership is committed to providing services to veterans on a priority basis.

### Older Workers

In addition to all services described previously, low income, older workers have access to training through the Senior Community Service Employment Program. Center and affiliate partners including Wagner-Peyser refer potential candidates for services. This program helps older workers brush up their basic, computer and workplace skills and connects them with local agencies and employers to further develop those skills. Workshops such as Career Planning, Job Search Toolbox, My Job Network and computer basics to help them identify their transferable skills improve job search and networking skills as well as increase update and improve their computer skills. Part time work experience is designed with a training plan and performance evaluation system that helps older workers practice new skills and increase their ability to secure unsubsidized employment.

## **Individuals with Disabilities**

The Workforce Development System is designed for all persons interested in work to access services. DVR is an integral partner located in both comprehensive Centers in Moses Lake and Omak and in the Chelan/Douglas partnership. DVR is also a member of the Central Basin Operator Consortium, local business services teams and is represented on the Local Board of Directors.

Local strategies to enhance services to individuals with disabilities include a closer collaboration with DVR staff in the Centers to co-enroll customers where appropriate and maximize the level of services provided. WorkSource and DVR staff collaborates on a consistent basis, sharing information about common customers and joint service strategies. Accommodations for individuals with disabilities are provided for core and intensive services at SkillSource and WorkSource locations through assistive technology and other resources.

WorkSource staff receives training in assisting persons with disabilities. The training has come from Employment Security, the Workforce Development Council staff and Division of Vocational Rehabilitation. In addition to the education of staff, which is critical in the delivery of services, the One-Stop center actively sought out and received assistive technology and training using a large variety of equipment. The One-Stop center and affiliates have Spanish Bilingual and Russian Bilingual staff that is ready to assist in interpreting, as needed. The system also uses the Relay system for the hearing impaired and has a contract with an interpreting service. This list of options for persons with disabilities is not all inclusive, and staff will use any means available to assist persons with disabilities with respect and dignity.

SkillSource is the primary subcontractor for DVR's Pre-Employment Transition Services (Pre-ETS) program. SkillSource staff work with high-school aged youth with disabilities to improve work readiness and self-advocacy, and take part in workbased learning experiences facilitated by local employers.

## **Long Term Unemployed**

The longer an individual is out of work, the more difficult it is to re-enter the workforce, especially for the older individual. Two-thirds of long term unemployed workers are over 45. Implementing three national dislocated worker grants has taught SkillSource the primary obstacles these individuals face and to develop strategies for success such as internships. As seen on 60 Minutes, this one to two month work-based learning assignment enables the worker to re-enter a workplace, restore confidence, recall positive work habits and learn how the business operates at no cost to the employer. It allows both parties to make sure this is a right fit.

## **Migrant Seasonal Farm Workers (MSFWs)**

WorkSource Okanogan County, WorkSource Central Basin and WorkSource Wenatchee Affiliate each have designated Wagner-Peyser funded outreach staff to provide focused core services for migrant and seasonal farm workers, and agriculture employers. All MSFW Outreach staff and 40% of the ESD staff are bilingual in English and Spanish.

The MSFW Outreach staffs are required to spend a majority of their time conducting outreach to migrant and seasonal farm workers where they work, live and gather to provide them information on the services available to all job seekers. Each center and MSFW Outreach staff develop effective outreach programs bringing together community organizations, public agencies, employers and farm workers to provide and facilitate core services to the job seeker. Job referrals

are also provided as appropriate. Outreach plans are developed to give centers and outreach workers definite goals and guidelines on various outreach activities during the year.

As part of the services provided by the outreach staff, MSFWs are provided with a list of services available to them in their own language, including the availability of referrals to agricultural and non-agricultural employment, training, supportive services, as well as the availability of testing, counseling and other job development services. Information is provided about H2-A jobs and current employment opportunities; ES complaint system, rights with respect to the terms and conditions of employment, and information on other organizations and services for MSFWs.

ESD outreach workers, WIOA training staff and OIC staff meet on a regular basis to promote employment screening and OJT opportunities for agricultural employees. Additionally, representatives from OIC of Washington, the WIOA MSFW grantee, provide information on eligibility and training opportunities to farmworkers on a regular basis in some centers. Farmworkers in the WorkSource Okanogan service delivery area are served on an intermittent basis by OIC staff in Wenatchee.

### **At-risk Youth and Low-Income Adults**

Targeted outreach to these individuals will be performed through efforts described in detail under Adults and Youth Workforce Investment activities.

### **Coordination with Secondary and Post-Secondary Education**

The Local Board connects secondary education and workforce investment at four community based learning centers. Nearly \$1 million State dropout reengagement funding is combined with a half million in federal funds to educate teen dropouts. Most prepare for the GED but a significant share are in a high school diploma track. This collaboration between SkillSource and four School Districts has also resulted in several iterations of Career Connect Washington grants. Learning Center students often enhance skills by attending vocational classes at Wenatchee Valley and Central Basin Technical High Schools.

Adult education is provided at Wenatchee SkillSource through cooperative agreements with Wenatchee Valley College. This increases student capacity and also allows students who prefer studying at a community based location to prepare for their high school diploma or the GED.

Title I and vocational education staff work diligently to coordinate paying tuition and related educational costs. Between Pell, Worker Retraining, Opportunity grants, Workforce Investment ITA, and others, students get the best package possible while maximizing the usage of these sources.

Staff of partner programs meet regularly to coordinate funding, align services and eliminate duplication. Title I staff serve on community college program advisory boards while community college staff serve on business services and outreach committees. Career Fairs and hiring events are coordinated with partner staff for both adult and youth populations.

### **Career Pathways**

The Workforce Training and Education Coordinating Board has adopted the following definition of “Career Pathway”:

*The 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. This approach helps individuals earn marketable credentials; prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships and other work-based learning opportunities; engages individuals in further education and employment; and helps individuals achieve sustained economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help the state and its communities strengthen their workforces and economies.*

Over the last decade, North Central Workforce Area has made marked strides in developing interconnected pathways, with multiple options for workers and continues to do so today. More partners are delivering services utilizing One Stop locations while expanding and improving the offerings to workers and students. Even with the shrinking budgets of almost all education and training providers in the local system, resourcefulness has increased. Partners work closer than ever and partner in co-enrollment to maximize the options for a worker's pathway to advancement.

These efforts are seldom made without multiple partner involvement. Below are examples of how coordinated efforts between Title I and other system partners will expand and support learning opportunities for workers at all stages of their education or career paths.

**Partners offer greater career and education guidance for adults** through career and education planning workshops. Workshops are designed to help customers explore local and state labor markets, emerging and demand occupations and result in a training plan.

- Through delivery of basic skills instruction at SkillSource locations. WVC offers Adult Basic Education at Wenatchee SkillSource.
- Through coordinated preparation for post-secondary education, informing customers about financial aid and assisting w/ applications. SkillSource coordinates closely with both WVC and BBCC to provide up to date information on program offerings and financial aid options.

**Partners increase the accessibility of training programs for adult workers** by participating with Professional/Technical Education initiatives such as the Central Basin Manufacturing Pipeline project to help incumbent workers and students navigate through and complete occupational training specific to the Manufacturing industry. Enhanced accessibility to post-secondary programs will increase industry recognized credentials.

**Partners improve training for adult workers with barriers to advancement** by coordinating with DVR to assist them to increase the number of internships and community based employment and OJT for individuals with disabilities. And, by coordinating with SCSEP to educate and train older workers to secure employment suitable to their needs and abilities.

**Partners leverage resources and efforts** to expand work-based learning and career exploration activities through efforts/initiatives such as Career Connect Washington and DVR's Pre-Employment Transition Services for students with disabilities.

## Individual Training Account (ITA)

Living wage jobs of the 21<sup>st</sup> century require advanced skills. Individuals whose career goals require post-secondary education may receive an Individual Training Account (ITA). ITAs are issued for vocational-technical programs eligible training providers designed to teach the knowledge, skills and abilities necessary to perform a specific job or group of jobs for which there is a demand. Education is encouraged in higher skill occupations and for non-traditional employment appropriate to the participant's needs and which contributes to their economic self-sufficiency. The training may be sequenced with, or accompanied by other types of training such as OJT. It ranges from two months to two years, depending on the occupation and training available.

Programs include (but are not limited to) nursing, accounting, machinists, mechanics, industrial electronics, truck driving, automated office technology and computer programming. The average time span in certain vocational training lasts one to two years depending on the program. Community colleges are primary suppliers for this type of vocational education. Additionally, SkillSource engages numerous local training providers for short professional certificate programs, especially commercial truck driving.

## Employer Engagement and Business Services

Local area employers receive business services through a coordinated approach. Title I and Title III program staff take the primary lead in outreach and delivery of these services. Other system partners provide services as available.

Each WorkSource Center and Affiliate has developed and implemented a coordinated Business Services plan which outlines the roles and responsibilities of each partner and the corresponding efforts that each partner will provide. Each plan outlines how referrals will be made between partners for training and to businesses for hire or for training. Coordinated Business Services Plans can be viewed on the One-Stop page link at [www.skillsource.org](http://www.skillsource.org).

