

WORKSource

Snohomish County Workforce Development Council

Promoting a Globally Competitive Workforce for Snohomish County

Two Year Strategic Plan | July 1, 2007



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Promoting a Globally Competitive Workforce for Snohomish County

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Workforce Development Council Snohomish County

Two-Year Strategic Plan

Promoting a Globally Competitive Workforce for Snohomish County

Executive Summary

The workforce of Snohomish County is one of its most strategic assets. A growing and globally competitive economy requires a match between the needs of business and skilled employees. Efficient labor markets require that businesses and job seekers find productive matches in a timely manner. Increasing the productivity and prosperity of both business's and workers' requires access to quality education and training that impact both immediate job prospects and life-long learning.

Snohomish County was one of the economic areas most profoundly affected by the events of September 11, 2001. Since that time, it has rebounded dramatically and is currently generating one out of every four Washington jobs. As noted by Snohomish County Executive Aaron Reardon in his State of the County Address on February, 20, 2007,

“Today the State of our County is strong. The vision laid out three years ago has taken shape and we are ushering in a new generation of prosperity in Snohomish County...Even as our economy, job, and wage base grow at record levels - too many of our residents are working harder than ever just to keep their heads above water. To make certain everyone has the opportunity to complete and succeed in today's job market, we must ensure that everyone has access to the most complete and up to date skills training. The business of today and tomorrow require a trained and highly skilled workforce. Where problems were once brought to the boardroom, today's employers demand skilled and flexible workers who can identify and solve problems from the shop floor. That is why we have invested in working with the Snohomish County Workforce Development Council to redirect this organization and make changes that will allow workers the opportunity to update their skills and knowledge with the latest training desired by today's business.”

The industry-led actions that Snohomish County Government and Workforce Development Council Snohomish County (WDC) are taking in collaboration with Snohomish County education, Economic Development, community development, and human services are focused on one simple aim: **continuously increase the effectiveness and efficiency of our workforce development system to ensure globally competitive business and that this “new generation of prosperity” achieves its full potential.**

To that end, the WDC is focusing every available resource on improving the productivity of the Snohomish County workforce development system by making three types of investment: investment in system capital, investment in system staff and services, and investment in the system's multi-factor productivity (MFP), defined by the Organisation for Economic Co-Operation and Development (OECD) as “more efficient management of the processes of production through better ways of using labour and capital, through better

ways of combining them, [and] through reducing the amount of intermediate goods and services needed to produce a given amount of output.” These investments will help us continuously advance toward realization of the following vision and mission as well as attainment of our four “stretch” goals: **100% global competitiveness, 100% jobs filled, 100% employment, and 100% ever increasing productivity and prosperity.** Ultimately, the prosperity of our businesses and residents, our county, our state, and our nation will be advanced as well.

Vision

Workforce Development Council Snohomish County will be the nationwide leader in providing a model system of universal access in which job seekers develop careers to achieve a livable wage, employers have access to a sustainable workforce, and the community can build upon its economic health and vitality.

Mission

Workforce Development Council Snohomish County invests government and private funding to continuously increase the global competitiveness and prosperity of our workforce and businesses, full current and emerging jobs, and provide full employment.

Our investments are made through effective business, labor, community-based, educational, and service-provider organizations for the opportunity, economic well-being, and benefit of our entire community.

Goals, Objectives, and Strategies

<p><i>Goal 1 - 100% Global Competitiveness - To achieve a WorkSource Snohomish County system that is 100% globally competitive.</i></p>
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Objective 1.1 - Support expansion of baccalaureate and graduate degree options in Snohomish County.

Strategy 1.1.1 - Actively convene and collaborate with other stakeholders to develop a shared strategy for expanding baccalaureate and graduate degree options in Snohomish County.

Strategy 1.1.2 - Aggressively seek out Federal and State funds to expand the baccalaureate and graduate degree options available in Snohomish County.

Strategy 1.1.3 - Support an increase in the number of individuals prepared to teach students for high wage, high demand fields.

Strategy 1.1.4 – Increase awareness in the community for the need for expanded baccalaureate and graduate degree options in Snohomish County, particularly for serving individuals residing in rural areas of the County.

Strategy 1.1.5 - Develop individual career plans that are integrated with a range of school programs to ensure all youth and adults are aware of the link between learning and employment and their career options, including high wage, high demand occupations and nontraditional occupations in targeted industry clusters.

Objective 1.2 – Create opportunities for non-college bound students by developing and supporting programs geared toward targeted industry clusters.

Strategy 1.2.1 – Increase opportunities by partnering with trade organizations, industry, unions, and education.

Strategy 1.2.2 - Seek out funding for integrating academic and career and technical education opportunities for low-income youth and adults.

Strategy 1.2.3 – Promote career and technical education opportunities in high schools.

Strategy 1.2.4 - Increase basic skills and ESL instruction that is integrated with career and technical skills training.

Strategy 1.2.5 – Work with colleges and high schools to promote seamless service delivery and guidance between advisors and counselors.

Objective 1.3 – Focus on opportunities associated with an aging workforce by utilizing the wealth of experience of mature workers in Snohomish County to develop younger workers.

Strategy 1.3.1 – Identify mature workers and their marketable skills.

Strategy 1.3.2 - Improve access to opportunities in education and specialized training for seniors and retired individuals who want to return to work.

Strategy 1.3.3 – Develop mentoring opportunities that match mature workers with youth who share their career interests.

Strategy 1.3.4 – Develop job sharing opportunities for mature workers with other mature workers and with youth.

Strategy 1.3.5 – Provide education to businesses about stereotypes related to mature workers and the advantages of employing these workers.

Objective 1.4 – Promote entrepreneurial opportunities linked to expanding upon our core programs and industry clusters.

Strategy 1.4.1 – Work with the Economic Development Council of Snohomish County, local chambers of commerce, economic development entities, education, and the State to develop an outreach program and collateral designed to increase awareness among would-be entrepreneurs about the services available to them as they consider launching a venture.

Strategy 1.4.2 – Work with partners to improve ease of access to various lending tools including Small Business Association loans, micro-loans, and using Individual Development Accounts to raise venture capital.

Strategy 1.4.3 – Work with the Economic Development Council of Snohomish County, local chambers of commerce, education, and the State to spread information to small business owners.

Strategy 1.4.4 – Work with these same partners to develop programs and incentives that help new and established enterprises solidify their sustainability.

Strategy 1.4.5 – Work with targeted industry cluster skills panels and economic development entities to hold entrepreneurial job fairs.

Objective 1.5 – Take an active advocacy role in public policy issues affecting Snohomish County's workforce.

Strategy 1.5.1 – Open communications with elected officials at the Federal and State levels.

Strategy 1.5.2 – Maintain a strong board and public presence and identify the issues that the board wishes to champion.

Strategy 1.5.3 – Increase awareness of need and employment opportunities for foreign students, exchange visitors, and immigrant workers in our community.

<p><i>Goal 2 – 100% Jobs Filled - To create a WorkSource system that is able to meet industry needs by filling 100% of Snohomish County jobs with qualified job seekers.</i></p>

Objective 2.1 – Continuously identify, document, and monitor current and emerging job openings and requirements.

Strategy 2.1.1 - Provide high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities in targeted key industry clusters.

Strategy 2.1.2 – Maintain a current Demand/Decline List using labor market information from a variety of sources including industry surveys.

Strategy 2.1.3 – Continue to operate and participate in skills panels in targeted industry clusters to maintain constant awareness of the needs of industry.

Strategy 2.1.4 – Strengthen the relationship with the Washington State Apprenticeship and Training Council to maintain constant awareness of apprenticeship opportunities to expand apprenticeship training in emerging fields and expand preparation programs for apprenticeships in high demand clusters.

Strategy 2.1.5 – Continue the process of mapping career trees and developing career exploration tools that incorporate the trees and related information.

Objective 2.2 – Develop and maintain a best-in-class recruiting process that meets business and employer needs to assist business to proactively attract, recruit, and retain a skilled workforce.

Strategy 2.2.1 – Utilize industry skill panels to develop high quality worker attraction and retention processes.

Strategy 2.2.2 - Expand partnerships with industries to market their career opportunities to youth and their parents.

Strategy 2.2.3 – Actively engage in conducting outreach to postsecondary education students who are about to graduate in targeted industry cluster fields.

Strategy 2.2.4 – Optimize the range of options available to provide training customized to meet industry needs.

Strategy 2.2.5 - Market expansion and retention services to at-risk business and their workers.

Objective 2.3 – Develop a comprehensive, county-wide outreach plan to increase brand recognition and commercialize the recruiting and placement process for businesses and job seekers.

Strategy 2.3.1 – Convene a broad-based group of stakeholders who share this objective including other government agencies, service providers, and business to develop a plan to be launched utilizing relationships with media representatives.

Strategy 2.3.2 – Develop high quality and consistent, value-added outreach and branding materials.

Strategy 2.3.3 – Launch the planned outreach campaign including approaches such as public service announcements, newsletters, networking, and a Speakers’ Bureau.

Strategy 2.3.4 – Develop a user-friendly website that is easy for businesses to navigate and serves as a single portal for all needed services.

Goal 3 – 100% Employment - To achieve a WorkSource system that is able to help 100% of job seekers obtain and retain employment in Snohomish County.

Objective 3.1 – Develop and strengthen all partnerships to leverage resources and increase training and employment opportunities.

Strategy 3.1.1 – Develop the partnerships needed to ensure that dislocated worker services that are coherent, flexible, and accessible and continue best practices such as rapid response labor-management committees.

3.1.2 – Aggressively develop partnerships and leverage system resources to meet the needs of Snohomish County veterans.

Strategy 3.1.3 – Continue and expand the partnerships needed to provide individuals needing access to assistive technologies with equal opportunities to benefit from WorkSource services.

Strategy 3.1.4 - Plan and implement goals, objectives, and strategies that workforce development system partners will utilize to increase WorkFirst and WorkSource service integration.

Strategy 3.1.5 - Continue outreach and capacity building activities with partners including tribes and faith-based and community organizations to ensure involvement of target populations within the WorkSource system.

Strategy 3.1.6 - Educate employers, especially employers from targeted industry clusters about the benefits of hiring individuals from target populations.

Objective 3.2 – Incorporate a plan to develop or improve positive worker values, ethics, and traits and characteristics into training efforts.

Strategy 3.2.1 – Implement the national Work Readiness Credential, infuse employability skills into career trees and career exploration materials, and adopt or develop and implement employability development curriculum.

Strategy 3.2.2 – Incorporate the Equipped for the Future work readiness profile into all system processes including the taking of job orders, Job Hunter workshops, and completion of résumés by job seekers.

Strategy 3.2.3 – Develop the skills of youth and job seekers through meaningful work experiences.

Strategy 3.2.4 – Work with SnoGold 2010 to explore the potential for implementing a SuperHost program to address the needs of the Tourism/Hospitality industry cluster in Snohomish County.

Objective 3.3 – Make WorkSource services accessible and visible to underserved regions of Snohomish County.

Strategy 3.3.1 – Address the workforce development needs of rural areas and industries.

Strategy 3.3.2 – Aggressively recruit and support high schools, colleges, libraries, and other entities to become WorkSource host sites.

Strategy 3.3.3 – Provide training programs at times and locations that are accessible to working people and provide support services to assist in overcoming barriers to training for all job seekers including members of target populations.

Strategy 3.3.4 – Develop a broad-based, multi-media plan in multiple languages to create an inclusive image of the WorkSource Snohomish County system to attract youth and job seekers.

Strategy 3.3.5 – Conduct a feasibility study and develop a business plan for acquiring a fully-equipped mobile WorkSource unit that can travel to remote areas of the County.

Objective 3.4 – Develop a comprehensive plan to enhance the skills of all workers.

Strategy 3.4.1 – Develop and maintain an inventory of career and technical education, academic, and integrated programs in Snohomish County at the secondary and postsecondary levels.

Strategy 3.4.2 – Provide access to training in targeted industry clusters.

Strategy 3.4.3 – Increase upgrade/incumbent worker training available in targeted industry clusters.

Strategy 3.4.4 – Support the infusion of all programs with skills standards, work-based learning experiences, and the voice of business.

Strategy 3.4.5 – Make concerted efforts to build relationship with and expand apprenticeships.

Strategy 3.4.6 – Provide financial assistance that enables working adults, ABE/ESL students, and other students with financial needs to take advantage of education and training opportunities.

Goal 4 - 100% Ever Increasing Productivity and Prosperity - To achieve a WorkSource system that is able to help 100% of businesses and job seekers continuously enhance their productivity and prosperity.

Objective 4.1 - Promote opportunities for partnerships (internships, apprenticeships, FFA, 4H, JA, etc.) between trade organizations, businesses, and schools to promote work-based learning.

Strategy 4.1.1 - Provide networking opportunities for trade organizations, businesses, schools, and other workforce development programs.

Strategy 4.1.2 - Provide apprenticeships, customized training, on-the-job training, and other work-based learning programs to incumbent workers in high-demand fields that lead to self-sufficiency.

Strategy 4.1.3 - Expand programs with demonstrated success in enabling low-income individuals to achieve wage progression such as customized training, apprenticeship preparation, and apprenticeship programs as well as other training opportunities.

Strategy 4.1.4 - Increase mentor and work-based learning opportunities for all students and integrate these opportunities with students' individual career plans.

Objective 4.2 - Deliberately develop and target education and training programs to meet the needs of current and emerging industries.

Strategy 4.2.1 - Increase student enrollments in workforce training in locally targeted high demand industry clusters.

Strategy 4.2.2 - Partner with industries to provide facilities, faculty, and equipment in high wage, high demand fields.

Strategy 4.2.3 - Provide labor market information so training providers can respond to changes in the labor market.

Strategy 4.2.4 - Highlight and replicate best practices from around the state and nation in career and technical education.

Objective 4.3 - Develop a comprehensive array of trainings to help individuals prepare to enter the workforce and continuously advance throughout their work lives/careers.

Strategy 4.3.1 - Provide labor market information so that people are informed about career opportunities in targeted industry clusters.

Strategy 4.3.2 - Enroll WIA participants in training in targeted key industry clusters.

Strategy 4.3.3 - Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathways including the achievement of high school diplomas or entrance into postsecondary education or training programs.

Strategy 4.3.4 – Facilitate partnerships that provide links to social services to support participants during K-12 and postsecondary education and training.

Objective 4.4 –Support a community network that provides financial education tools, literacy training, and other life skills to all residents.

Strategy 4.4.1 – Support WIA participants in IDA programs.

Strategy 4.4.2 – Provide financial literacy training.

Thus, the WDC plans to fulfill its Federal mandate and local strategic role by utilizing its WIA Title I-B formula, 10%, Rapid Response Additional Assistance, and other resources to develop a WorkSource Snohomish County system that is 100% globally competitive by filling 100% of industry jobs, achieving 100% employment, and powering our economic engine with 100% ever increasing productivity and prosperity.

The Two-Year Strategic Plan: *Promoting a Globally Competitive Workforce for Snohomish County* positions Snohomish County as a location of choice that brings together the best education and training and an excellent environment and quality of life, with workers prepared to meet the needs and demands of a globally competitive economy. As the Plan is implemented, our collective vision of all workers and job seekers finding productive employment in a strong and diverse, globally competitive economy will be realized. Our challenge is great but so is our will:

“Washington is its own small nation in this new world economy; and we are uniquely suited to succeed. We are innovative; we are the human capital, research institutions, and the natural resources to take full advantage of the opportunities presented by global trade. I believe the role of government is to support and encourage creativity, innovation, new products, and world-class education system, and smart investing...Neither government nor business can do this alone. But, government can work in partnership with our business, agricultural, and educational communities to build our new economic engines.”

Governor Chris Gregoire

The Next Washington - Growing Jobs and Income in a Global Economy: 2007-2017

Workforce Development Council Snohomish County

Two-Year Strategic Plan

Promoting a Globally Competitive Workforce for Snohomish County

Introduction

The workforce of Snohomish County is one of its most strategic assets. A growing and globally competitive economy requires a match between the needs of business and skilled employees. Efficient labor markets require that businesses and job seekers find productive matches in a timely manner. Increasing the productivity and prosperity of both business's and workers' requires access to quality education and training that impact both immediate job prospects and life-long learning.

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"Today the State of our County is strong. The vision laid out three years ago has taken shape and we are ushering in a new generation of prosperity in Snohomish County...Even as our economy, job, and wage base grow at record levels - too many of our residents are working harder than ever just to keep their heads above water. To make certain everyone has the opportunity to complete and succeed in today's job market, we must ensure that everyone has access to the most complete and up to date skills training. The business of today and tomorrow require a trained and highly skilled workforce. Where problems were once brought to the boardroom, today's employers demand skilled and flexible workers who can identify and solve problems from the shop floor. That is why we have invested in working with the Snohomish County Workforce Development Council to redirect this organization and make changes that will allow workers the opportunity to update their skills and knowledge with the latest training desired by today's business."

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To that end, the WDC is focusing every available resource on improving the productivity of the Snohomish County workforce development system by making three types of investment: investment in system capital, investment in system staff and services, and investment in the system's multi-factor productivity (MFP), defined by the Organisation for Economic Co-Operation and Development (OECD) as "more efficient management of the processes of production through better ways of using labour and capital, through better

ways of combining them, [and] through reducing the amount of intermediate goods and services needed to produce a given amount of output.” These investments will help us continuously advance toward realization of our vision and attainment of our four “stretch” goals: **100% global competitiveness, 100% jobs filled, 100% employment, and 100% ever increasing productivity and prosperity.** Ultimately, the prosperity of our businesses and residents, our county, our state, and our nation will be advanced as well.

The Two-Year Strategic Plan: *Promoting a Globally Competitive Workforce for Snohomish County* identifies the objectives, and strategies to be utilized by Snohomish County Government, the WDC, and our collaborating partners to realize our shared vision and these goals. It is grounded in the following seminal works:

- ◆ *The Next Washington – Growing Jobs and Income in a Global Economy: 2007-2017* issued by Governor Chris Gregoire in January, 2007;
- ◆ *Washington State – Rising to the Challenge of Global Competition* issued by Governor Gregoire’s Global Competitiveness Council in March, 2006;
- ◆ *High Skills, High Wages 2006* issued by the Workforce Training and Education Coordinating Board in January, 2007;
- ◆ *Snohomish County Citizens Cabinet on Economic Development Final Report: A Blueprint for the Economic Future of Snohomish County* prepared for Snohomish County Executive Aaron Reardon in 2004;
- ◆ *Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County (Blueprint)*, a compact between Snohomish County Government, Snohomish County Economic Development Council, Workforce Development Council Snohomish County, Edmonds Community College, Everett Community College, Cascadia Community College, University of Washington/Bothell, Central Washington University, Western Washington University, and Snohomish County K-12 School Districts.

The Strategic Plan aligns with the four goals set for our state’s workforce development system in *High Skills, High Wages 2006*:

1. Ensuring all Washington youth receive the education, training, and support they need to success in postsecondary education and/or work.
2. Providing Washington adults, including those with barrier to education and employment, with access to life-long education, training and employment services.
3. Meeting the workforce needs of industry by preparing students, current workers, and dislocated workers with the skills employers need.
4. Integrating services provided by separately funded workforce development programs so that we provide the best possible service to our customers.

The objectives and strategies of the plan address each of the challenges with local actions. The Plan is also consistent with the following findings identified by County Executive Aaron Reardon's Snohomish County Citizens Cabinet on Economic Development:

"We must ensure that children receive an education that prepares them for employment or secondary schooling. We must ensure that postsecondary schooling is available for youth transitioning out of high school, adults furthering their education to improve their economic vitality or dislocated workers re-entering the workforce. Finally, we must ensure that businesses currently operating in Snohomish County, as well as those looking to expand or start a new business, have access to trained and motivated local employees. By investing in these areas, we help improve the economic vitality of individuals, families, and businesses in Snohomish County."

The Strategic Plan is consistent with the broad-based Snohomish County demand-driven, industry cluster-based strategy for targeting investment of scarce Federal and State workforce investment resources toward attracting, retaining, and expanding nine key industry clusters that drive the economy of Snohomish County as articulated in *Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County*.

The next two years will be a time of enormous challenge and opportunity for Snohomish County. Our population will need access to a wide variety of educational programs at a time when the projected need for postsecondary career and technical education outstrips capacity. In addition, as the economy continues its accelerating shift toward technology and knowledge-based industry, the workforce development system will need to continuously retool programs and services at the speed of business to fill forecasted needs while retaining a seamless interface with job seekers and industry.

Snohomish County is at the nexus of many growth management issues. One out of every ten Washington State residents lives in Snohomish County, creating tremendous challenges on infrastructure and systems. Many of our residents commute to jobs in adjacent King County. The County's growth is fueled by the availability of land for development and proximity to King County, available resources, and access to markets, including I-5, I-405, and several ports. Specific areas of economic development include: Southwest Everett, the Port of Everett, the Tulalip Tribes, the Smokey Point area north of Marysville, Arlington Industrial Park at Arlington Airport, Monroe, and the industrial areas of Bothell and Lynnwood. Growth and expansion are also projected in the communities of Stanwood, Arlington proper, and the U.S. Highway 2 corridor between Sultan and Gold Bar.

The next two years present an opportunity for Snohomish County to enhance our position as a globally competitive economic center of regional, national, and international importance. This opportunity can be fully realized through a concerted and collaborative effort among Snohomish County Government, education, workforce, economic, community, and human development to ensure that every Snohomish County resident can

achieve prosperity through progressive skill development and productive work in a demand industry cluster in her/his community.

As noted above, a cornerstone for building a globally competitive economy is a skilled workforce. In study after study, we find that business is requiring a higher skilled workforce to sustain growth. Positions across the spectrum are requiring not only technical skills but skills that equip job seekers for the future, such as the ability to acquire and use information, technology, and systems as well as work with others, be responsible, demonstrate integrity, demonstrate self-management, allocate resources, solve problems, and know how to learn. It is clear that to solve the demand for a skilled workforce, government, education, workforce development, economic development, and community development must work together to create a seamless whole.

As in any growing region and economy, far too many people who seek work or have barriers to employability are being left behind. Many public assistance recipients who have found employment still have difficulty in making ends meet and finding time to upgrade skills and increase wages. The digital divide between those who have access to technology and those who do not is a strong influence in determining whether individuals are able to benefit from the new economy. Job seekers with barriers to self-sufficiency are crucial to our potential for growth. This Strategic Plan therefore focuses resources on helping individuals with barriers to self-sufficiency receive the intensive services and training needed to achieve wage progression in our economy.

A globally competitive economy also creates significant job dislocations and challenges for upgrading the skills of incumbent workers. A rapidly shifting economy with new applications in technology is a serious challenge for both business and workers to stay current and productive. Anticipating changing business requirements and assisting workers who become dislocated is another significant challenge for the Strategic Plan. The Plan contains strategies for implementation by Workforce Development Council Snohomish County in concert with education and businesses to develop demand-driven, short-term training and to provide access to the services needed to assist dislocated workers to help them rapidly find new jobs at commensurate wages.

A major focus of Workforce Development Council Snohomish County is to create a comprehensive, fully integrated network of workforce development services. Neither business nor job seekers should fall victim to myriad distinct programs and eligibility requirements that prevent integrated services. The Strategic Plan continues the work to actualize the WorkSource Snohomish County system as a demand-driven one-stop workforce development system for people searching for work and a single point of contact for businesses to list jobs and to find access to a variety of services to meet their needs.

The Two-Year Strategic Plan: *Promoting a Globally Competitive Workforce for Snohomish County* positions Snohomish County as a location of choice that brings together the best

education and training and an excellent environment and quality of life, with workers prepared to meet the needs and demands of a globally competitive economy. As the Plan is implemented, our collective vision of all workers and job seekers finding productive employment in a strong and diverse, globally competitive economy will be realized.

Our challenge is great but so is our will:

“Washington is its own small nation in this new world economy; and we are uniquely suited to succeed. We are innovative; we are the human capital, research institutions, and the natural resources to take full advantage of the opportunities presented by global trade. I believe the role of government is to support and encourage creativity, innovation, new products, and world-class education system, and smart investing...Neither government nor business can do this alone. But, government can work in partnership with our business, agricultural, and educational communities to build our new economic engines.”

Governor Chris Gregoire

The Next Washington - Growing Jobs and Income in a Global Economy: 2007-2017

100% Global Competitiveness – A New Context

“Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens.”

Tough Choices or Tough Times

a. Policy Focus on Global Competitiveness

Global Interdependence and Implications for the U.S. and Washington State

There has been growing concern at the national, state, regional, and local levels about the competitiveness of the U.S. economy in the global marketplace.

According to the Governor Gregoire’s Global Competitiveness Council, “The increasingly globalized nature of the world economy is evident in the dramatic growth in trade and investment flows between nations.” Between 1980 and 1990, service exports grew from \$260 to \$780 million. Total world merchandise exports grew from \$2 to \$3.4 trillion during the same ten year period. These trends have continued accelerating with service exports growing to \$2 trillion and merchandise exports growing to \$8.9 trillion in 2004. This represents an average annual rate increase of 9%. Foreign direct investment has also been increasing exponentially from \$1.8 to \$8.9 trillion between 1990 and 2004.

Technological advances have allowed countries such as China, India, and Brazil to leapfrog over traditional economic development pathways employed by developing countries to become economic powerhouses on the global stage in a matter of years.

In this environment, “American leadership in terms of innovation, creativity, entrepreneurship, and commercialization of new technologies is in danger of slipping. We must take care to maintain a precious asset: the production of goods and services that a growing world market demands,” according to Governor Gregoire’s Global Competitiveness Council.

These findings are particularly important to our state where one in every three jobs is related to international trade. In fact, Washington is the most trade-dependent state in the nation, exporting more on a per capital basis than any other state. Trade-related jobs are excellent for our state on the individual and family levels as well: they pay, on average, almost half again as much as the average Washington job. This dependence means that Washington is extremely well positioned to take advantage of the globalization process. It also means that Washington will suffer disproportionately if the U.S. loses its competitive edge.

U.S. Ranking on Key Economic Indicators

According to the U.S. General Accountability Office (GAO), overall the United States ranks 16 out of 28 member nations on key indicators in the following Organisation for Economic Co-Operation and Development (OECD) categories:

- Population/Migration
- Macroeconomic Trends
- Prices
- Energy
- Labor Market
- Science and Technology
- Environment
- Education
- Public Finance
- Quality of Life
- Economic Globalization

Our ranking on many of these indicators and the associated trends give significant cause for alarm. For example:

- 1) The U.S. ranks 32nd among 32 nations and the European Union in the relative growth of exports of goods between 1996 and 2004 (China ranks 2nd).
- 2) The U.S. ranks 32nd among 34 nations in the relative growth of exports of services between 1997 and 2004.
- 3) The U.S. lagged behind a number of OECD nations including Slovak Republic, Korea, Czech Republic, Poland, Iceland, Ireland, Sweden, and Greece in average annual growth in productivity between 2002 and 2004.
- 4) The U.S. ranks 27th among 34 nations in gross fixed capital formation as a percentage of Gross Domestic Product (GDP) (China ranks 1st).
- 5) The percentage change in the proportion of U.S. investment in fixed capital formation between 1991 and 2004 was 2.4% (in China, it was 15.9%).
- 6) The U.S. ranks 24th among 28 nations in gross fixed capital formation on machinery and equipment as a percentage of GDP.
- 7) The household net savings rate has been steadily declining in the U.S. since 1990 and is lower than the rates for all OECD countries reporting with the exception of Australia and Canada.
- 8) The U.S. ranks 24th among 29 nations in performance on an international mathematics scale.
- 9) The percentage of foreign born persons with a postsecondary education relative to all persons with a postsecondary education in the U.S. is below that of 10 other OECD

member countries including Luxembourg, Australia, Switzerland, Canada, New Zealand, Ireland, the United Kingdom, Portugal, Austria, and Sweden.

10) The U.S. ranks 26th among 29 nations in public social expenditures as a percentage of GDP but spends almost 50% more than the next highest-spending countries on health care and ranks number 1 among 21 nations in the number of convicted adults admitted to prisons.

As is clear from the above indicators, other nations are making strategic and disciplined investments in research and development, infrastructure, education and workforce development, social services, and health care. These investments include:

- Investment in capital formation at the individual and capital markets levels.
- Investment in research and development.
- Investment in a fully articulated early childhood through life education and training system responsive to business needs.
- Marketing to and investment in foreign students.
- Statute and policy revision to facilitate business startup and retention of foreign students and workers.
- Targeted investment in social services and managed investment in health care.

There has been extensive analysis of these and other indicators of global competitiveness at the national, state, regional, and local levels. A brief review of some of key works is provided below.

Review of National Level Literature

In light of the above statistics, there are several key publications that examine the steps the U.S. must take to remain competitive in the global marketplace.

Innovate America was produced by the Council on Competitiveness and clearly articulates the following challenge:

“America’s challenge is to unleash its innovation capacity to drive productivity, standard of living, and leadership in global markets. At a time when macro-economic forces and financial constraints make innovation-driven growth a more urgent imperative than ever before, American businesses, government, workers, and universities face an unprecedented

acceleration of global change, relentless pressure for short-term results, and fierce competition from countries that seek an innovation-driven future for themselves.”

In response, the Council has developed a three point national innovation agenda to:

- Increase investment that revitalizes research, energizes entrepreneurship, and reinforces risk-taking and long-term investment.
- Create consensus-based innovation growth strategies, create an intellectual property regime, strengthen manufacturing capacity, and build innovation infrastructure.
- **Attract, develop, and retain a talented workforce** [emphasis added].

Specific strategies under this last point include:

- Developing an education strategy for a diverse, innovative, and technically-trained workforce funded with tax deductible scholarships and portable graduate fellowships, supported by reformed immigration policy that allows the U.S. to attract the best and brightest science and engineering students from around the world as well as supporting their employment in the U.S. following graduation.
- Catalyzing the next generation of American innovators through problem-solving based learning at all levels, bridging the gap between research and application, and establishing innovation curricula for entrepreneurs and small business managers.
- Empowering workers to succeed in the global economy by providing lifelong learning, accelerating the portability of health care and pension benefits, aligning training to skill needs, and expanding assistance to workers dislocated by technology and trade.

Rising above the Gathering Storm was issued by the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine and raises the same concerns:

“Having reviewed trends in the United States and abroad, the committee is deeply concerned that the scientific and technical building blocks of our economic leadership are eroding at a time when many other nations are gathering strength...The nation must prepare with great urgency to preserve its strategic and economic security. Because other nations have, and probably will continue to have, the competitive advantage of a low-wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring.”

The National Academies developed four recommendations to address this challenge:

- Provide incentives for innovation and investment through a modernized patent system, realigned tax policies, and affordable broadband access.
- Sustain and strengthen the nation’s commitment to long-term basic research.
- Attract the best and brightest students, scientists, and engineers from within the U.S. and throughout the world by using scholarships, fellowships, and tax credits to increase the number and proportion of U.S. students who earn science and math-related degrees while improving visa processing for international students and scholars, providing mechanisms for students to remain in the U.S. following education, and supporting scholarly exchange globally.
- **Increase and expand America’s talent pool by improving K-12 science and mathematics education and improving articulation with postsecondary education [emphasis added].**

Two more recently issued national level documents provide key insights around these issues. *America’s Fiscal Future: Implications for Higher Education and Global Competitiveness* was issued by the GAO in December, 2006 and is based on the findings reported by the GAO in *21st Century Challenges: Reexamining the Base of the Federal Government* issued in February, 2005.

These documents examine the growing fiscal burden of the Federal government which is now \$165,000 per person. They also examine the composition of the current and projected Federal burden as a percentage of GDP with radically increased burdens in Social Security and Medicare/Medicaid spending by 2030, an increase fueled by an aging population as discussed in the section entitled *100% Employment – Providing Opportunity for All* below. It will also be fueled by a growing net interest burden and will consume a growing share of the GDP. The GAO identifies the following forces shaping the United States and its place in the world:

- Large and growing long-term fiscal imbalance
- Increasing global interdependence
- Science and technology advances
- Diverse governance structures and tools
- Evolving national and homeland security policies
- Demographic shifts
- Quality of life trends (infrastructure and uneven distribution of health care)
- The changing economy

The changing economy is characterized as follows:

“The shift to a knowledge-based economy and the adoption of new technology has created the potential for higher productivity but poses new challenges associated with sustaining the investment in human capital and research and development that is so vital to continued

growth. While the sustainability of U.S. economic growth has been aided by trade liberalization and increased market competition in key sectors, the sustainability of growth over the longer term will require a reversal of the declining national savings rate that is vital to fueling capital investment and productivity growth.”

The GAO concludes that we cannot solve the problem with economic growth alone. A lack of growth, however, would greatly exacerbate our fiscal imbalance. This is a matter of considerable concern given the ranking of the U.S. on key OECD indicators as discussed above and in the section entitled *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine* below.

In its examination of how the Federal government can and should support education and employment in light of these tremendous fiscal pressures, the GAO asks the following questions:

- How can existing policies (pension, disability, health, and immigration) and programs be reformed to ensure that employer have sufficient numbers of workers with the right skills?
- Is there a need for better coordination or integration among higher education policy tools and/or periodic examination of those tools?
- How can the United States balance immigration policies, such as worker and student visa programs, to address employers’ needs for workers with particular skills (particularly math and science), the nation’s need to maintain global leadership in areas such as science and higher education, and the nation’s homeland security requirements?

On September 19, 2006, the Comptroller General held a forum at GAO on global competitiveness. Some of the ideas and themes that emerged in answer to these questions included:

- Improving the ability to attract and retain talented foreigners to our higher education system and workforce while addressing homeland security requirements by developing strategies that improve upon those developed by other countries to market our higher education system, to create widespread coursework portability and degree comparability, and make it easier for students to stay and work after graduation.
- Improving investment mechanisms (tax credits, financial aid, scholarships, fellowships, etc.) for postsecondary education, particularly graduate school, which support lifelong learning among students that may be part- or full-time.

- Assessing the impact of efforts to close achievement gaps among disadvantaged populations in K-16+ education.
- Assessing the effectiveness of education programs in meeting the needs of the 21st century workforce.

That the State of Washington and Snohomish County are not waiting for the Federal government to take action on these strategies to identify and implement strategies at the state and local level is clear in the following literature review.

Review of State Literature

“Governor Gregoire has issued a challenge to Washingtonians to build on our strengths and continue to claim a leadership position in a world that has grown increasingly interdependent. ‘Rise to the Challenge of Global Competition’ is a call to action that applies to the position we find ourselves facing in a world economy that is changing the marketplace faster than anyone could have anticipated.”

