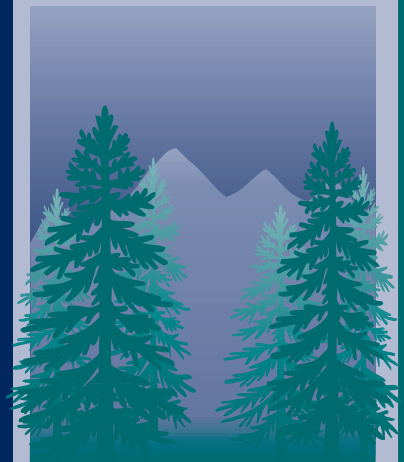


A REPORT TO THE LEGISLATURE

Progress of Agencies
in Implementing

*High Skills, High Wages:
Washington's Comprehensive
Plan for Workforce Training
and Education*

JULY 2000 - JUNE 2001



Washington State
Workforce Training
and Education
Coordinating Board

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

The Vision

The Workforce Training and Education Coordinating Board is Washington State's valued and trusted source of leadership for the workforce training and education system.

Mission Statement

The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high skill, high wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- Advise the Governor and Legislature on workforce development policy.
- Promote a system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the non-baccalaureate training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

Board Members

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Chair

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Representing Labor

Geraldine Coleman
Representing Business

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The Workforce Training and Education Coordinating Board does not discriminate or deny services on the basis of race, color, national origin, sex, age, religion, or disability.

This publication is available in alternative format upon request.

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2001 Report to the Legislature Customer Satisfaction Survey

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1. How useful is the information presented in this publication?	Not Useful	Somewhat Useful	Very Useful
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6. Do you want additional copies of this publication? <i>(If yes, please provide us with your name and address below.)</i>	Yes ___	Quantity _____	No ___

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Please Tell Us About Yourself

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Would you like to be contacted about future WTECB initiatives in this field? Yes ___ No ___

If we have any questions about what you have written here, may we contact you? Yes ___ No ___

(If you answered "yes" to this question, please fill out the following.)

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TELEPHONE NUMBER	FAX NUMBER	EMAIL ADDRESS

Introduction

The Workforce Training and Education Coordinating Board (WTECB) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education* in March 2000. WTECB is required to track progress on how the state's workforce training and education agencies are implementing the "High Skills, High Wages" agenda and to make an annual report to appropriate legislative committees.

This Annual Report to the Legislature fulfills the mandate of RCW 28C.18.080 (3) and (5). It includes information on progress made by the Office of Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), the Employment Security Department (ESD), as well as WTECB, on the action agenda set by "High Skills, High Wages 2000" from July 1, 2000, to June 30, 2001.

A New System

This year, Washington State and its communities implemented a new workforce development system that is more responsive to the needs of students, workers, and employers. The action agenda established by "High Skills, High Wages 2000" is built around four long-term goals for the state's workforce development system:

- Closing the skills gap.
- Training incumbent and dislocated workers so they are prepared for economic change.
- Developing a wage progression strategy for low-income individuals.
- Building WorkSource, Washington's one-stop system for access to workforce development resources.

Making Progress

"High Skills, High Wages 2000" laid out a set of specific strategies to accomplish these goals during the next five years. The state and its communities took many steps this year in their work to reach the plan's goals, including:

- Funding new projects—and continuing others—that identify skill shortages in key local economic sectors around the state and develop strategies to close them.

- Establishing a “red flag” report that provides early warning to key agencies about potential and actual worker dislocations, and delivering services to soon-to-be dislocated workers at their job site.
- Developing and implementing new standards for high school career and technical education programs, and incorporating skill standards in preparatory occupational courses.
- Continuing to infuse industry-based skill standards into community and technical colleges’ job preparation curriculum.
- Increasing access to community and technical job preparation programs, with priority on expanding programs that train individuals for high-demand and high-wage occupations.
- Expanding best practices, upgrading facilities, equipment, and the skills of faculty to improve job preparation programs throughout the two-year college system.
- Increasing the accessibility and improving the coordination of employment and training services by expanding WorkSource, Washington’s one-stop career development system.

These actions, as well as others to come, will provide greater flexibility to design and administer a workforce development system that meets local needs; improve coordination among workforce development programs; improve customer service; and measure and report how well workforce development programs succeed in preparing people for jobs.

Goal 1 ► *Closing the Skills Gap*

Objective

Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Form industry skill panels to assess skill needs and develop training programs.	<ul style="list-style-type: none">Using \$600,000 in state general funds, WTECB funded seven SKILLS projects to assess skill shortages in key industries and develop strategies to close the gaps in construction, biomedical technology, health and allied services, software support, boat building, manufacturing, and food processing. These projects involve 9 of the 12 workforce development councils. A report will be provided to the Legislature in 2002. Workforce Investment Act funds will be used to support additional projects in fiscal year 2002.
<i>Lead Organizations</i>	
<i>Workforce Training and Education Coordinating Board</i>	
<i>State Board for Community and Technical Colleges</i>	<ul style="list-style-type: none">The Eastern Washington Agriculture and Food Processing Partnership is using a two-year \$774,758 U.S. Department of Labor grant to identify current and future skill needs of growers, packers and food processors; to build new and enhance existing industry skill standards; build a maintenance job ladder; and to develop a skill gap assessment model, administer assessments, develop individual training plans, and coordinate training based on skill standards to meet industry skill gaps.
<i>Workforce Development Councils</i>	
<i>Business</i>	<ul style="list-style-type: none">A \$150,000 federal grant will improve the career advancement potential for entry-level employees in the hospitality industry in central Puget Sound. Work will start in fiscal year 2002.A \$750,000 federal grant to the Puget Sound Regional Consortium will address skill gaps in Snohomish, King, and Pierce counties in the information technology sector. The consortium is a partnership of three workforce development councils, information technology businesses and associations, community and technical colleges, the University of Washington, and organized labor.