Plans outline:

- Basic business services: Labor market information, Job listings, Applicant Referral, Business Assessment, Access to Training & Re-training, Business Assistance Information & Referral, Business Restructuring/Closure Information, Access to Facilities.
- Coordinated outreach to new and existing employers in each sub area.
- How demand occupations and industries important to the region will be targeted.

Business Service Teams work together to meet the diverse needs of local business. Team members visit business locations to encourage the use of Center services ranging from entering job openings, referring candidates, developing job descriptions, conducting skill gap analysis, preparing training plans, utilizing tax incentives to coordinating hiring events. Information ranging from hiring practices to retention and training opportunities, layoff aversion to Rapid Response is provided to employers as part of the coordinated plans.

Job Development is a facilitated introduction of a job seeker to an employer for the purpose of securing a job interview or creating the opportunity for the applicant to be considered for current or future job opportunities. This service is provided when there are few (if any) available job listings consistent with the unique skills, experiences or interests of a job applicant.

1. **To increase employer engagement with the workforce development system, local strategies include:**
  - a. **Improve outreach to employers** through a coordinated Business Services Plan with Employment Security (ES) and other partners on the One Stop Business Services Team. The plan outlines process standards for jointly reaching out to employers and providing services in an efficient coordinated manner. Educate and engage employers in the job matching system WorkSourceWA.com
  - b. **Engage employers in identifying skills needed to perform the job**, assist them to design training plans and evaluation systems to meet their standards through On-the-Job Training (OJT). Partners (SkillSource, OIC, DVR, TAA) coordinate the delivery of OJT depending on the need of the employer and trainee.
  - c. **Continue industry involvement in work-integrated learning** by participating in Industry groups similar to the Workforce Alliance in the Central Basin and Healthcare Consortium in Okanogan County and engaging industry and apprenticeship organizations such as the WA Hospitality Association and Aerospace Joint Apprenticeship Committee (AJAC) to develop new employer driven training opportunities.
  - d. **Increase employer investment in workforce training** by promoting OJT and customized and incumbent worker training.
2. **To promote economic development by connecting workforce development with job creation and growth, local strategies include:**
  - a. **Provide and market business services** through a Coordinated Business Services plan customized to each WorkSource Center and/or Affiliate.
  - b. **Invest in strategic economic opportunities** such as deliver incumbent worker training to expanding businesses in the manufacturing industry. Communicate with Economic Development Organizations (i.e. Grant County EDC, Chelan County Port District, Economic Alliance) to communicate and market businesses and employment services to new and expanding businesses. Continue efforts with the Wenatchee Valley Initiative: "Our Valley, Our Future" and the Bridge Research and Innovation District to identify and strengthen community involvement in implementing a comprehensive plan for continued economic and job growth.
  - c. **Encourage and support entrepreneurship** by partnering with local community colleges to add self-employment/entrepreneurship courses to their program offerings and the Eligible Training Provider List and fund entrepreneurial training as appropriate.
3. **To improve job search and placement services for unemployed and underemployed workers, local strategies include:**
  - a. **Improve the quality and speed of job matching and referrals** between job seekers and employers by continuing to educate and assist employers and job seekers to use WorkSourceWA.com.



**b. Make job search and placement assistance more widely known and available** through the coordinated efforts of Business Services Teams and the Coordinated Business Services Plan implementation.

**c. Strengthen linkages with unemployment insurance** through ongoing partner coordination, staff cross training and communication with job seekers.

### **On-the-Job & Customized Training**

Individuals may lack the occupational skills required by employers. The Local Board prioritizes skill development and training as a major service in the local area. Skill development may take place in a variety of ways whether in the classroom or on-the-job and depends largely on the employee's learning style and the type of occupation.

Most employers prefer to train on-the-job; others want experienced people on day one. The Local Board may utilize a variety of methods as Title I budget allows.

Employees learn occupational skills informally through demonstration and practice and other forms of Job Instruction Training. Training is conducted at the employer's business. OJT may be sequenced with or accompanied by other types of training such as classroom training or literacy training.

Title I may reimburse employers for the actual costs incurred providing classroom or outside training and training-related and supportive services to participants. Any additional payments shall be only for training and support over and above that provided to regular employees, and the employer must document costs.

Worksite supervisors and/or employers usually receive a formal orientation by a job trainer before the employee starts. The orientation includes an explanation of the program, a review of labor laws, time and attendance procedures, a review of good supervisory skills, techniques for dealing with poor performance, reinforcing good work habits, and evaluating competency. The supervisor is encouraged to contact the case manager/trainer whenever problems arise.

### **Incumbent Worker Training**

Learning never stops. Employed workers need training too, especially where there is room for skill development, advancement and promotion. Incumbent worker training (IWT) under Title I is allowed when it is designed to retain a skilled workforce or avert the need to lay off employees by assisting the workers learning the skills necessary to keep their job. The employers must share in the cost of the training. Successful IWT allows businesses to grow talent from within, stay competitive in new or emerging markets, and retain and/or promote employees through skills development.

### **Job Skills Program**

Job Skills Program (JSP) provides funding for customized, short-term and job-specific training for eligible businesses using dollar-for-dollar matching grants. Grants are awarded to educational institutions that partner with employers to undertake a JSP project. The participating employer must match the grant amount with cash or in-kind program support. The Job Skills Program supports training for new employees, retraining for current employees or upgrades training for employees who would be eligible for promotion.

## **Washington Work Start**

The Washington State Department of Commerce has developed a fully customized program that provides an effective training solution meeting the specific needs of businesses in aerospace, advanced materials, agriculture/food processing, clean tech, forest products, information communication technology, life sciences/global health, marine technology and locally targeted industries. Washington Work Start is ideal for businesses that are making significant investments in new business activities and expansion strategies or are expanding their operations into the Washington State and need employees with specific skill sets or competencies. Work Start program funds are intended to be used to prevent closure of a business or facility, prevent relocation of a Washington State business to another state or country, or to recruit a business to the state

## **Service Provider Performance**

Service provider performance is reviewed monthly at the management level and quarterly at the board level. Performance targets are set annually for input and outcomes. Performance is managed by reviewing actual levels against target and, when necessary, modifying current practices and procedures to improve outcomes. Additionally, local employers are surveyed on a periodic basis about their employment needs and what skill gaps they are experiencing in the labor force. This information is used to target skill shortages and readjust service offerings where appropriate. Many employers report soft skills and work readiness are still at the top of skill gap list. Service providers receive this feedback regularly and adjust service offerings such as adding more internship opportunities for employers and job seekers to make sure the job is a good fit before committing to full-on training.

## **Accessibility & Technology**

Both Comprehensive Centers (Okanogan and Central Basin) and both Affiliates (WorkSource Wenatchee and SkillSource) currently have wireless internet access.

The Local Board will make Title I services available in each county in the One Stop delivery systems. The Local Board will also advocate partners provide services throughout the One Stop delivery system, including remote areas, as feasible. Advances in technology have made access to services more of a reality in more remote areas through the use of internet connections in local libraries and community centers where a One Stop center or affiliate are not present. The implementation of WorkSourceWA.com will help increase customer and employer access.

## **Equal Opportunity**

The Local Board has designated an Equal Opportunity (EO) Officer who is responsible for ensuring compliance with Section 188. The EO Officer or his/her designee will train and monitor Title I sub recipients, Operators and contractors as applicable. MOU partners (including Titles II, III, and IV) agree to comply with Section 188.

## **Adult & Dislocated Worker Employment & Training Activities**

### **Basic Career Services**

The delivery of career services supports the principles of universal access, customer choice, continuous improvement, performance outcomes and integrated service.



Services will address the employment and skill gaps of individuals through universal access to all services by job seekers and employers. Services are available to all job seekers including dislocated workers, displaced homemakers, adults, including public assistance recipients, individuals in non-traditional training and persons with multiple barriers.

Outreach to potential eligible adults (including low income adults and individuals with disabilities) is accomplished primarily through word of mouth of previous customers and through staff membership on various community groups as well as outreach sessions at local libraries in more remote locations. Additional outreach is accomplished through joint partner orientation meetings as well as coordinated outreach materials presented to customers entering the Centers. A local One Stop video produced specifically to inform customers about One Stop services, including Adult services, is shown in group orientations, in the resource libraries, in kiosks and online. This information helps customers self-refer to additional services. Partners in the Center and larger system meet regularly to share information and update processes for referral of customers to each partner programs/services.

Upon entering a Center, Affiliate or Title I service provider, customers will encounter a friendly and informative reception staff equipped to handle a diverse population. Applicants receive an orientation to the full array of services available in the Center. The orientation may be provided in a group setting or through other means such as computer video presentation. Individuals may then self-access available resources, including labor market information, Internet access to career and training information, use of phones and fax machines, newspapers, and employment information. Staff will generally be available for those customers requiring assistance in utilizing resources.

Emphasis will also be placed on the ongoing utilization of Innovation Act and other resources as a method of promoting skill enhancement needed to ensure career development, and job retention beyond the initial employment. The career service delivery process will promote the opportunities available to help customers move into jobs that facilitate career growth and self-sufficiency.