Governor Gregoire’s Global Competitiveness Council

In *Rising to the Challenge of Global Competition*, Governor Gregoire’s Global Competitiveness Council identifies five challenges that must be addressed with prompt and decisive action to ensure continued U.S. leadership in global markets. These challenges include:

- Ensuring we have a state-of-the-art, reliable, and sustainable physical infrastructure system for agriculture, manufacturing, high-speed telecommunications, transportation, and trade utilizing diverse and renewable energy sources.
- Ensuring we are effectively marketing our quality of life, good schools, a prepared workforce, infrastructure, and ease of doing business to attract strategic economic partners.
- Ensuring we adopt a forward thinking and sustainable political strategy for supporting business in the global marketplace.
- Ensuring we support research and innovation as the key to economic growth.
- **Ensure we are preparing young people with the skills needed to enter the workforce and are providing opportunities for current workers to develop the skills needed throughout their careers [emphasis added].**

Governor Gregoire expands upon this work in *The Next Washington - Growing Jobs and Income in a Global Economy: 2007-2017* which endeavors to answer the question, “How can

we stay ahead of the global transformation of the economy so we all benefit from its potential?”

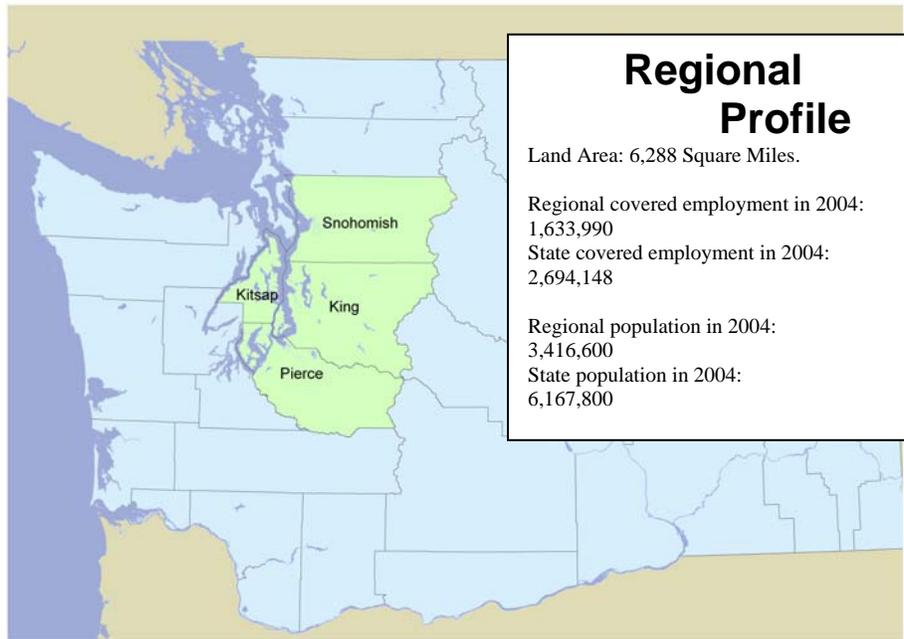
This work is founded in a vision of Washington as a small nation with unique, personal connections to global leaders and the following key assumptions:

- Washington is force in the global economy and its ability to compete in that economy rests on the skills and innovation of its workforce.
- Education is the single most important economic investment we can make.
- The public sector should lay the foundation for private sector success through traditional and cutting-edge infrastructure.
- Political strategy needs to support that Washington is “open for business.”
- Our investments should be focused and targeted and leverage private activity with the end goal of increasing our competitive advantage.
- We can and must create jobs without harming the environment through the use of clean technologies and renewable energy and without trading the needs of small firms for those of large ones or those of new industries for those of mature ones.

Governor Gregoire’s draft budget includes proposed investments targeted specifically to meet these needs. As she notes in *The Next Washington*, these state investments must be integrated with regional and local strategies and investments in unique and economically diverse communities throughout our state.

Review of Regional Literature

The Washington State economy is comprised of regional and local economies. Depicted in the map below, the Central Puget Sound Region includes King, Kitsap, Pierce, and Snohomish Counties. The land area of the Central Puget Sound Region is greater than the size of Connecticut and Rhode Island combined and accounts for 55% of the state population and 61% of its employment.



The Prosperity Partnership; a coalition of more than 200 government, business, labor, and community organizations in King, Kitsap, Pierce, and Snohomish Counties; is actively engaged in the development of a regional approach toward prosperity in a globally competitive environment built upon six economic foundation areas:

- Improve the movement of technological innovations from research institutions to the marketplace.
- Nurture entrepreneurs and small businesses.
- Implement balanced, pro-competitive tax reform.
- Build an effective transportation system to support a world-class region.
- Secure broad-based prosperity in all parts of the region through a strong civic and non-profit community.
- **Ensure a vibrant, well-educated and adaptable workforce with an entrepreneurial spirit** [emphasis added].

The Partnership's strategies also target 15 industry clusters for attraction, retention, and expansion. It has established work groups that have identified and are working to implement global competitiveness strategies for the aerospace, clean technology, information technology, life sciences, and logistics and trade industry clusters.

Snohomish County education, workforce, and economic development institutions have taken the lead role on working with industry to develop and implement regional strategies for the aerospace industry cluster. These strategies include the formation of an enterprise consortium for small- and medium-size businesses, creation of an aggressive workforce development action plan, and formation of a Center of Innovation in the Technology of Aerospace.

Review of Local Literature

County Executive Aaron Reardon convened the Snohomish County Citizens Cabinet on Economic Development to issue the *Blueprint for the Economic Future of Snohomish County*. The Cabinet identified four key competitiveness issues of greatest concern for the economic future of Snohomish County in the global marketplace. These are:

- Implementing regulatory reforms that promote a healthy economic climate.
- Creating a tax and fee structure that ensures business and citizens derive value from government.
- Ensuring that the county has the infrastructure needed to be globally competitive.
- **Meeting the education and training needs of our residents and local business** [emphasis added].

The Cabinet's Human Capital Subcommittee was responsible for developing recommendations about how Snohomish County, in cooperation with other public and private institutions, can improve the quality and readiness of its citizens to enter the workforce. Further, the committee was charged with assessing how we can train and provide incentives to attract and maintain a well-qualified workforce that contributes to the quality of Snohomish County. The committee's recommendations included:

- Using *Snohomish County 2010: A Blueprint for Education, Workforce and Economic Development in Snohomish County* (Blueprint) as a foundation for the development of a strategy to engage the community and legislators to support 0-20+ education with adequate funding to make needed education available and affordable.
- Providing basic supports to Snohomish County families, including child care, transportation, food, shelter, books, and the opportunity for every child to attend preschool.
- Developing strategies to make affordable, four-year postsecondary education available in Snohomish County.

- Ensuring that the Snohomish County Workforce Development Council serves as a catalyst for workforce development and training in Snohomish County that leverages existing service delivery infrastructure.

The three key actions associated with this recommendation included:

1. Clear articulation by the County Executive of his vision for WIA in Snohomish County.
2. Review of all WDC board appointments, active recruitment of needed members, and Board education.
3. Obtain recommendations for WDC and system performance improvement through a community forum.

County Executive Aaron Reardon completed actions 1. and 2. in 2006. The Strategic Planning process that culminated in the creation of this document completes action 3.

As may be seen from the above cook's tour of related literature, the public discourse at the national, state, regional, and local levels regarding effective positioning for improving competitiveness in the global marketplace has been wide ranging. It has also yielded remarkable consensus in several key areas. The focus and role of workforce development councils around the nation in addressing some of these key issue area at the local level is the subject of discussion in the following section.

b. Focus and Role of the WDC

As noted above, there are some clear consensus themes and focus areas that emerge from each of these analyses: the need to invest in research and development; the need to create state-of-the art infrastructure; and the need to ensure our workforce development system helps youth and adults continuously develop and refine the skills needed to support their own career resiliency, the productivity of the businesses that employ them, and the prosperity of our county.

There are statewide, regional, and local groups throughout Washington that are working on these focus areas. Some of the statewide and regional groups include:

- Governor Gregoire's Global Competitiveness Council and work groups.
- The Next Washington work groups.
- Washington Learns work groups.
- The Prosperity Partnership and work groups.

It is the specific charge of the Snohomish County WDC to take a leadership role in conjunction with Snohomish County government, education, and economic development to assure our local workforce development system meets the needs of business and workers alike in the new, globally competitive environment. This coordinated work has been being conducted by the Blueprint Partnership which is the body that crafted *Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County*. This document is a call to action developed by the following partners who are working together to effectively create and foster a healthy and vital economy:

- ✓ Snohomish County Government
- ✓ Snohomish County Workforce Development Council
- ✓ Economic Development Council of Snohomish County
- ✓ Edmonds Community College
- ✓ Everett Community College
- ✓ Cascadia Community College
- ✓ University of Washington/Bothell
- ✓ Central Washington University
- ✓ Western Washington University
- ✓ Snohomish County K-12 School Districts

The purpose of the *Blueprint* is threefold: (1) to lay groundwork for the development of a strategic work plan around the key industry clusters targeted for economic development, (2) to make the case that Snohomish County is a region for the development of these clusters, and (3) to provide a framework for strategies. This framework is organized into four categories:

1. Education and training strategies for meeting current workforce needs.
2. Data collection strategies for meeting current and future workforce needs.
3. Communication strategies for building ongoing linkages between industry, workforce development, economic development, and education.
4. Strategies focused on the development of career pathways and lattices from K-12 to community and technical colleges and four-year colleges and universities.

The Blueprint Partnership Steering Committee has re-convened to review its work to date, make updates as appropriate, and develop a detailed action plan for the four strategies. The Partnership's Work Group has conducted the foundation research for this effort.

In this process, some of the ways in which the WDC may, and in some instances, must utilize its resources to achieve the Partnership's goals include, but are not limited to:

- Participating in state, regional, and local level committees and work groups.
- Convening and providing staff support to local level committees and work groups.
- Conducting labor market, skills gap, and related research and analysis.
- Convening and staffing industry skill panels.
- Providing industry with labor market and best-in-class information to improve productivity.
- Implementing tools acquired by the system such as the Work Readiness Credential, the Self-Sufficiency Calculator, and Individual Development Accounts.
- Partnering to develop and implement job, career, and resource fairs.
- Developing materials to increase student and worker awareness of career opportunities in targeted industry clusters.
- Increasing opportunities for access to postsecondary and continuing education and training in those clusters.
- Funding staff and other supports to improve student success and completion rates (including such things as financial support services, financial asset development services, assistive technology, and short-term training in topics such as financial literacy, entrepreneurship, and computer use) for U.S. and foreign-born students.
- Funding staff, and other supports to improve student transition between levels of education (starting with middle school) and into training-related employment.
- Improving productivity, wage progression, and career resiliency through the funding of lifelong training through various modalities including classroom-based, work-based, online, and hybrid training.
- Investing scarce training resources in industry-led, just-in-time training including on-the-job training and apprenticeships.
- Otherwise facilitating public-private partnerships that promote academic achievement and skills training in targeted industry clusters.
- Ensuring the workforce development system operates in compliance with Federal, State, and local statute, regulations, and policy.
- Ensuring the workforce development system is accountable and operates at optimal efficiency and effectiveness.

c. Capacity Needs

The above focus and role require the WDC to develop and maintain capacity in several areas. These include:

1. **System infrastructure including centers, affiliate sites, and other portals as well as support of infrastructure maintenance and training staff.**
2. **System products including education and training, staff, and other student/job seeker success supports.**
3. **System certification.**
4. **Procurement of system contractors and other goods and services;**
5. **Grant and contract management.**

6. Performance monitoring.
7. Ongoing technical assistance.
8. Professional development for staff throughout the system.
9. Equal Employment Opportunity compliance.
10. Grievance processes.
11. Compliance with statutes, regulations, and policies.
12. Risk management.
13. Human resources management.
14. Fiscal management.
15. Data management.
16. Continuous improvement.
17. Application to WSQA for a Baldrige Assessment.
18. Collaboration with government, education, and economic development to attract, retain, and expand businesses and employment opportunities within targeted industry clusters.
19. Convening and staffing of committees, work groups, and panels.
20. Legislative and policy research and analysis as well as research into best-in-class performance.
21. Acquisition of development venture capital.
22. Outreach and communication to businesses, youth, job seekers, fund sources, and the community to disseminate our successes.

All areas indicated in bold represent mandatory investment areas. The remaining investments are essential to the creation of a best-in-class workforce intermediary that fulfills the following functions identified in *Expanding Opportunities for Businesses and Workers*:

- Serve a variety of functions (unlike single purpose organizations such as stand-alone training programs or policy advocacy groups).
- Generate ideas and innovative approaches to respond to the needs of business and workers.
- Secure resources.
- Promote improved policies.
- Promote promising practices.
- Engage key stakeholders and resources.
- Build systems between organizations including business intermediaries (e.g. chambers of commerce, trade associations), labor-management partnerships, educational institutions, WorkSource centers, faith-based and community organizations, and placement/temporary employment firms.
- Integrate funding streams, services, and information services.
- Improve coordination and decrease duplication.
- Expand the reach of local workforce development systems.
- Focus on two customers, business and workers.

- Coordinate services that go beyond job-matching to enhance the capacity of both workers and employers.
- Provide and broker services.
- Manage quality.

d. Planning Implications

“The strategies we implement to maintain and extend our lead in the marketplace must be carefully chosen, monitored through performance data, and modified as our environment and experience change. As we move forward, we must extend our economic success to individuals and areas that are not yet enjoying the full benefit of our economic progress...Across the state and around the world, our workers, products, and companies will keep us moving toward the Next Washington.”

Governor Chris Gregoire

As may be seen from the above discussion, nations are increasingly interdependent in the global marketplace. In that marketplace, Washington is the most trade depended state in the U.S. and functions in the global marketplace as a small nation. While the U.S. still holds primacy in a number of key economic indicators, others make clear that the rest of world is catching up by making strategic and disciplined investments in research and development, infrastructure, education and workforce development, social services, and health care.

Looking forward, this situation presents several challenges. The number of job openings is increasing as documented in the section entitled *100% Jobs Filled – Meeting Businesses’ Current and Emerging Needs*, below. Additionally, the number of jobs requiring skilled workers is increasing and the skills those workers need are multiplying. As may be seen in the section entitled *100% Employment – Providing Opportunity for All*, below, these challenges are exacerbated by a projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow’s workers. The section on *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine* examines the impact the lack of skilled workers is already having on the innovation, expansion, and productivity of business and the concomitant impact on the various facets of prosperity for workers and their families.

It is the specific charge of the Snohomish County WDC to take a leadership role in conjunction with Snohomish County government, education, and economic development in assuring our local workforce development system is rising to this challenge to meet the needs of business and workers alike in the new, globally competitive environment. Some of the objectives and strategies addressed in the *Agenda for Action* related to this goal and analysis address the following questions:

1. What should be the role of the WorkSource Snohomish County system in achieving the goal of 100% global competitiveness?
2. How should Workforce Investment Act Title I-B Youth, Adult, and Dislocated Worker funds be used to realize that goal?
3. How should any WIA 10% funds be used to realize that goal?
4. What other partnerships, funds, and/or other resources should the WDC seek out to realize that goal?

Our system's current strengths and weaknesses related to the realization of our goal of achieving 100% jobs filled within this global competitiveness context are analyzed in the following section.

100% Jobs Filled – Meeting Businesses’ Current and Emerging Needs

The WDC is committed to achieving a 100% jobs filled rate by meeting the needs of businesses placing a job order in with the WorkSource Snohomish County system. The following analysis of the changing labor market in Snohomish County provides the foundation for the WDC’s objectives and strategies for achieving this goal.

a. Labor Market Composition

Snohomish County is home to a civilian nonfarm labor force of 222,610 workers. One out of every six individuals resides in Everett, the largest city. South of Everett along the I-5 corridor are the Cities of Mukilteo, Edmonds, Woodway, Lynnwood, Mountlake Terrace, Mill Creek, Brier, and Bothell. Monroe, Sultan, Gold Bar, Index, Snohomish, Lake Stevens, and Granite Falls are located in the rapidly expanding eastern portion of the County. Rapid expansion is also taking place in the north which includes the Cities of Marysville, Arlington, Darrington, and Stanwood in addition to the Tulalip Tribes which is a hub of economic activity. As seen in Table 1., below, a majority of Snohomish County’s employment is in the City of Everett, unincorporated Snohomish County, and Lynnwood. These three areas contain 65% of the county’s employment. Another 29% of the county’s employment is in the cities of Bothell, Marysville, Edmonds, Arlington, Mukilteo, Mountlake Terrace, and Monroe. The remaining 6% is spread among 11 cities and towns. One of every three Snohomish County workers commutes to neighboring King County for work.

Table 1., SNOHOMISH COUNTY 2005 EMPLOYMENT BY CITY

City	Employment	Percentage of County
Everett	59,523	33.0%
Unincorporated Snohomish	38,580	21.4%
Lynnwood	19,497	10.8%
Bothell (part)	10,320	5.7%
Marysville	8,169	4.5%
Edmonds	8,169	4.5%
Arlington	8,133	4.3%
Mukilteo	7,686	3.6%
Mountlake Terrace	6,548	3.1%
Monroe	5,575	3.0%
Snohomish	5,449	1.8%
Mill Creek	3,166	1.6%
Stanwood	2,859	1.2%
Sultan	638	0.4%
Lake Stevens	567	0.3%
Granite Falls	560	0.3%
Darrington	425	0.2%
Brier	161	0.1%
Gold Bar	122	0.1%
Woodway	87	0.0%
Index	4	0.0%
Total	180,254	100.0%

Source: Washington State Employment Security, Labor Market and Economic Analysis

Snohomish County is home to a number of large firms, both public and private, including the county's two largest employers, The Boeing Company and Naval Station Everett. The top private employers (those employing more than 500 full-time employees) in Snohomish County are listed in Table 2. and the top public employers in Snohomish County are listed in Table 3., below.

Table 2., TOP PRIVATE SECTOR BUSINESSES IN SNOHOMISH COUNTY

Company	Number of Full Time Employees
Boeing	23,000
Unova	4,456
Premera	3,300
Providence Everett Medical Center	3,239
Tulalip Tribes	2,072
Rinker Materials Northwest	2,000
Phillips Medical Systems	1,600
Verizon	1,600
Goodrich	1,400
Everett Clinic	1,252
Fluke	1,071
US Marine (Bayliner)	1,000
Twin City Foods	900
Kimberly Clark	860
Intermec	700
ICOS	675
Eldec Corporation	610
MILA	600
C&D Zodiac (formerly NW Composites)	520

Source: Economic Development Council of Snohomish County & Info USA

Table 3., TOP PUBLIC SECTOR EMPLOYERS IN SNOHOMISH COUNTY

Company	Number of Full Time Employees
Naval Station Everett	6,110
Washington State	3,100
Snohomish County Government	2,653
Everett School District	1,760
Edmonds School District	1,380
Monroe Correctional Complex	1,264
Marysville School District	1,262
City of Everett	1,197
Stevens Healthcare	1,032
Snohomish PUD	920
Community Transit	600
Everett Community College	567
Edmonds Community College	524

Source: Economic Development Council of Snohomish County & Info USA

While Snohomish County is known for large companies such as Boeing, Goodrich and Kimberly-Clark, the majority of Snohomish County employers have fewer than 5 employees. These companies, however, employ only 7% percent of our county's workforce. Companies with 20 or more employees make up only 11% of the number of companies in the county, but employ 75% of employees in the county. This may be seen in Table 4., below.

Table 4., SNOHOMISH COUNTY SIZE AND EMPLOYMENT OF FIRMS

Size	Total Firms	Total Employment	% of Firms in County	% of Employees in County
0	1,525	-	9%	-
1-4	8,395	16,145	51%	7%
5-9	2,786	18,464	17%	8%
10-19	1,783	24,304	11%	11%
20-49	1,147	34,671	7%	15%
50-99	390	27,230	2%	12%
100-249	233	33,848	1%	15%
250-499	40	13,540	>1%	6%
500-999	18	12,359	>1%	5%
1000+	17	47,957	>1%	21%
Total	16,337	228,518	100%	100%

Source: Washington State Employment Security, Labor Market and Economic Analysis

b. Relationship between Contraction and Expansion in Industry Clusters

Snohomish County has experienced significant economic expansion and contraction over the past five years. It had one of the fastest growing labor markets in the State and was most severely impacted by the events of September 11, 2001 which had a profound effect on the aerospace industry. Recovery from the recent recession lagged a year behind recovery for the nation as a whole, but by the end of 2003, job openings were again increasing and the unemployment rate had decreased from 6.7% in early 2004 to 5.2% in 2005. As of November 2006, the National Unemployment Rate was 4.5%, the Washington State Rate was 5.0%, and the Seattle-Bellevue-Everett Metropolitan Statistical Area Rate was 4.5%. Within that, the Snohomish County Rate was 4.7%. This represents a slight rise from October rates at the national, state, regional, and local levels. All are lower than they were this time last year.

This growth has been largely fueled by The Boeing Company's decision to complete final assembly of the 787 Dreamliner in Everett. As a result, the aerospace manufacturing industry has roared back to life in Snohomish County. This growth continues, as

evidenced by the 800 jobs gained in Aerospace in November 2006 alone as well as the addition of 5,500 jobs over the past 12 months for a year-over-year growth rate of nearly 8%. As the dominant engine of economic activity in the local economy, this has had a profound effect on a wide range of other industry clusters as well.

Two other engines of economic activity that have seen recent growth include tourism/hospitality services and biotechnology/biomedical devices. Tourism/hospitality services growth has continued as significant investment has been made toward attracting visitors in development projects such as the Everett Sports and Events Center, two major casinos, the Tulalip Tribes' Seattle Premium Outlets regional shopping mall, as well as upgrades to the Alderwood and Everett Malls, the Everett Living Arts District, the Lynnwood Convention Center, the performing arts center in Edmonds, the Future of Flight Center at the Snohomish County Airport, the North Marina Redevelopment, and the development/redevelopment of several major hotels. This cluster also includes the growing agri-tourism industry.

Biotechnology/biomedical devices/nanotechnology is also an engine of economic activity fueling the Snohomish County labor market. Even as the State and national economies languished, this industry cluster experienced growth; growth which is projected to continue well into the future as the population ages locally, nationally, and globally. Snohomish County has a cluster of mature medical device and nanotechnology firms and start-up and maturing biotechnology firms with a growing concentration of businesses in the Canyon Park area. Several new businesses have moved into the area in recent years. There is now also considerable churning in this cluster as companies manufacturing successful products are being bought and production relocated.

An engine of economic activity cluster that is receiving a great deal of renewed attention thanks to the efforts of Snohomish County Executive Aaron Reardon is agriculture. Snohomish County agriculture is a 126.9 million dollar industry with growth potential in new crops, expanded markets, and innovative ideas. An estimated 1,574 farms cover more than 68,000 acres of farm land in Snohomish County. The business of farming has changed a great deal in recent years with consumers driving demand for local products which provide food security, flavor, and freshness. While Snohomish County is known for its dairy farms, the industry has diversified and now includes oil seed crops, produce, grass-fed beef, hay, and value-added products. One-third of Washington State crops and processed foods are being exported and export markets are expanding for Snohomish County agricultural products in the process.

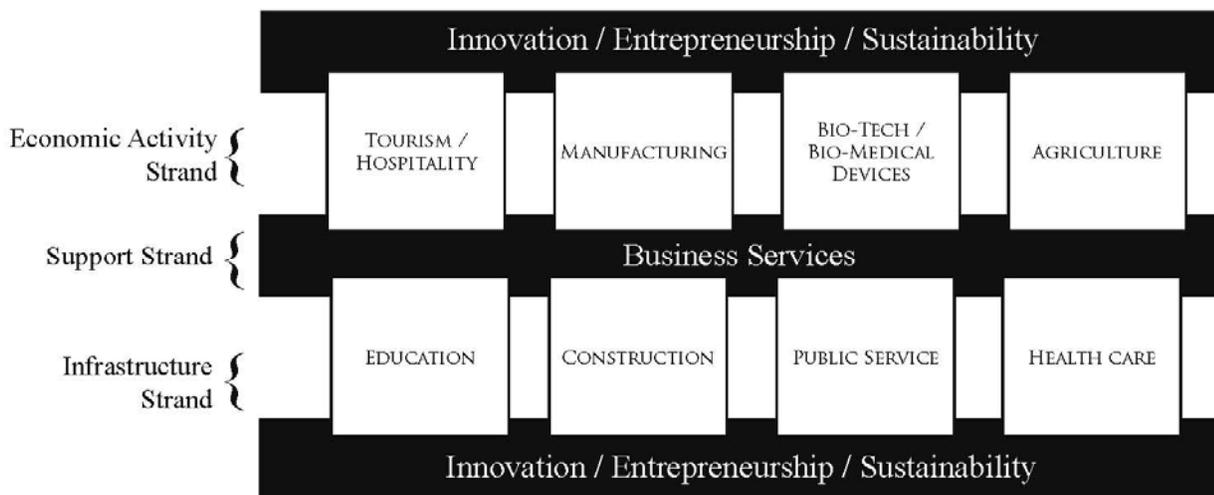
As demonstrated in the section entitled *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine*, below, growth in these engines of economic activity fuels growth in infrastructure industry clusters and leads the way in innovation and increased productivity. Fueled also by a population that is aging and growing, the health services industry cluster is growing rapidly in Snohomish County as is the case nationally.

Education and public service are additional infrastructure industry clusters that will continue to grow as the population of Snohomish County grows.

Growth is also anticipated in the three major construction trades industry cluster divisions including housing, heavy construction, and special trades. This growth is being fueled by a growing population and ongoing housing shortages as well as preparations for the 2010 Olympics to be held in nearby British Columbia, Canada. The recent expansion of the Alderwood and Everett Malls, the planned North Marina Redevelopment, creation of the mixed use Riverfront Development, the development of the Mill Creek Town Center, and the opening of the Seattle Premium Outlets regional mall by the Tulalip Tribes are generating and will generate significant job growth in the retail industry cluster. Continued implementation of Snohomish County Executive Aaron Reardon’s Community Infrastructure Development Initiative and the launch of his Community Enhancement Initiative will fuel growth in this cluster still further.

Both the economic engine and infrastructure industry clusters will continue to need the support of the business services industry cluster which includes information technology as well as the growing logistics and trade sector. According to the Washington State Employment Security Department, this cluster represents one of the most rapidly growing sectors in the economy as measured by the rate of job growth. Continued growth in Snohomish County will be fueled by an expanding export market, occurrence of import substitution, growth in intermediate demand, technological changes, growth in consumer demand, and changes in business operations. The relationships between these industry clusters are depicted in Figure 1., below. More than two thirds of all Snohomish County firms are in one of the depicted industry clusters as are 9 out of every 10 workers.

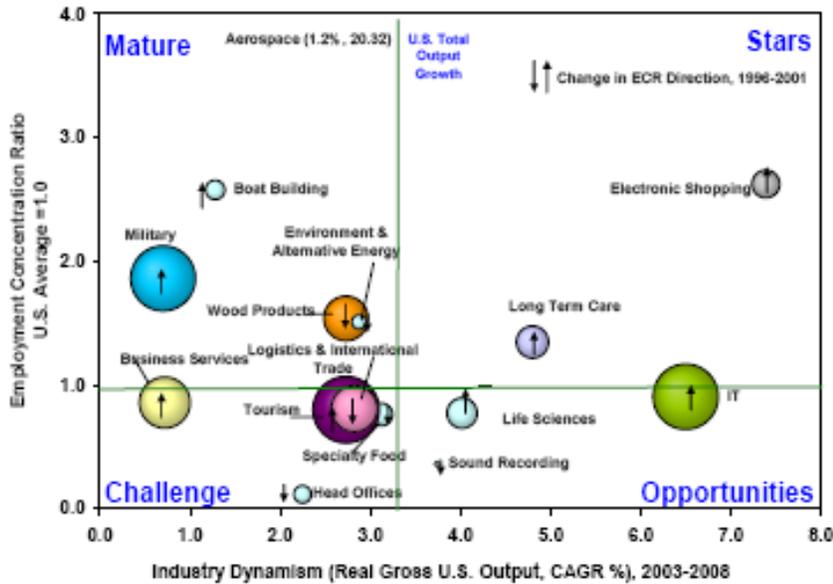
Figure 1., SNOHOMISH COUNTY 2010 BLUEPRINT SCHEMATIC OF RELATIONSHIPS BETWEEN SNOHOMISH COUNTY INDUSTRY CLUSTERS



Source: Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County

The employment concentration ratios as well as past and predicted real gross output of both the targeted industry clusters as well as other key players in the Snohomish County economy are depicted in Figure 2., below. This figure illustrates that only the aerospace/manufacturing industry cluster is positioned as a “mature” sector, while information technology, life sciences, and business services are moving up and becoming “stars” and/or mature industries.

Figure 2., SNOHOMISH COUNTY MARKET SEGMENTATION, 2003-2008



Source: Global Insight, Inc., 2004

Washington State Employment Security Department Labor Market and Economic Analysis data show that employment opportunities are rebounding in all of these key industry clusters. Quarterly workforce indicators from 2005 show that job creation locally is still high in sectors incorporated within targeted industry clusters as shown in Table 5, below.

Table 5., QUARTERLY WORKFORCE INDICATORS IN KEY INDUSTRY SECTORS (2005)

Code	Name	Total Employment	Net Job Flows	Job Creation	New Hires	Separations	Turnover	Average New Hire Earnings
230000	Construction	18,518	652	2,462	6,938	7,155	15.6%	\$2,776
310000	Manufacturing	46,016	740	1,614	3,456	3,564	5.4%	\$3,261
440000	Retail Trade	28,511	204	1,630	6,043	6,326	11.7%	\$1,530
510000	Information	4,491	48	163	591	650	7.2%	\$2,911
520000	Finance and Insurance	10,072	59	329	1,101	1,131	11.8%	\$4,032
540000	Professional and Technical Services	7,965	51	592	1,134	1,285	10.5%	\$4,188
560000	Administrative and Waste Services	11,085	413	1,093	4,638	4,770	19.7%	\$1,936
610000	Educational Services	17,153	76	535	1,181	1,782	5.8%	\$1,470
620000	Health Care and Social Assistance	21,956	6	777	2,993	3,367	9.4%	\$2,101
720000	Accommodation and Food Services	16,229	124	1,359	5,594	5,928	19.8%	\$1,004
810000	Other Services, Except Public Administration	8,064	48	693	1,654	1,851	13.3%	\$1,483
900000	Government	10,187	44	178	595	793	4.6%	\$2,913
	Totals	224,779	2,704	12,930	40,216	43,300	10.3%	\$2,363

Source: US Census, Quarterly Workforce Indicators Online, www.lehd.dsd.census.gov/led/datatools/qwiapp.html

c. Job Growth and Vacancies by Industry and Occupation

Forecasted job growth into the year 2010 by industry supersector is outlined in Table 6., below. Note that while construction is forecasted to stay steady, significant increases are expected in financial and business services as well as education and health services.

Table 6., JOB GROWTH BY SUPERSECTOR

Supersector	2005 Jobs	2010 Jobs	Change	% Change	Earnings
Construction	26,341	26,710	369	1%	\$51,135
Manufacturing	46,837	43,409	-3,428	-7%	\$84,717
Information	4,791	4,922	131	3%	\$57,195
Financial Activities	24,819	28,744	3,925	16%	\$50,094
Professional and Business Services	30,560	34,630	4,070	13%	\$38,626
Education and Health Services	28,913	34,821	5,909	20%	\$39,608
Leisure and Hospitality	23,773	25,793	2,020	8%	\$16,857
Other Services	17,463	18,952	1,489	9%	\$31,810
Public Administration	43,909	44,914	1,005	2%	\$54,374

Source: Economy Overview, Strategic Advantage, www.economicmodeling.com

Job growth is further broken down by NAICS codes and by occupation in Tables 7. and 8. below and on the following pages.

Table 7., JOB GROWTH BY NAICS CODE

Code	Name	2004	2010	Change	% Change	Earnings	Establishments	Unemployment
230000	Construction	23,688	26,710	3,022	13%	\$51,135	2,630	1,302
310000	Manufacturing	44,422	43,409	-1,013	-2%	\$84,717	792	2,995
440000	Retail Trade	32,693	37,153	4,460	14%	\$30,989	1,719	2,232
510000	Information	4,672	4,922	251	5%	\$57,195	170	222
540000	Professional and Technical Services	13,387	14,576	1,189	9%	\$50,653	1,031	449
610000	Educational Services	3,607	4,583	977	27%	\$20,721	168	327
620000	Health Care and Social Assistance	24,565	30,238	5,672	23%	\$42,382	1,248	965
720000	Accommodation and Food Services	17,816	20,330	2,514	14%	\$17,491	1,262	1,351
810000	Other Services, Except Public Administration	17,155	18,953	1,798	10%	\$31,810	3,244	704
900000	Government	42,678	44,914	2,239	5%	\$54,374	223	974

Source: Economic Forecaster, Jobs by Industry, Strategic Advantage, www.economicmodeling.com

Table 8., JOB GROWTH BY OCCUPATION

Code	Name	2004	2010	New Jobs	Replacement Jobs	% New	% Replacement	% New and Replacement	Earnings	Unemployment
11-0000	Management Occupations	18,073	19,835	1,762	2,046	10%	11%	21%	\$46.09	552
13-0000	Business and Financial Operations Occupations	15,609	17,094	1,485	1,682	10%	11%	20%	\$26.25	249
15-0000	Computer and Mathematical Science Occupations	6,872	7,524	652	531	9%	8%	17%	\$32.95	238
17-0000	Architecture and Engineering Occupations	7,510	7,659	149	985	2%	13%	15%	\$30.54	135
19-0000	Life, Physical and Social Science Occupations	3,485	4,007	523	501	15%	14%	29%	\$27.52	78
21-0000	Community and Social Services Occupations	3,552	4,326	774	422	22%	12%	34%	\$16.00	77
23-0000	Legal Occupations	1,445	1,570	125	100	9%	7%	16%	\$33.16	75
25-0000	Education, Training and Library Occupations	15,052	16,836	1,784	1,795	12%	12%	24%	\$19.12	317
27-0000	Arts, Design, Entertainment, Sports and Media Occupations	5,971	6,512	541	675	9%	11%	20%	\$20.89	237
29-0000	Health Practitioners and Technical Occupations	11,764	13,984	2,220	1,304	19%	11%	30%	\$30.81	209
31-0000	Healthcare Support Occupations	5,386	6,675	1,307	548	24%	10%	35%	\$12.82	325
33-0000	Protective Services Occupations	4,488	4,923	435	856	10%	19%	29%	\$20.16	325
35-0000	Food Preparation and Serving Related Occupations	19,602	22,068	2,466	4,869	13%	25%	37%	\$9.55	1,465
37-0000	Building and Grounds Cleaning and Maintenance Occupations	9,205	11,126	1,921	1,109	21%	12%	33%	\$11.04	802
39-0000	Personal Care and Service Occupations	9,841	10,855	1,013	1,483	10%	15%	25%	\$10.10	1,037
41-0000	Sales and Related Occupations	34,118	38,978	4,859	6,463	14%	19%	33%	\$17.47	1,997
43-0000	Office and Administrative Support Occupations	39,771	43,390	3,619	5,959	9%	15%	24%	\$14.60	1,677
45-0000	Farming, Fishing, and Forestry Occupations	2,097	1,990	-108	359	-5%	17%	12%	\$13.78	364
47-0000	Construction and Extraction Occupations	19,829	22,668	2,840	2,345	14%	12%	26%	\$20.26	1,760
49-0000	Installation, Maintenance and Repair Occupations	11,912	12,850	938	1,707	8%	14%	22%	\$19.64	475
51-0000	Production Occupations	18,182	18,725	544	3,045	3%	17%	20%	\$16.02	979
53-0000	Transportation and Material Moving Occupations	16,014	18,187	2,173	2,278	14%	14%	28%	\$14.04	1,197
55-0000	Military Occupations	7,545	7,430	-115	1,112	-2%	15%	13%	\$25.44	<10

Source: Economic Forecaster, Jobs by Occupation, Strategic Advantage, www.economicmodeling.com

While job growth remains high and is anticipated to increase well into the year 2010, we are seeing a rapidly growing local shortage of trained, skilled workers ready to fill these vacancies. As of April, 2006, Snohomish County businesses report a total of 6,790 vacancies, 45% of which required education beyond a high school diploma or equivalency, 50% of which required licensure or certification, and 61% of which required previous experience. While these are indicators of living wage jobs, they are also jobs which are difficult to fill. These job vacancies, by occupation group, are outlined in Table 9., below.