### **Individualized Career Services**

Some persons require more personalized help to learn the skills employers want. To ensure the greatest degree of flexibility in providing the most appropriate services, an applicant may access individualized career services at any point following initial assessment and determination of eligibility.

Individualized Career services are designed to closely assess and analyze a worker's aptitude, attitude and abilities. These services also provide foundational skills generic to most occupations like Math, English or Computer basics. A variety of services are available including, but not limited to, comprehensive assessment, Career Planning/Case Management, and development of an Individual Employment/ Training Plan. Individualized services also include basic education skills, computer literacy and other short term pre-vocational services.

#### **Comprehensive Assessment**

This includes, but is not limited to, interviews, portfolios, and data collection and standardized tests. Information gathered during an initial assessment and input from providers of core services will be included in the assessment process and the development of an Individual Employment Plan.

Formal assessments such as Career Scope, CASAS, WorkKeys and Prove It are available to measure the applicant's basic and foundational skills and as well as occupational skill knowledge. This information together with other assessments aimed at determining attitudes toward work, interests and values help to set goals as well as determine the fit between a candidate and a job.

When a training plan calls for on-the-job training, an analysis of current skills and comparison to the required skills is done using the skill gap analysis tool, Skilldex in conjunction with personal interview with the applicant and supervisors.

### **Individual Employment Plan**

An integral part of the career planning process is the development and implementation of an employment plan that outlines short and long term goals and the specific strategies for achieving goals. The plan identifies the specific services needed to assist the customer in obtaining employment including any supportive services needed to overcome issues impacting a customer's ability to secure and maintain employment. Plan development has benefited from the articulation of ESD and SkillSource planning workshops. For example, goals set in one workshop are carried over and recognized in a subsequent workshop.

### **Career Planning / Case Management**

The Trainer serves as the point of coordination and consistency for a customer by providing guidance in mapping out the activities needed to achieve their goals. The Trainer ensures that each customer is aware of available options, not only those at SkillSource or the WorkSource Center, but services offered throughout the community, and will have extensive knowledge of the local labor market.

Ongoing case management provides an opportunity to identify issues which were not previously apparent, or which have recently arisen, and which may deter a customer from achieving their goals. In some instances, two or more agencies counsel and support (i.e. case manage) a mutual customer. In these instances SkillSource, Colleges, DVR and Employment Security program staff meet regularly to case conference jointly enrolled customers. Also, progress or status notes are shared via a database that all appropriate partner staff may access.

### **Basic Education and Computer Skills**

Math and English Certification (GED, WorkKeys); Internet Computer Core Competencies Certification (IC3) are offered. This skill development is most frequently coordinated with community colleges at One Stop Learning Centers. SkillSource provides basic education class space, which enables colleges to extend instruction to additional off-campus locations.

## **Training Services**

The service flow design has been intentionally crafted so that when a person completes initial and comprehensive assessment and career planning, all the necessary information has been collected to determine if training is necessary and, equally important, what type of training would be most beneficial for the individual. This planning is done jointly between the WIOA training consultant and the participant using a plethora of information gathered, researched and analyzed to that point.

Training services are available to those meeting the following requirements:

1. Meet eligibility requirements for career services and are unlikely or unable to obtain or retain employment that leads to economic self-sufficiency through career services,
2. In need of training services to obtain or train employment leading to self-sufficiency,
3. Have the skills and qualifications to participate successfully in training services,
4. Have selected a program or training services that are directly linked to the employment opportunities in the local workforce investment area or in another area in which they are willing to commute or relocate, and
5. Are unable to obtain grant assistance from other sources to pay the costs of training such as Pell, TAA, State funds or require assistance beyond that available from other sources to pay the costs of such training.

Training activities will include, but are not necessarily limited to, occupational skill training, training for non-traditional employment, on-the-job training, entrepreneurial training, job readiness training, incumbent training and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

The primary emphasis of all activities is to match the employment needs of the customer with the needs of the local labor market. Services such as counseling, individual service strategy development and assessment of aptitude and interest combined with specific skill development through activities such as classroom training and on-the-job training contribute to occupational skill development. A wide range of services is to be available to each customer. As a result, customers may experience multiple components concurrently or consecutively.

## **Dislocated Workers**

Dislocated Workers have access to the same services described under the Adult activities section. Career and Training services are delivered in the same manner. Dislocated Workers are also included in each of the multiple pathways objectives and local Strategies described for Adults.

### **Coordination**

Dislocated Workers are connected with Workforce Investment services immediately when they apply for unemployment benefits and receive an orientation to the full array of WorkSource services available to them. However, in some cases, laid off workers choose not to utilize the full array of services until benefits are close to exhaustion or worse.

In addition to outreach activities described for Adults, outreach to potentially eligible Dislocated Workers is done through partner Rapid Response meetings, Center orientation meetings, postings on Center kiosks, mailing of outreach materials to long term unemployed workers and via radio programs and public service announcements.

Additional efforts to reengage long term unemployed individuals focus on contacting individuals who have been receiving unemployment benefits for over 20 weeks to reconnect them to the labor force through Internship or On-the-Job Training. Staff counsels these individuals to address barriers to re-employment, assess their current skills, improve job search techniques and basic skills that may be rusty, and explore careers in the local and neighboring labor markets with employers wanting to train on the job.

Workforce Investment staff coordinate closely with other partner programs such as Worker Retraining at the Community Colleges and Trade Assistance staffed by Employment Security to maximize the training and funding options for dislocated workers. SkillSource and ES staff assist dislocated workers who choose vocational education as their re-training option to apply for Training Benefits and Commissioner Approved Training.

### Trade Adjustment Assistance (TAA)

Trade Adjustment Assistance (TAA) is available to TAA-certified workers who have lost their jobs or experienced work hour reductions as a result of international trade. Workforce system partners can file petitions for trade certification, or assist companies or groups of workers (3 or more) to file TAA petitions. When there is a trade-certified general layoff or plant closure, WorkSource Centers start with Rapid Response services (see below). Rapid Response is a fully integrated activity, which includes the Unemployment Insurance Division; Workforce retraining representatives from the community colleges; WorkSource staff, including TAA; and WIOA staff. Union officials (where applicable) and company officials meet with the Rapid Response leads to coordinate orientations for all affected employees. These initial orientations introduce all workers to the general (dislocated worker) options available, including TAA benefits and services.

TAA certification may occur weeks or months after the business closure. If this is the case, TAA certified workers, who were introduced to training opportunities through Rapid Response sessions and WIOA dislocated worker opportunities, are now introduced to TAA benefits and services. WorkSource staff also initiates outreach efforts to workers who did not initially engage in dislocated worker opportunities. The WIOA and TAA job training staff work together to ensure that all workers transition appropriately.

Trade-affected employees who express interest in TAA services can attend additional orientations and group activities to learn more about TAA benefits and options. Workers are encouraged to test the local job market while exploring options for retraining. The Trade Readjustment Allowance (TRA), or weekly training subsidy, is time-limited for eligible workers; therefore, WorkSource staff, primarily TAA counselors, must inform TRA-eligible workers of the TRA timeframe if participants are interest in training. All partnership staff assist in the exploration of local jobs, new careers, and/or jobs out of the area that may require relocation.

Assistance can take place in groups or one-on-one and may require comprehensive assessments to identify skills, interests, aptitudes, and needs. Along with the Comprehensive Assessment, career exploration assessments, basic skills assessments, computer literacy development, work search skills, and both formal and informal methods may be used. TAA requires trade-affected workers to enroll in the program if they want TAA services. Once enrolled as active TAA participants, TAA customers work with WorkSource staff to determine their options and make decisions about employment and training opportunities. When appropriate, TAA participants may be co-enrolled with another program to ensure success in their chosen paths. Staffs work closely together to provide accuracy, consistent information, and timely service delivery, with the TAA counselor as the primary point of contact.

## Youth Workforce Investment Activities

### Design Framework

#### a. Outreach, Intake & Objective Assessment

Outreach to at-risk and out of school youth, including youth with disabilities, will be accomplished through word of mouth, targeted recruitment, youth advocacy and education partnerships. Each applicant will submit information for eligibility to be determined. Eligible youth will receive an objective assessment examining skills, interests, aptitudes, and personal situation to guide the development of an education and training strategy (career pathway) and employment goal. Diagnostic basic skills assessment is done using CASAS as per State policy. Additional assessment takes into account the family situation, work history, education, occupational skills, interest, aptitudes, attitude towards work, motivation, behavior patterns affecting employment potential, financial resources and needs, supportive service needs, and personal employment information as it relates to the local labor market.

#### b. Individual Service Strategy

An Individual Service Strategy (ISS) is customized for each eligible youth. The ISS is an action plan mutually agreed to by the counselor and participant and is updated or revised as needed during the course of training. The ISS specifies the participant's career goal(s) and is completed during assessment. When the participant has no preference, training counselors and instructors assist the individual through education and career guidance. Then staff arranges education and training activities consistent with the participant's educational needs and employment interests. Staff assigns competencies and summarizes pre and post assessment results to document training objectives mastered.

Additionally, training counselors assess supportive service needs. Supportive services enable participants to complete training, enter employment and retain employment. Support is provided on an individual needs basis.