Table 9., JOB VACANCIES BY INDUSTRY (APRIL, 2006)

Industry	Estimated Job Vacancies	Full-time Positions	Permanent Positions	Newly Created Positions	Reporting Education Beyond HS/GED	Requiring License or Certificate	Requiring Previous Experience
Management	196	99%	100%	2%	92%	45%	94%
Business and Financial Operations	308	99%	100%	4%	89%	45%	99%
Computer and Mathematical	193	100%	100%	1%	98%	44%	100%
Architecture and Engineering	309	100%	100%	7%	100%	69%	95%
Life, Physical, and Social Science	111	100%	100%	0%	97%	57%	100%
Community and Social Services	140	58%	97%	7%	81%	67%	94%
Legal	<25	100%	100%	0%	100%	39%	100%
Education, Training, and Library	193	67%	75%	4%	92%	77%	90%
Arts, Design, Entertainment, Sports, and Media	50	70%	79%	0%	83%	28%	100%
Healthcare Practitioners and Technical	837	49%	99%	1%	98%	98%	80%
Healthcare Support	206	50%	100%	3%	68%	82%	66%
Protective Service	59	36%	100%	0%	10%	100%	46%
Food Preparation and Serving Related	534	44%	98%	16%	3%	90%	39%
Building and Grounds Cleaning and Maintenance	134	81%	64%	0%	0%	44%	34%
Personal Care and Service	336	34%	85%	3%	26%	34%	33%
Sales and Related	1,012	39%	99%	12%	12%	11%	31%
Office and Administrative Support	562	75%	99%	8%	16%	16%	64%
Farming, Fishing, and Forestry	50	36%	42%	100%	0%	0%	0%
Construction and Extraction	379	94%	90%	36%	36%	47%	61%
Installation, Maintenance, and Repair	244	97%	95%	6%	28%	25%	49%
Production	281	97%	100%	23%	27%	10%	57%
Transportation and Material Moving	646	73%	97%	12%	3%	54%	47%
Total Vacancies	6,790	67%	96%	10%	45%	50%	61%

Source: Snohomish County WDC Extract, Washington State Job Vacancy Survey, April 2006

d. Job Skill Requirements

As seen in Table 10., below, the top job vacancies in Snohomish County represent a mix of skilled and unskilled occupations. Of the 3,189 jobs in the top 25 occupations in April 2006, 828, or more than one out of every four, required education beyond a high school diploma or a GED.

Table 10., 25 OCCUPATIONS WITH THE HIGHEST NUMBER OF JOB VACANCIES (APRIL, 2006)

Occupation Title	Estimated Job Vacancies	Full-time Positions	Permanent Positions	Newly Created Positions	Reporting Education Beyond HS/GED	Requiring License or Certificate	Requiring Previous Experience
Cashiers	351	3%	98%	12%	0%	7%	5%
Registered Nurses	326	35%	97%	0%	100%	100%	87%
Retail Salespersons	322	35%	100%	16%	1%	3%	29%
Laborers and Freight, Stock, and Material Movers, Hand	257	63%	97%	12%	3%	6%	11%
Combined Food Preparation and Serving Workers	222	47%	98%	10%	0%	100%	20%
Truck Drivers, Heavy and Tractor-Trailer	219	95%	100%	13%	2%	100%	94%
Telemarketers	117	59%	100%	7%	1%	1%	5%
Automotive Glass Installers and Repairers	113	100%	100%	0%	0%	0%	0%
Personal and Home Care Aides	109	20%	96%	8%	0%	18%	8%
Nursing Aides, Orderlies, and Attendants	99	53%	100%	0%	67%	95%	61%
Stock Clerks and Order Fillers	94	83%	100%	0%	1%	11%	16%
Aerospace Engineers	91	100%	100%	0%	100%	91%	100%
Maids and Housekeeping Cleaners	83	87%	65%	0%	0%	63%	8%
Physical Therapists	76	58%	100%	3%	100%	100%	48%
Carpenters	74	100%	89%	68%	67%	53%	42%
Construction Laborers	74	84%	84%	21%	0%	6%	6%
Sales and Related Workers, All Other	70	100%	100%	23%	16%	72%	84%
Customer Service Representatives	68	71%	100%	0%	9%	6%	71%
Receptionists and Information Clerks	65	42%	100%	13%	15%	3%	53%
Business Operations Specialists, All Other	63	95%	100%	0%	81%	61%	100%
Electricians	62	100%	100%	81%	6%	40%	50%
Accountants and Auditors	62	100%	100%	3%	100%	71%	100%
Waiters and Waitresses	60	16%	100%	47%	0%	100%	61%
Occupational Therapists	58	56%	100%	0%	100%	100%	56%
Food Preparation Workers	54	14%	100%	21%	0%	100%	20%
Grand Total	6,790	67%	96%	10%	45%	50%	61%

Source: Snohomish County WDC Extract, Washington State Job Vacancy Survey, April 2006

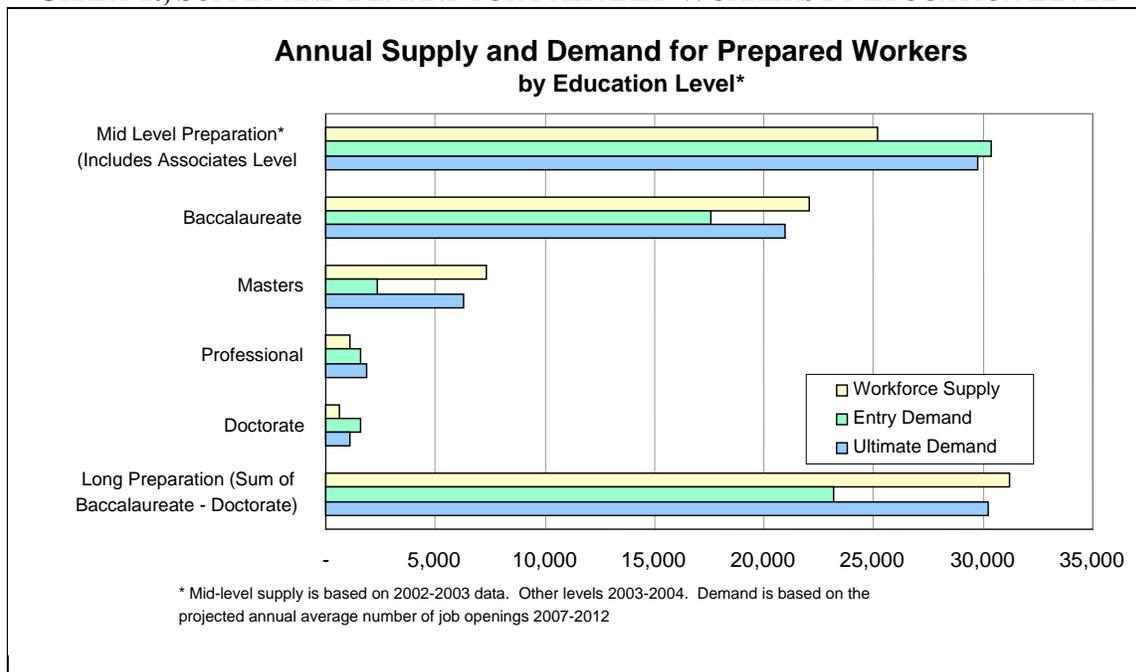
e. Job Skill Gaps

“Washington’s employers cannot find enough skilled workers. Our higher education system undersupplies new workers with mid-level training from community and technical colleges, private career schools, and apprenticeships. Our four-year colleges and universities fall short of meeting employer demand in technical fields. We provide, relative to other states, little support for employers seeking training customized to their unique needs. The Workforce Board’s 2006 employer survey found that skill shortages are hurting employers by ‘limiting output or sales, lowering productivity, and reducing product quality.’”

High Skills, High Wages 2006

A recent assessment conducted by three State education agencies, provided in Chart 1., comparing the supply and demand of workers at various levels of education illustrates this contention.

CHART 1., SUPPLY AND DEMAND FOR PREPARED WORKERS BY EDUCATION LEVEL



Source: Higher Education Coordinating Board, State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board, “A Skilled and Educated Workforce: An assessment of the number and type of higher education and training credentials required to meet employer demand,” January, 2006.

As may be seen from the above chart, business is in great need of workers with mid-level preparation with a shortfall of 4,650 workers projected by 2010 unless there is an increase in the number of students entering the labor force from community and technical colleges, private career schools, and apprentices with mid-level preparation. Additional shortages in prepared workers in health care; computer science; engineering; and the education fields of math, science, and special education at the baccalaureate level are also projected by State education agencies.

A more detailed analysis of the specific skills lacked by the current workforce is provided in the section entitled *100% Employment- Providing Opportunity for All*, below.

f. Planning Implications

As may be seen from the above discussion, the labor market is growing at the national, state, regional, and local levels. Growth is in a wide variety of occupations across industry sectors and clusters. Some of these sectors and cluster serve as economic engines that create wealth through the sale of goods and services. These sectors and clusters are also on the leading edge of increasing productivity through innovations in technology, processes, and goods and services, making the need for skilled workers, particularly workers with skills in math and science, absolutely critical to continued growth. These economic engines also drive the expansion of other sectors and clusters and the creation of still more jobs.

100% Global Competitiveness – A New Context describes the impact this situation is already having on the position of the United States and Washington State in the global marketplace and identifies actions other nations facing similar challenges are taking to reverse these trends.

Looking forward, the challenges presented by this situation will only be exacerbated. Not only is the number of job openings increasing: the number of jobs requiring skilled workers is increasing and the skills those workers need are multiplying. As will be seen in the section entitled *100% Employment – Providing Opportunity for All*, these challenges will be exacerbated by a projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow’s workers. The section entitled *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine* examines the impact the lack of skilled workers is already having on the innovation, expansion, and productivity of business and the concomitant impact on the various facets of prosperity for workers and their families.

It is the specific charge of the Snohomish County WDC to take a leadership role in conjunction with Snohomish County government, education, and economic development in assuring our local workforce development system meets the needs of business for skilled workers to fill current and emerging jobs in the new, globally competitive environment. Some of the objectives and strategies addressed in the *Agenda for Action* related to this goal and analysis address the following questions:

1. What should be the role of the WorkSource Snohomish County system in achieving the goal of 100% jobs filled?
2. How should Workforce Investment Act Title I-B Youth, Adult, and Dislocated Worker funds be used to realize that goal?
3. How should any WIA 10% funds be used to realize that goal?
4. What other partnerships, funds, and/or other resources should the WDC seek out to realize that goal?

Our system’s current strengths and weaknesses related to the realization of our goal of achieving 100% employment within this global competitiveness context are analyzed in the following section.

100% Employment – Providing Opportunity for All

The WDC is committed to achieving 100% employment by meeting the needs of every County resident regardless of her/his life circumstances affecting self-sufficiency and career resiliency. The following analysis of the changing workforce in Snohomish County provides the foundation for the WDC’s objectives and strategies for achieving this goal.

a. Population Growth and Distribution

Population Growth

Snohomish County is the third most populous county in Washington State and one of the fastest growing. The county’s population, as reported by the 2005 United States Census Bureau’s *American Community Survey Profile*, is 655,944, representing about 11% of the state’s residents. This also represents an 8.2% growth in population between 2000 and 2005.

For the four years between 1995 and 1999, Snohomish County reported the highest rate of population growth among counties in Washington State. In 1999, Snohomish County increased by 15,200 persons representing 2.6% of a population of 583,300. While the County's growth between 1998 and 1999 was slightly less than the growth witnessed during the previous year, its population still increased at more than double the rate of the Puget Sound region overall.

From 1990 to 2000, the population of Snohomish County increased by 127,872, 62% of which was due to net in-migration, including the in-migration of refugees and immigrants. This is comparable to the state share of growth due to migration (59%) but much higher than neighboring King County (29%).

Beyond in-migration of immigrants and refugees, Snohomish County has seen a steady increase in net migration (people moving in minus people moving out) as well as a natural increase (births minus deaths) since 1990. Tables 11. and 12. show this, both for the ten year period between 1990 and 2000 and for the years between 2000 and 2002.

Table 11., SNOHOMISH COUNTY POPULATION INCREASE BETWEEN 1990 AND 2000

Net Migration, in persons	92,400
Natural Increase, in persons	48,000
Total Increase	140,400

Table 12., SNOHOMISH COUNTY POPULATION INCREASES BY YEAR

	2000-2001	2001-2002	2002-2003
Net Migration, in persons	7,800	4,900	5,200
Natural Increase, in persons	4,800	4,500	4,300
Total Increase	12,600	9,400	9,500

Moreover, due to a concurrent slowdown in growth in King County, Snohomish County recorded the largest absolute population gain among the Puget Sound region's counties for the first time since 1971-72 when an historic aerospace industry downturn upset the usual balance of population growth between the counties.

According to the Puget Sound Regional Council, the population forecast for Snohomish County for year 2010 is 757,337, for 2020 is 878,579, and for 2030 is 982,317. The population forecast currently being used for Snohomish County Growth Management planning is 714,244 in the year 2012. Recent estimates developed by the Washington State Office of Financial Management place the county's population between 795,725 and 1,062,903 in 2025.

Population Distribution

This growth has not been evenly distributed across all areas of Snohomish County which has twenty incorporated cities. Higher than average growth rates for several city populations have been driven primarily by the annexations that bring heavily settled unincorporated areas within city boundaries. Thus, the population living in unincorporated areas declined from 55.8% in 1990 to 49.8% in 1999.

Within the County, the most rapid growth between 1990 and 2000 occurred in the **East** region (cities of Gold Bar, Index, Monroe, Snohomish, and Sultan) averaging 39.7%. That area is projected to grow by 23.7% between 2000 and 2010. Similarly, the **North** region (cities of Arlington, Darrington, Granite Falls, Lake Stevens, Marysville, and Stanwood) grew by 39.3% between 1990 and 2000 and is expected to be 24.9% larger by 2010. The **Central** region (cities of Everett, Mill Creek, and Mukilteo) grew by 29.7% between 1990 and 2000 and is projected to be 23.0% larger by 2010. The **Southwest** region (cities of Bothell, Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway) grew by 19.1%, the lowest rate of relative growth. This region is expected to grow by 20.5% between 2000 and 2010.

b. Population Demographics

Age of Population

While Snohomish County's population continues to grow, the fact remains that a large percentage of residents are members of the baby-boom generation who will be aging out of the workforce in the next 10 years. The Employment Policy Foundation estimates that over the next 30 years, more than 61 million Americans will retire. Young adults have a 21.6% unemployment rate, far and away the largest of any cohort. Employers identify lack of preparation and educational achievement which widens the gap for skilled and dependable workers.

As the County's next generation of workers, youth make up an important population. 2003 data put the overall youth population from 0-19 years of age at 182,053 or 28.9% of the total population of Snohomish County. Of these, 43,287 youth are 15-19 years old. A significant proportion of these students did not enter school ready to learn and were never able to catch up to the level of their cohort. It is therefore not surprising that roughly 27% are not graduating on time. A significant proportion of those who do graduate do not know what they want to do for a living even though all high school graduates are required to complete occupational credits which include career and technical programs. Career and technical programs are not always aligned with industry need, particularly in the area of integrated math and science as evidenced by data from Workforce Training Education and Coordinating Board on business satisfaction with graduates statewide.

Adults 20-64 years of age comprised 62% (391,338) of the population and those 65+ years old accounted for the remaining 8.9% (56,281). Young adults 25-34 years of age have actually declined by 10.2% since 1990.

The baby-boomers are now in their late 50s, and people over the age of 65 constitute the fastest growing segment of Washington State's population. The same is true in Snohomish County: Census 2000 reports 55,404 residents age 62 and over representing 9.1% of the County's population. The fastest growing age group between 1990 and 1999 has been 50-54 year olds (83.5% gain) at the leading edge of the baby boom generation. The oldest, those 85+ years old, were the second fastest growing age group (61.9% gain).

Diversity of Population

Snohomish County is also becoming an increasingly diverse community in terms of race, ethnicity, and country of origin.

The 2005 *American Community Survey Profile* breakdown of the ethnic make-up of the Snohomish County population is shown in Table 13. on the following page.

Table 13., ETHNIC COMPOSITION OF SNOHOMISH COUNTY AND WASHINGTON STATE RESIDENTS

	Snohomish County	Washington State
White	86.0%	85.3%
Black	2.1%	3.5%
American Indian & Alaska Native	1.5%	1.6%
Asian	7.2%	6.3%
Native Hawaiian & Other Pacific Islander	0.4%	0.5%
Two or more races	3.0%	2.9%
Hispanic or Latino origin	5.9%	8.5%
White, not Hispanic	80.6%	77.5%

The State Board for Community and Technical College’s *Research Report No. 05-03: Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Progress Report* documents disproportionate educational achievement for people of color. The Workforce Training and Education Coordinating Board’s report, *2006 Workforce Training Results*, documents the disproportionality of educational achievement of and employment outcomes for students of color in our state’s career and technical workforce training programs. The causes of this disproportionate achievement must be addressed to ensure that all county residents have access to school, obtain the supports needed to succeed in school, and can make a smooth transition to work in occupations and industries that need and can utilize their skills and talents.

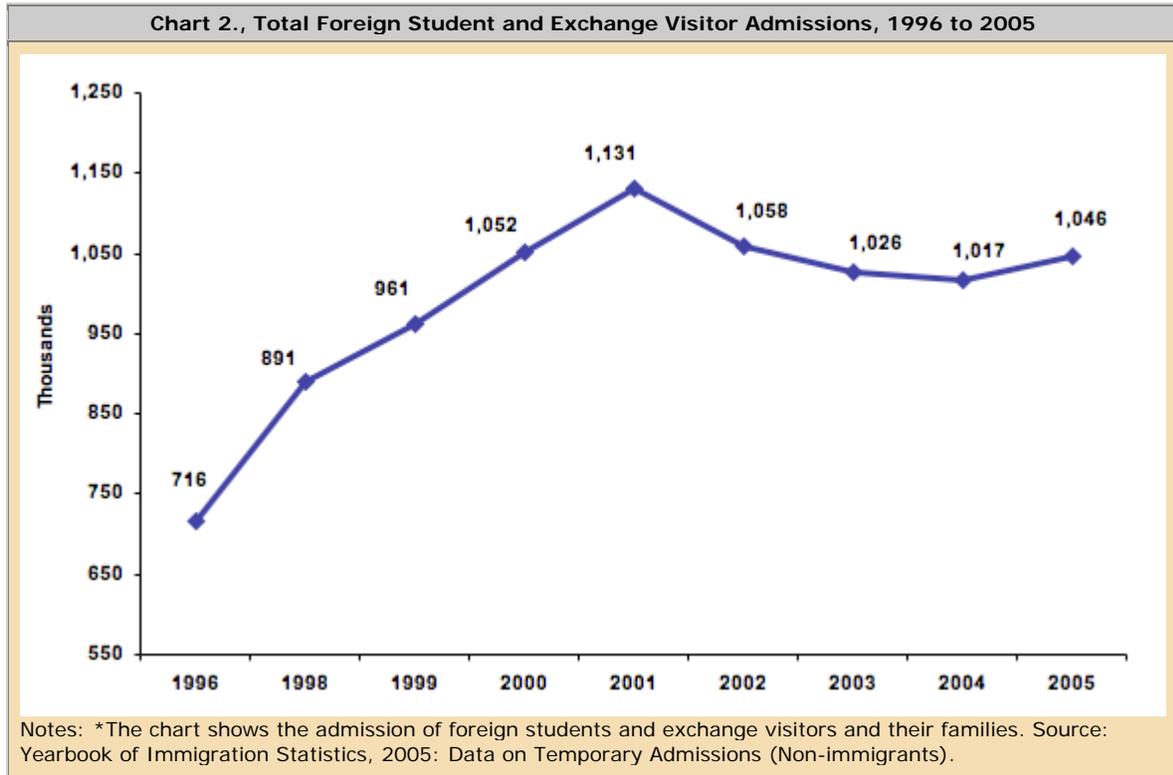
Immigrants and Refugees

Immigrant and refugee communities in our county have grown in size and diversity over the last 10 years. Census 2000 data points to a substantial increase (229%) in the foreign-born population of Snohomish County between 1990 and 2000, from 25,777 (5.5% of the total population) to 59,014 (9.7% of total). And currently, 17% of all Snohomish County residents were born in another country. Given continued in-migration and the comparatively younger age distributions of immigrant and refugee populations, the trend toward greater diversity can be expected to continue.

Nearly half (44.0%) of the foreign born residents of Snohomish County had entered the United States in the 10 years prior to the 2000 Census. Most foreign-born county residents were from Asia (46.4%) and Europe (24.3%), though many newcomers come from other countries in North America, South America, and Africa as well. Among foreign-born residents of the County, 46.8% have become naturalized citizens. The increase in foreign-born residents is also reflected in an increase in the proportion of households in which English is not the primary language, from 6.6% of households in 1990 to 13.0% in 2003. The needs of these newcomers are diverse and include challenges with assimilating into a new culture, gathering timely and accurate information about community resources, becoming part of the community, and finding employment that provides or leads to a family supporting wage.

Foreign Students and Exchange Visitors

There were nearly one million foreign student and exchange visitor admissions to the United States in 2005. As shown in Chart 2., below, foreign student and exchange visitor admissions rose between 1996 and 2001. In 1996, foreign student and exchange visitor admissions, including family members, totaled 716,000. By 2001, 1,131,000 admissions were recorded, an increase of 58%.



As may also be seen from the above table, student and exchange visitor admissions declined between 2001 and 2002. Since the September 11 terrorist attacks, the U.S. immigration system has faced intense scrutiny which has had an impact on the temporary admission of foreign students and exchange visitors. After a continuous and significant rise in student admissions from 1996 to 2001, admission rates fell by a total of more than 73,000 from 2001 to 2002, representing a 7% decrease. This decline corresponds with an overall decline in temporary admissions (15%) between 2001 and 2002. Additionally, fewer of those who do come to the U.S. to study are able to remain or choose to remain in the U.S. following the completion of their coursework.

The potential role of immigrants, refugees, foreign students, and exchange visitors in the labor force and concomitant policy issues are examined more fully in *100% Global Competitiveness – A New Context*. Should the U.S. once again open the doors to an increase in the number of immigrants, refugees, students, and exchange visitors from out-of-country, an important consideration will be the significant linguistic and cultural challenges faced by many which may, if not adequately addressed, impede school success and absorption into the labor force.

People with Disabilities

Snohomish County is also home to many people with disabilities. In the 2000 Census, 82,535 Snohomish County residents reported having a disability. These conditions include visual and hearing impairments as well as conditions that substantially limit physical activities. Difficulties learning, remembering, or concentrating; dressing, bathing, or getting around inside the home; going outside the home; and/or working at a job may also impact the ability to obtain and retain employment.

Since the incidence of most types of disability increases with age and as the population ages, the need for expanded capacity to address these issues also rises. Census data shows that of people 21-64 years of age who experience a disability, only 63% are employed.

While disabilities may present barriers to employment, recent advances in assistive features and technology as well as business education around the benefits of hiring people with disabilities can help even the playing field for individuals seeking employment and help individuals in this underutilized talent pool realize their potential while contributing to the economy.

Women

Women are highly represented in the cohort of labor force participants in alternate working arrangements such as part-time work, shared work, home-based work, and independent contract work.

Data from the Workforce Training and Education Coordinating Board demonstrates that women completing Washington State training programs earn less than their male counterparts. This is due, in part, to occupational choice as well as to other factors.

Since 2000, U.S. Department of Labor Bureau of Labor Statistics trend analysis demonstrates a flattening of the steady increase in the number and percentage of women who have been entering the labor force since 1970. As a result, women are not anticipated to be a source of significant labor force growth for the remainder of this decade.

Veterans

Veterans also constitute a significant population within the County. One out of every ten of the 670,628 veterans in Washington State lives in Snohomish County. More than 15% of Snohomish County's residents between the age of 18 and 64 are veterans, a veteran population density 25% higher than that of neighboring King County.

Many of these veterans face significant challenges. According to the *2005 VA CHALLENGE Report* there are 6,567 homeless veterans on any given night in the State of Washington: over the course of a year there are twice that many. Ten percent of these homeless veterans are in Snohomish County. This data would suggest that on any given night, more than 600

veterans reside in a local mission, shelter, jail or prison; on the streets of our cities; or in our outlying communities. Over the course of a year, this translates into more than 1,300 veterans who are homeless in Snohomish County.

Anecdotal information from the Snohomish County Human Services Department Veterans' Assistance Program and WorkSource Snohomish County veterans' services staff mirrors national reports that many veterans are returning from campaigns in Iraq and Afghanistan with challenges such as Post Traumatic Stress Disorder, dependency on alcohol and other drugs, and the need for intensive services to make a successful transition to employment and civilian life.

Residents in Transition

Many Snohomish County residents have found themselves to be in transition for a variety of other reasons. Some are individuals needing to enter the labor force for the first time as a result of a change in family composition, economic circumstances, or changing public policy. Some are individuals re-entering the job market after a protracted period being out of the labor force. And, some have been dislocated due to injury, industry restructuring, or technological change as discussed in *100% Global Competitiveness – A New Context*, above.

The number of incumbent workers in need of retraining has also grown due the twin impacts of technology and globalization on the local labor market.

c. **Workforce Supply and Demand**

Workforce supply is a measure of the number of prepared workers available to take positions in the workforce. Given the demand for workers at the one to two year postsecondary level, the supply of workers with postsecondary education or training that is one year but less than four years in length is of particular concern. The supply at this level, termed "mid-level preparation," consists of individuals in community and technical colleges, private career schools, and apprenticeships with the supply of community and technical college students including both workforce education students and academic transfer students who do not transfer to four-year institutions. In any given year, 84% of mid-level preparation program completers are estimated to enter the workforce. Each year, there is a supply of approximately 25,000 newly prepared workers coming out of community and technical colleges, private career schools, and apprenticeships. Employers, however, will have an average of 30,391 annual job openings at this level of education and training between 2007 and 2012. Thus, supply is only 83% percent of demand. Even if mid-level preparation grows at the same rate as the age-specific population (in other words, current participation rates are maintained) supply will still fall short of employer demand.

The number of workers requiring at least a bachelor's degree for entry to occupations and as an ultimate preparation requirement may have substantial additional training requirements as measured by the gap between entry requirement and ultimate preparation

requirement. In many cases, workers will enter the occupation with the higher level of preparation. In other cases, workers will need to seek additional education once employed.

As may be seen in *100% Jobs Filled – Meeting Businesses’ Current and Emerging Needs*, the demand for workers trained at the baccalaureate level and higher in technical occupations is not being met by current supply. Current degree production meets only 67% of the need in engineering and 56% of the need in computer science. Current degree production is sufficient to meet only 65% of the need for additional prepared workers in the medical professions; 75% of the need in editing, writing and performing occupations; 75% of the need in human and protective service occupations; and 89% of the need in research, scientific, and technical occupations. This is particularly alarming given that eight out of every ten of the baccalaureate graduates in our state’s workforce are Washington residents.

This situation will not be remedied by current students, young adults, and children who comprise the workforce of the future as is discussed below.

d. Education and Literacy Levels

Early Learning: There is a growing body of research that indicates an investment in school readiness and early learning yields a very high rate of return. In response, Governor Gregoire has created a Department of Early Learning and proposed a budget with vastly increased resources dedicated to meet this need. While school readiness and early learning are beyond the scope of the WDC’s work, the lack of school readiness significantly impacts K-12 school success, the preparation of high school graduates for the workforce and postsecondary education, and the need for postsecondary remedial coursework. It is therefore an important underlying factor in the following discussion. It is also important to note that it will be at least a decade before the benefits of any additional investment in school readiness and early learning will be realized in the preparedness of Washington students for entry into the workforce.

K-12 Education: Snohomish County places a high priority on providing youth and adults with world class education and training. It has excellent institutions at the K-12 level in 13 school districts and one skills center. Within the state of Washington, Snohomish County is home to about 9.7% of those enrolled in K-12 education.

Of the 97,875 K-12 students in Snohomish County, 32.7% receive free or reduced lunches, a benchmark that is often used to examine the income levels of the overall population. This is slightly lower than the statewide rate of 36.7%.

Another statistic widely examined is the dropout rate among various high schools. This statistic has only recently been standardized in the way it is reported across the State with a statewide rate of 5.1% compared to a 5.5% rate in Snohomish County with 12 out of 13 districts reporting. (The Index School District does not have a high school and so does not report WASL scores or graduation rates. The rates for these students are incorporated into the statistics for other districts.)

Even more telling is the on-time graduation rate which indicates how many of the entering freshman class graduate on time within four years. The Snohomish County rate is 74.2%. The extended graduation rate, that is the rate for students taking longer than 4 years to graduate, is only marginally better at 78.1%.

This indicates that an astonishing 26.8% of the freshman who enter high school in Snohomish County either leave school or do not graduate within four years. These statistics conform to statewide rates. Table 14., below, provides the average percent of students meeting the state standard on the 10th grade Washington Assessment of Student Learning (WASL) with 12 districts reporting. Students in the graduating class of 2008 must meet the WASL standards in Reading, Writing, and Mathematics to graduate: the Science WASL test will be incorporated as a graduation requirement in future years.

Table 14., AVERAGE PERCENT OF STUDENTS MEETING 10TH GRADE WASL STANDARDS IN SNOHOMISH COUNTY AND WASHINGTON STATE

	Reading	Writing	Math	Science
Snohomish County	80.8%	78.8%	47.6%	33.0%
Washington State	82.0%	79.8%	51.0%	35.0%

The 2004-05 school year saw 5,602 high school graduates in Snohomish County. Of those who graduated, 928 (17%) enrolled in Everett Community College, 863 (15.4%) enrolled in Edmonds Community College, and 114 (.02%) enrolled in Cascadia Community College. In total, 34% of the 2004-05 high school graduates in Snohomish County chose to enroll in the community and technical college system either in or very close to Snohomish County. Approximately 19% of Washington high school graduates attend college out-of-state. While reasons vary, a portion of these students cannot access higher education opportunities in their desired majors here in Washington. It should also be noted that existing studies regarding student demand in Washington do not take into account out-of-state enrollments or discouraged students who fail to apply.

Postsecondary Education in Community and Technical Colleges: Snohomish County is home to 19,731 students currently enrolled in college. Roughly 61% of these students attend community or technical colleges. Three community colleges – Everett Community College, Edmonds Community College, and Cascadia Community College – serve place-bound Snohomish County residents.

Relatively little is known about the unique experiences and the educational and employment outcomes of adults who enter community college with limited education. In *Research Report No. 06-2, Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study (the "Tipping Point" Research)*, the State Board for Community and Technical Colleges indicates that their experiences and outcomes differ from those of traditional college-aged students. Compared with community college students who enroll soon after high school at ages 18-24, those who start at ages 25-64 are more likely to earn a certificate and less likely to earn an associate degree. These older first-time students are also far less likely to transfer to a

four-year institution and earn bachelor's degrees. Indeed, among students who entered a community college for the first time in 1995-96, 60% of older first-time students did not earn any credential or transfer to a baccalaureate program after six years, compared with 40% of younger, first-time students.

Colleges increasingly gear their applied associate degrees to the employment needs of the local community and thus tend to graduate only a small number of students in each community each year. Many of these graduates live and work in their community and are not in a position to go elsewhere to complete a bachelor's degree. While professional/technical specialization bachelor's pathways are more commonly using innovative delivery methods to reach students living and working in communities at a distance from the campus, there is still a need to increase access for place-bound students.

The lack of information regarding the socioeconomic background of students attending community and technical colleges has created a void in understanding student access and success. With this in mind, the State Board for Community and Technical Colleges enlisted help from the Columbia University Community College Research Center to construct an alternative socioeconomic (SES) proxy for individual students.

Data reported in *The Socioeconomic Well-Being of Washington State: Who Attends Community and Technical College* suggests that younger students in low SES households are increasingly delaying entry into college, but later show up as older adults with low skills. Younger students in high SES households are more likely to attend college immediately after high school. Another key finding of the study is that students from lower SES backgrounds typically fare less well on the WASL test, possibly leading to a disparity in graduation rates among those of lower SES.

Studies show that under-preparation is a concern for younger students of color who have recently graduated from high school. They are somewhat less likely than white students to be college ready when they arrive, enrolling at higher rates in pre-college coursework. Additionally, studies show that adults who have been out of school for a significant period of time frequently require remedial courses. Further, immigrants and refugees frequently require additional courses in English.

These findings have significant implications for several key reasons. First, the Snohomish County population under 10 years of age in 2000 was significantly more likely to be in the low SES households than was the County population in 1990. Secondly, as demonstrated above, the student body is becoming increasingly diverse in terms of race, ethnicity, age, and country of origin. An increasing percentage of students entering postsecondary educational require remediation, frequently in the form of adult basic education (ABE) and English as a Second Language (ESL). This is significant in that the *"Tipping Point" Research* clearly demonstrates that less than one-third of adult education and English language students in community colleges in Washington State earn a credential beyond a GED certificate. The report's authors draw the conclusion that, "Despite the great need of this population for further educational attainment, our systems do not have the capacity to serve them at all."

That our systems **do** have effective models for serving these students has been demonstrated by the Integrated Basic Education and Skills Training (I-BEST) model implemented on a pilot basis by community colleges throughout our state. The Washington State Board for Community and Technical Colleges December 2005 evaluation of the program in *Research Report 05-02: I-BEST: A Program Integrating Adult Basic Education and Workforce Training* found that participating students earned **5 times more college credits** on average, and were **15 times more likely to complete workforce training**, than traditional ABE/ESL students. This nationally-recognized model is not, however, available in all schools nor do I-BEST programs offer integrated instruction for all key industry clusters.