#### c. Case Management & Follow Up

According to the Commission for Case Manager Certification (CCMC), case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the youths' ISS. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes. Its underlying premise is that everyone benefits when youth reach their optimum level of wellness, self-management, and functional capability. Case management facilitates the achievement of the young person's wellness and autonomy through advocacy, assessment, planning, communication, education, resource management, and service facilitation.

Youth Trainers will provide case management and follow up to all workforce investment youth to provide consistent and comprehensive services and maximize goal attainment and success. They will facilitate connections to services/agencies such as: public housing, adult education, disability serving agencies, mental health, human service agencies, job corps, and employers.

## Program Elements

The fourteen required program elements are delivered within the five county area to meet the youth's ISS goals. The Area plans to deliver comprehensive year-round youth program services that provide training related to the following required program elements, as prioritized and budgeted by the Local Board:

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies,
2. Alternative secondary school services,
3. Paid and unpaid work experiences that are directly linked to academic and occupation learning, including Summer employment opportunities, pre-apprenticeship, internships, job shadowing and on-the-job training.
4. Occupational skill training,
5. Education offered concurrently with and in the same context as workforce preparation for a specific occupation or cluster,
6. Leadership development,
7. Supportive services,
8. Adult mentoring,
9. Follow up services,
10. Comprehensive guidance and counseling
11. Financial Literacy education
12. Entrepreneurial skills training
13. Labor Market and employment information about in-demand industry sectors in the local area such as career awareness, career counseling and career exploration
14. Activities that help youth prepare for and transition to post-secondary education and training

Youth activities and services will be coordinated with other organizations, programs and entities serving youth throughout the five county area. The Area will facilitate the delivery of the fourteen required elements through the following activities or services:

- Individual Service Strategy & Case Management
- Basic Skills Education
- Employment and Life Skills Workshops & Curriculum
- Computer Literacy Training
- Career Planning
- Career Exploration
- Work Experience
- Internship
- Project and Community Based Learning
- Leadership Skills Training
- Vocational Skills Training
- On-the-Job Training
- Comprehensive Guidance & Counseling

### Basic Skills Education

Our technology driven economy has placed a high premium on skills and literacy. Youth lacking basic education skills face tough obstacles entering the labor market. The Area offers basic education skills training primarily to youth who drop out of school and youth at-risk of dropping out of school.

Several area Learning Centers receive State Basic Education funds to deliver: basic skills instruction (including tutoring, study skills training and instruction leading to secondary school completion including dropout prevention strategies; Alternative secondary school offerings; Leadership development opportunities and adult mentoring.

Basic education is provided to retrieve school dropouts and to retain at-risk youth in Learning Centers. Academic and vocational instruction is individualized, self-paced and competency based using the computer assisted learning systems in these facilities. To the maximum extent practicable, instruction is applied learning in reading, writing and math lessons relevant to the workplace.

Additionally, instructors and training counselors foster fun and excitement in and out of the classroom by providing diversity in the delivery of lessons, academic challenges and teamwork projects. Youth are involved in planning and executing community projects and other activities. Additionally, youth are introduced to career opportunities and post-secondary education through workshops, occupational software, guest speakers and field trips.

Staff coordinates with other youth agencies to identify youth who have dropped out of school and guide them to return and complete their education. Goals include the attainment of a High School Diploma, General Education Diploma (GED) or skill level advancement.

The Area has established financial agreements with the following school districts in consideration of teaching basic and vocational skills to school district students at Learning Centers:

- Wenatchee
- Othello
- Okanogan

### Employment/Life Skills

The Area's basic skills education training includes pre-employment and work readiness instruction and life skills training. Pre-employment skills are taught in the *Career Development* class. This class teaches participants how to understand the labor market, make career decisions, write resumes, complete a job application, prepare a cover letter and complete an interview. Participants also learn what employers want concerning appearance, problem-solving skills, interpersonal communications, positive attitudes, completing tasks, cooperating and punctuality. Youth also learn problem solving, team work, in addition to financial literacy and safe and healthy living.

Youth may participate in project based learning / community projects in conjunction with local nonprofit or public entities. Crews of youth plan, design, budget, procure, identify specific material needs, develop task descriptions, utilize the media, build or complete the project and



evaluate the project. Project learning will incorporate entrepreneurial skills training and explore the characteristics of entrepreneurship.

Furthermore, youth may attend the weekly leadership class, community service events or other similar activities to develop leadership skills. Youth attending the leadership training activities enhance their self-esteem, develop problem solving skills, and learn teamwork. Leadership curriculum provides a variety of topics: building positive character traits, public speaking, teamwork, developing healthy relationships, enhancement of citizenship skills, life skills training, family management skills and community involvement.

Basic and Life skills education is also typically combined with other class and/or work based learning (paid and unpaid) to develop positive work habits and/or job specific skills.

### Financial Literacy

The ability to understand how money works - how it's earned, how it's managed, how it's invested (turned it into more) and how it's shared to help others - is useful knowledge. More specifically, this set of skills and knowledge allows an individual to make informed and effective decisions with all of their financial resources. Financial literacy may include teaching students to create budgets, initiate checking and savings accounts, how to effectively manage spending, credit and debt, how to understand credit reports and make informed financial decisions.

### Computer Literacy Training

The 21<sup>st</sup> century demands new skills and knowledge of all workers. To navigate in our information-driven economy, youth need computer literacy skills. Computer literacy training teaches youth how to become fluent with information technology. Information technology fluency explores three kinds of knowledge — intellectual capabilities, foundational concepts, and contemporary skills — that are essential.

### Career Planning

Many youth do not have career goals. They aren't sure what jobs are available and what skills they'll need to be employed in a specific field or occupation. Counseling services for at-risk youth is a key element of the Area's youth program. Area training counselors guide and counsel youth on making career and educational decisions. Through guidance and counseling, youth are provided information and tools that help them to prepare for post-secondary education opportunities. As well, linkages between academic and occupational learning and preparation for employment are facilitated through one-on-one and group guidance and counseling. Counselors serve as the point of coordination and consistency for youth by providing guidance in mapping out the activities needed to achieve their goals.

Ongoing counseling provides an opportunity to identify issues which were not previously apparent, or which have recently arisen, and which may deter a youth. Training counselors assist youth in solving issues that create training barriers. Staff may refer youth to community agencies and programs to help them overcome barriers including referrals to drug and alcohol abuse counseling as appropriate.

### Career Exploration & Job Shadowing

Career exploration and Job Shadowing exposes youth to a variety of job situations. Employees in an actual operating business provide hands-on experiences in various occupations that stimulate

youth to consider their options for future employment. The exploration is much like a new employee's first day on the job, with a lot of listening, yet some doing.

#### Work Experience

Some youth don't know how to show up on time, ready for work, eager to learn. Others start out with a defensive attitude or don't know how to behave in the work world. Work experience gives participants who lack work maturity skills the opportunity to develop and/or demonstrate positive work habits in temporary positions with public and non-profit agencies. Work experience is usually accompanied with other training designed to increase the participant's basic education and/or occupational skills. Youth are paid minimum wage with grant funds. Performance evaluations are completed by worksite supervisors.

#### Internship

Many youth have not developed the basic work habits required to find or keep a job. Youth also lack occupational skills necessary to secure employment in today's labor market. The Area's internship activity enhances the long-term employability of youth participants and provides hands-on private sector exposure to work and the requirements for successful job retention. Internship may be combined with classroom training relating to a particular position, occupation, industry or the basic skills and abilities to successfully compete in the local labor market.

#### Preparation for and Links to Post-Secondary Education and Employment

All youth attending Area Learning Centers receive basic education instruction aimed at preparing them for advanced training and/or education. Opportunities to learn about the value of post-secondary education are infused into classroom activities and outings. Youth are presented labor market information, education and career opportunities, and linkages to a myriad of community resources. Connections between academic and occupational learning are available through project-based learning, job shadowing, volunteer projects, work experience and internships. Youth also learn about employment services available through the One Stop system so as they graduate and move into the labor force, they are well equipped with the employment resources they may need in the future.

#### Occupational Skills Training

Jobs of the 21<sup>st</sup> century require advanced skills. Youth who have career goals requiring post-secondary education, may receive occupational skills training. These are vocational education programs provided by post-secondary educational agencies designed to teach individuals the knowledge, skills and abilities necessary to perform a specific job or group of jobs in occupations for which there is a demand. Training is encouraged in higher skill occupations and for non-traditional employment appropriate to the participant's needs and which contributes to their economic self-sufficiency.

Occupation Skills Training is provided by eligible training providers and are procured using off the shelf, published pricing. Community colleges are primary suppliers for this type of vocational education.

#### On-the-Job Training

Youth may lack the occupational skills required by employers. OJT participants learn occupational skills informally through demonstration and practice and other forms of Job Instruction Training.

Training is usually conducted at the employer's business. OJT may be sequenced with or accompanied by other types of training such as classroom training or literacy training.

Comprehensive Guidance and Counseling dealing with issues such as mental health, chemical dependency, domestic violence, etc. are provided by qualified professional agencies when needed. When other resources are not available, WIOA may fund this comprehensive counseling as a support service.

## **Rapid Response**

Local partnerships participate in numerous rapid response activities each year. Because of enhanced communication and participation with one another, the local Rapid Response team responds to any business requesting the service, not just those that have filed a WARN notice. This has proven to be a valuable community service throughout the five counties. Wagner-Peyser, Title I-B, Worker retraining staff are members of the local Rapid Response team and provide information regarding labor exchange services to impacted workers.

Rapid Response and career services are delivered to all TAA petitioners as required. Each sub area rapid response team is comprised of representatives from Workforce Investment, Wagner-Peyser, Worker Retraining and other programs. Partners in the One Stop system provide timely orientations; initial assessment of skill levels, aptitudes and abilities; provision of labor market information; and job search assistance. Co-enrollment of workers certified under TAA leverages the resources of WIOA for counseling, career guidance and support services.

Rapid Response Additional Assistance (RRAA) has afforded the area to help train affected workers through vocational education, on-the-job training and other basic and computer skills brush up. As area closures occur, additional requests are submitted to fully utilize formula and discretionary funds to help get workers re-trained and back to work.

## **Transportation and Support Services**

Title I service providers coordinate with local transportation providers to provide students bus passes to get to and from class, training and work when a financial need exists. Other support services are provided on an individual basis through case management and according to the Local Board support service policy. Areas of support may range from transportation to clothing to childcare to housing. Trainers assess participants' situation to ensure a barrier exists and that other options to overcome the barrier have been explored. Local staffs have strong networks with social and community organizations to meet needs so that customers can attend training, develop their skills and enter the workforce.

## **Core Partner Coordination**

### **Adult Education & Literacy (Title II)**

Service delivery alignment between Title I and Title II continues to be important. Adult Education classes have been provided at WorkSource Central Basin and the SkillSource Learning Center in Wenatchee through financial or cooperative agreements. This coordination provides additional options for students and increases access and capacity. Participant referrals between Title I and Title II providers are common within North Central.

One of the most important recent changes to adult basic education in North Central is both community colleges' adoption of high school diploma classes through Title II Adult Ed, referred to as High School Plus. These programs allow adults to have previous high school credit and work or life experience evaluated. They then complete classwork to earn the remaining needed high school credits and receive a diploma as opposed to an equivalency certificate such as the GED. Since the program's start, hundreds of adults have taken advantage of this opportunity and earned their secondary credentials at both colleges. The program was expanded in 2019 to include Title II participants ages 18 to 20.

Both BBCC and WVC offer Integrated Basic Education and Skills Training, or I-BEST, cohorts in professional-technical certificate pathways. In these programs, two instructors share instructional duties - one teaches the professional-technical content, and the other supports the development of basic skills such as reading, writing, math or language. Together, the instructors build a classroom environment that provides maximum support for student success. BBCC offers I-BEST instruction in their Early Childhood Education and Medical Assistant programs, while WVC offers Early Childhood Education and Hispanic Orchard Employee Education I-BEST instruction.

Both colleges offer adult basic education classes off their main campuses. Wenatchee Valley College provides instruction at both campuses as well as in the Wenatchee School District and in Orondo, Bridgeport, and Nespelem. Big Bend Community College similarly has classes in Othello, Quincy, Soap Lake, Mattawa, Royal City, and Warden. Both colleges' programs also offer some online instruction.

Local board staff maintain close ties with the colleges and their Title II program staff, and participates in the state Adult Education Advisory Committee.

The Local Board Director will review local applications submitted under Title II for consistency with the local plan. The Director will report his/her review to the Local Board.

### **Wagner-Peyser (Title III)**

The Area's One Stop procedures are designed to improve the consistency and quality of services delivered to common customers. These procedures include Integrated Front End Services, Menu of Job Seeker Services, One Stop Assessments, Veteran's Priority of Service, Initial Complaints and Coordinated Business Services.

Each procedure outlines how information will be consistently distributed. These procedures apply to Workforce Investment and Wagner-Peyser staff and other Center partners as applicable. Procedures are reviewed periodically to make adjustments as necessary. Area procedures can be found on the One-Stop link at [www.skillsource.org](http://www.skillsource.org).

A One Stop Memorandum of Understanding and Operator Agreement between the Local Board and applicable partners further details services provided throughout the system and the Operators' responsibilities to coordinate partners.

Center staffs meet regularly to align and coordinate services. Their aim is to provide services as seamlessly as possible. Staffs cross-training increases the delivery of consistent, accurate, up-to-date information.

Center strategies to maximize coordination and efficiency include, but are not limited to, the following actions: integrate intake forms, inventory current workshop content to analyze any unnecessary duplication, review assessment tools and cross-train staff to interpret assessment results, continue weekly business service meetings and coordinated outreach and increase referrals to partner services.

### **Vocational Rehabilitation (Title IV)**

The Local Memorandum of Understanding (MOU) serves as the primary formal agreement between the Local Board and DVR. In addition to the MOU, DVR is co-located at both comprehensive centers and is also a member of the One Stop Operator Consortium at WorkSource Central Basin. DVR participates as a member on each Business Service Team and provides valuable insight and tools with regards to serving individuals with disabilities. Co-enrollment between Title I and Title IV occurs frequently and always enriches the customer experience and increases positive outcomes.

DVR provides comprehensive rehabilitation services for Learning Center youth with disabilities at SkillSource Wenatchee. DVR is also exploring the possibility of co-location at the WorkSource Wenatchee Affiliate Center.

DVR provides essential services to clients at these locations, but also may provide cross training for staff. Training topics include how to identify individuals with hidden disabilities, communicating effectively with those individuals, understanding the types of accommodations that are available and improving skills of staff in the use of assistive technology. Plans to increase cross-training and sharing of information are underway for PY16.

DVR and WorkSource partners share customer information to compliment service delivery and co-enrollment. DVR Business Specialists engage employers to identify job opportunities and initiate placements, follow-up and support services.

Most recently, DVR engaged Title I Youth to provide Pre-Employment Transition Services (Pre-ETS) for secondary students with disabilities. The service design includes pre-employment instruction, positive work habits, career and education exploration and work experience.

### **One Stop Coordination & Cross Training**

**Workforce Collaboration Summits:** One stop partner training summits are held annually to enhance partner agency staff learn about the full array of career development services and training/employment resources. The goal of the summits is to allow staff of workforce agencies to present information about services they offer that could benefit partner agencies mutual customers and streamline processes and referrals. Presenting teams are encouraged to use creative methods of presentation to engage all learning styles and keep the day interactive, engaging and memorable. The teams use a variety of learning tools such as dramatizations, participant testimonies, multiple interactive digital resources, game show like activities, music, props, and prizes. In addition to the agency presentations, the events include dynamic key note speakers, pull outs, a resource fair, a demonstration of the web based resource directory and an introduction to inter agency van tours. The Summits provide partners with relevant, updated information on services available in the community. Additionally, former customers served by multiple agencies share their success stories during a panel discussion at lunch.

**Interagency Van Tours:** Quarterly van tours provide the opportunity to for partner staff to continue to foster strong partner relationships and keep staff updated on program policy changes throughout the partnership and learn firsthand more about each other's services, points of contact, processes, facilities, etc. Partners refer customers daily and find it valuable to see and learn for themselves more about the partners they are referring to.

### Competitive Sub-grant Process

The contract with ESD to deliver Title I Youth, Adult and Dislocated Worker services in Okanogan County will be extended to include PY 21-22. The contract will be amended to include new local directives/policies issued pursuant to Workforce Innovation. Procurement will be performed resulting in a new service provider contract for program year 22-23, in accordance with Federal, State Policy 5404 and local rules.

PY 20-21 Title I Adult and Dislocated Worker Career Services in Chelan/Douglas and Grant/Adams counties will be provided by SkillSource, Local Board fiscal agent staff. Beginning July 1, 2021 Service Delivery will be implemented in accordance with Federal, State and Local policies.

The Local Board competitively procured a youth service provider in 2020 and selected SkillSource to deliver those services through PY23-24. Beginning July 1, 2020 Youth Design Framework and applicable Elements will be provided in accordance with Federal, State Policy 5404 and Local policies and procedures. Most youth elements are funded by State Basic Education. (See Youth Service Profile, **Attachment D**)

### Training Contracts

Adult and Dislocated worker training services are provided through contracts with educational institutions and employers.

Individual Training Accounts are issued pursuant to the local directive which outlines all requirements such as in demand occupations listed on the Eligible Training Provider List. The ITA procedure ensures the trainee explores training provider options and state on their application why they have chosen the specific training provider.

On-the-Job and customized training may be provided by employers through contract with the Title I service provider according to the local OJT directive.

SkillSource began offering Incumbent Worker Training in the fall of 2018. Through contract, SkillSource provides reimbursement for training costs for incumbent employees; employers are obligated to provide match funding up to 50% of training costs, which includes employee wages during training.

### Integrated, Technology-Enabled Information System

One stop Centers and affiliates will implement the new statewide WorkSourceWA.com job match and case management system. All Title I and Title III providers will fully utilize this new database. Others such as, Title II and IV will explore its capabilities after go-live. They have indicated a possible value to use the system as read-only for coordination and referral purposes.