Within workforce education, results for students overall are more promising than are the results for traditional ABE/ESL training. About eight out of ten workforce students who progress beyond one quarter (15 credits) of training eventually exit programs “prepared for work,” with little difference in outcomes between any student groups. However, Latino, African American, and Native American students are a little more likely to leave early (with fewer than 15 credits) and are less likely to obtain credentials or complete longer training even when they progress beyond the 15 credit mark.

Postsecondary Education in Four-Year Institutions: Currently in Washington, about 10% of the 7,000 graduates with an associate in applied science or other technical degree transfer to baccalaureate programs. A recent study by the Washington State Board for Community and Technical Colleges finds that a transfer rate of about 30% would better meet student and industry needs. Creating that additional opportunity for baccalaureate education from now to 2010 would require 3,000 additional full-time equivalent slots for students at the junior and senior level.

Tables 15. and 16., below, show the number of student transfers from two Snohomish County community colleges to public four-year institutions as well as the percentage of total transfers for which these students account.

Table 15., 2005-2006 STUDENT TRANSFERS FROM EVERETT COMMUNITY COLLEGE AS JUNIORS

Four-Year Institution	Number	% of total 4-year public transfers
CWU	30	11.1%
UW Bothell	26	26.0%
UW Seattle	40	40.0%
WWU	58	21.4%
Total all CTC Transfers including above as Juniors	271	

Source: Washington State Board for Community and Technical Colleges

Table 16., 2005-2006 STUDENT TRANSFERS FROM EDMONDS COMMUNITY COLLEGE AS JUNIORS

Four-Year Institution	Number	% of total 4-year public transfers
CWU	64	15.2%
UW Bothell	35	8.3%
UW Seattle	84	19.9%
WWU	45	10.7%
Total all CTC Transfers including above as Juniors	422	

Source: Washington State Board for Community and Technical Colleges

Currently, 39% of Snohomish County college students attend four-year institutions. Of those who attend four-year schools, 35% attend the University of Washington at the main campus in Seattle. Another 317 students also attend the University of Washington at the Bothell Campus. The Lynnwood branch of Central Washington University at Edmonds Community College serves 195 students from the region.

In their report to the Washington Learns Task Force on Higher Education, NORED identified a need for continued growth in higher education in our state. Their report compares the degree production in Washington to that of nine other “Global Challenge” states. The study finds that Washington is well below the national median in terms of the number of bachelor level and graduate degrees produced, confirming the findings of numerous other studies. In addition, the report supports the need to focus additional resources on high-demand fields similar to those outlined in the *Assessment of Higher Education Needs of Snohomish, Island, and Skagit Counties (SIS)* study prepared by the Higher Education Coordinating Board in December, 2006.

The Prosperity Partnership’s Higher Education Work Group – a higher education working group within a coalition of more than 200 organizations implementing a regional economic strategy for central Puget Sound – also finds that increasing higher education opportunities is a key to growing jobs in the region. The Partnership states that fields driving both the state and regional economy within the context of a global economic marketplace should be the focus of increased degree production in computer sciences; engineering; life sciences; medical research; nursing; and production of secondary teachers in math, science, English as a Second Language, and special education. The Partnership estimates that almost half of the job openings in Washington between 2007 and 2012 will occur in these fields. In addition, associate degree production in the fields of medical diagnosing and treating and health technologists and technicians are considered critical. These findings are consistent with the findings of the SIS survey and interview of the region’s employers, students, and counselors.

Adult Educational Attainment: The 2005 *American Community Survey Profile* reports that in Snohomish County, of those 25 years and older, 88.9% have a high school diploma or

higher, versus the 87.1% statewide rate. Nearly 27% have at least a bachelor’s degree, a figure slightly lower than the statewide rate of 27.7%. The breakdown in educational attainment for the County’s population over the age of 25 years is provided in Table 17., below.

Table 17., EDUCATIONAL ATTAINMENT AMONG SNOHOMISH COUNTY ADULTS

11.1%	Less than High School Diploma or Equivalency
26.2%	High School Graduate or Equivalency
25.6%	Some College, No Degree
10.6%	Associate’s Degree
18.4%	Bachelor’s Degree
8.4%	Graduate or Professional Degree

Adult Basic Education (ABE) is the largest single entry point into community colleges for students of color and non-English speakers, most of whom attend as adults for employment-related reasons.

Literacy is an important issue in Snohomish County, particularly given the large influx of refugees and immigrants. The *American Community Survey Profile* reports that 12.2% of Snohomish County residents speak a language other than English at home. Of these residents, 36% speak Spanish and 64% speak one of a wide range of languages, from Slavic languages including Russian, Polish, and Serbo-Croatian to East Asian languages including Mon-Khmer, Cambodian, Miao, Hmong, Thai, Lao, and Vietnamese. The City of Everett is also experiencing a significant influx of immigrants and refugees who speak Arabic and East African languages. Of those who speak a language other than English at home, 64% identify themselves as speaking English less than “very well.”

Education of Population and Degrees Granted: Washington is regarded as having one of the most highly educated populations in the country when this measure is calculated by the number of baccalaureate degree holders as a percentage of total population. However, Washington ranks in the bottom quartile in terms of production of bachelor’s degrees. This disparity is explained by the net in-migration of highly educated workers who earned their degrees elsewhere. Between 1990 and 2000, Washington imported roughly 74,000 people who held a bachelor’s degree or higher. This in-migration is credited for mitigating the higher education system’s shortfall in baccalaureate degree production, especially in high-demand fields. Of the top fifteen occupations in terms of total net in-migration, seven are occupations in which more than half the workers coming to the state hold at least a bachelor’s degree.

The State and Regional Needs Assessment finds that “the higher education system must increase the number of graduates with the skills required to meet the employer needs in a number of key occupational areas.” Positions in the high-demand areas of computer science, engineering, software engineering, architecture, and health care occupations as well as an increase in the number of students enrolled in graduate and professional programs to meet employer demand are needed. A further finding from the assessment is a

need for increased access to degree programs in business, education, life and physical sciences, and social sciences. This is consistent with findings in the SIS study.

e. Planning Implications

As may be seen in *100% Jobs Filled- Meeting Businesses' Current and Emerging Needs*, industry's demand for skilled workers is outstripping supply which is, in turn, impeding economic growth. This section demonstrates that there is no short-term resolution to this issue due to a number of factors including:

- The population is changing in terms of age, socioeconomic status, race, ethnicity, age, and country of origin.
- An increasing percentage of students aren't entering school ready to learn.
- Too few 10th grade students achieve desired proficiency on WASL Reading and Writing tests. Performance on the Math and Science tests is even more problematic.
- Too few students are moving directly into postsecondary education.
- Too many students need remediation at the postsecondary level and too few of those who take remedial courses enter and complete postsecondary academic or career and technical education programs.
- Completion rates need to increase for all students at all educational levels.

The challenges presented by this situation will grow as the number of jobs requiring skilled workers increases and the skills those workers need multiply. As describe above, these challenges will be exacerbated by the projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow's workers. The section entitled *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine* examines the impact the lack of skilled workers is already having and is projected to have on the innovation, expansion, and productivity of business and the concomitant impact on the various facets of prosperity for workers and their families. Taken together, these sections articulate the challenges that must be addressed to secure a strong position for the United States, Washington State, and Snohomish county in the global marketplace.

It is the specific charge of the Snohomish County WDC to take a leadership role in conjunction with Snohomish County government, education, and economic development in assuring our local workforce development system meets the education and related needs of all youth and adults to prepare them for current and emerging jobs in the new, globally competitive environment. Some of the objectives and strategies addressed in the *Agenda for Action* related to this goal and analysis address the following questions:

1. What should be the role of the WorkSource Snohomish County system in achieving the goal of 100% employment?
2. How should Workforce Investment Act Title I-B Youth, Adult, and Dislocated Worker funds be used to realize that goal?
3. How should any WIA 10% funds be used to realize that goal?

4. What other partnerships, funds, and/or other resources should the WDC seek out to realize that goal?

Our system's current strengths and weaknesses related to the realization of our goal of achieving not only an employed but a 100% productive and prosperous workforce within this global competitiveness context are analyzed in the following section.

100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine

Recognizing that business cannot increase workers’ wages without an increase in output, the WDC is committed to developing a Snohomish County workforce that continuously contributes, and continuously improves that contribution, toward the productivity of business. As will be demonstrated below, this contribution will, in turn, increase the prosperity of business, our community, and the workers themselves. The following analysis of the components of productivity and prosperity provides the foundation for the WDC’s objectives and strategies for achieving this goal.

a. Productivity

Definition, Measures, and Components of Productivity

“A nation’s standard of living in the long term depends on its ability to attain a high and rising level of productivity in the industry in which its firms compete.”

Manufacturing in America

The U.S. Department of Labor Bureau of Labor Statistics (Bureau) defines productivity as “a measure of economic efficiency which shows how effectively economic inputs are converted into output.” The Bureau further points out that “Advances in productivity, that is the ability to produce more with the same or less input, are a significant source of increased potential national income. The U.S. economy has been able to produce more goods and services over time not by requiring a proportional increase of labor time but by making production more efficient.”

According to the U.S. Department of Commerce, innovation holds the key to rising productivity, and productivity gains are the key to both economic growth and a rising standard of living. The manufacturing industry is the national leader in initiating technological innovations and improved processes essential to rising productivity across a wide range of industry sectors and clusters: between 1977 and 2002, productivity in the overall economy increased 53% compared to 109% in the manufacturing sector, demonstrating the critical role the industry plays in the health of the U.S. economy. Manufacturing is even more critical to the prosperity of Snohomish County where it contributes more than 30% to the average monthly employment and total wages in covered employment.

The National Institute of Standards and Technology also documents the important role manufacturing plays in stimulating jobs in other sectors, the so-called “multiplier effect” including the services sector which comprises 70% of the U.S. economy.

The most commonly used measure of productivity is labor productivity, that is the output per hour of all persons. By this measure, the manufacturing industry was the star

performer in the Third Quarter of 2006 showing a productivity increase of 6.7% in manufacturing and a 9.0% increase in the manufacture of durable goods according to the Bureau. In 2004, labor productivity increased in 67% of manufacturing industries, output rose in 63%, and hours declined in 60%, epitomizing the maxim of “do more with less.” This trend is even more pronounced over time: between 1987 and 2004, output rose in 80% of industries while hours declined 81%.

According to the Organisation for Economic Co-Operation and Development (OECD), there are three key components to analyzing the growth of Gross Domestic Product (GDP) including the contribution of capital, multi-factor productivity, and the contribution of labor. Since the OECD uses this conceptual framework to compare data across countries, it is useful to utilize this framework to assess the relative productivity of the U.S. economy.

It is important to note that the relative contribution of capital to productivity in the U.S. is of great concern to global competitiveness groups at the national, state, and local levels. It is not, however, within the scope of this examination.

A detailed analysis of multi-factor productivity is also beyond the scope of this document but will be touched upon briefly due to its implications for workforce training. Multi-factor productivity (MFP) is defined as, “the change in GDP that cannot be explained by changes in the quantities of capital and labour that are made available to generate the GDP. MFP is sometimes described as disembodied technological progress...[and] comes from more efficient management of the processes of production through better ways of using labour and capital, through better ways of combining them, or through reducing the amount of intermediate goods and services needed to produce a given amount of output. Growth in MFP is a significant factor in explaining the long-term growth of real GDP.” The OECD also notes that MFP growth “was one of the factors that helped strengthen growth in Canada, Finland, France, Greece, Ireland, Sweden, and United States over the 1990s. A labor force that is increasingly skilled in continuous improvement processes and tools that can be applied in a total product lifecycle and industry context is essential to continued MFP growth.”

Currently, the U.S. is in very strong standing in terms of labor’s contribution to productivity. According to the National Association of Manufacturers, within the U.S., productivity from manufacturing labor more than doubled during that period and leads all countries in the absolute level of labor productivity per her and per employee. However, the U.S. lagged behind a number of OECD nations in average annual growth in productivity between 2002 and 2004 including Slovak Republic, Korea, Czech Republic, Poland, Iceland, Ireland, Sweden, and Greece.

Before moving on to the skills of the current U.S. labor force, it is important to note that outsourcing and offshoring have a modest impact on U.S. manufacturing labor productivity. According to the Bureau, outsourcing and offshoring contributed about 1.5% per year to output per hour growth in the manufacturing industry between 1973 and 1995. Contrary to popular opinion, the contribution from these activities has declined to

approximately 1% per year from 1996 to the present time and has a negligible impact on the dramatic increase in productivity in the manufacturing industry.

Assessment of Skills and Competencies in Current and Future Labor Force, Perceived Deficiencies, and Impacts

"The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce."

Tough Choices or Tough Times

"The United States relies on its higher education system to attract worldwide talent...However, the global landscape of higher education is changing and providing growing alternatives for students."

U.S. General Accountability Office

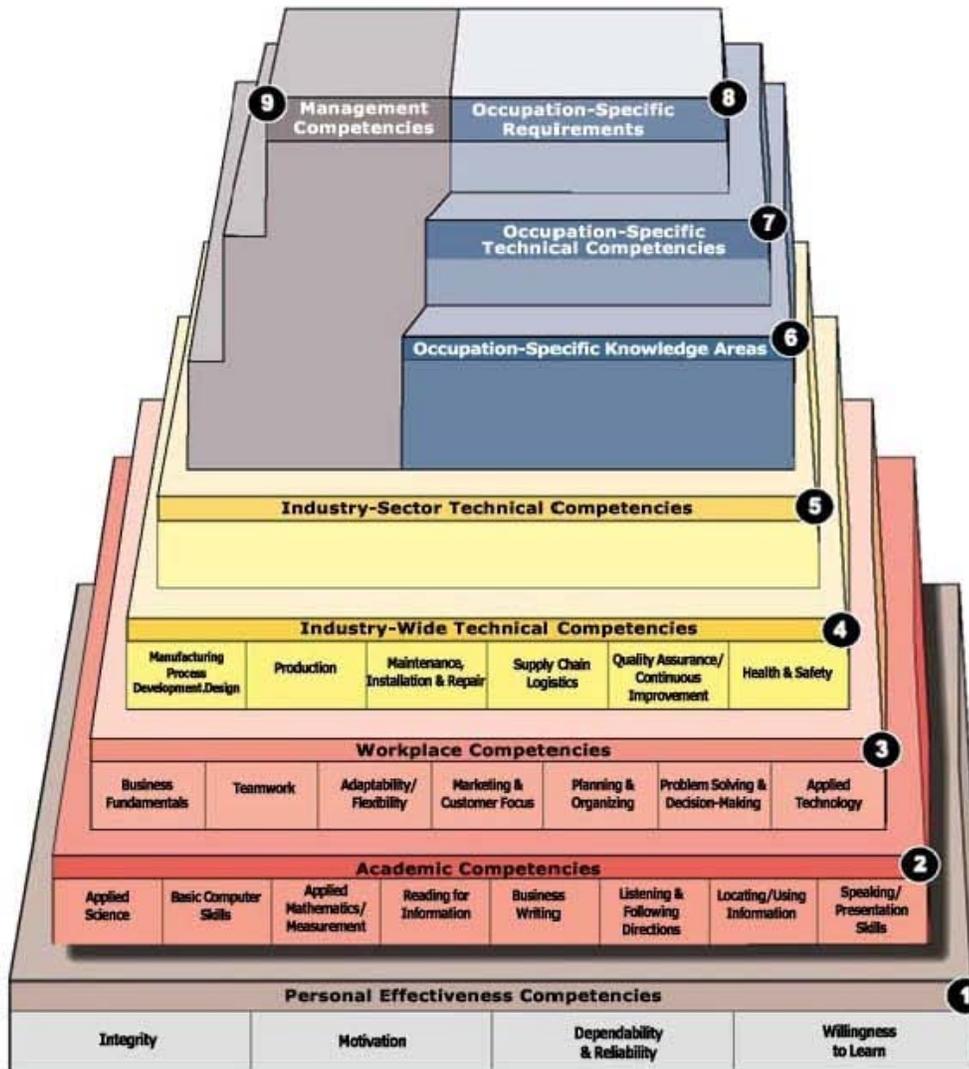
"What Americans still don't realize is that our economic preeminence rests squarely on our education preeminence and we aren't preeminent any more."

Marc S. Tucker, President of the National Center on Education and the Economy

Given the key role workers play in productivity and potential for growth in the GDP, it is important to analyze the skills of the current and future labor force, perceived deficiencies, and impacts on industry's potential for continued growth.

It is helpful to frame this discussion in terms of types of skills and competencies needed by industry. The U.S. Department of Labor Employment and Training Administration has developed a framework for advanced manufacturing which may be more broadly applied. This framework identifies nine tiers of competencies as depicted in the figure on the following page.

Framework of Competencies by the Advanced Manufacturing Industry



At the national level, manufacturing industry roundtable participants indicated that the pressure for increased productivity requires individuals entering the workforce with greater skills at tiers 2 and 3, including problem-solving skills, which are continuously improved through lifelong learning. These participants also expressed significant concern that the U.S. is in danger of losing its innovation infrastructure and technological leadership, both of which rest squarely on the skill of our nation's workforce. In the 20th century, this infrastructure was dependent upon achieving a relatively high U.S. resident graduation rate for math and science-dependent professions, upon accepting a large number of foreign students with a strong math and science foundation, upon those students remaining in country following graduation, and upon the temporary and permanent immigration of skilled workers from other countries. In recent years, there have been significant changes in all of these areas:

- According to the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine (National Academies) in *Rising above the Gathering Storm*, in 2004, China graduated about 500,000 engineers, India graduated 20,000, and the U.S. graduated only 70,000.
- According to the U.S. Government Accountability Office (GAO), in its presentation to the Council of Graduate Schools Annual Meeting on December 7, 2006, international student enrollment in U.S. institutions of higher education has leveled off.
- Additionally, GAO data show that the U.S. share of international students decreased considerably between 2000 and 2004.
- The National Academies also report that in the post-September 11 environment, the number of H-1B visas for highly qualified foreign workers has dropped to 65,000 (plus 20,000 foreign nationals earning advanced degrees from U.S. universities) from a high of 195,000.
- According to the OECD, the percentage for foreign born persons with a postsecondary education relative to all persons with a postsecondary education in the U.S. is below that of 10 other member countries including Luxembourg, Australia, Switzerland, Canada, New Zealand, Ireland, the United Kingdom, Portugal, Austria, and Sweden.

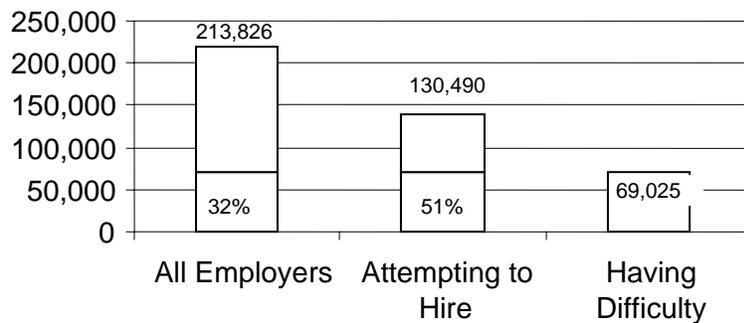
These statistics are troubling, particularly in light of the fact that our nation's, state's, and county's schools are having difficulty helping K-12 students achieve desired standards in math and science as discussed in more detail in *100% Employment – Providing Opportunity for All*, above.

These findings are also reflected in a survey conducted by Deloitte in conjunction with the National Association of Manufacturers which found that 80% of respondents reported having a moderate to serious shortage of qualified job applicants with tier 2 and 3 skills such as computer literacy, teamwork, and critical thinking as well as technical competencies at tiers 4 and 5 in quality and process control, supply chain management, integrated production systems, and global teaming. Among aerospace and defense companies, the challenge most frequently mentioned by a significant margin was the lack of problem-solving skills.

Nationally, manufacturers are reporting that the lack of skilled labor is impeding the industry's ability to achieve production levels, increase productivity, and meet customer demand. At the state level, these findings have been reinforced by the Workforce Training and Education and Coordinating Board in *Washington State Employers' Workforce Training Needs and Practices 2006*. As Chart 3. shows, more than half of all Washington State businesses attempting to hire qualified workers have reported having difficulty in doing so.

Chart 3., WASHINGTON WORKFORCE TRAINING NEEDS

Washington State Employers, Those Attempting to Hire, and Those Having Difficulty Finding Qualified Applicants



The Workforce Training and Education Coordinating Board found this difficulty across the state, including in Snohomish County where 49% of businesses surveyed reported having difficulty in 2005. As shown in Table 18. on the following page, there are profound economic impacts resulting from these skills shortages.

Table 18., ECONOMIC IMPACTS OF SKILL SHORTAGES

Response	Among all Employers
Reduced production output or sales	17%
Lowered overall productivity	16%
Reduced product or service quality	14%
Prevented firm from expanding its facilities	8%
Prevented firm from developing new products/services	6%
Caused firm to move some operations out of state	<1%

This difficulty was distributed across educational levels but was most significant among jobs requiring 1-4 years of postsecondary education as shown in Table 19. on the following page.

Table 19., EMPLOYER DIFFICULTY FINDING APPLICANTS BY EDUCATIONAL LEVEL

Educational Level	Estimated # of Firms	Among All Employers
Neither a high school diploma or GED	4,700	2%
High school diploma or GED	14,100	7%
Some college course work	18,900	9%
Vocational certificate	19,200	9%
Vocational associate degree	18,100	8%
Academic associate degree	10,700	5%
Baccalaureate degree	13,900	6%
Master's degree	8,700	4%
Doctoral or professional degree	3,800	2%

The specific skills that businesses found lacking are distributed across all nine competency tier as shown in Table 20. on the following page.

Table 20., EMPLOYERS REPORTING DIFFICULTY FINDING QUALIFIED APPLICANTS WITH SPECIFIC SKILLS AND ABILITIES

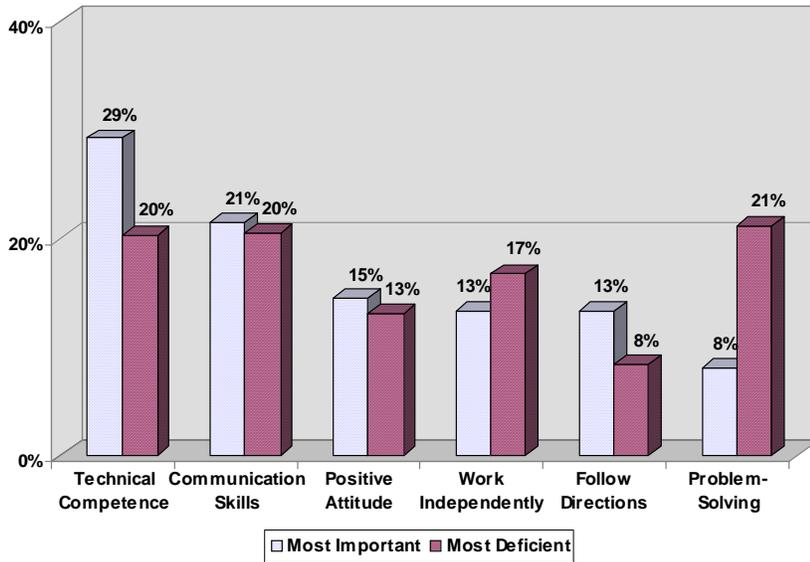
Type of Skill or Ability	Among all Employers
Occupation-specific skills	22%
Problem-solving or critical thinking skills	21%
Positive work habits and attitudes	20%
Communication skills	19%
Teamwork skills	18%
Ability to adapt to changes in duties and responsibilities	16%
Ability to accept supervision	16%
Computer skills	12%
Writing skills	12%
Math skills	12%
Reading skills	7%
English as a Second Language	5%

The businesses represented utilized a variety of strategies to provide training to workers to remedy this situation including classroom training (44%), on-the-job training (20%), and tuition reimbursement (22%). The focus of classroom training was job-specific skills (88%) and workplace practices (67%) but nearly one in every five employees needed training in basic skills.

Business representatives reported that one of the key drivers for the need for training has been the adoption of high-performance work organization practices with 82% of firms cross-training employees to do a number of jobs, 59% organizing regular meetings with workers to discuss ways to improve practices, 54% linking pay to performance, and 46% comparing their performance with that of other firms.

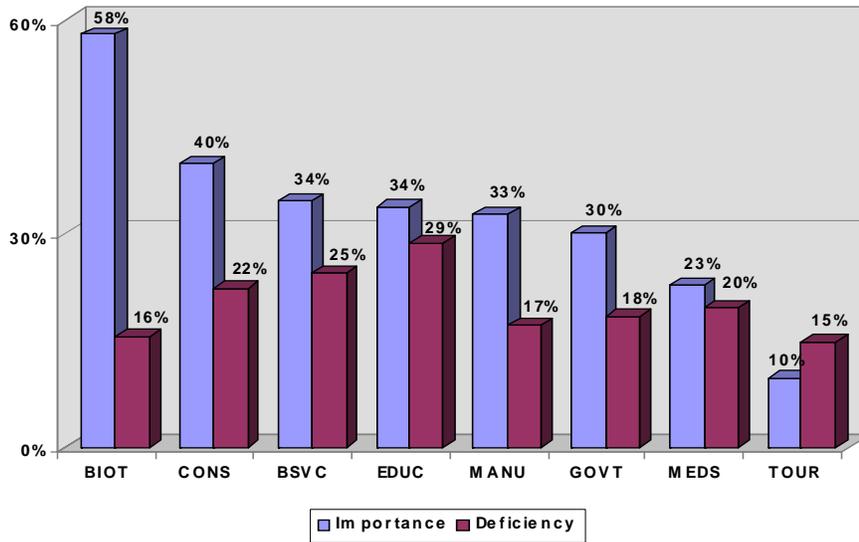
These findings have been further validated locally through studies from Godbe Research commissioned by the Blueprint 2010 partners of the nine key industry clusters targeted for attraction, retention, and expansion. As shown in Chart 4. on the following page, these studies clearly point to both the importance and lack of Tier 2 and 3 skills among workers in Snohomish County in six key areas.

Chart 4. SKILLS ASSESSMENTS IN SNOHOMISH COUNTY



The importance of each of these skills varies by industry cluster as do the deficiencies in each of these skills in the pool of workers to fill industry jobs as shown in Charts 5. through 10. on the following pages. These tables clearly point to a number of market-driven Tier 2 and 3 skills common to a wide range of industry clusters that are not being met.

Chart 5., TECHNICAL COMPETENCE SKILLS BY INDUSTRY CLUSTER



Key: BIOT = biotechnology/biomedical devices
 CONS = construction
 BSVC = business services
 EDUC = education

TOUR = tourism (hospitality services)
 MEDS = medical services
 GOVT = government
 MANU = manufacturing

Chart 6., INTERPERSONAL AND COMMUNICATION SKILLS BY INDUSTRY CLUSTER

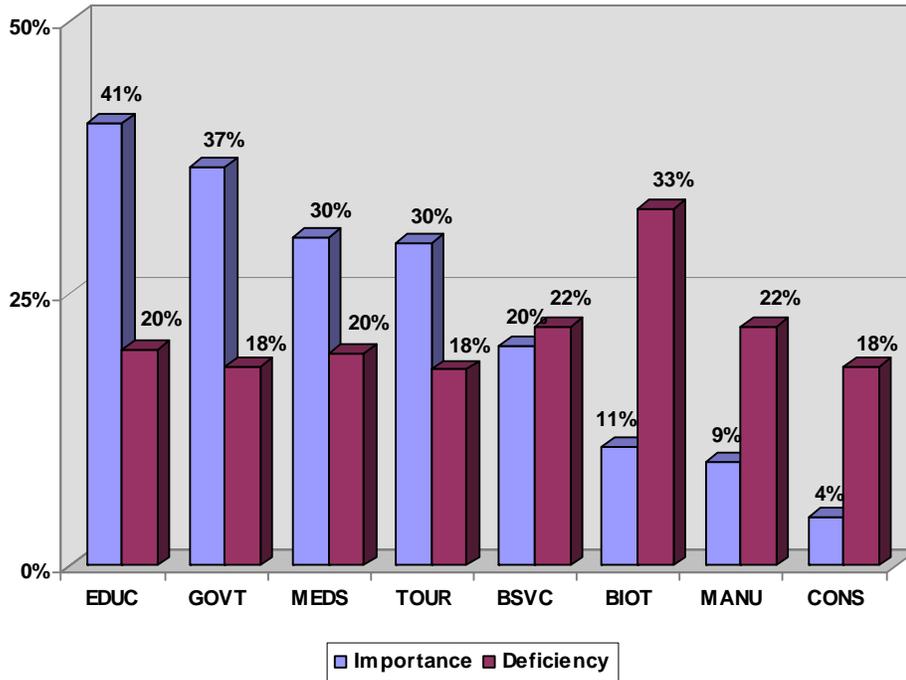


Chart 7., CONSCIENTIOUSNESS AND POSITIVE ATTITUDE BY INDUSTRY CLUSTER

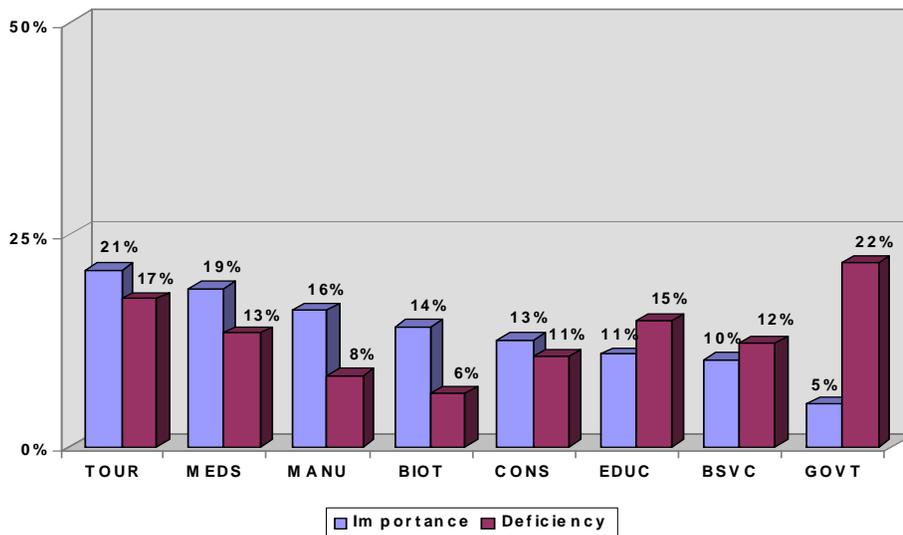


Chart 8., ABILITY TO WORK INDEPENDENTLY BY INDUSTRY CLUSTER

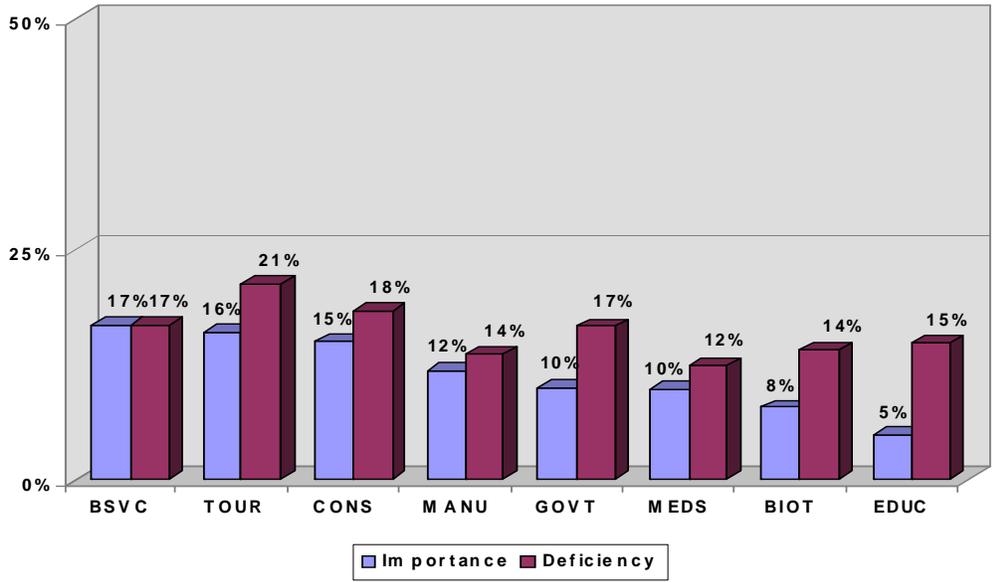


Chart 9., ABILITY TO FOLLOW DIRECTIONS BY INDUSTRY CLUSTER

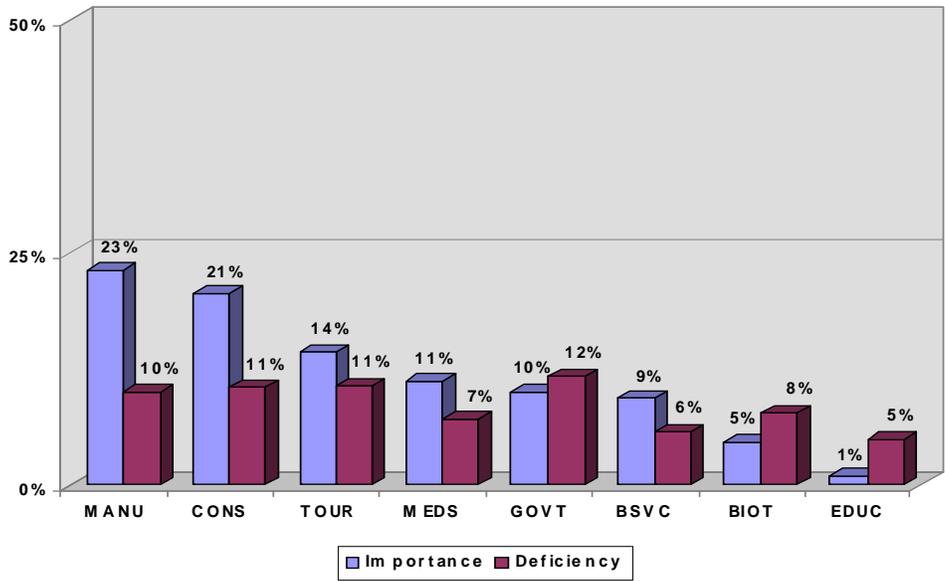
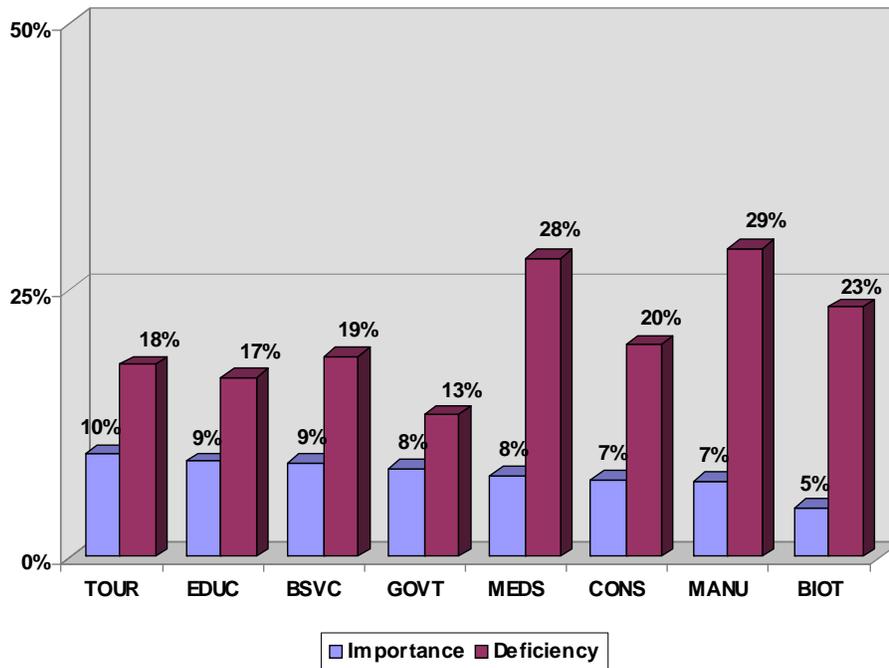


Chart 10., CREATIVE PROBLEM-SOLVING BY INDUSTRY CLUSTER



Additionally, businesses from each targeted industry cluster indicated they are experiencing other skills shortages across occupations. Fifty three percent of all firms surveyed expect to have great or some difficulty recruiting new employees with adequate training and education. Manufacturing firms (18%) were the most likely to report great difficulty recruiting entry-level employees, followed by construction (16%), medical services (12%), and business services (11%). Additionally, 58% of businesses reported that they would have great difficulty recruiting non entry-level employees with adequate skills and experience.

As may be seen from the above discussion, productivity translates into increased prosperity for businesses, generating capital that may be reinvested into equipment and multi-factor strategies that enhance productivity still further. This capital may also be invested in enhancing the prosperity of the workforce. As will be seen in the following discussion, increased workforce prosperity can also contribute to increased capital for industry, leading to ever increasing productivity and prosperity for both.

b. Prosperity

Income, Education, and Program Completion

"If current trends continue, the proportion of workers with high school diplomas and college degrees will decrease and the personal income of Americans will decline over the next 15 years."

The National Center for Public Policy and Higher Education

According to the U.S. Department of Commerce, "From the perspective of the average American worker, rising productivity translates into higher real wages and a broader range of higher-quality, lower-cost goods, meaning each additional dollar earned goes further."

The current standing of U.S. workers overall is excellent: according to the OECD, the U.S. ranks second among member countries in terms of income per capita, behind Luxembourg. The OECD reports that the productivity advantage of the U.S. economy over other OECD members accounts for 75% of this per capita income standing.

Not only is the income of U.S. residents high relative to the rest of the world, it is also growing at a rate that exceeds growth in the cost of living as are the rates in Washington State and Snohomish County. According to Pacific Northwest Regional Economic Analysis reports, total personal income increased 193.2% in the United States, 271.9% in Washington State, and 376.1% in Snohomish County between 1969 and 2004. In Snohomish County, total personal income has increased every year except 2003 since 1972 and has generally been capturing an increasing share of the State total. In 2000 dollars, per capita personal income increased 94% in Snohomish County between 1969 and 2004. This is slightly lower than the rates for the U.S. and Washington State which were 100.3% and 101.0% respectively for the same time period.

The relationship between income and the cost of living is captured in the Self-Sufficiency Standard of wages which defines, for a given area, the income level that working adults must reach in order to meet their basic needs without subsidies of any kind. Unlike the Federal poverty standard, the Self-Sufficiency Standard accounts for the costs of living and working as they vary by family size and composition and by geographic location. Calculations are based upon estimates for housing, child care, food, transportation, healthcare, taxes, and miscellaneous expenses. Tax credits are also calculated in the final figures.

In 2006, the Self-Sufficiency Standard of wages was updated for the State of Washington which was divided into 46 separate areas, many of which were single counties. Larger counties, such as King and Pierce, were divided into sub-areas. Seventy different family compositions are presented in the Standard. Other configurations can be customized by visiting the online self-sufficiency calculator for Snohomish County which may be found at <http://www.worksourceonline.com/js/sscalc.html>.

Snohomish County ranks as requiring the 6th highest wages for self-sufficiency out of the 46 areas. Among other Washington counties, Snohomish County has the 3rd highest self sufficiency wage rate, behind King and San Juan Counties. This is reflected in the earnings needed for self-sufficiency in Snohomish County by family size and composition. For example, the average single parent with one toddler and one school age child would need to earn \$20.05 per hour to achieve self-sufficiency. The average two parent family with one toddler and one school age child would need to earn \$23.31 per hour. The cost of child care for infants is clearly shown in the need to earn \$28.40 per hour for a single parent with one infant, one toddler, and one school age child to be considered self-sufficient.

Another indicator of income is median family income, defined by the Census Bureau as the average annual income of American families. As a state, Washington ranked 15th out of 51 at \$56,461 in 2003 inflation-adjusted dollars. New Jersey was ranked at the top at \$70,263 and West Virginia last at \$38,568. The national average is \$52,273. The median family income for Snohomish County was \$58,623 which is 98th out of the 233 counties nationwide for which tabulations were made.

In a separate data set from the *2005 American Community Survey*, Washington State median family income in the past 12 months in 2005 inflation-adjusted dollars by number of earners in family yields the results provided in Table 21. below.

Table 21., MEDIAN FAMILY INCOME BY EARNERS IN FAMILY

Washington	Estimate	Margin of Error
Total:	60,077	+/-664
No earners (dollars)	33,492	+/-1114
1 earner (dollars)	44,092	+/-1031
2 earners (/dollars)	73,237	+/-1090
3 or more earners (dollars)	89,234	+/-1941

Results for Washington State based on family population excluding the population living in institutions, college dormitories, and other group quarters are provided in Table 22. on the following page.

Table 22., MEDIAN FAMILY INCOME BY FAMILY POPULATION EXCLUDING PERSONS LIVING IN INSTITUTIONS, COLLEGE DORMITORIES, AND OTHER GROUP QUARTERS

Washington	Estimate	Margin of Error
Total:	60,077	+/-664
2-person families	54,370	+/-1219
3-person families	58,701	+/-1640
4-person families	72,103	+/-1453
5-person families	66,918	+/-2972
6-person families	61,053	+/-4257
7-or-more-person families	57,757	+/-3797

The clear relationship between income and educational attainment is fully described in *100% Employment – Providing Opportunity for All*. This relationship has not been lost on our nation’s youth: more than 90% of high school seniors say they plan to obtain postsecondary education but far fewer earn a degree of any kind according to edweek.org which reports that “A recent study by the National Center for Higher Education Management Systems...found that for every 100 students who start high school, only 67 earn a diploma within four years. Of those, only 38 enter college, 26 are still enrolled after sophomore year, and just 18 graduate on time with either an associate’s or a bachelor’s degree [defined as three years and six years, respectively].” These rates also vary considerably by race and ethnicity with completion rates of African-American, Native America, and Latino(a) students being substantially lower than the rates of White and Asian American students.

The concern raised by these national statistics is amplified by additional state-level data: in Washington, only 70% of high school students graduate on time according to the Workforce Training Board as reported in *High Skills, High Wages 2006*. Additionally, according to the Workforce Strategy Center in *Working Together: Aligning State Systems and Policies for Individual and Regional Prosperity*, in 2005 less than one-third of adult education and English language students in Washington State’s community colleges earned a credential beyond a GED certificate. (It is important to note that there are promising programs being tested in our state to improve this rate as described in *100% Employment – Providing Opportunity for All*, above.) The Workforce Training and Education Coordinating Board’s report, *2006 Workforce Training Results*, sheds light on the reasons students are unable to complete training programs and obtain living wage employment as shown in Table 23. on the following page.

TABLE 23., UNMET STUDENT NEEDS BY TYPE OF WORKFORCE TRAINING PROGRAM

Type of Program	Unmet Needs (≥10%)	% Reporting	2003-2004 Completion Rate
WIA Youth	Job Opening Information	12%	
Secondary Career and Technical Education	None	0%	
Postsecondary Career and Technical Education	Job Opening Information Financial Assistance Career/Job Counseling	17% 12% 11%	58%
Private Career Schools	Job Opening Information Financial Assistance Career/Job Counseling One or More Job Search Skills	24% 15% 11% 11%	78%
Apprenticeship	None	0%	40%
Worker Retraining	Job Opening Information Financial Assistance	26% 11%	64%
WIA Dislocated Worker	Job Opening Information Financial Assistance Career/Job Counseling	27% 13% 13%	
WIA Adult	Job Opening Information Financial Assistance Career/Job Counseling Government Services Information	22% 17% 15% 14%	
WorkFirst			
ABE/ESL	Job Opening Information Career/Job Counseling One or More Job Search Skills Government Services Information Financial Assistance	17% 17% 14% 13% 12%	
Division for Vocational Rehabilitation	Career/Job Counseling Job Opening Information On-the-Job Training Vocational Training Computer Training Help Keeping a Job Financial Assistance Job Search Assistance One or More Job Search Skills Labor Market Information Government Services Information Paid Work/Job Coaching Medical Services Transportation Assistance Pre-Job Skills Training Self-Employment Services Occupational Licenses	37% 33% 30% 27% 27% 25% 25% 23% 21% 20% 20% 18% 16% 13% 12% 10% 10%	41%
Division of Services for the Blind	Job Opening Information Paid Work/Job Coaching Transportation Assistance Computer Training Vocational Training Financial Assistance One or More Job Search Skills Government Services Information Career/Job Counseling Job Search Assistance Help Keeping a Job Medical Services Labor Market Information	23% 17% 16% 16% 16% 16% 16% 15% 14% 14% 12% 11% 10%	57%

In addition to examining unmet needs, the Workforce Training and Education Coordinating Board examined the disproportionality in educational achievement and employment outcomes by gender and race/ethnicity and found considerable disproportionality in one or both areas to be an issue in many of the above programs. They also examined employer satisfaction with the skills of program completers which was generally quite high. An examination of participants' median hourly wages, annualized earnings, and longer-term benefits after program exit found these programs to have a nearly uniform positive impact on short-term and lifetime earnings as well as increased tax receipts with apprenticeship programs yielding the most impressive results across the board.

These findings therefore present a mixed picture. Washington's workforce training programs clearly promote skills acquisition and increased earnings. However, they also have completion rates that could be improved were unmet needs and disproportionate educational attainment more effectively addressed.

Educational program dropout rates at all levels coupled with the presence of disproportionate achievement have profound implications for the prosperity of Washington's workforce as discussed below.

Poverty in Snohomish County

In spite of the relatively high standard of living enjoyed by Snohomish County residents, there is a persistent underlying poverty in the county. According to the *2005 American Community Survey*, 8.7% of our county's population is living in poverty. Of the civilian labor force aged 16 years and over, 8% lives in poverty. Sadly, almost 11% of children in Snohomish County are living in poverty.

Supplementing these findings are results from the *Survey* regarding subsidies. The *Survey* reports that 7% of Snohomish County households receive food stamps. Of these — representing almost 18,000 households — more than 53% are households with children under the age of 18 and almost 19% are households with one or more people 60 years and older.

Additionally, 9,377 households had received Supplemental Security Income (SSI) and/or cash public assistance income in the past twelve months. Of these, 27.9%, approximately 2,600 households, were living in poverty. Social security income was received by 30,730 households over the previous twelve months. Of these, 3.5%, almost 1,100 households, were living below the poverty level.

Mirroring national trends described in *Jobs Aren't Enough*, Snohomish County's poor also includes growing ranks of "working poor" low-income workers, that is, individuals who live in or near poverty in spite of holding down one or more full-time jobs.

According to the 2005 *American Community Survey*, of the over 500,000 Snohomish County residents over the age of sixteen, 64.9% are employed and 5.9% are unemployed. Almost 32,000 residents over the age of 16 live below the poverty level. Of those in poverty, 43.2% are in the labor force and 30.4% are employed.

The issues facing low-income individuals and families in Snohomish County are myriad. The Snohomish County Human Services Department Community Action Partnership Division issued the *Snohomish County Low-Income Needs Assessment* in October 2006, which summarizes the findings of a survey conducted with individuals from 930 low-income households representing 2,581 persons (1,404 adults and 1,177 children). These findings confirmed the existence of working poor community residents: 48% of the low-income families in Snohomish County have wage earners and 28% have full-time wage earners. Sixty three percent reported that they consider living wage jobs to be "extremely important" to their households and 39% found that it was very hard to get the services needed to obtain living wage jobs, creating a service gap of 24%. This rating placed living wage jobs into the high importance-low availability quadrant of the County's gap analysis along with affordable health care and housing, both of which could be mitigated by living wage jobs.

This disproportionality in income among Snohomish County residents parallels the disproportionality in educational achievement described in *100% Employment - Providing Opportunity for All*. Thus, the impact over time of these changes has been a higher proportion of children in poverty which has implications for future educational success, long term prosperity, and productivity. This intersection between skills, education, prosperity, and productivity is underscored by the Economic Policy Institute report, *Smart Money - Education and Economic Development*. An evaluation of education and its relationship to a high-wage, high-performance economy led the Institute to conclude that at a time when our knowledge-based economy demands increasingly higher skills to stay competitive, support for well-resourced schooling and training is key. The Institute also found compelling evidence that it is also an important strategy for advancing economic equality that will help all students become productive, highly-skilled workers while mitigating high-cost social challenges stemming from the poverty and inequality described above.

Income is the foundation for prosperity but it is only one of several components of prosperity that have implications for the economic vitality of Snohomish County as discussed in the following section.

c. Components of Prosperity

“Low-income workers make up a large segment of the U.S. labor market and hold jobs that are important to the U.S. economy and the well-being of all Americans. [They] receive very modest compensation for their contribution to the economy. In 2004, the lowest tenth percentile of the labor force earned a mean hourly wage of \$7.16, while the wage rate for the lowest 25th percentile of workers was \$9.18. As a result, for many workers at the bottom of the economic scale, employment is not automatically a route out of poverty.”

Manpower Development Research Corporation

The above discussion focused on the wages and salaries paid to workers. As the growing ranks of low-income workers nationally and Snohomish County suggests, wages and salaries are one of many significant components of prosperity.

Total Compensation

Total compensation for workers is measured in terms of wages/salaries and benefits. And the cost of benefits, particularly the cost of health care, to businesses and their workers, is increasing exponentially. According to OECD, “In terms of total health spending per capita, the United States spends almost 50% more than the next highest-spending countries...and well over double the unweighted average of all OECD countries...In 2003, the public sector continued to be the main source of health financing in all OECD countries apart from the United States, Mexico, and Korea.” OECD data show spiraling public and private expenditures on health care in the U.S. with more than 55% of total health spending coming from private sources. A significant portion of these expenditures come from employer contributions to employee health care benefit plans.

This massive public and private investment of resources into our nation’s health care system is not yielding the desired results. According to the OECD, 21 member countries have a life expectancy greater than the life expectancy of Americans which is below the OECD average. The U.S. also has the dubious distinction of ranking first among all member nations in the percentage of its population age 15 and over who are obese, increasing the real cost of health care still further. The cost of providing long-term care to an aging population is projected to increase these costs exponentially in the coming decade.

It is also important to note that low-income wage earners are least likely among all U.S. wage earners to have employer-provided health care benefits, compounding an already precarious situation even further.

Savings, Tax Credits, Financial Asset Development, and Other Investments

Prosperity is also dependent upon savings, financial asset development, and investment which, in turn, stimulate the economy.

In its 2005 report on *21st Century Challenges: Reexamining the Base of the Federal Government issued by the U.S. Government Accounting Office*, “the sustainability of U.S. economic growth over the longer term will require a reversal of the declining national saving rate that is so vital to fueling capital investment and productivity growth.”

This declining rate is also documented by OECD which shows the household net savings rate steadily declining in the U.S. since 1990. It is currently lower than the rates for all member countries reporting with the exception of Australia and Canada. (Rates for non-member countries including China and India are not provided.)

In *21st Century Challenges*, the GAO also reports that since 2002, tax credits have been more widely used to finance postsecondary education than has Federal financial aid, sparking review of the efficiency and effectiveness of various programs designed to promote access to and affordability of postsecondary education, particularly for non-traditional students such as working adults who can only attend school part-time. It should be noted that a review has already been conducted in Washington State. As a result, Governor Gregoire has recommended significant expenditures to address this gap in Washington State in her proposed budget for the 2008-2009 biennium.

The GAO report highlights the role of tax credits in financing postsecondary education. The investment potential of these credits is by no means negligible: according to the United Way of Snohomish County, an estimated **\$10,000,000 goes unclaimed** each year in our community from the Earned Income Tax Credit alone.

Savings, tax credits, and other asset building strategies may also be used to capitalize other investments such as investment in capital markets, entrepreneurial start ups, and homeownership.

According to the OECD, the share of total GDP that is devoted to investment in fixed assets is an important indicator of future economic growth. The U.S. ranks 27th out of 34 nations studied in gross fixed capital formation as a percentage of GDP. China, incidentally, ranks 1st. Further, the percentage change in the proportion of U.S. investment between 1991 and 2004 was 2.4%: in China, it was 15.9%. The U.S. ranks 24th out of 28 countries in gross fixed capital formation on machinery and equipment as a percentage of GDP.

Several studies highlight the importance of individual entrepreneurial activity to our nation’s economy. In its Training and Employment Guidance Letter Number 16-04, “Self Employment Training for Workforce Investment Act Clients,” the U.S. Department of Labor indicates that, “Self-employment can be a valuable option for populations who wish to work but have the desire to own their own business or have barriers to employment which can be minimized through self-employment.” Some of the specific populations cited by the Department include low-income workers, women, people with disabilities, and

veterans. Our state's track record in this arena is uneven: according to the Corporation for Enterprise Development, in 2004, Washington State ranked 1st in the nation at starting new companies, but 47th at sustaining them.

In a global economy highly dependent upon the stability of a skilled workforce, another particularly important investment trend to follow is the investment in homeownership. Investment rates in homeownership are very sensitive to business cycles although long-term trends reflect population growth rates. The ability to save and develop financial assets can mitigate cyclical trends and help retain a skilled workforce in the community during inevitable economic downturns. Such retention will increasingly serve as a key variable in the economic recovery of communities and nations. The U.S. ranks 12th out of 29 OECD member nations on the gross fixed capital formation on housing as a percentage of GDP.

Two documents summarize the complex symbiosis between education, skills, productivity and prosperity described above.

In *High Skills, High Wages 2006*, the Workforce Training and Education Coordinating Board concludes that "The challenges of slower population growth and increasing skill needs make it essential that we provide historically underutilized populations with knowledge and skills to participate in tomorrow's economy. We need to ensure we develop an adequate workforce that supports our employers and a thriving economy."

The negative impact of disproportionate educational achievement on both prosperity and productivity is made explicit in the State Board for Community and Technical College's *Research Report No. 05-03, Access and Success for System Goals for People of Color in Washington Community and Technical Colleges Progress Report* issued in December, 2005.

"According to the National Center for Public Policy and Higher Education (2004), Washington State would realize an estimated **\$3.9 billion** increase in total personal income and **\$1.4 billion** in additional tax revenues if all ethnic groups experienced the same educational attainment and earnings as whites [emphasis added]."

Educational attainment and earnings coupled with contained health care costs, increased savings, reinvestment of tax credits and other financial asset development and investment strategies would increase the prosperity of workers and their families and the productivity of their employers further yet.

As may be seen from the above discussion, productivity drives prosperity for both business and workers. And, improving the prosperity of the workforce generates capital which can be reinvested into industry, contributing to ever increasing productivity and prosperity in a globally competitive context, bringing this discussion full circle.

d. Planning Implications

This section examines the impact the lack of skilled workers is already having on the innovation, expansion, and productivity of business and the concomitant impact on the various facets of prosperity for workers and their families.

As may be seen from the above discussion, with manufacturing leading the way, U.S., State, and Snohomish County industry is becoming more productive and continues to lead the world in productivity. The world, however, is catching up.

As discussed in *100% Jobs Filled – Meeting Businesses’ Current and Emerging Needs* and *100% Employment – Providing Opportunity for All*, the U.S., Washington, and Snohomish County are already facing a significant shortage of skilled workers. As is shown above, these shortages are negatively impacting industry’s ability to continue rising to meet this challenge even though industry is striving to do so by financing classroom based and on-the-job training.

Our public and privately funded workforce training system is struggling to address the wide range of skill shortages reported, particularly among low-income students and students who have non-academic as well as academic needs that must be addressed. This translates for too many of our community’s residents into low wages, inadequate benefits, little or no savings, and a lack of financial assets. This lack of prosperity, in turn, translates into a lack of capital to invest in industry, hampering productivity still further.

Looking forward, this situation presents challenges to our global competitiveness as described in *100% Global Competitiveness – A New Context*.

It is the specific charge of the Snohomish County WDC to take a leadership role in conjunction with Snohomish County government, education, and economic development in assuring our local workforce development system supports the productivity and prosperity of all youth and adults in the new, globally competitive environment. Some of the objectives and strategies addressed in the *Agenda for Action* related to this goal and analysis address the following questions:

1. What should be the role of the WorkSource Snohomish County system in achieving the goal of a 100% productive and prosperous workforce?
2. How should Workforce Investment Act Title I-B Youth, Adult, and Dislocated Worker funds be used to realize that goal?
3. How should any WIA 10% funds be used to realize that goal?
4. What other partnerships, funds, and/or other resources should the WDC seek out to realize that goal?

A description and analysis of the strengths and weaknesses of the current workforce investment system in Snohomish County follows. The strategic investments the WDC will make to address systemic weaknesses are described in the *Agenda for Action*. These investments are critical to shaping our county's economic future:

"Smart investments, long-range strategic business plans, and sound business practices will continue to give shape to an economic future of our choice. Excellence in partnerships, planning, and deeds will take Snohomish County business and residents to a future of sustainable prosperity."

Snohomish County Executive Aaron Reardon

Workforce Development System Today

a. Programs and Role in System

The workforce development system in Snohomish County today has evolved substantially from its origins seven years ago. This system attempts to integrate programs and services from 39 separate and distinct funding streams into a unified whole, providing demand-driven services to attract, retain, and expand businesses in the nine industry clusters targeted for economic development in *Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County* as well as supply-side services to help youth, adults in transition, incumbent workers, and apprentices receive the education, training, and support needed to realize self-sufficiency and career resiliency from the employment and career lattice opportunities made available in these industry clusters.

The WorkSource Snohomish County system physical infrastructure is comprised of two full service workforce development centers, WorkSource Everett and WorkSource Lynnwood, the WorkSource Youth Center, and a number of virtual one-stop centers which are youth-centered portals to the system in Arlington, Edmonds, Everett, and Lakewood. Each virtual one-stop center contains at least one computer station with Internet access, Washington Occupational Information System software, and the Microsoft Office suite of products. Career centers in each school district also serve as portals to the system and have access to the high quality career development materials available at the WDC's website as well as websites hosted by the State, the U.S. Department of Labor, and the U.S. Department of Education. WorkSource Everett also houses multiple programs for veterans and the Transition Services facility which is designed specifically to address a wide range of assistive technology needs. System staff are assigned to support industry with rapid response to downsizing and closure events county-wide and WorkSource Snohomish County facilities are available to support industry hiring activities and events.

On behalf of this system, the WDC is charged with convening stakeholders and gaining meaningful input into the creation of a draft Two-Year Strategic Plan for approval by the Snohomish County Executive. Some additional responsibilities of the WDC which functions as the system's primary intermediary include:

- oversight of the WorkSource Snohomish County system;
- development of linkages between government, education, workforce, economic, and community development as well as other human services in Snohomish County;
- infusion of the voice of industry into all system activities through industry skills panels;
- provision of a coordinated and responsive system of outreach to business in all phases including outreach, start-up, expansion, downsizing, and closure;

- promotion of the coordination of workforce development activities for youth, adults in transition, incumbent workers, and apprentices within Snohomish County; and
- establishment of a Youth Council to advise the Workforce Development Council on integration of services to Snohomish County youth.

To those ends, the Board’s Strategic Plan serves as a roadmap for utilizing the funds from the separate programs and activities support by the Snohomish County WDC shown in Figure 3. below as well as the full range of programs shown in Table 24. on the following page as venture capital to achieve shared system goals and objectives to meet demand-driven business, youth, and job seeker needs.

Figure 3., EXISTING INITIATIVES AND PROGRAMS SUPPORTED BY WORKFORCE DEVELOPMENT COUNCIL SNOHOMISH COUNTY

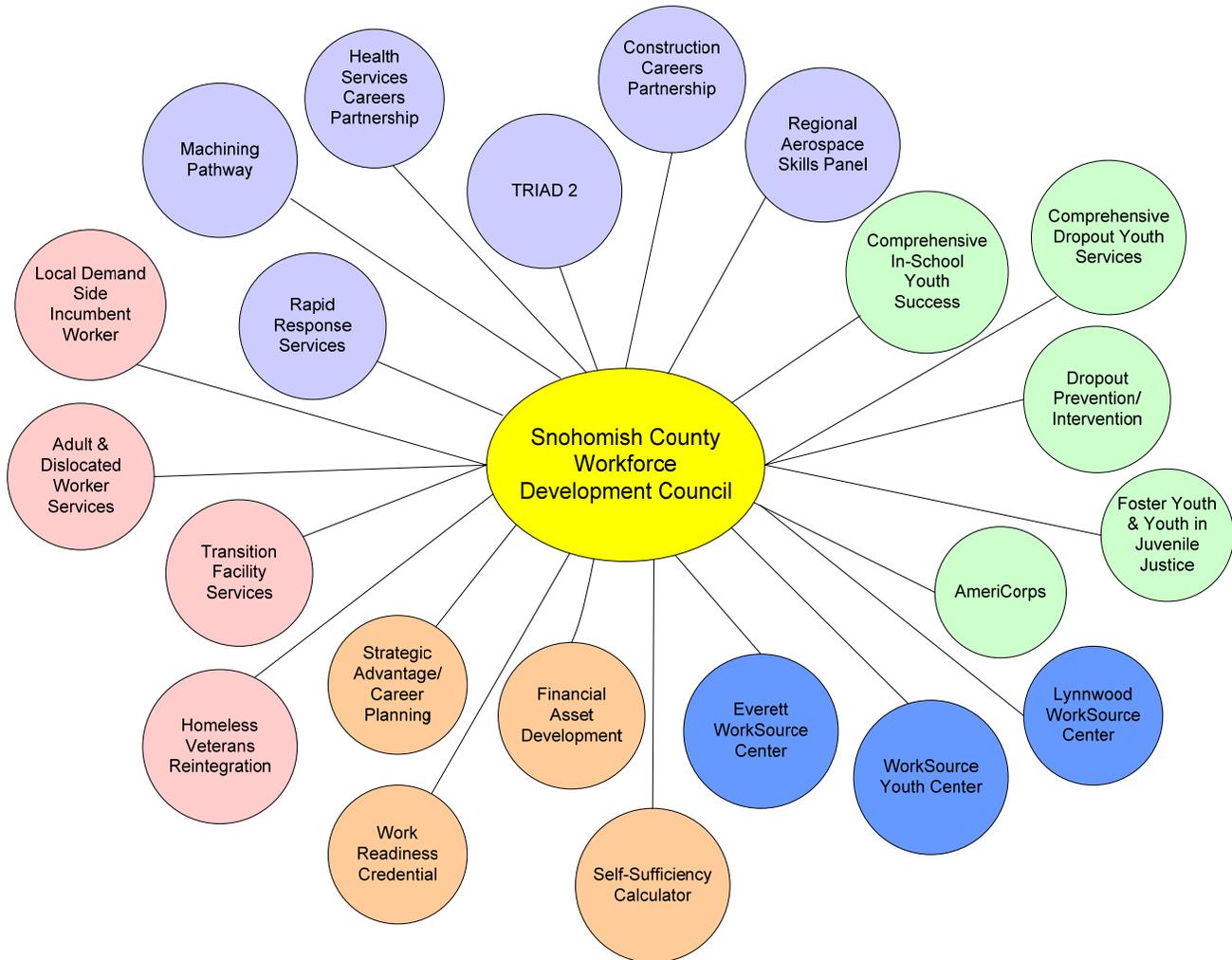


Table 24. WORKFORCE DEVELOPMENT SYSTEM PROGRAMS AND POPULATIONS SERVED

Program	Population(s) Served: Targeted Industry Clusters + Incipient and					
	New Entrants into Labor Force		Adults in Transition		Adults in Wage Progression	
	Youth	New/Re-Entrant Adults	Low-Wage Adults	Dislocated Workers	Incumbent Workers	Apprentices
Wagner-Peyser	x	x	x	x	x	x
Postsecondary Tech. Ed.	x	x	x	x	x	x
WIA I-B Adult - Core Svcs.		x	x	x	x	x
WIA I-B Dis. Wkr. - Core Svcs.		x	x	x	x	x
Job Skills Program		x	x	x	x	x
Customized Training Program			x		x	X
Local Veterans Employment			x	x	x	x
Sec. Career and Tech. Ed.	x					
Perkins Sec. Car. and Tech. Ed.	x					
WIA I-B Youth	x					
Job Corps	x					
Juvenile Corrections Education	x					
AmeriCorps	x	x				
Senior Employment		x				
Community Works		x				
Community Service		x				
Community WEX		x				
Ex-Offender Work Orientation		x				
TANF - WorkFirst		x	x			
Perkins Postsec. Tech. Ed.		x	x			
Community Based Job Training Initiative	x	x	x	x	x	
Adult Ed. and Basic Skills		x	x			
WIA I-B Adult - Int. and Trng.		x	x			
ROSS Family Self Sufficiency		x	x			
Refugee Assistance		x	x			
Com. Services Block Grant - Employment		x	x			
Bus. Enterprise for the Blind		x	x			
Voc. Rehab. for the Blind		x	x	x		
On-the-Job Training		x	x	x		
Work Incentive Grant		x	x	x		
Disabled Veterans Outreach			x	x		
Homeless Veterans Claimant Placement			x	x		
Worker Retraining				x		
WIA I-B DW - Int. and Trng.				x		
Trade Adjustment Assistance				x		
Training Benefits				x		
WIA I-B Statewide Apprenticeship					x	x

Based on an analysis by the Workforce Training and Education Coordinating Board, the WIA Title I-B Youth, Adult, and Dislocated Worker funds are anticipated to represent approximately 9% of the total investment from major formula funded programs in 2007.

b. Business Utilization of WorkSource System Centers

While the WorkSource Snohomish County system's centers are not synonymous with the system itself, it is important to examine how centers, which are the system's most visible entities, are perceived by business. On the national level, the one-stop system has had an impact on employers' ability to find skilled workers. According to the U.S. General Accounting Office in their December, 2006 report to Congress, *Workforce Investment Act: Employers Found One-Stop Centers Useful in Hiring Low-Skilled Workers; Performance Information Could Help Gauge Employer Involvement*, "Regardless of size, employers completing our survey hired a small percentage of their employees through one-stops and two-thirds of those they hired were low-skilled...Employers told us they would hire more job seekers from the one-stop labor pools if they had the skills for which they were looking [sic]." Further, the businesses surveyed used only one of the services offered by one-stops, the posting of job openings, with any frequency (96% of those surveyed). This is particularly interesting in light of the fact that only 60% of those surveyed found this service to be of use. Only 10% of those surveyed used the one-stop system to access training services: of those who did, only 60% found the services useful.

In contrast, 79% of the 38% who utilized the one-stop system to screen job applicants found this service to be of use. Nearly all (96%) of the 27% who utilized one-stop facilities for hiring found this service to be useful or very useful. These same percentages applied to the availability of labor market information through the one-stop system. Only 10% sought out information about financial incentives and employee supports but 90% of those who used this service found it to be useful or very useful. One hundred percent of the 10% who utilized the one-stop system for assistance with averting layoffs and downsizing found this service to be useful or very useful.

This analysis has implications for the utilization of scarce Workforce Investment Act resources to achieve its four "stretch" goals described above.

c. System Service Delivery Design

The WorkSource Snohomish County system partners attempt to realize a service delivery model that is fully integrated and has goals for the achievement and maintenance of seamless service delivery. The system strives to minimize the number of times a business, youth, or job seeker is asked to give the same information and does not require that an individual navigate between providers to get her/his desired or needed service mix. The system does attempt to offer the broadest level of multi-program cooperation as possible and put customer choice as the defining driver for the

development of every service plan. The WorkSource Snohomish County website, <http://www.worksourceonline.com>, designed to be used in tandem with State and national websites, offers a broad array of information and services to career counselors, youth, job seekers, and industry. The use of a common business, youth, and job seeker tracking system is intended to allow for shared participation in handling customer services and in contributing to overall progress, shared accountability, and recordkeeping.

Workforce Investment Service to Business and Adults

In recognition that service to business and adults could benefit from a significant redesign, the WDC approved a new service delivery model for implementation on or before July 1, 2007. Recognizing that system resources are finite, the new system will expand upon the number of efficient low-intensity interactions between businesses and job seekers. WIA resources will also be focused on effective high-intensity interactions between priority businesses and job seekers. The key components of this new service delivery model include:

1. Outreach/recruitment strategies designed to increase the number of businesses in industry clusters targeted by the Blueprint partners for attraction, retention, and expansion that place job orders with the WorkSource Snohomish County system. These recommendations are also designed to increase the number of qualified job seekers available for referral to those jobs.
2. Core services that improve the speed with which all businesses can fill job orders that do not require screening.
3. Orientation, initial assessment, and eligibility determination through which businesses and job seekers can be assessed for additional service needs and resources accessed to meet those needs.
4. Intensive services that improve the speed, consistency, and quality of referrals to fill job orders placed by targeted industry cluster businesses.
5. The provision of priority services that improve the speed, consistency, and quality of referrals to fill targeted industry business job orders that require customized screening. Improved access to training resources is also included to address situations in which there is a gap between business needs and the availability of skilled job seekers.

Within this system, there will be a more narrowly defined role for WorkSource Snohomish County system site operators. Staff position descriptions will be for generalists to ensure greater flexibility in the assignment of staff to respond to economic conditions.