## SECTION IV: PERFORMANCE ACCOUNTABILITY

This section provides a summary of the North Central Workforce Development Area's performance accountability system. We will refer to the state and federal measures for WIA Title I Adult, Dislocated Worker, and Youth programs for which the WDC has the most direct responsibility. In addition, performance information for other workforce development programs is summarized from state sources. Required WorkSource and Title I programs data will continue to be collected and maintained for performance accountability that will inform service integration and continuous quality improvement.

### **Performance Information Informs Local Planning**

System performance data will be used to provide the Workforce Development Council and other stakeholders with information necessary to gain perspective on the system's operations and resulting outcomes for the benefit of business, job seeker, and youth customers. The data will help develop system-wide objectives and strategies that respond more effectively to gaps in services. Although the Workforce Development Council has limited authority over any program outside Workforce Innovation Title I, it shapes local strategies to address broad workforce development issues. Program performance data will provide important information for those strategies.

### **Oversight of System and Title I**

The WorkSource Integrated Technology (WIT) System engineered through collaboration between Monster and Social Solutions serves as the backbone for data collection of Wagner-Peyser and Workforce Innovation Title I performance accountability information following state and Department of Labor proposals. Service providers continuously collect, monitor, and review program performance data in relation to customer outcomes. Performance data will be made available to WorkSource partners and WIOA program operators through WIT and special reports generated no less than quarterly from the WDC administrative office.

### **Continuous Quality Improvement**

Workforce Innovation Title I service providers meet monthly to review performance outcome data, budgets and to problem solve. One Stop Partner meetings and WDC Committee Meetings are other venues for performance evaluation. In addition, One Stop Operator and WorkSource partner meetings are held to coordinate services across programs for job seekers and business customers.

### **Performance-Based Intervention & Shared Accountability**

The Workforce Development Council will be accountable for the results of WIOA Title I programs through the system of performance-based interventions described above. It will also share in accountability for career and technical education and adult education results should the State Workforce Board implement incentive funding similar to WIA section 503 performance incentives.

### **Title I Common Measures Performance**

Necessary program data are collected and maintained for performance accountability for WorkSource and Workforce Innovation Title I following state and Department of Labor protocols. Data sharing agreements are included in the protocols. North Central's most recent rolling 4 quarter performance sheet is provided in **Appendix A** showing long-term results.



The published Workforce Investment Title I-B program performance chart measures the long-term results of enrolled participants in the most recent rolling 4 quarters for PY 2018-19.

#### Appendix A: Most Recent Title I-B Performance (PY 18-19)

Common Measure	Target	Actual	Achievement
<b>Employment Rate Q2</b>			
• Adult	69.2%	76.7%	110.8%
• Dislocated Worker	85.5%	85.7%	100.2%
• Youth (Employed or PS Ed)	66.7%	65.3	97.9%
<b>Employment Rate Q4</b>			
• Adult	68.5%	74.3%	108.5%
• Dislocated Worker	83.2%	70.3%	84.5%
• Youth (Employed or PS Ed)	62.9%	66.2%	105.2%
<b>Median Earnings</b>			
• Adult	\$5,776	\$4,514	78.2%
• Dislocated Worker	\$6,662	\$9,995	150.0%
<b>Credential Q2</b>			
• Adult	61.4%	78.1%	127.2%
• Dislocated Worker	64.8%	92.1%	142.1%
• Youth	51.7%	25.0%	51.7%

**Note: No targets were set for Measurable Skill Gain or Youth Earnings**

## ATTACHMENTS

**A: Sector Partnership Framework**

**B: Regional Service Coordination Framework**

**C: Regional Economic Development Framework**

**D: Local Area Profile**

**E: Local Workforce Development Board Membership and Certification**

**F: Local Integrated Workforce Plan Assurances Instructions**

**G: Local Integrated Workforce Plan Certification**

**H: Public Comment**

**I: Performance Targets**

## Attachment A: Sector Partnership Strategies

Sector to be served: Manufacturing & Food Production

Check one: ☒ Regional ☐ Local

Phase	Timeline	Activities anticipated to be implemented	Anticipated outcome(s)	Measure(s) of progress
<b>Phase I: Prepare Team</b> <i>Goal: build buy-in &amp; support</i>		Build a team of workforce, education and economic development leaders for ongoing joint decision making. Inventory current sector partnership or industry-targeted efforts. Decide on initial roles & responsibilities. Commit to regional data analysis and economic development planning together	Team buy in and commitment to partnership	Partners identified, Meetings held, Agreements developed, Resources committed
<b>Phase II: Investigate</b> <i>Goal: determine target industries</i>		NA: Target Industry has been determined	NA	NA
<b>Phase III: Inventory and Analyze</b> <i>Goal: build baseline knowledge of industry</i>		Analyze industry trends (including demand and labor supply), outcome data & existing research. Develop a brief industry “report” or “snapshot” to start the engagement with employers. Identify business champions to bring industry to the table. Identify resources and resource gaps.	Understand demand side needs	Industry “snapshot” or “report” ready for first meeting, Industry champions identified, Companies invited
<b>Phase IV: Convene</b> <i>Goal: build industry partnership, prioritize activities</i>		Prepare support team and set expectations for the meeting – business talking to business. Hold event to find out what’s new in industry, growth opportunities, and related needs. Ask industry to Identify and prioritize key issues. Determine whether additional resources are needed.	Understand supply side strengths and deficiencies.	Plan for action developed. Task forces identified. Staff and chairs identified/ assigned
<b>Phase V: Act</b> <i>Goal: Implement initiatives</i>		Develop Operational Plan. Execute plans, monitor progress Provide status reports to partnership, task forces and stakeholders. Identify road blocks and address them	Discover areas needing further development	Metrics specific to project identified and reported
<b>Phase VI: Sustain and evolve</b> <i>Goal: grow the partnership</i>		Identify next opportunities. Start the process over again at the appropriate phase. Grow the partnership.	Discover new/ongoing issues to address	New projects identified. New resources added

## Attachment B: Regional Service Strategies

Phase	Timeline for each phase	Activities anticipated to be implemented.	Anticipated outcome(s)	Measure(s) of progress
<b>Phase I: Prepare Team</b> <i>Goal: build buy-in &amp; support</i>		Build a team of workforce, education and economic development leaders for ongoing joint decision making. Inventory current One Stop service delivery strategies. Determine initial roles & responsibilities. Commit to analyzing regional data together.	Strengthened partnerships and buy in.	Partners identified. Meetings held. Agreements developed. Resources committed.
<b>Phase II: Investigate</b> <i>Goal: determine target industries</i>		Identify customers who could be better served by improved One stop collaboration. Identify services that could be worth coordinating. Ensure relevance for the region and the partners participating.	Increased understanding of partner services and ideas for collaboration.	Data reviewed. Potential customers/services identified for coordinated approach
<b>Phase III: Inventory and Analyze</b> <i>Goal: build baseline knowledge of industry</i>		Conduct a review current one stop services and strategies. Analyze trends, review outcome data and existing research. Develop a brief “report” or “snapshot” of the current state to engage current and potential partners. Identify champions, resources and resource gaps.	Increased awareness of current state and ideas that are data driven.	“Snapshot” or “report” ready for first meeting. Champions identified. Partners invited.
<b>Phase IV: Convene</b> <i>Goal: build industry partnership, prioritize activities</i>		Hold event or meeting to discuss the analysis and develop options for addressing the challenges. Identify a goal and strategy to address it. Prioritize key issues. Determine whether additional resources are needed and how to bring these to the table.	Each Center or Affiliate develops a plan and is committed to implementation.	Plan for action developed. Task forces identified. Assignments made.
<b>Phase V: Act</b> <i>Goal: Implement initiatives</i>		Develop plan for implementation. Execute plans, monitor progress. Provide status reports to partnership, task forces, and stakeholders. Identify road blocks and address them	Area MOUs and RSAs are signed.	Metrics specific to project identified and reported.
<b>Phase VI: Sustain and evolve</b> <i>Goal: grow the partnership</i>		Identify next opportunities. Start the process over again at the appropriate phase. Grow the partnership	Discover new/ongoing opportunities to address	New projects identified. New resources added.

## Attachment C: Regional Economic Development Coordination

Phase	Timeline for each phase	Activities anticipated to be implemented.	Anticipated outcome(s)	Measure(s) of progress
<b>Phase I: Prepare Team</b> <i>Goal: build buy-in &amp; support</i>	Existing & Ongoing	Expand current relationships with Okanogan Economic Alliance, Our Valley Our Future, Grant County EDC and Othello Industry Council	Strengthened relationships	Meetings attended, Resources committed
<b>Phase II: Investigate</b> <i>Goal: determine target industries</i>	Existing & Ongoing	Gather data to determine current state of affairs	Understand C/D trends, LMPA, BLS	Ideas & concepts are data driven
<b>Phase III: Inventory and Analyze</b> <i>Goal: build baseline knowledge of industry</i>	Ongoing	Review data, Identify key topics, share among teams	Team understands workforce facts, economic competitive advantages & disadvantages	Economic realities published
<b>Phase IV: Convene</b> <i>Goal: build industry partnership, prioritize activities</i>	Ongoing	Brainstorm potential actions, Identify easy wins	Easy wins selected	Easy wins planned (ie: Career Fair)
<b>Phase V: Act</b> <i>Goal: Implement initiatives</i>	Ongoing	Identify Game changers	Inventory necessary assets	Strategy to develop assets planned
<b>Phase VI: Sustain and evolve</b> <i>Goal: grow the partnership</i>	Ongoing	Pursue Game changers	Implement asset development strategies	Assets attained; new competitive advantages

## Attachment D: Local Area Profile

### 1. Local One-Stop System

List all comprehensive, affiliate, and connection One Stop sites in the local area along with the site operator. If the operator is a partnership, list all entities comprising the partnership.