The key design factors considered in the development of this redesign were aimed at achieving a single overarching goal, that is, to **continue advancing our prosperity by filling jobs created in Snohomish County by regional and local economic development efforts with the best possible candidates.** The redesign was also developed with two issues in mind. First, current economic conditions require that the

system immediately begin recruiting more qualified job seekers to fill jobs. In a labor market where a large number of jobs are going unfilled, the system cannot rely on “walk-in traffic” to meet industry’s needs. Secondly, the system needs to be agile and able to respond rapidly to constantly changing economic conditions. For each element of the redesign, the WDC answered the question of whether implementation of a given strategy could or could not be reasonably expected to:

- Improve services to business customers as measured in employer customer satisfaction surveys (**Business Satisfaction**).
- Improve services to job seeker customers as measured in participant customer satisfaction surveys (**Seeker Satisfaction**).
- Improve services to specific target groups including but not limited to job seekers who are underemployed, English language learners, mature workers, people of color, people with disabilities, low-income, and/or have other barriers to economic opportunity (**Economic Opportunity**).
- Improve performance compared to measures established by the U.S. Department of Labor (**Federal Performance**).
- Improve performance compared to measures established by the Workforce Training and Education Coordinating Board (**State Performance**).
- Improve performance compared to the Governor’s Government Management Accountability and Performance (GMAP) measures (**GMAP Performance**).
- Increase the number of businesses served (**Business Inputs**).
- Increase the number of job seekers served (**Seeker Inputs**).
- Align the actions of the WDC with the strategies outlined in:
 - ◆ *The Next Washington – Growing Jobs and Income in a Global Economy: 2007-2017* issued by Governor Chris Gregoire in January, 2007;
 - ◆ *Washington State – Rising to the Challenge of Global Competition* issued by Governor Gregoire’s Global Competitiveness Council in March, 2006;
 - ◆ *High Skills, High Wages 2006* issued by the Workforce Training and Education Coordinating Board in January, 2007;
 - ◆ *Snohomish County Citizens Cabinet on Economic Development Final Report: A Blueprint for the Economic Future of Snohomish County* prepared for Snohomish County Executive Aaron Reardon in 2004;
 - ◆ *Snohomish County 2010: A Blueprint for Education, Workforce, and Economic Development in Snohomish County (Blueprint)*, a compact between Snohomish County Government, Snohomish County Economic Development Council,

Workforce Development Council Snohomish County, Edmonds Community College, Everett Community College, Cascadia Community College, University of Washington/Bothell, Central Washington University, Western Washington University, and Snohomish County K-12 School Districts (**Strategic Alignment**).

- Increase integration of all WorkSource Snohomish County programs and services, a key State objective (**System Integration**).

To be able to achieving its overarching goal, the WorkSource Snohomish County system must be able to serve a larger number of Snohomish County businesses, particularly those businesses that are in industry clusters targeted for attraction, retention, and expansion by the Blueprint partners as well as businesses in emerging high-demand industry clusters. To do so, the system must be able to attract a larger number of job seekers with the skills needed by those industry clusters. The system must also be able to train job seekers who will be able to acquire the skills needed through a judicious investment of scarce training resources. And, it must be able to ensure that all residents receive access to the resources needed to benefit from our county's growing prosperity. The resources available for fulfilling these functions are limited. Therefore, the WDC is focused on improving processes and services funded with existing resources. Through implementation of the above system process and services design changes, WorkSource Snohomish County will be able to support the realization of globally competitive and prosperous community to the benefit of all businesses and residents.

In addition to business, the system has been redesigned to address the needs of three specific groups of adults: (1) adults in transition, (2) incumbent workers, and (3) apprentices.

Adults in transition include new labor force entrants, low-income workers, displaced homemakers, and workers facing dislocation including returning veterans. Current Federal, State, and local legislation allows for a comprehensive array of core, intensive, and training services for adults in transition. The resources available from these sources are inadequate to meet the needs of all Snohomish County adults in transition, however. **This represents a significant gap in the system's ability to meet the needs of businesses and job seekers.**

The services available to incumbent workers, that is, workers who are fully employed and in need of skills upgrading to support career advancement and the productivity of their employers, are more restricted. Incumbent workers and their employers have access to the full array of WorkSource Snohomish County core services. Intensive services that support planning for career resiliency are not available. In an effort to improve Washington's ranking in the bottom quintile of states on the basis of a per capita investment in incumbent worker training, State programs have been designed and funded to address the significant gaps in Federal programs designed to meet this need. These include the Job Skills Program and the Customized Training Program

operated by community and technical colleges. The recent infusion of Federal Community Job Skills Training program funds to support the training of new and current production workers in the advanced manufacturing industry will have a significant impact on the skills gaps in that industry cluster. Thus, these programs are meeting local industry needs. There remains a significant business-identified gap in the system's ability to facilitate on-the-job training and formal training for incumbent workers provided by the business itself and/or its proprietary partners, most typically supply chain and vendor businesses. Currently, there are neither State nor local resources to address this need. Further, the WDC receives only \$60,000 annually in Federal resources through which this need may be addressed. **This represents a profound gap in the system's ability to meet the needs of businesses and job seekers.**

In addition to the core services available to all adults through the WorkSource Snohomish County system, the system also provides a range of services designed specifically to meet the needs of current and would-be apprentices as well as to create a pipeline for their employers. Recruitment for apprenticeships is provided in K-12 schools by Joint Apprenticeship Training Coordinators. Pre-apprenticeship training is offered by the community colleges and organized labor. Individuals who enter apprenticeships through the WorkSource Snohomish County system also have access to follow up services to support their retention. Additionally, the WDC works directly with industry cluster businesses and organized labor to create new apprenticeship opportunities including the creation of career ladders with apprenticeships in the construction trades and health services industry clusters. The impending labor shortages in many industries that utilize apprentices are profound and system resources are currently inadequate to meet the needs of these businesses and the workforce. **As is the case for adults in transition and incumbent workers, this represents a significant gap in the system's ability to meet the needs of businesses and job seekers.**

The WorkSource system also includes some additional key services. First, the WorkSource Snohomish County staff work collectively to provide the highest caliber of rapid response services possible to support businesses and job seekers during downsizing, relocation, and closures. Additionally, providing staff support to industry skills panels has been a priority service to business. System staff also work with businesses and industry consortia on a just-in-time basis to mobilize resources to address emerging skills gaps.

Developmental Services for Youth

The WorkSource Snohomish County system has the capacity to provide youth with adult responsibilities the full array of services available to adults in transition. It also has the capacity to provide a wide range of developmental services to youth ages 14 through 21 to address anticipated future workforce needs. Federal, State, and local resources are blended with guidance and leadership from the WDC's Youth Council. The Youth Council has adopted a developmental service delivery model constructed

around reducing risk factors and enhancing protective factors in the life domains shown below for each youth as needed through a program of Individual and Tailored Care. To the maximum extent possible, these services are provided to support prevention-based activities.

- ◆ Education
- ◆ Employment
- ◆ Skills
- ◆ Housing
- ◆ Transportation
- ◆ Legal
- ◆ Health
- ◆ Treatment
- ◆ Family Situation
- ◆ Use of Free Time
- ◆ Attitudes and Behaviors

Every one of the 10 youth program elements identified in WIA are provided to in-school youth as are additional services needed to support employability development, and development generally, for each youth served. Resources are focused in targeted schools starting at the critical juncture between the 8th and 9th grades to help youth remain in and succeed in school, resulting in on-time high school graduation.

The WDC also supports a lower cost dropout prevention and intervention initiative through which youth who are in danger of dropping out and youth who have recently dropped out are identified and provided with academic and other supports funded with a blend of Basic Education Act and WIA funds.

Additional services are provided to support high quality career and technical education for all in-school youth through the delivery of state-of-the art career development information offered by a team of trained AmeriCorps members who work with district staff and youth to enhance career awareness, leadership, and job readiness. The AmeriCorps program also offers youth an opportunity to engage in community service and meet graduation requirements through well-planned and implemented service learning opportunities in which youth can participate.

The WDC has also been actively engaged in an industry-led secondary and postsecondary career and technical education-workforce development partnership to create a model demand driven career pathways program for Snohomish County's number one industry, manufacturing. The best practices and lessons learned from this model program may be utilized to support world class career and technical education pipelines in additional industry clusters over time.

The 10 elements are offered to high school dropouts as are a wide array of additional services through the WorkSource Youth Center. These additional services are provided by a number of co-located partners offering services specifically designed to meet the needs of youth who have dropped out of school including GED preparation, health services, family services, independent living skills, and access to postsecondary options including postsecondary education and advanced training, Job Corps, the military, apprenticeship, and service programs. This facility is strategically located in close

proximity to WorkSource Everett to support a seamless transition between youth-focused and adult-focused system infrastructure and services. All youth services are intended to be coordinated into a program of sustained intervention that takes each youth to the point of stabilization in a 13th year plan with follow up supports provided as needed.

The Youth Council has identified specific target populations of youth for both in and out-of-school services including young offenders and youth aging out of the foster care system. The WorkSource Snohomish County system has dedicated substantial financial resources toward assuring the integration of "wrap around" services to meet the needs of youth in these special populations.

In spite of the best efforts of all education and WorkSource Snohomish County system partners, a comprehensive array of workforce and other developmental services is only available to a miniscule fraction of local youth. **This represents a profound gap in the system's ability to meet the needs of businesses and youth.**

Financial Asset Development Services for Youth and Adults

As outlined in *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine*, the development of financial assets is critical to the productivity of America's businesses and the well-being of America's families. The WDC has therefore entered into a partnership with United Way of Snohomish County, the Snohomish County Human Services Department, local housing authorities, banking and other asset-related industry representatives, and a wide array of faith-based and community organizations to help develop a county-wide comprehensive financial asset development effort. This includes the WDC's Build for Tomorrow initiative which helps low-income workers develop financial literacy and save funds toward the purchase of a home, acquisition of postsecondary education, or small businesses capitalization. The funds saved are matched with Federal, State, and local contributions. These services are coupled with financial literacy services offered by the County and with Earned Income Tax Credit filing assistance offered by United Way. The compliance requirements associated with many of these programs are extensive, overly cumbersome, and drain scarce administrative resources from other efforts. While there is recognition at the Federal level that these requirements are impeding the expansion of these strategies, relief will be dependent upon reauthorization of the Assets for Independence Act and may require regulatory relief at the State level as well.

Performance Accountability

To meet the challenges to 100% global competitiveness, 100% jobs filled, 100% employment, and a 100% productive and prosperous workforce, the WorkSource Snohomish County system must measure its performance, be accountable for results, identify opportunities for improvement, and continuously improve its performance. To that end, Workforce Development Council Snohomish County was represented on the Performance Management and Continuous Improvement (PMCI) work group led by the Workforce Training and Education Coordinating Board. PMCI identified the following outcomes to be measured to support continuous improvement: competencies, employment, earnings, productivity, reduced poverty, customer satisfaction, and return on investment. Performance on measures associated with each of these outcomes is measured as part of the statewide measurement system as is performance on Federal outcomes. In 2007 and 2008, WorkSource Snohomish County system performance will be measured in comparison to Washington State outcome indicators as well as new Federal common measures. Measurement is made, whenever possible, using administrative records as opposed to staff or participant self-report information.

a. Use of Performance Information

Performance information is used for strategic planning and program design. Performance is measured against both Federal and State measures for Workforce Investment Act funding streams for adults, dislocated workers, and youth. The 17 Federal measures that were utilized for Program Years 2000 through 2004 were replaced in 2005 by a set of common measures promulgated by the Office of Management and Budget (OMB) in response to the President's Management Agenda which addresses five government-wide goals to improve the effectiveness and efficiency of Federal programs. For Federal job training and employment programs, OMB has defined four performance indicators for adults including entered employment, retention, earnings increase, and cost efficiency and four indicators for youth programs including placement in employment and education, attainment of a degree or certificate, literacy and numeracy gains, and cost efficiency.

Starting July 1, 2005, these common measures for job training and employment have been applied to the following thirty-one (31) programs administered by six (6) federal agencies, as shown in Table 25. on the following page.

Table 25. PROGRAMS USING FEDERAL COMMON MEASURES BY AGENCY

Department of Labor – Employment and Training Administration (17)

WIA Dislocated Workers
WIA Adult
Trade Adjustment Assistance
NAFTA Transitional Adjustment Assistance
Employment Service
Native American Employment and Training
Community Service Employment for Older Americans
Migrant and Seasonal Farmworkers
H-1B Technical Skills Training
Veterans Workforce Investment Program
Disabled Veterans Outreach Program
Local Veterans Employment Representatives
Homeless Veterans
WIA Youth
Job Corps
Youth Opportunity Grants
Responsible Reintegration of Youthful Offenders

Department of Education (10)

Adult Education
Vocational Education (3) – Basic Grants, Tribally Controlled Post-Secondary Vocational and Technical Institutions, Tech-Prep Education
Rehabilitation Services (5) – Vocational Rehabilitation Grants to States, American Indian Vocational Rehabilitation Services, Supported Employment State Grants, Projects with Industry, Migrant and Seasonal Farmworkers
State Grants for Incarcerated Youth Offenders

Department of Health and Human Services (1)

Temporary Assistance to Needy Families

Department of Veterans Affairs (1)

Vocational Rehabilitation and employment services and benefits

Department of the Interior (1)

Job Placement and Training

Department of Housing and Urban Development [to move to Department of Labor]

(1)

Youthbuild

The performance targets that have been established by the Workforce Training and Education Coordinating Board for Snohomish County for Program Year 2006, using the existing United States Department of Labor indicators with common measures definitions for Federal indicators are shown in Table 26. For Program Years 2007 and 2008, performance targets will be negotiated consistent with Section 117(d)(5) of the Workforce Investment Act which reads, “The local board, the chief elected official, and

the Governor shall negotiate and reach agreement on local performance measures as described in section 136(c).” Section 136(c) reads:

“(1) In general. -- For each local area in a State, the local performance measures shall consist of – (A)(i) the core indicators of performance described in subsection (b)(2)(A), and the customer satisfaction indicator of performance described in subsection (b)(2)(B), for activities described in such subsections, other than statewide workforce investment activities; and (ii) additional indicators of performance (if any) identified by the State under subsection (b)(2)(C) for activities described in such subsection, other than statewide workforce investment activities; and (B) a local level of performance for each indicator described in subparagraph (a).

(2) Local level of performance. – The local board, the chief elected official, and the Governor shall negotiate and reach agreement on the local levels of performance based on the State adjusted levels of performance established under subsection (b).

(3) Determinations. – In determining such local levels of performance, the local board, the chief elected official, and the Governor shall take into account the specific economic, demographic, and other characteristics of the populations to be served in the local area.”

TABLE 26. PERFORMANCE TARGETS, PROGRAM YEAR 2006

Indicator	Population	Federal or State	Target
Entered Employment	Adult	Federal	83.3%
Retention	Adult	Federal	83.4%
Earnings Gains	Adult	Federal	\$3,000
Employment and Credential	Adult	Federal	72.0%
Credentials	Adult	State	65.4%
Employment	Adult	State	77.8%
Earnings	Adult	State	\$20,610
Satisfaction	Adult	State	90.0%
Entered Employment	Dislocated Workers	Federal	83.4%
Retention	Dislocated Workers	Federal	90.0%
Earnings Replacement	Dislocated Workers	Federal	-\$4,650
Employment and Credential	Dislocated Workers	Federal	72.9%
Credentials	Dislocated Workers	State	77.0%
Employment	Dislocated Workers	State	83.5%
Earnings	Dislocated Workers	State	\$27,588
Satisfaction	Dislocated Workers	State	89.5%
Entered Employment	Older Youth	Federal	69.6%
Retention	Older Youth	Federal	84.0%
Earnings Gain	Older Youth	Federal	\$3,195
Employment and Credential	Older Youth	Federal	57.5%
Skills Gain	Younger Youth	Federal	87.0%
High School Diploma	Younger Youth	Federal	54.8%
Retention	Younger Youth	Federal	58.1%
Credentials	Youth	State	73.0%
Placement	Youth	State	78.2%
Earnings	Youth	State	\$8,447
Satisfaction	Youth	State	95.0%
Employer Satisfaction	All	Federal	69.5%
Participant Satisfaction	All	Federal	75.0%

b. Data Collection

The WorkSource Snohomish County system utilizes two data collection systems for capturing the information needed to ascertain actual performance compared to the above measures. The first of these systems is the statewide Washington Member System utilized to capture information on the number of users of WorkSource Snohomish County core services as well as the types of services used. The second system is Services, Knowledge, and Information Exchange System (SKIES), the statewide system utilized for capturing program-specific information on performance. There are 21 data elements that are, at a minimum, collected for every youth and job seeker customer accessing a WorkSource Snohomish County program-specific service. Additional data elements are collected as required for a specific program. The data collected provides the information needed for local management of performance using leading indicators for employment, skills gains, credentials attainment, earnings gains,

and retention. The data also provides the information needed at the state level by the Participant Outcomes Data Consortium to access and use administrative records to create performance reports consistent with Federal protocols. The data collected in SKIES also serves as a foundation for the employer and customer satisfaction surveys conducted by a third party firm. The State provides Workforce Development Council Snohomish County with results using Federal protocols quarterly, annually, and biennially.

c. Continuous Improvement

Workforce Development Council Snohomish County utilizes both leading indicator data and State reports to strategically plan for the workforce development system in Snohomish County as a whole and to fulfill its responsibility to oversee both the WorkSource Snohomish County system and programs under Title I-B of the Workforce Investment Act. Indicators allow the WDC to identify areas of program strength as well as opportunities for improvement. The results are also utilized by system partners to establish priorities and outcome targets for continuous improvement. At the partner, program, and system levels, strategies are developed and implemented to effect planned improvements.

The WorkSource Snohomish County system will continue to use a continuous improvement system and process that incorporates performance data as well as real-time customer satisfaction information gleaned from web-based tools that interface with system web-based products, exit interviews, and other processes to improve the quality, efficiency, and effectiveness of the services it provides to businesses, youth, and job seekers. Such improvements may be in the areas of facilities, equipment, partners, programs, services, business process design, and other improvement techniques. In addition to utilizing the Balanced Scorecard as a continuous quality improvement tool, the following Malcolm Baldrige Criteria for Performance Excellence will be utilized at each WorkSource Snohomish County center in an annual self-assessment process to review strengths and opportunities for improvement and develop continuous improvement targets: leadership, information and analysis, strategic planning, human resource development and management, process improvement, business results, and customer focus and satisfaction. Completion of an assessment will remain a prerequisite for certification/recertification of WorkSource centers.

d. Performance-Based Interventions

The data and information gleaned through all performance measurement processes are utilized by Workforce Development Council Snohomish County to create performance-based interventions as indicated. The WDC will actively collaborate with Washington State Employment Security Department to develop system reporting and performance goals as part of Governor Gregoire's Government Management, Accountability, and Performance (GMAP) initiative focused on improving the results of Washington State government. As noted above, completion of a continuous quality improvement self-

assessment utilizing the Malcolm Baldrige Criteria for Excellence is required for a WorkSource Snohomish County center to maintain its certification as a WorkSource system facility. Additionally, any variance of $\pm 15\%$ on any leading indicator or a State report compared to target for any Federal or State performance indicator triggers a requirement for a corrective action plan which includes analysis of challenges and strategies for improvement as well as intermediate targets, if appropriate. Ultimately, performance is a factor in selection of WorkSource Snohomish County site operators and service delivery providers through competitive Request for Proposal processes managed by Workforce Development Council Snohomish County.

The WorkSource Snohomish County system also shares in any performance-based financial incentives issued by the Federal Government with vocational and adult education. These funds are utilized to enhance the system consistent with State planning and guidance.

e. Assurances

The WDC assures that necessary data will be collected and maintained for performance accountability for WorkSource and WIA Title I-B programs following State and Department of Labor protocols.

In this manner, the WorkSource Snohomish County system remains focused on the needs of its business, youth, and job seeker customers and is accountable for the quality of the results it achieves as it implements the objectives and strategies described in the *Agenda for Action*, below.

Agenda for Action

a. Vision and Mission

The following are the vision and mission of Workforce Development Council Snohomish County.

Vision

Workforce Development Council Snohomish County will be the nationwide leader in providing a model system of universal access in which job seekers develop careers to achieve a livable wage, employers have access to a sustainable workforce, and the community can build upon its economic health and vitality.

Mission

Workforce Development Council Snohomish County invests government and private funding to continuously increase the global competitiveness and prosperity of our workforce and businesses, full current and emerging jobs, and provide full employment.

Our investments are made through effective business, labor, community-based, educational, and service-provider organizations for the opportunity, economic well-being, and benefit of our entire community.

b. Goals, Objectives, and Strategies

In setting goals, objectives, and strategies, Workforce Development Council Snohomish County recognizes that the process of implementing them is a collaborative effort. The strategies are listed in narrative form to support dialogue with stakeholders around mutual benefits and commitments. As our mission makes clear, Workforce Development Council Snohomish County invests WIA and other funds as venture capital to continue building and expanding a responsive workforce system that is industry-driven and consistent with future labor market needs; a system that draws together the strands of government, education, workforce, economic, community, and human development strategies in Snohomish County.

The WDC recognizes that there may be some statutory and regulatory limitations regarding how the WDC can invest WIA funds in some of these activities. The U.S. Department of Labor encourages applications for waivers for relief and guarantees rapid review and decision making regarding any requests submitted. Such submissions may be made to the State in conjunction with the Snohomish County Executive if they are deemed to be mission critical.

Goal 1 - 100% Global Competitiveness - To achieve a WorkSource Snohomish County system that is 100% globally competitive.

As discussed above, nations are increasingly interdependent in the global marketplace. In that marketplace, Washington is the most trade depended state in the U.S. and functions in the global marketplace as a small nation. While the U.S. still holds primacy in a number of key economic indicators, others make clear that the rest of world is catching up by making strategic and disciplined investments in research and development, infrastructure, education and workforce development, social services, and health care.

Looking forward, this situation presents several challenges. The number of job openings is increasing. Additionally, the number of jobs requiring skilled workers is increasing and the skills those workers need are multiplying. These challenges are exacerbated by a projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow's workers.

National, State, regional, and local suggested strategies all focus on developing a talented workforce. One key strategy is to focus efforts around targeted industry clusters. The Workforce Development Council has been an active partner in the formation and continuation of the Snohomish County 2010 Blueprint Partnership which has identified nine key high demand industry clusters for development in Snohomish County. The Partnership is comprised of the WDC, the Economic Development Council of Snohomish County, Edmonds Community College, Everett Community College, Cascadia Community College, University of Washington/Bothell, Central Washington University, Western Washington University, Snohomish County K-12 School Districts, and Snohomish County Government. This Partnership originally identified eight key industry clusters for development in its call to action, *Snohomish County 2010: A Blueprint for Education, Workforce and Economic Development in Snohomish County*. The Partnership is currently adding a cluster and modifying the scope of two existing clusters. The Partnership supports innovation, entrepreneurship, and sustainability in all clusters.

The Workforce Development Council is also active in the Puget Sound Regional Partnership's Prosperity Partnership which is addressing economic development in some of these same clusters on a regional basis. Given its importance to the economy of Snohomish County, the Workforce Development Council is taking a strong and active role in the development of a 21st century workforce for the aerospace industry cluster on the Statewide, regional, and local levels.

Four of these clusters align with the six clusters for King and Snohomish Counties in *High Skills, High Wages 2006* as shown in Table 27.

Table 27. ALIGNMENT OF INDUSTRY CLUSTERS AND STATE AND LOCAL LEVELS

High Skills, High Wages 2006	Snohomish County 2010 Blueprint Partnership	Prosperity Partnership Tier I
Construction	Agriculture	
Business Services	Construction Trades	
	Business Services	Information Technology, Logistics and International Trade
	Education	
Health Care	Public Service	
	Health Services	
	Tourism/Hospitality Services	
Aircraft, Ship/Boat Building and Repair, Software	Manufacturing	Aerospace
	Biotechnology/Biomedical Devices/Nanotechnology	Life Sciences
		Clean Tech

Another key strategy for building a talented workforce is to infuse all training with the voice of business. To that end, the Workforce Development Council has created three industry skills panels to continue the work of the Partnership. The first panel, the Health Services Careers Partnership, was established for the medical/ health services cluster. An additional panel has also been established for construction. In 2006, the WDC launched the Regional Aerospace Skills Panel with an implementation grant from the Workforce Training and Education Coordinating Board. Additional skills panels will be developed for each remaining cluster as resources permit. One of the primary purposes of the skills panels is to assess emerging skill gaps and advise partners on industry workforce development needs.

With the support of the WDC and educational institutions, these panels also work hand-in-hand with centers of excellence/innovation to translate the needs reported by business into curriculum and training programs. This relationship is critical: the ability to build a talented workforce prepared to meet industry needs is predicated on an education and training system that has the resources necessary to provide excellent instruction in Science, Technology, Engineering and Mathematics (STEM) at all levels. The Workforce Development Council will take a multi-pronged approach toward addressing these challenges. The strategic opportunities outlined in *High Skills, High Wages 2006* addressed by the following strategies include:

- Increasing postsecondary training capacity.
- Expanding the available of career pathways that span secondary and postsecondary education and training.
- Increasing Adult Basic Education skills and English as a Second Language instruction that is integrated with occupational skills training.
- Improving coordination between workforce and economic development in key economic clusters.
- Expanding and sustaining skills panels.
- Developing local agreements on service integration.

Objective 1.1 - Support expansion of baccalaureate and graduate degree options in Snohomish County.

There is probably not one single action more important to making excellent STEM education and training programs available to Snohomish County residents than the expansion of baccalaureate and graduate degree options in our community. Such options need to be varied and include expansion of programs at current branch campuses, expansion of distance and hybrid learning options, and establishment of a polytechnic institute in our county. The WDC has identified several strategies in which it can play a significant role in achieving this objective.

Strategy 1.1.1 - Actively convene and collaborate with other stakeholders to develop a shared strategy for expanding baccalaureate and graduate degree options in Snohomish County.

Some of the key roles identified by the WDC in achieving this objective is to convene and participate in groups with other state, regional, and local stakeholders to build the case and create a unified strategy for expanding baccalaureate and advanced degree options for Snohomish County students and workers, many of whom are place-bound due to family ties, community networks, and/or work. The WDC plans to utilize WIA Title I-B formula program funds to continue convening and providing staff support to the Snohomish County 2010 Blueprint partners as a key vehicle for implementing this strategy.

Strategy 1.1.2 - Aggressively seek out Federal and State funds to expand the baccalaureate and graduate degree options available in Snohomish County.

The WDC has worked extensively with educational institutions to expand training resources beyond those available by formula to K-12 schools, community and technical colleges, and the workforce development system. Most of the WDC's efforts to date have been in the expansion of K-12 offerings and postsecondary programs of two years or less. The WDC will utilize and leverage WIA Title I-B formula funds to aggressively seek out additional Federal and State funds to support the expansion of four year programs that meet the needs of business and job seekers in our community as well.

Strategy 1.1.3 - Support an increase in the number of individuals prepared to teach students for high wage, high demand fields.

The WDC will continue to work with industry and education to address the need for individuals prepared to teach students in locally targeted key industry clusters. The WDC's primary role in work with industry has been focused on the creation of work-based learning opportunities for which students can achieve high school and/or college credit. The WDC will continue work with K-12 and postsecondary education partners to attract young adults and career switchers including dislocated workers and veterans to teaching, particularly in the skills needed for the targeted key industry clusters as

well as to retain current, talented teachers. Continued use of WIA Title I-B formula funds to develop and disseminate career trees containing crosswalks to tools such as O*Net, workforceexplorer, and *Where Are You Going?* is a key component of this strategy.

Strategy 1.1.4 – Increase awareness in the community for the need for expanded baccalaureate and graduate degree options in Snohomish County, particularly for serving individuals residing in rural areas of the County.

As noted above, many of Snohomish County's students and workers have strong ties to the communities in which they live and work. There are currently few baccalaureate and graduate degree options available to students and workers in the rural portions of our county and travel to campuses in other counties is unrealistic. Yet, increasingly, business demands in traditionally rural industries such as agriculture require the same level of STEM education as required in fields such as advanced manufacturing and business services. The WDC will utilize WIA Title I-B resources to increase awareness by conducting local labor market research and issuing informational briefs that provide a research-based approach to addressing this need. Further, this information will be incorporated into the WDC's career trees that will be widely disseminated.

Strategy 1.1.5 - Develop individual career plans that are integrated with a range of school programs to ensure all youth and adults are aware of the link between learning and employment and their career options, including high wage, high demand occupations and nontraditional occupations in targeted industry clusters.

A central component of success for the WorkSource system in meeting the needs of youth and adult job seekers is the integration of services with other career development programs. In particular, the efforts of school district career centers, vocational services, tech prep, and other programs that assist students with career assessment and job opportunities will be linked to the WorkSource system. This will occur both through web-based tools and through the coordination of products and training offered by Washington State Employment Security Department and the Workforce Development Council.

The WDC will continue to use WIA Title I-B formula and 10% resources as available to create developmentally appropriate, universal access products including targeted industry cluster career trees, pocket résumés, and curriculum for youth and adult job seekers, both directly and through subcontracts; disseminating these products; and providing training to schools and youth serving agencies throughout the community.

The WDC will also continue to target Workforce Investment Act Title I-B Youth Program funds for service to in-school youth toward school districts and schools that design programs that work with youth and families to create individual plans for academic excellence, completion of culminating projects, on-time graduation, and entry into a 13th year plan. The WDC will also continue to support the engagement of

AmeriCorps Members funded primarily through the AmeriCorps*State Program in support of this effort.

Objective 1.2 – Create opportunities for non-college bound students by developing and supporting programs geared toward targeted industry clusters.

As noted above, a significant percentage of Snohomish County students do not complete high school and/or enter postsecondary education. It is essential that these youth are provided with alternatives for entering the workforce in targeted industry clusters and for continuing to develop their skills once employed. The WDC has identified several strategies in which it can play a significant role in achieving this objective.

Strategy 1.2.1 – Increase opportunities by partnering with trade organizations, industry, unions, and education.

Snohomish County youth can launch careers in these industry clusters through pathways such as job shadows, work experiences, on-the-job training, and work and classroom-based options such as apprenticeships once employed. The WDC will continue to partner with trade organizations, industry, unions, and educational institutions to create these opportunities, utilizing WIA Title I-B formula funds as leveraged resources and to directly support these options for non-college bound youth.

Strategy 1.2.2 – Seek out funding for integrating academic and career and technical education opportunities for low-income youth and adults.

As noted above, the WDC has been extremely active in seeking out Federal and State funds to support options for all students and workers including non-college bound youth. The WDC has also successfully sought funding from private foundations to support expanded opportunities for low-income youth and adults. The WDC will continue to utilize WIA Title I-B formula resources to seek additional funding to achieve this objective.

Strategy 1.2.3 – Promote career and technical education opportunities in high schools.

The WDC has actively worked with high schools in our county to promote and develop technical and career education opportunities. These efforts have included working with community members, K-12 schools, postsecondary educational institutions, industry, and private foundations to launch the model machining pathway program at Snohomish High School. This has been envisioned as one of many state-of-the-art programs to be launched in our county over the coming years. WDC staff will continue to utilize WIA Title I-B resources to share critical labor market information and Snohomish County 2010 Blueprint strategies with school districts to promote effective career and technical education programs in Snohomish County schools in an effort to continue advancing this vision.

Strategy 1.2.4 - Increase basic skills and ESL instruction that is integrated with career and technical skills training.

The WDC will continue to utilize WIA Title I-B Youth Program funds to support the development of in and out-of-school youth who are low-income and have additional barriers to employability development and employment, including those who are English language learners. The programs funded are designed to increase the English proficiency and academic performance of youth through the provision of services and activities that support school-based academic instruction. Such services and activities include instruction in career awareness and planning to help students who are English language learners make informed career development choices. These services also include tutoring and case management through high school or GED completion into 13th year plan implementation. The WDC will also continue to build its cadre of streams of service members to support these efforts. The WDC will continue meeting with schools and community organizations to explore options for developing additional training opportunities that incorporate both native languages and English to meet the needs of youth in the community.

In addition to these youth-related efforts, the WDC will work with Snohomish County community colleges to obtain funding to support I-BEST programs that integrate English as a Second Language instruction with career and technical education in industry clusters targeted by the Snohomish County 2010 Blueprint partners. WDC staff will also work actively with local colleges to facilitate the listing of their integrated programs on the Eligible Training Provider List to ensure their availability to individuals registered the WIA Title I-B Adult and Dislocated Worker Programs.

Strategy 1.2.5 – Work with colleges and high schools to promote seamless service delivery and guidance between advisors and counselors.

The WDC has played an active role in supporting the articulation of educational programs between the secondary and postsecondary levels by convening stakeholders and providing staff support to integration efforts. As a partner in the TRIAD 2 Community Based Job Training grant received by Everett Community College, WDC staff funded through this national direct grant will work closely with advisors and counselors at the K-12 and postsecondary levels to develop seamless services for youth and adults entering advanced manufacturing training programs at Edmonds and Everett Community Colleges, creating a replicable model in the process.

Objective 1.3 – Focus on opportunities associated with an aging workforce by utilizing the wealth of experience of mature workers in Snohomish County to develop younger workers.

As noted above, the retention of skilled workers is a key global competitiveness strategy recommended in State, regional, and local reports. Many mature workers have the

skills needed not only to support industry productivity but also to support effective succession planning. The WDC has identified several strategies that it can employ to support the achievement of this objective.

Strategy 1.3.1 – Identify mature workers and their marketable skills.

The WDC will utilize WIA Title I-B resources develop products for presentation to industry that provides information about the services available through the WorkSource system to help them retain and retrain skilled mature workers. These materials will also include information about services available through national organizations that focus on the needs of mature individuals as well as information about best practices for engaging and retaining mature workers.

Strategy 1.3.2 - Improve access to opportunities in education and specialized training for seniors and retired individuals who want to return to work.

The Community Service Employment Program provides mature workers with workforce re-entry work experience. The WDC will utilize WIA Title I-B formula resources to collaborate with Community Service Employment Program staff to develop processes for identifying, assessing, and serving those mature individuals who may wish to re-enter employment in targeted industry clusters following their work experiences. The WDC will work with all WorkSource partners to ensure that those individuals who wish to continue education, training, and employment have sequential access to WIA programs and services as well as the full range of programs offered through the WorkSource system to continue in their careers. These opportunities will include streams of service volunteer opportunities offered by the WDC and other community providers.

Strategy 1.3.3 – Develop mentoring opportunities that match mature workers with youth who share their career interests.

The WDC will continue to utilize WIA Title I-B Youth Program funds to procure service delivery providers that develop effective mentoring opportunities that match youth with career professionals, including mature workers, who share their career interests. The WDC will meet with representatives of service programs such as the Retired Senior Volunteer Program and the Bluebills to broaden the network of resources available to system service delivery providers. It will also work with school districts funded with WIA 10% resources to expand these opportunities.

Strategy 1.3.4 – Develop job sharing opportunities for mature workers with other mature workers and with youth.

One of the key strategies for retaining mature workers is the use of job sharing. At the same time, this is an approach that can be utilized to help youth continue their education while working in their early career years. In addition to including this option

in the informational materials it develops, the WDC will direct its youth and adult service delivery providers to utilize WIA Title I-B formula resources to develop such creative job sharing opportunities that can also support smooth succession.

Strategy 1.3.5 – Provide education to businesses about stereotypes related to mature workers and the advantages of employing these workers.

The number of age discrimination complaints regarding treatment in the workplace has grown significantly in the past decade. Given the demographic trends discussed above, it is anticipated that the number of complaints will continue to escalate. The WDC will work with national organizations that serve mature individuals as well as with State agencies and other stakeholders to include information about the assets that mature workers bring to the workplace in its materials. The WDC will also provide WIA Title I-B formula funds to service delivery providers to purchase professional development training designed to increase staff knowledge on this topic and develop their presentation skills when working with business.

Objective 1.4 – Promote entrepreneurial opportunities linked to expanding upon our core programs and industry clusters.

Numerous studies at the national, state, and regional levels have highlighted the importance of entrepreneurs to the economy, both as engines of economic activity and as a critical well-spring of innovation. The U. S. Department of Labor has identified the support of entrepreneurs as a critical activity to be supported with WIA Title I-B formula funds in its Training and Employment Guidance Letter No. 16-04, *Self-Employment Training for Workforce Investment Act Clients*. While Washington State ranks 1st in the nation in the number of small business start ups per capita, it ranks 47th in small business survival. This represents a critical challenge to global competitiveness: the WDC has identified several strategies for rising to meet this challenge.

Strategy 1.4.1 – Work with the Economic Development Council of Snohomish County, local chambers of commerce, economic development entities, education, and the State to develop an outreach program and collateral designed to increase awareness among would-be entrepreneurs about the services available to them as they consider launching a venture.

The WDC will utilize WIA Title I-B resources to collaborate with the Economic Development Council, chambers of commerce, economic development entities, and educational institutions that offer small business services to develop and disseminate products that outline business start-up services available in our community. The WDC will also work with State agencies to obtain information about best-in-class systems and products in other areas and to disseminate the resources mapped and products developed in Snohomish County.

Strategy 1.4.2 – Work with partners to improve ease of access to various lending tools including Small Business Association loans, micro-loans, and using Individual Development Accounts to raise venture capital.

The WDC will utilize WIA Title I-B formula resources to develop fact sheets on access to lending tools to be disseminated throughout the WorkSource system. The WDC will also train service delivery provider staff on how to facilitate access for the job seekers they serve. WIA Title I-B service delivery provider staff will continue to participate in the Snohomish County IDA Collaborative and will help WIA-eligible job seekers with completing applications for IDAs to launch business ventures. These staff will also provide support to WIA-eligible clients of other Collaborative agencies to ensure their successful acquisition of the assets needed to launch an enterprise.

Strategy 1.4.3 – Work with the Economic Development Council of Snohomish County, local chambers of commerce, education, and the State to spread information to small business owners.

The WDC will utilize WIA Title I-B resources to collaborate with the Economic Development Council, chambers of commerce, economic development entities, and educational institutions that offer small business services to develop and disseminate products that outline business retention services available in our community. The WDC will also work with State agencies to obtain information about best-in-class systems and products in other areas and to disseminate the resources mapped and products developed in Snohomish County.

Strategy 1.4.4 – Work with these same partners to develop programs and incentives that help new and established enterprises solidify their sustainability.

The WDC will utilize WIA Title I-B resources to disseminate information to existing entrepreneurs including but not limited to information about entities that can provide business retention services and training on employee attraction, hiring, and retention as well as direct services such as customized applicant screening for job openings. The WDC will also work with the Economic Development Council, and other entities to explore strategies such as shared office space and incubators for supporting stronger enterprise launches.

Strategy 1.4.5 – Work with targeted industry cluster skills panels and economic development entities to hold entrepreneurial job fairs.

WDC staff will provide logistic and staff support to targeted industry skills panels and economic development entities to assist them in the development and implementation of entrepreneurial job fairs. WDC staff will also develop and disseminate outreach and recruitment materials for the job fairs scheduled.

Objective 1.5 – Take an active advocacy role in public policy issues affecting Snohomish County’s workforce.

The WDC has tremendous assets for addressing the challenges to global competitiveness faced by our county and our state. These assets include the ability to participate in state, regional, and local level committees and work groups; convene and provide staff support to local level committees and work groups; conduct labor market, skills gap, and related research and analysis; convene and staff skills panels; and disseminate information about best-in-class practices to improve productivity to name a few. The WDC will utilize these assets to conduct research and actively advocate for public policy that will support the development of Snohomish County’s workforce.

Strategy 1.5.1 – Open communications with elected officials at the Federal and State levels.

WDC Board Members will work with the Snohomish County Executive to utilize the research-based information and analysis provided by staff to communicate with elected officials at the Federal and State levels about public policy issues related to the retention, development, and attraction of the talented workforce needed by Snohomish County industry.

Strategy 1.5.2 – Maintain a strong board and public presence and identify the issues that the board wishes to champion.

WDC Board Members will maintain a strong and public presence among national, state, regional, and local stakeholders regarding public policy and other issues that relate to our community’s ability to remain globally competitive. WDC staff will provide the Board Members with information about key issues as they emerge and will conduct research and develop issue briefs for priority issues to be championed by the Board Members such as the skill and credential needs of business and the cost of education versus the cost of poverty relative to productivity.

Strategy 1.5.3 – Increase awareness of need and employment opportunities for foreign students , exchange visitors, and immigrant workers in our community.

An area of concern identified by WDC Board Members and industry skills panel representatives is the presence of and need for the skills that Snohomish County’s many foreign students, exchange visitors, and immigrant workers bring to our community, particularly in targeted industry clusters. WDC staff will utilize WIA Title I-B formula resources to conduct labor market analysis and develop research briefs on the best-in-class practices of other nations and states for providing a welcoming environment to foreign students, exchange visitors, and immigrant workers, for assisting foreign students and exchange visitors with the transition to employment in fields with identified skills gaps, and for meeting the need of industry for skilled workers and the need of immigrants for employment that utilizes their skills and abilities.

Goal 2 - 100% Jobs Filled - To create a WorkSource system that is able to meet industry needs by filling 100% of Snohomish County jobs with qualified job seekers.

As may be seen from the above discussion, the labor market is growing at the national, state, regional, and local levels. Growth is in a wide variety of occupations across industry sectors and clusters. Some of these sectors and cluster serve as economic engines that create wealth through the sale of goods and services. These sectors and clusters are also on the leading edge of increasing productivity through innovations in technology, processes, and goods and services, making the need for skilled workers, particularly workers with STEM skills, absolutely critical to continued growth. These economic engines also drive the expansion of other sectors and clusters and the creation of still more jobs.

Looking forward, the challenges presented by this situation will only be exacerbated. Not only is the number of job openings increasing: the number of jobs requiring skilled workers is increasing and the skills those workers need are multiplying. These challenges will be exacerbated by a projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow's workers.

National, State, regional, and local approaches that focus on the development of a demand-driven menu of services customized for targeted industry clusters have proven to be most effective. The Workforce Development Council will continue and launch an array of strategies to address these challenges. The strategic opportunities outlined in *High Skills, High Wages 2006* addressed by the following strategies include:

- Improving coordination between workforce and economic development in key economic clusters.
- Expanding and sustaining skills panels.
- Expanding customized training for current workers.

Objective 2.1 - Continuously identify, document, and monitor current and emerging job openings and requirements.

The ability to provide effective demand-driven services to meet the needs of industry clusters targeted by the Snohomish County 2010 Blueprint partners for attraction, retention, and expansion is predicated on a research-based understanding of industry needs. As is clear from the above discussion, the Snohomish County labor market is in continuous flux and the rate of change is accelerating. This requires more than periodic review of job openings and job requirements: it requires continuous monitoring and response. The WDC has identified several strategies in which it can play a significant role in achieving this objective. These strategies align with **Strategy 11.4** in *High Skills, High Wages 2006*, "Develop expertise in the WorkSource system in serving the needs of local employers in key clusters."

Strategy 2.1.1 - Provide high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities in targeted key industry clusters.

Quality labor market information is critical to successful implementation of the WorkSource system. Workforce Development Council Snohomish County utilizes the excellent products developed by Washington State Employment Security Department's Labor Market and Economic Analysis Division, including the WorkSource Explorer on-line suite of products, and **Strategic**Advantage to develop plans and provide high quality career planning information to partner staff and WorkSource customers. This data is supplemented through studies commissioned by the Workforce Development Council and the Snohomish County 2010 Blueprint Partnership. The most recently commissioned studies were completed by Godbe Research for the Partnership for each targeted industry cluster. These products are available on the WorkSource Snohomish County website at <http://www.worksourceonline.com>.

The WDC will continue to utilize WIA Title I-B formula, 10%, and Rapid Response Additional Assistance funds to conduct such studies and hold events to impart high-quality labor market and trend information to business and enhance the career awareness of Snohomish County youth and job seekers.

Strategy 2.1.2 – Maintain a current Demand/Decline List using labor market information from a variety of sources including industry surveys.

The information gleaned through these studies will be used by the WDC using Title I-B formula resources to update the Demand/Decline List used by all WorkSource partners in the provision of career advising and funding of training programs.

Strategy 2.1.3 – Continue to operate and participate in skills panels in targeted industry clusters to maintain constant awareness of the needs of industry.

Additionally, industry skills panels have been convened for the health services, construction, and manufacturing (aerospace) industry clusters to obtain high quality, current, and “on the ground” information about industry needs. Information provided by these panels will continue to inform updates to the Demand/Decline List.

These panels also issue electronic newsletters through the Snohomish County Workforce Development Council's electronic newsletter "backbone." Information from the skills panels is incorporated into partner staff training during quarterly meetings where service delivery staff meet with educational institution representatives regarding growth occupations and related training programs.

Strategy 2.1.4 – Strengthen the relationship with the Washington State Apprenticeship and Training Council to maintain constant awareness of apprenticeship opportunities to expand

apprenticeship training in emerging fields and expand preparation programs for apprenticeships in high demand clusters.

The Workforce Development Council will seek out opportunities for expanding pre-apprenticeship and apprenticeship programs as it did with the International Brotherhood of Electrical Workers to create continuing career advancement opportunities for journey level electrical workers. The purpose of this program was to mitigate labor shortages in a targeted key industry cluster, construction. Another model for continuous career advancement through apprenticeship that the WDC implemented with partners was the creation of an apprentice pathway within nursing occupations, demonstrating the efficacy of apprenticeship in another targeted industry cluster. The WDC will utilize WIA Title I-B formula resources to develop and sustain such opportunities in other targeted industry clusters.

Strategy 2.1.5 – Continue the process of mapping career trees and developing career exploration tools that incorporate the trees and related information.

As noted under other strategies above, the WDC is taking a leadership role in mapping career trees and development career exploration tools that incorporate the trees and related information for use throughout the K-20 and WorkSource system as well as by community and faith-based organizations, parents, and job seekers. The WDC will utilize WIA Title I-B formula and 10% resources to continue this critical development work.

Objective 2.2 – Develop and maintain a best-in-class recruiting process that meets business and employer needs to assist business to proactively attract, recruit, and retain a skilled workforce. These strategies align with **Strategy 6.1** in *High Skills, High Wages 2006*, “Create and take advantage of opportunities to redirect resources to front line services” and with **Strategy 16.2**, “Co-locate WorkSource Centers and establish affiliate sites on more community and technical college campuses.”

In Snohomish County’s rapidly expanding labor market, a critical function of the WDC and the WorkSource system is to help businesses attract, hire, and retain the workforce needed to support continued productivity. As noted above, productivity is currently being hampered in clusters throughout our community by the lack of available workers with the skills industry needs. The WDC has identified a role it can play in several key strategies related to this objective.

Strategy 2.2.1 – Utilize industry skill panels to develop high quality worker attraction and retention processes.

In addition to their role in identifying the current and emerging needs of business, industry skills panels play a key role in helping the WDC and the WorkSource system develop best-in-class recruitment and retention practices. The panels provide a forum

for business, educators, and workforce development professional to share best practices and offer feedback to support continuous process improvement. The learnings from these panels will be utilized by the WDC to inform the processes of the WorkSource system for meeting business needs.

Strategy 2.2.2 - Expand partnerships with industries to market their career opportunities to youth and their parents.

As noted above, the Workforce Development Council is an active partner in the Snohomish County 2010 Blueprint Partnership which is working to attract, expand, and retain business in nine targeted industry clusters. The WDC is working with these industries to identify and market their career opportunities. These efforts are being supported by ongoing job fairs, including targeted job fairs for youth, mature workers, and other populations as needed, that bring youth, adults, and industry together. The Snohomish County Workforce Development Council has also recruited a number of businesses to serve on its Youth Council to strengthen partnerships. Additionally, the Workforce Development Council has launched services to help support postsecondary preparation for industry career opportunities. These services include financial asset development services including financial education and financial asset-building for addressing the needs of low-income youth and their parents.

Workforce Development Council staff make presentations to educators as requested both at school sites and at conferences such as the Washington Association for Career and Technical Education conference to impart high-quality labor market information and implications for career planning with youth and their parents.

The potential outcomes of such efforts are illustrated through the exciting partnership between the WDC, the Snohomish School District, Everett Community College, four-year institutions, and manufacturing industry cluster businesses. This partnership launched a manufacturing industry training effort, the Machining Pathway Initiative, which is attracting youth to the industry through hands-on activities in a state-of-the-art engineering and machining lab.

The WDC will continue to utilize WIA Title I-B resources to expand partnerships with industry and impart information about their opportunities.

Strategy 2.2.3 – Actively engage in conducting outreach to postsecondary education students who are about to graduate in targeted industry cluster fields.

The WDC will invest WIA Title I-B resources in establishing a WorkSource presence on local community and technical college campuses. The staff stationed on campus will actively engage in outreach to students are nearing completion of their technical training programs to facilitate connection to industry businesses in need of their skills. Staff will collaborate with college staff to jointly host job/career fairs and hiring events.

Staff will also work with local college staff to find out-of-county students to fill Snohomish County job openings when local students are not available.

Strategy 2.2.4 – Optimize the range of options available to provide training customized to meet industry needs.

The Snohomish County 2010 Blueprint Partnership will map all current K-20 career and technical education classroom and customized training options including Jobs Skills Program; Customized Training Program; WIA customized training opportunities; On-the-Job Training available through WIA, WDVA, WSDOT, and other providers; distance learning opportunities, hybrid options; on-line options; apprenticeship training; and other work-based training options. The resulting inventory will be available to all Blueprint partner staff to bundle as needed to meet industry needs. The Partnership will develop processes for bundling and informing industry about those options. The WDC will utilize WIA Title I-B formula resources to contribute to this work and will utilize WIA Title I-B formula, 10%, and Rapid Response Additional Assistance resources to deliver training as indicated.

Strategy 2.2.5 - Market expansion and retention services to at-risk business and their workers.

Snohomish County Government, the Workforce Development Council, Economic Development Council of Snohomish County, local community colleges, and other key stakeholders will work together to develop action plan steps that support business expansion and retention in the locally targeted key industry clusters. These steps may include the provision of customized training packages as discussed above. These entities have also joined forces with their regional counterparts to form a partnership that has successfully worked to retain aerospace manufacturing and association opportunities in the Puget Sound Region. Additionally, WIA funded staff will market job retention services for business and the workers they employ through WIA programs. These staff will work closely with businesses that are at-risk of downsizing to identify all options including retention and lay off aversion. They will also work with the Workforce Development Council on the development of additional retention supports that may be offered to businesses, including those that are critical to the overall strength of targeted industry clusters. Finally, a key goal of the events that the Workforce Development Council organizes for business is the generation of leads on which staff can follow up to offer services that enhance business expansion and retention.

Objective 2.3 – Develop a comprehensive, county-wide outreach plan to increase brand recognition and commercialize the recruiting and placement process for businesses and job seekers.

As reported by the General Accountability Office on the national level and confirmed by a survey conducted by Marketing Solutions, Inc. on the local level, there is tremendous opportunity for improving industry's knowledge and use of the

WorkSource system for meeting their recruitment, assessment, hiring, and retention needs. Improvements can be made in brand recognition, knowledge about the services available, and “word of mouth” advertising by businesses satisfied with the services received. The WDC has identified a role it can play in a number of strategies designed to achieve this objective.

Strategy 2.3.1 – Convene a broad-based group of stakeholders who share this objective including other government agencies, service providers, and business to develop a plan to be launched utilizing relationships with media representatives.

The WDC will utilize WIA Title I-B resources to convene a subcommittee of communications and outreach staff from stakeholder organizations to develop a plan for increasing brand recognition and knowledge of system services through a multi-media campaign. This effort will take place under the umbrella of the Snohomish County 2010 Blueprint Partnership which is convened by the WDC.

Strategy 2.3.2 – Develop high quality and consistent, value-added outreach and branding materials.

In addition to utilizing the above reports and analysis to determine the message, the subcommittee will develop a range of collateral materials that will provide valuable information to industry about the services available and increase brand recognition for the WorkSource system as the portal to those services.

Strategy 2.3.3 – Launch the planned outreach campaign including approaches such as public service announcements, newsletters, networking, and a Speakers’ Bureau.

Once the campaign plan and collateral materials have been developed, WorkSource Snohomish County site operators and service delivery providers will be trained and prepared for an increase in business. The Blueprint partners will then follow the plan to conduct a coordinated launch through public service announcements, newsletters, networking, and a Partnership Speakers’ Bureau.

Strategy 2.3.4 – Develop a user-friendly website that is easy for businesses to navigate and serves as a single portal for all needed services.

The subcommittee will also work on developing a plan for launching and sustaining a website that serves as a portal to all Blueprint partner services. The website will be designed to be user-friendly for business to navigate and will provide a clear map of contacts for a full menu of business services.

Goal 3 - 100% Employment - To achieve a WorkSource system that is able to help 100% of job seekers obtain and retain employment in Snohomish County.

As discussed above, industry's demand for skilled workers is outstripping supply which is, in turn, impeding economic growth. There is no short-term resolution to this issue due to a number of factors including:

- The population is changing in terms of age, socioeconomic status, race, ethnicity, age, and country of origin.
- An increasing percentage of students aren't entering school ready to learn.
- Too few 10th grade students achieve desired proficiency on WASL Reading and Writing tests. Performance on the Math and Science tests is even more problematic.
- Too few students are moving directly into postsecondary education.
- Too many students need remediation at the postsecondary level and too few of those who take remedial courses enter and complete postsecondary academic or career and technical education programs.
- Completion rates need to increase for all students at all educational levels.

The challenges presented by this situation will grow as the number of jobs requiring skilled workers increases and the skills those workers need multiply. And, these challenges will be exacerbated by the projected slowing of growth in the number of workers available to fill those jobs and a significant gap between the skills those workers will need and the skills of current students who will be tomorrow's workers.

The Workforce Development Council has developed several key objectives and associated strategies to address these challenges. The strategic opportunities outlined in *High Skills, High Wages 2006* addressed by these strategies include:

- Increasing high school graduation rates.
- Expanding the availability of career pathways that span secondary and postsecondary education and training.
- Increasing postsecondary training capacity.
- Increasing financial aid and retention support for workforce education students.
- Increasing Adult Basic Education Skills and English as a Second Language instruction that is integrated with occupational skills training.
- Expanding customized training for current workers.
- Expanding the availability of the Work Readiness Credential.

Objective 3.1 - Develop and strengthen all partnerships to leverage resources and increase training and employment opportunities.

The WIA and Wagner-Peyser resources available to the WorkSource system are not adequate to realize the goal of 100% employment. Therefore, these system resources must be aligned with the resources of a wide variety of stakeholders and partners to

ensure all Snohomish County residents have the skills and opportunities needed to obtain and retain employment with career advancement potential. The WDC has identified a role it can play in several key strategies as described below. These strategies align with the following strategies in *High Skills, High Wages 2006*:

- ✓ **Strategy 6.1**, “Create and take advantage of opportunities to redirect resources to front line services.”
- ✓ **Strategy 12.1**, “Rapidly link dislocated workers with appropriate employment services and retraining programs.”
- ✓ **Strategy 16.6**, “Pilot the co-location of L&I Vocational Rehabilitation Services at WorkSource Centers.”

Strategy 3.1.1 – Develop the partnerships needed to ensure that dislocated worker services that are coherent, flexible, and accessible and continue best practices such as rapid response labor-management committees.

Dislocated worker services are delivered through a one-stop model and are offered both on-site and at WorkSource Centers as appropriate. This model includes facilitated intake and assessment and comprehensive referral to training programs. Dislocated Workers receive an assessment to identify transferable skills. This is followed by assistance with conducting an employment search to identify employment opportunities that offer targeted earnings replacement. Each dislocated worker is assisted with placement or with researching the labor market demand occupations that are appropriate for retraining. Within the overall program design, the resources of financial aid, Worker Retraining, Unemployment Compensation, Temporary Unemployment Extended Compensation, Training Benefits, Trade Adjustment Assistance, WIA, and other funds are combined to create a comprehensive financial plan. Program offerings to workers can include customized training opportunities that respond to labor market growth and trends, particularly in locally targeted industry clusters. Prevocational training can be offered as necessary for dislocated workers who may be lacking basic skills, English language skills, or other work readiness skills. Staff coordinate support services as necessary for dislocated workers who lack financial support to sustain activities or training required to return to the workforce.

Rapid Response activities are designed to coordinate transitional services, at the earliest point possible, for businesses and workers affected by mass layoff or plant closure. Rapid Response activity is triggered by a WARN notice received by Washington State Employment Security Department in Olympia or a public announcement of downsizing, buy-out, or closure. Actual services provided may vary, depending on the size of layoff and interest from vested parties but may include in-plant orientations, Job Hunter workshops, and packaging of training programs utilizing all available resources for laid off workers.

3.1.2 – Aggressively develop partnerships and leverage system resources to meet the needs of Snohomish County veterans.

The Workforce Development Council and WorkSource Snohomish County system are focusing considerable effort on meeting the needs of veterans, many of whom are newly dislocated, in the County. All veterans' employment related services are coordinated with the Local Veterans Employment Representatives to ensure veterans' services are fully integrated into the system consistent with Jobs for Veterans Act requirements. Services to disabled veterans are enhanced through the work of the Disabled Veterans Outreach Program. Additionally, these services are expanded by the Employment Specialists funded through a Homeless Veterans Reintegration Program that operates countywide. These efforts are coordinated with the Snohomish County Human Services Department Veterans Assistance Program as well as the Transitional Assistance Program and the Disabled Transitional Assistance Program operated from the Navy's Family Support Center and the wide array of services provided by the Federal and State Departments of Veterans Affairs and veteran service organizations such as Veterans of Foreign Wars and the American Legion, to name a few.

The challenges being encountered by returning service members are increasingly well documented in a number of reports, including several recently released by the General Accountability Office. The long-term plan of the Veterans Services Steering Committee, comprised of the Snohomish County Department of Human Services, the WDC, and Washington State Employment Security Department, is to create a network of service providers through which all current and returning Snohomish County veterans can obtain all services needed to reenter life in the community and return to work in jobs that utilize their skills and experience in as short a time as possible. These services will be aligned to ensure every veteran is able to move from in crisis/at risk to thriving in every life domain in the Snohomish County Self-Sufficiency Matrix which may be found at <http://www.worksourceonline.com/js/sscalc.html>. The WDC will continue to utilize WIA Title I-B formula funds and apply for Veterans Innovation Program, Rapid Response Additional Assistance, and National Emergency Grant funds as needed to meet the workforce development needs of Snohomish County veterans and other residents in transition. The WDC will also continue to work with and support our Veterans Services Steering Committee partners in the pursuit of additional resources as needed to meet the needs of our growing population of veterans with an urgent focus on the veterans returning from campaigns in Iraq and Afghanistan.

Strategy 3.1.3 – Continue and expand the partnerships needed to provide individuals needing access to assistive technologies with equal opportunities to benefit from WorkSource services.

Many of these returning veterans are in need of the system's assistive technologies obtained as part of the partners' ACCESS Initiative. This initiative was designed to ensure that individuals with disabilities are provided with equal opportunities to benefit from WorkSource services. Through a Work Incentive Grant procured by the Washington Workforce Association, both full-service centers were assessed for Americans with Disabilities Act compliance and accessibility enhancement needs. Each center identified additional technology-based enhancements that have been procured.

The Workforce Development Council also applied for and received an additional Work Incentive Grant to create a system-wide Program Navigator position and established a Transition Services facility within WorkSource Everett. The facility offers a wide range of state-of-the-art assistive technologies designed to meet the needs of people requiring such technologies to succeed in training and/or obtain employment. The Workforce Development Council seeks additional funding to continue expanding this effort and works closely with the local Program Navigator who is now a member of a statewide Navigator network. The WDC will utilize WIA Title I-B resources to explore the possibility of offering L&I Vocational Rehabilitation Services at the Transition Services facility within WorkSource Everett.

Strategy 3.1.4 - Plan and implement goals, objectives, and strategies that workforce development system partners will utilize to increase WorkFirst and WorkSource service integration.

Workforce Development Council staff have developed a plan with Washington State Employment Security Department staff and with the Department of Social and Health Services Administrators for the Smokey Point, Everett, Sky Valley, and Lynnwood Community Services Offices to develop goals, objectives, and strategies for increasing WorkFirst and WorkSource partner program service integration. Through this process, goals, objectives, and strategies have been developed in the following areas: (1) infrastructure, (2) staffing, (3) common core and intensive services including Job Hunter workshops, (4) method of delivery of common core and intensive services, and (5) business processes for sequential and co-enrollment between WorkFirst and other WorkSource programs. Under the resultant agreements, full integration between the WorkFirst and WorkSource programs has been achieved in WorkSource Lynnwood and WorkFirst staff in Sky Valley have been integrated into WorkSource Everett. Integration processes are also underway between WorkFirst in Everett and Smokey Point and WorkSource Everett.

To support this effort still further, the WDC will utilize WIA Title I-B formula funds to develop streamlined processes for these Community Services Offices to apply for and become certified as WorkSource sites.

Strategy 3.1.5 - Continue outreach and capacity building activities with partners including tribes and faith-based and community organizations to ensure involvement of target populations within the WorkSource system.

The Workforce Development Council is engaging in a range of activities designed to increase outreach, recruitment, and capacity building conducted in partnership with faith-based and community organizations serving target populations. Partners include organizations that specialize in service to public assistance recipients, low-income individuals, mature workers, people with disabilities, people who are English language learners, veterans, youth in foster care, youth involved with the juvenile justice system, and members of other target groups. The Workforce Development Council is also part of a national network sponsored by the U.S. Department of Labor working to engage

faith-based and community organizations more fully in the WorkSource system. In the 2007 - 2008 biennium, the WDC will explore options for increasing our work with the Tulalip Tribes to meet the needs of the Tribes' extensive industry base and members.

To support this effort still further, the WDC will utilize WIA Title I-B formula funds to develop streamlined processes for organizations throughout Snohomish County to apply for and become certified as WorkSource sites. This includes organizations that specialize in services to the following target populations: mature workers, people of color, immigrants and refugees, foreign students and exchange visitors, people with disabilities, and women. The WDC will also work with the wide array of organizations that serve veterans to achieve this integration as described in 3.1.2, above.

Strategy 3.1.6 - Educate employers, especially employers from targeted industry clusters about the benefits of hiring individuals from target populations.

The WDC will utilize Title I-B formula funds to ensure WorkSource staff are trained to market the wide range of tax credits available for hiring individuals from target populations including people with disabilities, low-income individuals, and veterans. Staff will provide businesses with a wide range of demographic and labor market information that documents the need to increase the pool of applicants considered for employment opportunities. Additional benefits of hiring people from target populations; such as reduced turnover, increased employee loyalty, and the ability to help develop employees; will be presented as part of business outreach efforts discussed in more detail under Goal 2, above.

Objective 3.2 - Incorporate a plan to develop or improve positive worker values, ethics, and traits and characteristics into training efforts.

In survey after survey, industry representatives indicate that the lack of work readiness among job seekers is widespread and profound and that it impacts the ability of job seekers to obtain, retain, and advance in employment across all targeted industry clusters. The WDC has identified a key role that it can play in a number of strategies which align directly with **Strategy 9.1** in *High Skills, High Wages 2006*, "A wide variety of local organizations will pilot the Work Readiness Credential" and **Strategy 16.3**, "Mandate increased use of common assessments."

Strategy 3.2.1 - Implement the national Work Readiness Credential, infuse employability skills into career trees and career exploration materials, and adopt or develop and implement employability development curriculum.

The Workforce Development Council is participating with other Washington State workforce development councils, the Workforce Training and Education Coordinating Board, workforce development systems in several other states, and a wide range of industry and other stakeholders to launch the Work Readiness Credential, a test for determining whether job seekers do or do not have the skills identified by the National

Institute for Literacy's Equipped for the Future venture as being needed to successfully complete entry level tasks across industries. Successfully completing the test will result in the issuance of a nationally recognized, portable Work Readiness Credential.

The WDC will utilize WIA Title I-B resources to ensure that the Equipped for the Future work readiness profile is infused into the career trees and other career exploration materials under development within the context of the U.S. Department of Labor competency framework. The WDC will also utilize WIA Title I-B resources to adopt and/or develop age and developmentally-appropriate employability development curriculum which may be used to improve the work readiness skills of youth and adults unable to obtain the credential for use throughout the WorkSource Snohomish County system.

Finally, the WDC will utilize its resources to continue work with K-12 and postsecondary education and training partners to incorporate employability skills development into all programs.

Strategy 3.2.2 – Incorporate the Equipped for the Future work readiness profile into all system processes including the taking of job orders, Job Hunter workshops, and completion of résumés by job seekers.

The WDC will work with Washington State Employment Security Department to utilize WIA Title I-B and 10% resources coupled with Wagner-Peyser resources to ensure that the Equipped for the Future work readiness profile is infused into all system processes. This includes the utilization of the profile to determine employers' needs when taking job orders and providing instruction about the skills identified in the profile during all Job Hunter and other system workshops. The profile will also be used to help youth and job seekers build résumés and portfolios in which they identify the specific experiences which have prepared them for employment.

Strategy 3.2.3 – Develop the skills of youth and job seekers through meaningful work experiences.

The WDC will utilize WIA Title I-B resources to work with the WorkSource partners to create a comprehensive menu of age and developmentally-appropriate work experiences for youth and other job seekers, focusing on experiences in targeted industry clusters. These experiences may range from short term job shadows to long-term paid and unpaid internships and on-the-job training options. All work experiences will be focused on increasing career awareness, building skills needed by industry, and on creating effective employment networks and pipelines.

Strategy 3.2.4 – Work with SnoGold 2010 to explore the potential for implementing a SuperHost program to address the needs of the Tourism/Hospitality industry cluster in Snohomish County.

The WDC will utilize its WIA Title I-B formula resources to work with SnoGold 2010, the entity responsible for coordinating our community's preparation for the 2010 Olympics to be held in Vancouver, B.C., to explore the potential for implementing a SuperHost program to address the needs of job seekers and the Tourism/Hospitality targeted industry cluster. SuperHost is a program being operated in British Columbia and replicated in other states to ensure all industry workers are trained and effective at providing world-class service to visitors. (Information about SuperHost may be found at <http://tourismbc.com/superhost.asp?id=1222> and <http://tourismvictoria.com/Content/EN/1158.asp>.)

Pending the results of this research, the WDC may co-invest in trainings and other activities to launch SuperHost in our county.

Objective 3.3 – Make WorkSource services accessible and visible to underserved regions of Snohomish County.

The WorkSource Snohomish County system is comprised of two full-service centers, WorkSource Everett and WorkSource Lynnwood, a specialty affiliate, the WorkSource Youth Center, and a certified self-service site at the Employment Resource Center which is providing testing and assessment services to The Boeing Company for the selection of 787 production workers. The WDC also has subcontracts with several school districts and works closely with the Denny Juvenile Justice Center to make system services available to youth. Most of these system portals are concentrated in the I-5 corridor. The WDC has identified several strategies for increasing the accessibility and visibility of system services in north and east Snohomish County. These strategies align with *High Skills, High Wages 2006 Strategy 1.2*, "Expand the Dropout Prevention Initiative to more high schools" and *Strategy 16.2*, "Co-locate WorkSource Centers and establish affiliate sites on more community and technical college campuses."

Strategy 3.3.1 – Address the workforce development needs of rural areas and industries.

As part of its ongoing efforts to better address the workforce development needs of rural areas and industries, the WDC and Snohomish County 2010 Blueprint partners have identified a new targeted industry cluster in the economic engines strand, Agriculture. This cluster comprises a wide range of occupations from the production of commodity crops to value-added products and related businesses including feed stores, farm implement sales and repairs, veterinarians, food service, and food sales through local markets and internationally.

Additionally, the Blueprint partners have expanded the Tourism/Hospitality industry cluster to include agri-tourism, a growing industry in Snohomish County. The partners have expanded the Business Services cluster to include logistics and trade in recognition of the key role these businesses play in making Snohomish County products, including agricultural products, available locally, nationally, and internationally.

The WDC will utilize WIA Title I-B and 10% resources to convene working groups to map plans for addressing industry needs and to support the development of high quality labor market information for this cluster that builds upon the information provided by the Washington State Employment Security Department Labor Market and Economic Analysis Branch. The partners will collectively work on the expansion of existing training programs designed to meet industry needs and on addressing other challenges faced by our county's rural communities and their backbone industries.

Strategy 3.3.2 – Aggressively recruit and support high schools, colleges, libraries, and other entities to become WorkSource host sites.

As noted above, the will utilize WIA Title I-B formula funds to develop streamlined processes for organizations throughout Snohomish County to apply for and become certified as WorkSource sites. This includes Community Services Offices and organizations that specialize in services to target populations. The WDC will also utilize its Title I-B formula and 10% resources to aggressively recruit and support high schools, colleges, libraries, and other entities throughout Snohomish County to become WorkSource host sites. The WDC will also utilize WIA resources to support the provision of training and technical support to these newly created system portals county-wide.

The WDC also plans to work with Everett Public Schools to develop a plan for expanding the drop out prevention initiative to more high schools in coordination with this effort.

Strategy 3.3.3 - Provide training programs at times and locations that are accessible to working people and provide support services to assist in overcoming barriers to training for all job seekers including members of target populations.

The creation of new system portals as described above will play a key role in the ability to provide training programs at locations county-wide. The WorkSource Snohomish County system will increasingly use evening classes, distance learning, hybrid instruction, on-line courses, and other options to provide youth and job seekers with training programs at times and locations that meet their needs. The services of the WorkSource Snohomish County Transition Services facility located within WorkSource Everett will be available to meet the needs of individuals requiring assistive technology to access training and obtain employment. The WDC will provide WIA Title I-B resources to its service delivery provider(s) to operate this facility.

The use of hybrid and distance learning options frequently ameliorates the need for financial support services to overcome the barriers to training. When such barriers persist, system service delivery staff will continue to utilize a host of support services accessible through the WorkSource system and the extensive community network

supported by the 2-1-1 Community Information Line and the Snohomish County Self-Sufficiency Task Force partners.

The Workforce Development Council is an active member on the Snohomish County Self-Sufficiency Task Force which is led by the Snohomish County Human Services Department. The task force has developed the Snohomish County Self-Sufficiency Matrix referenced above consistent with Results Oriented Management for Accountability standards to measure change from in crisis/at risk to thriving in 28 separate life domains that relate to the acquisition of employability skills and attainment of self-sufficiency across a wide range of human services agencies and programs. The Snohomish County Self-Sufficiency Calculator is one tool that will be widely used to measure progress in the Income life domain. A draft matrix is currently being pilot tested. The matrix and calculator will be implemented county-wide by all stakeholders in the 2007 – 2008 biennium.