Site	Type of Site (Comprehensive, Affiliate, or Connection)	Site Operator(s)
WorkSource Central Basin	Comprehensive Center	MJH Consulting
WorkSource Okanogan County	Comprehensive Center	MJH Consulting
WorkSource Wenatchee Affiliate	Affiliate Center	NA
SkillSource – Wenatchee	Connection	NA

### 1. WIOA Title I Service Providers

Dislocated Worker Program List all current and potential service providers in the area	Indicate service(s) provided by each			WIOA funded?
	Basic	Individualized	Training	
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vocational Education Providers and Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments regarding the adequacy and quality of Dislocated Worker Services available:

Both providers of Dislocated Worker Services have met performance outcomes regularly for many years. The main challenge to providing services has been shrinking federal budgets. See Service deliver description throughout the Plan.

Adult Program List all current and potential service providers in the area	Indicate service(s) provided by each			WIOA funded?
	Basic	Individualized	Training	
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vocational Education Providers and Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments regarding the adequacy and quality of Dislocated Worker Services available:**

Both providers of Adult Services have met performance outcomes regularly for many years. The main challenge to providing services has been shrinking federal budgets. See Service Delivery description throughout the Plan.

Youth Program List all current and potential service providers in the area	Indicate service(s) provided by each		WIOA funded?	Services for youth with disabilities?
	Design Framework	Elements 1-2, 5-6, 8, 10, 11-14		
SkillSource (Chelan, Douglas, Grant , Adams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Employment Security (Okanogan)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Basic Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Local Employers: (Element 3) Paid & Unpaid work experience			<input checked="" type="checkbox"/>	
Vocational Education: (Element 4) Occupational Skills Training			<input checked="" type="checkbox"/>	
Support Providers: (Element 7) Support Services			<input checked="" type="checkbox"/>	

**Comments regarding the adequacy and quality of Youth Services available:**

All providers of Youth Services have met performance outcomes regularly for many years. The main challenge to providing services has been shrinking federal budgets. State Education Contracts contribute close to \$1 million per year to provide a significant portion of required elements. See Service Delivery description throughout the Plan.

## Attachment E: Local Workforce Board Membership and Certification

LWDBs must complete one of the two tables below. The information in the appropriate table will be used to certify LWDBs pursuant to WIOA Section 107(c)(2) and in the second and subsequent certifications pursuant to Section 106(e)(2). Data regarding performance and fiscal integrity will be added at the time of certification. The labels in the first column represent minimum criteria for certification. Please add lines as needed.

### ALTERNATIVE ENTITY

Required categories	Name/Title/Organization*	Nominated by
<b>Business majority - 13 seats (52%)</b>		
1. Business	John Butler, Owner, American Produce Express	Okanogan Economic Alliance
2. Business	Annette Herup, Head of Human Resources, SGL Carbon	Grant County EDC
3. Business	Tad Hildebrand, Consultant, Hildebrand LLC	Adams County Development Co
4. Business	Ken Johnson, Owner, Johnson's Glass & More	Adams County EDC
5. Business	Dimitri Mandelis, Co-Owner, Local Tel Communications	E. Wenatchee Chamber of Comm.
6. Business	Karl Reuter, Managing Partner, Icicle Village Resort	Leavenworth Chamber of Comm.
7. Business	Heidi Myers, Vice President, WA Trust Bank	Wenatchee Chamber of Comm.
8. Business	Teresa Stokes, Controller, Columbia Fruit Packers	Wenatchee Chamber of Comm.
9. Business	Lavonne Roy, Manager, Safeway	Okanogan Economic Alliance
10. Business	Crystal Gage, Practice Manager, Omak Clinic	Okanogan Economic Alliance
11. Business	Brant Mayo, Executive Director, Grant Co EDC	Grant County EDC
12. Business	Vacant	
13. Business	Vacant	
<b>Workforce/Labor – 3 seats (12%)</b>		
1. Labor	Decorah Anderson, Business Agent, Teamsters Local #760	NCW Central Labor Council
2. Labor	Peggy Vines, Business Agent, United Food & Commercial Workers	NCW Central Labor Council
3. Labor	Danny Robins, Business Agent, Carpenter's Local 59	NCW Central Labor Council
<b>Education – 4 seats (16%)</b>		
1. Higher / Adult Ed	Jim Richardson, President, Wenatchee Valley College	Wenatchee Valley College
2. Higher / Adult Ed	Terry Leas, President, Big Bend Community College	Big Bend Community College
3. Secondary Ed	Michelle Price, Superintendent, NC Educational Service District	Moses Lake School District
4. Secondary Ed	Erik Swanson, Superintendent, Omak School District	NC Educational Service District
<b>Government, Workforce Programs &amp; Econ Dev - 5 seats (20%)</b>		
1. Wagner-Peyser	Alberto Isiordia, Regional Administrator, Employment Security	Employment Security Dept.
2. Economic Dev.	Roni Holder- Diefenbach, Exec. Director, Okanogan Econ. Alliance	Career Path Services
3. Public Assistance	Irasema Ortiz- Elizalde, Administrator, DSHS CSO	Dept. Of Social & Health Svcs.
4. Economic Dev.	Stephen McFadden, Economic Dev Director, Adams County	Adams County Dev. Council
5. Voc Rehab	Pablo Villarreal, Supervisor, Division of Vocational Rehab	Dept of Social & Health Services



## Attachment F: Local Integrated Workforce Plan Assurances

This section of the plan is a "check-the-box" table of assurance statements, including the legal reference(s) corresponding to each assurance.

By checking each assurance and signing and dating the certification page at the end of the Local Integrated Workforce Plan, the LWDB and local chief elected official(s) certify that (1) the information provided to the State in the following table is accurate, complete, and meets all legal and guidance requirements and (2) the local area meets all of the legal planning requirements outlined in WIOA law and regulations and in corresponding State guidance. By checking each box and signing the certification page, the LWDB and local chief elected official(s) also assure the State that supporting documentation is available for review upon request (e.g., state or federal compliance monitoring visits).

If a local board is unable to provide assurance for a specific requirement, it must promptly notify the staff contact in ESD's Employment System Administration and Policy Unit to provide the reason for non-compliance and describe specific actions and timetables for achieving compliance. Identified deficiencies within the assurances may result in additional technical assistance and/or a written corrective action request as part of the State's conditional approval of the Local Integrated Workforce Plan.

### 2016-2020 Regional/Local Workforce Plan Assurances

	Planning Process and Public Comment	References
<input checked="" type="checkbox"/>	1. The local board has processes and timelines, consistent with WIOA Section 108(d), to obtain input into the development of the local plan and provide the opportunity for comment by representatives of business, labor organizations, education, other key stakeholders, and the general public for a period that is no less than 30 days.	WIOA Sections 108(d); proposed 20 CFR 679.550(b)
<input checked="" type="checkbox"/>	2. The final local plan is available and accessible to the general public.	Proposed 20 CFR 679.550(b)(5)
<input checked="" type="checkbox"/>	3. The local board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes.	WIOA Section 107(e); proposed 20 CFR 679.390 and 679.550
	Required Policies and Procedures	References
<input checked="" type="checkbox"/>	4. The local board makes publicly-available any local requirements for the public workforce system, such as policies, including policies for the use of WIOA Title I funds.	Proposed 20 CFR 679.390
<input checked="" type="checkbox"/>	5. The local board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local workforce investment board or entity that they represent, and provides for the resolution of conflicts.	WIOA Section 107(h); proposed 20 CFR 679.410(a)-(c); WIOA Title I Policy 5405; WIOA Title I Policy 5410
<input checked="" type="checkbox"/>	6. The local board has copies of memoranda of understanding between the local board and each one-stop partner concerning the operation of the one-stop delivery system in the local area, and has provided the State with the latest versions of its memoranda of understanding.	WIOA Section 121(c); proposed 20 CFR 678.500-510; WorkSource System Policy 1013
<input checked="" type="checkbox"/>	7. The local board has written policy or procedures that ensure one-stop operator agreements are reviewed and updated no less than once every three years.	WIOA Section 121(c)(v); WorkSource System Policy 1008 Revision 1
<input checked="" type="checkbox"/>	8. The local board has negotiated and reached agreement on local performance measures with the local chief elected official(s) and Governor.	WIOA Sections 107(d)(9) and 116(c); proposed 20 CFR 679.390(k) and 677.210(b)
<input checked="" type="checkbox"/>	9. The local board has procurement policies and procedures for selecting One-Stop operators, awarding contracts under WIOA Title I Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision under WIOA Title I in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIOA.	WIOA Sections 121(d) and 123; proposed 20 CFR 678.600-615 and 681.400; WIOA Title I 5404; WIOA Title I Policy 5613
<input checked="" type="checkbox"/>	10. The local board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIOA Title I individual training accounts and to train dislocated workers receiving additional unemployment insurance benefits via the state's Training Benefits Program.	WIOA Sections 107(d)(10), 122(b)(3), and 123; Proposed 20 CFR 679.370(l)-(m) and 680.410-430; WIOA Title I Policy 5611
<input checked="" type="checkbox"/>	11. The local board has written procedures for resolving grievances and complaints alleging violations of WIOA Title I regulations, grants, or other agreements under WIOA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts.	WIOA Section 181(c); proposed 20 CFR 683.600; WIOA Title I Policy 5410; WorkSource System Policy 1012, Revision 1
<input checked="" type="checkbox"/>	12. The local board has assurances from its one-stop operator that all one-stop centers and, as applicable, affiliate sites have front-end services consistent with the state's integrated front-end service policy and their local plan.	WorkSource System Policy 1010 Revision 1