Strategy 3.3.4 – Develop a broad-based, multi-media plan in multiple languages to create an inclusive image of the WorkSource Snohomish County system to attract youth and job seekers.

Under the auspices of the Snohomish County 2010 Blueprint Partnership, the public information officers and outreach specialists of partner organizations will be developing a comprehensive branding and commercialization plan as described under Goal 2, above. This plan will include strategies and multi-media collateral materials in multiple languages to create an inclusive and welcoming image for the WorkSource Snohomish County system to attract youth and job seekers. Certification and branding of new portals throughout the County as discussed above will be incorporated into this plan.

Strategy 3.3.5 – Conduct a feasibility study and develop a business plan for acquiring a fully-equipped mobile WorkSource unit that can travel to remote areas of the County.

While an aggressive plan to expand and brand system portals will increase access, the WDC also plans to utilize WIA Title I-B formula and 10% resources to conduct a feasibility study and develop a business plan for acquiring a fully-equipped mobile WorkSource unit that can travel to remote areas of the County and provide a portal for assisting with hiring events county-wide. Such events will include hiring events for the State Penitentiary in Monroe

Objective 3.4 – Develop a comprehensive plan to enhance the skills of all workers.

As is clear from the discussion of business needs, worker skills, and gaps, it is imperative that the WorkSource system utilizes its resources to comprehensively enhance the skills of all youth and workers throughout their lives. In addition to the work readiness skills discussed above, this includes skills in the following tiers identified in the U.S. Department of Labor competency framework:

- ❖ **Personal Effectiveness Competencies**
- ❖ **Academic Competencies**
- ❖ **Workplace Competencies**
- ❖ **Industry-Wide Technical Competencies**
- ❖ **Industry-Specific Technical Competencies**
- ❖ **Occupation-Specific Knowledge Areas**
- ❖ **Occupation-Specific Technical Competencies**
- ❖ **Occupation-Specific Requirements**
- ❖ **Management Competencies**

The WDC has identified a key role it can play in several strategies to build and implement such a plan, utilizing the partnerships and leveraged resources discussed under Objective 3.1., above. These strategies align with two High Skills, High Wages 2006 strategies: **Strategy 5.3**, “Provide WIA Title I resources to help student access and retention, including upfront ‘bridge’ funds” and **Strategy 6.1**, “Create and take advantage of opportunities to redirect resources to front line services.”

Strategy 3.4.1 – Develop and maintain an inventory of career and technical education, academic, and integrated programs in Snohomish County at the secondary and postsecondary levels.

As noted above, the WDC will utilize Title I-B and 10% resources to support Snohomish County 2010 Blueprint Partnership efforts to create an inventory of career and technical education, academic, and integrated programs in Snohomish County at the secondary and postsecondary levels. The inventory will include all current K-20 classroom and customized training options including Jobs Skills Program; Customized Training Program; WIA customized training opportunities; On-the-Job Training available through WIA, WDVA, WSDOT, and other providers; distance learning opportunities, hybrid options; on-line options; apprenticeship training; and other work-based training options. The plan will also include new programs developed through the Blueprint partners’ aggressive efforts to increase training resources for Snohomish County targeted industry clusters through National Science Foundation, High Growth Job Training Initiative, Community Based Job Training, High Demand, Opportunity, I-BEST, and other grants.

The resulting inventory will be available to all Blueprint partner staff to bundle with additional resources such as Boeing/IAM joint program resources, FAFSA, and other grant, scholarship, and loan packages to the maximum extent possible to meet youth, job seeker, and incumbent worker needs. The Partnership will develop processes for bundling and informing youth, parents, and job seekers about those options.

The WDC will actively provide technical assistance as needed to support the inclusion of programs on the Eligible Training Provider List to facilitate the use of all potential resources to support training. This inventory will also be used by the WDC and partners to conduct ongoing analysis of any training gaps and actively seek out resources to address those gaps with effective programs. The WDC will also document

the integration of programs in its career trees and associated materials as articulation agreements are developed. The WDC will utilize WIA Title I-B formula resources to contribute to this work.

Strategy 3.4.2 – Provide access to training in targeted industry clusters.

Currently, the Workforce Development Council earmarks a significant portion of its annual training budget for training in industry clusters targeted for attraction, retention, and expansion by the Blueprint 2010 Partnership. One hundred percent of customized training and on-the-job training resources are invested in retraining job seekers for the locally targeted key industry clusters. Additionally, the Workforce Development Council targets a minimum of 75% of WIA funded Individual Training Accounts to support the retraining of adults and dislocated workers in locally targeted key industry clusters. These funds are coupled with funds from programs such as Worker Retraining, Trade Adjustment Assistance, Community Based Job Training Initiative, financial aid, and income supports such as Unemployment Compensation, Training Benefits, and Temporary Extended Unemployment Compensation to create a comprehensive financial plan to support each individual through training.

Strategy 3.4.3 – Increase upgrade/incumbent worker training available in targeted industry clusters.

The WDC will work with partners to focus particularly on the upgrade skills training needs of incumbent workers in the 2007 – 2008 biennium. Through the Blueprint Partnership, all partners will work together to develop a unified approach to conducting outreach to businesses and incumbent workers and making vehicles such as the Job Skills Program, the Customized Training Program, Everett Community College's Community Based Job Training Grant, Boeing/IAM joint programs, and WIA 10% funded Local Demand Side Training available. The WDC and partners will work together to identify gaps in the types of incumbent worker training and supports being requested by industry and the workers themselves and available inventory. The partners will explore and address legislative and regulatory barriers to addressing the training needs of these workers and their employers as they continue to aggressively seek funds to address this need.

Strategy 3.4.4 – Support the infusion of all programs with skills standards, work-based learning experiences, and the voice of business.

The WDC will continue to work with Blueprint Partners and industry skills panels to ensure the voice of business is infused in all training programs. Within this context, skill standards serve as a fundamental building block for determining industry needs. As noted above, the WDC is working with the Workforce Training and Education Coordinating Board to implement the Work Readiness Credential statewide.

In addition to the work readiness skills standards, the Snohomish County Workforce Development Council's Youth Council has identified skills in additional life domains that are critical to the healthy development of a youth's employability skills and employment. The Snohomish County Workforce Development Council will utilize WIA Title I-B and AmeriCorps*State program resources to develop and disseminate curriculum that addresses these key developmental skills. Additionally, the Snohomish County Self-Sufficiency Task Force and the Snohomish County Financial Asset Development Steering Committee have identified key skills in financial literacy, discussed fully under Goal 4, below.

The Snohomish County Workforce Development Council will also continue to seek ways in which to create crosswalks and translations for credentials and skills between the military and targeted industry clusters to support the rapid reemployment of veterans returning to our community.

Finally, the Snohomish County Workforce Development Council joined with Snohomish School District, Everett Community College, and industry in an industry-led partnership to create a seamless training program for the manufacturing industry that starts at the ninth grade with multiple exit points at the postsecondary level. The Snohomish County Workforce Development Council views this industry-led manufacturing training effort, the Machining Pathway Initiative, as a demonstration effort for creating 2+2+2 articulation pathways for a wide range of occupations in the manufacturing industry cluster. This initiative offers a new, several-year career pathway that provides 9-12th graders expanded educational opportunities that integrate academic excellence with job training in a cluster of exciting careers leading to economic self-sufficiency. Each student begins her/his pathway learning a variety of skills in a state-of-the-art Computer Assisted Design (CAD) and Precision Machining Lab at Snohomish High School while taking classes at Everett Community College for which s/he earns both high school and college credit. These students also work after school and during the summer as interns at participating companies, learning valuable on-the-job skills. Upon graduation from high school, each student who participates in this initiative has completed a significant number of courses toward a degree in an advanced manufacturing career from which s/he can immediately launch a career offering a high-wage or opt to continue postsecondary education courses in another advanced manufacturing career pathway.

Utilizing the best and most promising practices and lessons learned from this joint venture, the WDC and Blueprint Partners will explore options for creating additional programs with other K-12 schools, the Sno-Isle Skills Center, and local postsecondary educational institutions.

The WDC will continue to work with our partners to build the capital of practicum and internship experience sites as well as industry hosts willing to enter into other types of business-education-workforce development partnerships as discussed above to offer a

wide array of work-based learning experiences including apprenticeships as discussed in the following strategy.

Strategy 3.4.5 – Make concerted efforts to build relationship with and expand apprenticeships.

WDC staff will work with the organized labor representatives on the Board of Directors as well as with the Washington State Department of Labor and Industries, the Joint Apprenticeship Training Councils, the Washington State Apprenticeship and Training Council, and industry skills panels to expand upon our successful efforts to date to increase the number of apprenticeship opportunities available in targeted industry clusters. The WDC will utilize WIA Title I-B formula resources to develop educational materials, conduct outreach in schools, and support training in apprenticeships as needed.

Strategy 3.4.6 – Provide financial assistance that enables working adults, ABE/ESL students, and other students with financial needs to take advantage of education and training opportunities.

The WDC will continue to utilize WIA Title I-B formula, 10%, and Rapid Response Additional Assistance resources to help fund the delivery of training in targeted industry clusters. These funds will be bundled with other resources as described above. The WDC will also continue to use WIA Title I-B formula funds to provide coordination and support to a county-wide financial asset building initiative which will leverage State, WIA, Community Based Job Training Grant, Assets for Independence Act, Seed Act, private foundation, and other resources with individuals' savings to expand the financial resources available to support training for Individual Development Account (IDA) accountholders. Saving for education through the use of IDAs through the WDC/United Way of Snohomish County Build for Tomorrow Initiative is one of several financial asset building products being implemented and under development by the Snohomish County Financial Asset Development Steering Committee as discussed in further detail below.

Goal 4 – 100% Ever Increasing Productivity and Prosperity - To achieve a WorkSource system that is able to help 100% of businesses and job seekers continuously enhance their productivity and prosperity.

As discussed above, the lack of skilled workers is already having a significant impact on the innovation, expansion, and productivity of business and a concomitant impact on the various facets of prosperity for workers and their families.

As may be seen from the above discussion, with manufacturing leading the way, U.S., State, and Snohomish County industry is becoming more productive and continues to lead the world in productivity. The world, however, is catching up.

Our public and privately funded workforce training system is struggling to address the wide range of skill shortages reported, particularly among low-income students and students who have non-academic as well as academic needs that must be addressed. This translates for too many of our community's residents into low wages, inadequate benefits, little or no savings, and a lack of financial assets. This lack of prosperity, in turn, translates into a lack of capital to invest in industry, hampering productivity still further.

Looking forward, this situation presents challenges to continuously increasing productivity and prosperity which is, in turn, essential to our global competitiveness. The Workforce Development Council has developed several key objectives and associated strategies to address these challenges. The strategic opportunities outlined in *High Skills, High Wages 2006* addressed by these strategies include:

- Increasing postsecondary training capacity.
- Increasing financial aid and retention support for workforce education students.
- Increasing Adult Basic Education Skills and English as a Second Language instruction that is integrated with occupational skills training.
- Expanding customized training for current workers.

Objective 4.1 – Promote opportunities for partnerships (internships, apprenticeships, FFA, 4H, JA, etc.) between trade organizations, businesses, and schools to promote work-based learning.

The WorkSource Snohomish County system must employ a wide range of strategies to address both immediate and anticipated skills training needs. As numerous reports show, industry is making a substantial investment in addressing the need for skills training as is the State. However, there are many opportunities for improving the synergy between these investments at all educational levels. The WDC has identified a role it can play in several key strategies identified below. These strategies align with **Strategy 11.4** in *High Skills, High Wages 2006*, “Develop expertise in the WorkSource system in serving the needs of local employers in key clusters.”

Strategy 4.1.1 – Provide networking opportunities for trade organizations, businesses, schools, and other workforce development programs.

The WDC utilizes several approaches to provide networking opportunities for trade associations, businesses, schools, and other workforce development programs. The industry skills panels hosted by the WDC and our community partners provide these opportunities. During the 2007 – 2008 biennium, the WDC will examine additional potential partners for the panels it supports. Additionally, the Snohomish County 2010 Blueprint Partnership provides a forum for networking. The Partnership's Steering Committee is currently examining additional potential partners in this effort. The WDC has also recently expanded its annual Community College Forum where WIA funded service delivery staff meet with representatives from area community and technical

colleges to learn about demand-driven training programs available and how to obtain access to programs for the job seekers they serve. This event has been expanded into a Quarterly Training Provider Networking Forum where additional proprietary schools and industry organizations have an opportunity to present and network with other workforce development programs. New products such as the career trees and related career exploration materials are presented at the forums. The WDC will continue to utilize WIA Title I-B resources to host these events.

Strategy 4.1.2 – Provide apprenticeships, customized training, on-the-job training, and other work-based learning programs to incumbent workers in high-demand fields that lead to self-sufficiency.

An important strategy for increasing productivity, enhancing prosperity, and preventing worker dislocation is to assist companies to continually upgrade worker skills. The Workforce Development Council, skills panels, postsecondary educational institutions, the Economic Development Council of Snohomish County, and Snohomish County government are all responsible for identifying businesses with potential incumbent training needs and opportunities. As described under Goal 3, above, the Blueprint partners are responsible for bundling a host of training resources to create skills upgrade training with local employers and their intermediaries, if any. In addition, WorkSource staff come into contact with businesses that identify such needs and bring requests for assistance back to the Workforce Development Council which then convenes a team of partners to develop a response to the industry request.

The Workforce Development Council utilizes its WIA Title I-B formula funds to support customized training for underemployed workers and workers who will be dislocated within 180 days.

The Workforce Development Council also uses WIA 10% funds to support local demand side training for incumbent workers in locally targeted industry clusters. Additional opportunities for providing customized incumbent worker training will continue to be sought including through the possibility of a request for a waiver of WIA requirements.

The Workforce Development Council works with local Blueprint partners to aggressively seek out additional funds such as High Growth Job Training Initiative, Community Based Jobs Skills Training, Workforce Innovation in Regional Economic Development, High Demand, Opportunity, Job Skills Training, and Customized Training grants to support expanding locally targeted key industry clusters. Two recent proposals that were funded include one to Edmonds Community College to support advanced manufacturing curriculum development at Edmonds and Everett Community Colleges and one to Everett Community College to deliver that curriculum to new and incumbent workers in that industry cluster.

Strategy 4.1.3 - Expand programs with demonstrated success in enabling low-income individuals to achieve wage progression such as customized training, apprenticeship preparation, and apprenticeship programs as well as other training opportunities.

The Workforce Development Council and WorkSource partners have worked with WorkFirst and Community Jobs to develop sequential training, placement, and wage progression opportunities for public assistance recipients. Several WorkSource Snohomish County partners are Ticket to Work Employment Networks which are creating expanded opportunities for SSI and SSDI recipients. WorkSource Snohomish County has incorporated the Community Service Employment Program into its sequential strategy as well. WorkSource Snohomish County staff have been and will continue to be trained to explain the various tax credits available to low-income job seekers and their employers. The Workforce Development Council also supports strategies such as the utilization of classroom and on-the-job training in stand alone, concurrent, and sequential formats that can enable low-income individuals to achieve wage progression.

Delivery of post-employment services is a key strategy used to facilitate wage progression and skills upgrade. Once job seekers are gainfully employed, strategies for increasing wages are utilized. A focus of WIA funding is on increasing services and customized training to job seekers finding work and interested in gaining education and credentials. At each Center, an active job seeker list is maintained to determine which occupations and employees could most benefit from post-employment training. Training is offered utilizing a variety of training sources including WIA funds.

Additionally, utilizing a variety of resources including WIA Title I-B formula, Assets for Independence Act, Seed Act, and private funds, the Workforce Development Council and the United Way of Snohomish County are working to expand the utilization of IDAs as a powerful wage progression tool for job seekers and low-income wage earners in Snohomish County.

Strategy 4.1.4 - Increase mentor and work-based learning opportunities for all students and integrate these opportunities with students' individual career plans.

The Workforce Development Council will continue its efforts to expand the number of mentors available through streams of service programs such as the AmeriCorps*State Program and through collaboration with United Way of Snohomish County and its Volunteer Center.

The manufacturing pathway training effort, the Machining Pathway Initiative, also involves significant mentor engagement during both secondary and postsecondary education. Participating youth may engage in paid internships for which they receive college credit.

The WDC will also promote the continued use of WIA Title I-B resources by its youth program service delivery providers to support work experiences and mentoring for WIA-eligible youth.

In the 2007 – 2008 biennium, the WDC will utilize its WIA Title I-B resources to continue expanding its network and opportunities and engage with new partners including the Future Farmers of America, 4H, and Junior Achievement to provide mentoring, leadership development, community engagement, and hands-on financial literacy instruction to WIA-eligible youth and will continue to utilize and seek out additional resources to provide these services to all students to promote effective career planning.

Objective 4.2 – Deliberately develop and target education and training programs to meet the needs of current and emerging industries.

As noted above, the WDC is extremely active in working with its Blueprint partners to deliberately develop and target education and training programs to meet the needs of current and emerging industries. There are several specific strategies that will be employed to achieve this objective. These strategies align with *High Skills, High Wages 2006* **Strategy 11.4**, “Develop expertise in the WorkSource system in serving the needs of local employers in key industry clusters and **Strategy 6.1**, “Create and take advantage of opportunities to redirect resources to front line services.”

Strategy 4.2.1 – Increase student enrollments in workforce training in locally targeted high demand industry clusters.

With the help of our AmeriCorps*State Program Members, the Workforce Development Council will continue to field test, disseminate, and provide career awareness instruction to youth throughout Snohomish County utilizing a number of tools such as the career trees and associated career planning tools which are constantly under development. Workforce Development Council staff and AmeriCorps Members provide train-the-trainer sessions to school district personnel and WIA subcontractor staff. Additionally, the Workforce Development Council will continue gathering, disseminating, and applying information on best and most promising practices for the provision of high quality workforce education and training programs. The WDC will continue to work with education partners to seek out opportunities to support the capacity building of community and technical colleges and other institutions of higher education in the locally targeted key industry clusters. As noted above, one of the key objectives of the Quarterly Training Provider Networking Forum is to share information and facilitate enrollment into targeted industry cluster programs.

The Workforce Development Council has also utilized the WIA funds available to support capacity building in the health services industry cluster. In collaboration with industry and education partners, the Workforce Development Council has also sought and been awarded additional funds to support the continuation of both local and

regional efforts. The WDC is currently collaborating with a wide range of stakeholders to create expanded opportunities in the health services, construction, biotechnology/biomedical devices/nanotechnology, and manufacturing industry clusters, including aerospace manufacturing. The WDC has also partnering with organized labor and industry to implement health care and construction apprenticeship opportunities. As noted above, these collaborations include the aggressive pursuit of Federal, State, and private grants to meet our shared need.

Strategy 4.2.2 - Partner with industries to provide facilities, faculty, and equipment in high wage, high demand fields.

The Workforce Development Council utilizes WIA and other funds to create incumbent worker and customized, industry-led, and on-the-job training proposal opportunities for targeted key industry clusters to utilize their facilities, faculty, and equipment as leverage and match for training and job creation in high wage, high demand fields in the nine targeted key industry clusters. These efforts are constantly evolving with the rapidly changing Snohomish County labor market. Some of the businesses, by industry cluster, with which the Workforce Development Council has contracted to date, either directly or through intermediaries, is provided in Table 28., below.

Table 28. INDUSTRY-LED TRAINING BUSINESSES BY INDUSTRY CLUSTER

Business	Cluster
Apprenticeships and Nontraditional Employment for Women and Men	Construction
Arrow Machining Company, Inc.	Manufacturing
A T & T	Business Services
B & H Dental Laboratory	Health Services
Damar Machine	Manufacturing
Flight Structures	Manufacturing
Goodrich Aviation Technical Services	Manufacturing
International Brotherhood of Electrical Workers	Construction
Kimberly-Clark	Manufacturing
Nanogen	Biotechnology/Biomedical Devices/Nanotechnology
Nursing Home dba Everett Rehabilitation and Care Center	Health Services
Prometco, Inc.	Manufacturing
Providence Everett Medical Center	Health Services
Quality Manufacturing, Inc.	Manufacturing
Stevens Hospital	Health Services
SunBridge Healthcare	Health Services
Tulalip Tribes	Construction
Verizon Northwest	Business Services
Westwood Precision, Inc.	Manufacturing

Strategy 4.2.3 – Provide labor market information so training providers can respond to changes in the labor market.

Quality labor market information is critical to successful implementation of the WorkSource system. The WDC utilizes the excellent products developed by

Washington State Employment Security Department's Labor Market and Economic Analysis Division, including the WorkSource Explorer on-line suite of products, and **Strategic** Advantage to develop plans and provide high quality career planning information to partner staff and WorkSource customers. This data is supplemented through studies commissioned by the Workforce Development Council and the Snohomish County 2010 Blueprint Partnership. The most recently commissioned studies were completed by Godbe Research for the Partnership for each targeted industry cluster. These products are available on the WorkSource Snohomish County website at <http://www.worksourceonline.com>. The results of these studies are used specifically to match WIA participants with training programs and facilitate their entry into targeted industry cluster jobs with career advancement potential.

The WDC also holds a number of events annually to impart high-quality labor market and trend information to businesses and job seekers and to enhance the career awareness of Snohomish County youth.

In order to be more responsive to industry needs, industry skills panels have been convened for the health services, construction, and manufacturing industry clusters to assist in customizing programs. These panels also issue electronic newsletters through the Snohomish County Workforce Development Council's electronic newsletter "backbone." Information from the skills panels is incorporated into the local Demand-Decline List and into partner staff training through the quarterly meetings described above where workforce development service delivery staff meet with educational institution representatives regarding growth occupations and related training programs.

Strategy 4.2.4 - Highlight and replicate best practices from around the state and nation in career and technical education.

The Workforce Development Council will continue working with K-12 and postsecondary education and training partners to seek out funding to replicate best practices from around the state and nation in career and technical education. One such recent effort was the jointly planned and funded TRIAD Partnership effort to support the ongoing development of a world class advanced manufacturing program in Snohomish County. The key partners of this public-private initiative include the Federal Aviation Administration's Center of Excellence on Advanced Materials for Transport Aircraft Structures, The Boeing Company's Shared Services Group Learning Education and Assessment Development team, and Edmonds and Everett Community College's Material Process Development Center. The Workforce Development Council will work with all the Blueprint partners and the Prosperity Partnership to adapt best practices to meet the demand for skilled labor in the locally targeted key industry clusters through high quality career and technical education.

Objective 4.3 - Develop a comprehensive array of trainings to help individuals prepare to enter the workforce and continuously advance throughout their work lives/careers.

As the needs of industry for training programs are identified, the WDC and Blueprint partners work to develop a comprehensive array of trainings that will help individuals enter the workforce and continuously advance through their work lives/careers. These strategies directly address *High Skills, High Wages 2006* **Strategy 6.1**, “Create and take advantage of opportunities to redirect resources to front line services” and **Strategy 5.3**, “Provide WIA Title I resources to help student access and retention, including upfront ‘bridge’ funds.”

Strategy 4.3.1 – Provide labor market information so that people are informed about career opportunities in targeted industry clusters.

As discussed above, the WDC is committed to utilizing WIA Title I-B resources to developing career trees and related career planning tools to help youth, parents, and job seekers make informed choices about career opportunities in targeted industry clusters. The WDC is also using other resources, such as AmeriCorps*State Program funds to support the widespread distribution and use of these tools throughout Snohomish County.

Strategy 4.3.2 – Enroll WIA participants in training in targeted key industry clusters.

As also discussed above, 100% of WIA 10% resources and 100% of WIA Title I-B customized training and on-the-job training resources are utilized to provide training to WIA participants in targeted industry clusters. Additionally, the WDC has established the expenditure of 75% of all WIA funds spent on Individual Training Accounts in targeted industry clusters.

Strategy 4.3.3 - Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathways including the achievement of high school diplomas or entrance into postsecondary education or training programs.

The Workforce Development Council's Youth Council provides guidance on the utilization of WorkSource Snohomish County resources to implement this strategy. The WDC focuses considerable resources on dropout prevention strategies to ensure that in-school youth in WIA funded programs, including young women, youth of color, and youth with disabilities, receive the supports needed to be academically successful and obtain high school diplomas. Additionally, the Youth Council has recommended that programs be designed to provide sustained intervention starting with the transition from 8th to 9th grade that support career awareness development and planning and the provision of case management support to youth until stabilized in a 13th year plan which may include postsecondary education or training, the military, an apprenticeship, employment, or participation in a streams of service program such as AmeriCorps. For out-of-school youth, services are focused on earliest possible intervention to get youth back into a GED preparation or high school completion program as appropriate through credential attainment and stabilization in a 13th year

activity. For both in and out-of-school youth, experiences are coordinated within the Blueprint 2010 targeted industry clusters consistent with the interests of each youth.

The Workforce Development Council continues to seek out programs and funds, such as the AmeriCorps*State program to support the expansion of these activities to make them available to all youth in Snohomish County. One such fund source has been WIA 10% funds which are supporting the efforts of a dropout prevention and on-time graduation partnership developed between the Workforce Development Council and the Everett School District. This effort, Project STAR, is providing the District with needed resources to identify youth who are at risk of dropping out and providing them with the supports needed to stay in school and excel.

Strategy 4.3.4 – Facilitate partnerships that provide links to social services to support participants during K-12 and postsecondary education and training.

The WDC utilizes WIA Title I-B resources to facilitate partnerships and leverage additional resources to provide social services to support participants during K-12 and postsecondary education and training. The Volunteers of America which operates the 2-1-1 Community Information Line is a WorkSource partner and a key partner in this effort. Their certified Information and Referral Specialists have access to a current and accurate resource base and have been trained to help community residents access the services they need. The United Way of Snohomish County is another key partner and funds a number of these key services. Additionally, the WDC partners with the Snohomish County Human Services Department on the delivery of a comprehensive array of services. The WDC, United Way, and Snohomish County are currently working together to develop a seamless service delivery system for veterans as well as a comprehensive array of financial asset development services as discussed in more detail below.

Objective 4.4 – Support a community network that provides financial education tools, literacy training, and other life skills to all residents.

As described in *100% Ever Increasing Productivity and Prosperity – Powering Our Economic Engine*, there are several components to prosperity including savings, tax credits, IDAs, and other investments. According to the Manpower Demonstration Research Corporation, the promotion of these prosperity-building tools represent the next generation of services that should be offered throughout the WorkSource system. These represent significant and powerful prosperity-building tools in their own right. The WDC has found that there is tremendous synergy in bundling them with other workforce development services. The strategies identified by the WDC to achieve this objective align with *High Skills, High Wages 2006 Strategy 5.3*, “Provide WIA Title I resources to help student access and retention, including upfront ‘bridge’ funds” and *Strategy 6.1*, “Create and take advantage of opportunities to redirect resources to front line services.”

Strategy 4.4.1 – Support WIA participants in IDA programs.

The Workforce Development Council and United Way of Snohomish County have created two new rounds of asset building opportunities for low-income Snohomish County job seekers and workers to help pay for additional education and training opportunities as well as for entrepreneurial start ups as described under Goal 1, above. These financial asset development opportunities include programs that match individuals' contributions to Individual Development Accounts. The WDC will utilize WIA Title I-B formula resources to pay for service delivery provider staff time to support WIA-eligible participants in the WDC/United Way IDA program, Build for Tomorrow.

Strategy 4.4.2 – Provide financial literacy training.

As part of Build for Tomorrow, the WDC is also partnering with Washington Mutual to provide financial literacy courses at WorkSource centers and other community organizations. These courses include checking and savings, lending basics, budgeting and your credit, and credit card basics and are promoted to all WorkSource job seekers. Sessions are available in Spanish and English and are a prerequisite to obtaining an IDA.

These tools are being coupled with financial asset development efforts such as the Earned Income Tax Credit initiative currently being implemented by the United Way of Snohomish County. The WDC will utilize WIA Title I-B formula resources to work with the Snohomish County Human Services Department and United Way of Snohomish County, our Financial Asset Development Steering Committee partners, to develop and expand the menu of services available to youth and low-income adults to increase their prosperity and reinvest in Snohomish County.

As may be seen from the above discussion, the WDC plans to fulfill its Federal mandate and local strategic role by utilizing its WIA Title I-B formula, 10%, Rapid Response Additional Assistance, and other resources to develop a WorkSource Snohomish County system that is 100% globally competitive by filling 100% of industry jobs, achieving 100% employment, and powering our economic engine with 100% ever increasing productivity and prosperity.

Since the launching of the Snohomish County 2010 Blueprint Partnership, the WDC and partners have aligned more than \$24 million with training in targeted industry clusters. Of this, more than \$20 million has been in new public and private resources that the Partnership has attracted to this effort. Additional accomplishments of the partners are outlined below.

Snohomish County K-12 public education career and technical education directors have:

- Held a county-wide General Advisory Council workshop to familiarize the members of all councils with the Blueprint clusters and initiatives.
- Presented an overview to local General Advisory Councils and Program Advisory Committees, School Boards, Chambers of Commerce, teacher groups, City Councils, and school district Administration Councils.
- Quoted data in student course description guides to provide up-to-date information to students.
- Used the Blueprint with prospective business partners to show Snohomish County's strategic direction and how public education fits into that plan.
- Started or re-started programs at the high school level based upon stated industry need in fields such as Biotechnology, Manufacturing, and Pre-engineering.
- Used the information to provide back-up labor market data to the Office of Superintendent of Public Instruction

The Edmonds Community College Small Business Development Center has utilized the Blueprint to:

- Assist more than 500 businesses, primarily in Professional, Scientific, and Technical; Manufacturing; and Retail.
- Create nearly 300 new jobs.
- Generate more than \$10 million in new investments, equity, and loans.

In other areas, Edmonds Community College has utilized the Blueprint to:

- Serve full-time equivalent unemployed students annually under its Worker Retraining Program.
- Launch programs for low-income students in Business Services and Health Care.
- Launch an Industry Skills Panel in Biotechnical-Biomedical Devices.
- Offer Construction Trades training in the Edmonds School District.
- Launch high-demand training programs in the Construction Trades and Materials Science.
- Conduct training customized to meet industry needs in Manufacturing.

- Launch and operate the Employment Resource Center which will identify candidates for all 787 production jobs.
- Develop advanced manufacturing programs for the National Science Foundation.
- Launch Federal Aviation Administration certified training.
- Launch the Materials Science Technical Resource Center.
- Launch the Materials Process Development Center in conjunction with Everett Community College. The Center serves as a state resource for business and industry as well as the community college system.
- Expand training capacity and launch training programs in Advanced Manufacturing, Aviation, and Material Science.

Everett Community College has utilized to Blueprint to:

- Serve a minimum of 176 full-time equivalent unemployed students annually under its Worker Retraining Program.
- Establish a School of Business Design.
- Offer a Rad Tech degree program on campus, delivered by Bellingham Technical College.
- Offer an integrated English as a Second Language/Technical Training program which is WABO certified in Welding for immigrants and refugees.
- Launch the Materials Process Development Center in conjunction with Edmonds Community College. The Center serves as a state resource for business and industry as well as the community college system.
- Launch a Metal Trades program that is increasing enrollment in Precision Machining and Welding/Fabrication.
- Build and equip a new welding facility and support new technology programs.
- Expand training capacity and launch training programs in Advanced Manufacturing, Aviation, and Material Science.

And, finally, the Snohomish County Workforce Development Council has utilized the Blueprint to:

- Target \$1 million toward cluster-related training through Individual Training Accounts for low-income adults and dislocated workers.
- Provide nearly \$900,000 in support and training funds to support students training in the health services cluster.
- Offer scholarships to K-12 students and adults to enter postsecondary education in cluster training programs.
- Provide resources to the Snohomish School District for equipment for the new Machining Pathways Program.
- Provide nearly \$1 million and leveraged an additional \$1 million to support worksite-based, industry-led training in targeted industry clusters.
- Launch a Restorative Aid apprenticeship program in collaboration with industry.
- Launch a Construction Industry Skills Panel.
- Launch a Health Services Industry Skills Panel.
- Launch a Regional Aerospace Skills Panel.
- Develop awareness and career exploration products for the health services industry.
- Expand upon the health services career trees developed by Edmonds and Everett Community College to create career planning tools for use by advisors, students, parents, and job seekers in decision making for all targeted industry clusters.

Building upon these accomplishments, the strategies the WDC and the Blueprint partners will employ address **each and every one** of the Workforce Training and Education Coordinating Board's strategic opportunities outlined in *High Skills, High Wages 2006*, thereby advancing the mission of all and making Governor Gregoire's vision of the Next Washington a reality.

Plan Development and Input Process

With the assistance of Andrew Ballard of Marketing Solutions, Inc., the Board of Directors and staff leadership of Workforce Development Council Snohomish County engaged in a two day strategic planning process to develop this plan. All WDC staff engaged in the development of specific strategies in a half day session. The WDC also engaged in a broad-based discussion with stakeholders in its development. The draft plan was widely disseminated and a forum was held at which staff and WDC members met with stakeholders to discuss the contents of the draft plan. The plan was published on the Workforce Development Council's website at <http://www.worksourceonline.com> both in draft form in March, 2007 and in the submitted form in April, 2007. The plan was approved by the Workforce Development Council Snohomish County Board of Directors at its meeting on April 17, 2007. Additionally, the Snohomish County Executive approved the plan for submission on April 20, 2007.

The Strategic Plan has been designed to be an iterative, living document. The plan serves as a starting and review point to implement the two-year vision and mission of Workforce Development Council Snohomish County. Further detail will occur in the implementation of the goals, objectives, and strategies. Additional shaping of the plan will result from ongoing changes in the Snohomish County labor market as well as continuous improvement processes and performance results. Workforce Development Council Snohomish County will continue to solicit public input as it updates the plan over the two-year period. Over this two-year period, Workforce Development Council Snohomish County may expand upon its development process to create any amendments to this plan. This process will also extend to the development of future plans. The specific procedures include:

- (1) Presentation of plan preparation instructions and extensive background materials to the Executive Committee and full Board of Directors. The establishment and prioritization of goals and objectives will be made during this process.
- (2) Engagement of all WDC staff in the development of strategies designed to achieve the Board-driven goals and objectives for Board review.
- (3) Presentation of the draft plan to the WDC's Youth Council and to WorkSource Snohomish County partners and the community in a community forum. Presentation of the Board of Directors priority goals, objectives, and strategies will be made and partner and community input on the goals, objectives, and strategies will be obtained during this process.
- (4) Presentation of the draft plan to the Snohomish County Executive for review and feedback.
- (5) Incorporation of Snohomish County Executive and community forum feedback into the final plan approved by the Board for submission to the County Executive.

Workforce Development Council Snohomish County
Two-Year Strategic Plan
***Promoting a Globally Competitive Workforce
for Snohomish County***
Abridged Bibliography

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Working Together Aligning State Systems and Policies for Individual and Regional Prosperity

Workforce Development Council Snohomish County

Two-Year Strategic Plan

Promoting a Globally Competitive Workforce for Snohomish County

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