☒	13. The local board has established at least one comprehensive, full-service one-stop center and has a written process for the local Chief Elected Official and local board to determine that the center conforms to the definition therein.	WIOA Section 121(e)(2)(A); proposed 20 CFR 678.305; WIOA Title I Policy 5612
☒	14. The local board provides to employers the basic business services outlined in WorkSource System Policy 1014.	WorkSource System Policy 1014
☒	15. The local board has written processes or procedures and has identified standard assessment objectives and resources to support service delivery strategies at one-stop centers and, as applicable, affiliate sites.	WorkSource System Policies 1011 and 1016; WTECB State Assessment Policy
☒	16. All partners in the local workforce and education system described in this plan ensure the physical, programmatic and communications accessibility of facilities, programs, services, technology and materials in one-stop centers for individuals with disabilities.	WIOA Section 188; 29 CFR parts 37.7-37.9; 20 CFR 652.8(j)
☒	17. The local board ensures that outreach is provided to populations and sub-populations who can benefit from one-stop services.	WIOA Section 188; 29 CFR 37.42
☒	18. The local board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partner development, and numeric goals.	WIOA Section 188; 29 CFR 37.42
☒	19. The local board complies with the nondiscrimination provisions of Section 188, and assures that Methods of Administration were developed and implemented.	WIOA Section 188; 29 CFR 37.54(a)(1); WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☒	20. The local board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188.	WIOA Section 185; 29 CFR 37.37; WIOA Policy 5402, Revision 1; WorkSource System Policy 1012, Revision 1
☒	21. The local board complies with restrictions governing the use of federal funds for political activities, the use of the one-stop environment for political activities, and the local board complies with the applicable certification and disclosure requirements	WorkSource System Policy 1018; 2 CFR Part 225 Appendix B; 2 CFR Part 230 Appendix B; 48 CFR 31.205-22; RCW 42.52.180; TEGL 2-12; 29 CFR Part 93.100
☒	22. The local board ensures that one-stop MSFW and business services staff, along with the Migrant and Seasonal Farm Worker program partner agency, will continue to provide services to agricultural employers and MSFWs that are demand-driven and consistent with ESD's mission.	WIOA Section 167
☒	23. The local board follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIOA, and applicable Departmental regulations.	WIOA Sections 116(i)(3) and 185(a)(4); 20 USC 1232g; proposed 20 CFR 677.175 and 20 CFR part 603
	<b>Administration of Funds</b>	<b>References</b>
☒	24. The local board has a written policy and procedures to competitively award grants and contracts for WIOA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process.	WIOA Section 108(b)(16); proposed 20 CFR 679.560(a)(15); WIOA Title I Policy 5601; WIOA Section 134(c)(3)(G); proposed 20 CFR 680.300-310
☒	25. The local board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to insure proper disbursement and accounting of WIOA adult, dislocated worker, and youth program and the Wagner-Peyser Act funds.	WIOA Section 108(b)(15), WIOA Title I Policy 5230; WIOA Title I Policy 5250

☒	26. The local board ensures compliance with the uniform administrative requirements under WIOA through annual, on-site monitoring of each local sub-recipient.	WIOA Section 184(a)(3); proposed 20 CFR 683.200, 683.300, and 683.400-410; WIOA Policy 5230
	27. The local board has a local allowable cost and prior approval policy that includes a process for the approval of expenditures of \$5,000 or more for equipment requested by subcontractors.	WIOA Title I Policy 5260
☒	28. The local board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities.	WIOA Section 184(c); 20 CFR Part 652; proposed 20 CFR 683.410(a), 683.420(a), 683.750; WIOA Title I Policy 5265
☒	29. The local board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIOA funds, including property purchased with JTPA or WIA funds and transferred to WIOA, and that comply with WIOA, Washington State Office of Financial Management (OFM) and, in the cases of local government, Local Government Property Acquisition policies.	WIOA Section 184(a)(2)(A); proposed 20 CFR 683.200 and 683.220; OMB Uniform Administrative Guidance; Generally Accepted Accounting Procedures (GAAP); WIOA Title I Policy 5407
☒	30. The local board will not use funds received under WIOA to assist, promote, or deter union organizing.	WIOA Section 181(b)(7); proposed 20 CFR 680.850
	<b>Eligibility</b>	<b>References</b>
☒	31. The local board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIOA-funded basic career services and qualifications for enrollment of adults, dislocated workers, and youth in WIOA-funded individualized career services and training services, consistent with state policy on eligibility and priority of service.	Proposed 20 CFR Part 680 Subparts A and B; proposed 20 CFR Part 681 Subpart A; WorkSource System Policy 1019, Revision 1
☒	32. The local board has a written policy and procedures for awarding Individual Training Accounts to eligible adults, dislocated workers, and youth receiving WIOA Title I training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized.	WIOA Section 134(c)(3)(G); Proposed 20 CFR 680.300-320; WIOA Title I Policy 5601
☒	33. The local board has a written policy and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services and, as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIOA Title I programs.	WIOA Sections 129(c)(2)(G) and 134(d)(2); proposed 20 CFR 680.900-970; proposed 20 CFR 681.570; WorkSource System Policy 1019, Revision 1
☒	34. The local board has a written policy for priority of service at its WorkSource centers and, as applicable, affiliate sites and for local workforce providers that ensures veterans and eligible spouses are identified at the point of entry, made aware of their entitlement to priority of service, and provided information on the array of employment, training and placement services and eligibility requirements for those programs or services.	Jobs for Veterans Act; Veterans' Benefits, Health Care, and Information Technology Act; 20 CFR 1010; TEGL 10-09; Veterans Program Letter 07-09; WorkSource System Policy 1009 Revision 1

## Attachment G: Regional/Local Integrated Workforce Plan Certification

*This section of the Regional/Local Integrated Workforce Plan serves as the LWDB's certification that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and must be signed by authorized officials.*

*Please customize this signature page to accommodate your CLEO structure (i.e., local areas that require more than one local chief elected official signature).*

The Local Workforce Development Board for North Central Workforce Development Area certifies that it complies with all required components of Title I of the Workforce Innovation and Opportunity Act and Wagner-Peyser Act and plan development guidelines adopted by the State Workforce Development Board. The LWDB also assures that funds will be spent in accordance with the Workforce Innovation and Opportunity Act, Wagner-Peyser Act, and their regulations, written U.S. Department of Labor guidance implementing these laws, Office of Management and Budget circulars, and all other applicable federal and state laws and regulations.

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Local Chief Elected Official(s)

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Date

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Local Workforce Development Board Chair

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Date

## Attachment H: Public Comment

*Describe the Council's public review and comment process. The description should specify the public comment duration and the various methods used to seek input (e.g., web-posts, newspapers, e-mail, web-posting, events/forums and plan development workgroups. Also include any comments that represent points of disagreement with the plan.*

Workforce Investment, Wagner-Peyser, One Stop partners and WDC Board Members in the NC WDA met together to provide input and drafted the plan jointly. WDC Committees and Board members including County Commissioners met March 2-4 & 19-20, 2020 to review sections of the draft plan to provide input.

This plan was made available to the public via posting on the WDC fiscal agent website ([www.skillsource.org](http://www.skillsource.org)) Monday March 2, 2020. Local Board members and One Stop partners were notified by email that the draft plan was available for review and comment through March 30th, 2020. No comments were received by that date.

The WDC committees reviewed the draft Integrated Plan March 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> and the full Board approved the draft plan at their meeting on March 25, 2020.

## Attachment I: Proposed Performance Targets

Target negotiations with the WTECB will begin in March 2020 and resulting targets will be inserted here when finalized.

### North Central Proposed WIOA Targets PY 20-21

	Employment Q2	Median Earnings	Employment Q4	Credential	Skill Gain (waived 1st year)
<b>Adult</b>	74.5%	\$6,549	69.8%	66.4%	50.0%
<b>Dislocated Worker</b>	77.2%	\$8,401	76.5%	71.3%	50.0%
<b>Youth</b>	64.7%	\$3,370	68.8%	66.3%	50.0%