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Provide high quality labor market information.

Lead Organizations

Employment Security Department

Workforce Development Councils

- The 2001-03 state budget redirected \$396,000 in ESD funds to improve Internet-based labor market information products.
 - ESD developed a biweekly “red flag” report to share information on potential and actual worker dislocations that may result from energy costs, drought, and other causes.
 - ESD analyzed and reported on the economic impact of the drought and energy supply to leaders of the state’s workforce development system and the Legislature.
-

Develop curricula linked to industry skill standards.

Lead Organizations

Office of Superintendent of Public Instruction

State Board for Community and Technical Colleges

Office of Adult Literacy

- The community and technical college system funded projects to develop assessment tools and curricula to meet existing Skill Standards for eight programs: Case Management, Professional/Technical Instructors, Food Processing, Natural Resources, Secondary Wood Products Manufacturing, Biomedical/Biotechnology, Wireless Communications, and Early Childhood Education. Products are available on-line at <http://www.wa-skills.com/>.
- Skill standards have been developed for 68 occupational clusters in 25 industries.

Objective

Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Enhance career guidance.	<ul style="list-style-type: none">• WTECB, OSPI, SBCTC, and ESD are working together to support coordinated career guidance and counseling by providing a consistent set of core information to students and their parents, melding skill standards into curriculum, and providing training to educators to help students use labor market information.
Lead Organizations	
<i>Workforce Training and Education</i>	
<i>Coordinating Board</i>	<ul style="list-style-type: none">• OSPI's career guidance task force will develop materials to help school districts.
<i>Office of Superintendent of Public Instruction</i>	
<i>Workforce Development Councils (Youth Councils)</i>	
<i>Business</i>	
Develop secondary vocational-technical program standards.	<ul style="list-style-type: none">• The Legislature passed SSB 5940 in 2001 to give OSPI authority to revise standards for career and technical education. A limited number of districts will voluntarily pilot draft standards during the 2001-02 school year; the new standards are expected to be in place statewide for the 2002-03 school year.
Lead Organization	
<i>Office of Superintendent of Public Instruction</i>	
Increase mentor and work-based learning opportunities.	<ul style="list-style-type: none">• A task force made recommendations to OSPI on new standards for work-based learning. Recommendations include strategies to expand opportunities, increase student learning, and ensure the health and safety of students in work sites.
Lead Organizations	
<i>Office of Superintendent of Public Instruction</i>	<ul style="list-style-type: none">• Community and technical colleges are placing increased emphasis on work-based learning; it was included as a priority through the two-year college system's request-for-proposal funding process.
<i>State Board for Community and Technical Colleges</i>	
<i>Business</i>	

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Create state policies that support work-related education.

Lead Organizations

Office of Superintendent of Public Instruction

Workforce Training and Education Coordinating Board

- New graduation requirements adopted by the State Board of Education require students beginning with the class of 2008 to take an exploratory vocational course that teaches employability skills, to prepare a culminating project that explores career interests, and to develop a 13th-year plan that provides direction for their first year out of high school.

Objective

Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high quality workforce education and training programs.

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

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

Lead Organizations

Office of Superintendent of Public Instruction

State Board for Community and Technical Colleges

Workforce Development Councils

Business

- OSPI is developing partnerships in several industry sectors to upgrade and expand technical programs in secondary schools and to increase career awareness opportunities in all grades. The partnerships are helping with curricula development, equipment, software, and other donations.
- Community and technical colleges partnered with industries to improve high-wage, high-demand training programs through advisory committees, funding of job preparation programs, and program development.

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Expand apprenticeship training and apprenticeship preparation programs.

Lead Organizations

State Apprenticeship and Training Council

Department of Labor and Industries

Joint Apprenticeship Committees

- The State Apprenticeship and Training Council conducted a series of summits to examine issues related to expanding the number of apprenticeship and apprenticeship preparation programs as well as the number of apprentices. Recommendations will be made to the council next year.
- The Legislature appropriated \$1.2 million in federal money to expand apprenticeship and apprenticeship preparation programs in the 2001-03 biennium.
- Community and technical colleges allocated funds to pay for 2,546 student FTEs for apprenticeship programs, which will serve 11,706 individuals.
- ESD, using Temporary Assistance to Needy Families reinvestment money, funded apprenticeship preparation training through three providers. Sixty-six individuals were served by the training; forty-two completed training and were placed in an apprenticeship, found other employment, or were awaiting placement.

Increase the number of individuals prepared to teach in high-wage, high-demand fields.

Lead Organizations

Workforce Training and Education Coordinating Board

State Board for Community and Technical Colleges

Office of Superintendent of Public Instruction

- Ninety-five faculty from twenty-eight community and technical colleges took advantage of federal vocational education leadership funds to upgrade their skills and knowledge of current practices within their field.
- Community and technical colleges partnered with business and industry to recruit and retain qualified instructors, increase professional development opportunities, and upgrade facilities, equipment, and program delivery methods in an effort to expand ability of colleges to help close the state's information technology skills gap.
- OSPI partnered with Bellevue Community College's Northwest Workforce Center for Emerging Technology and Washington State University to expand skill standards-related materials and information technology training for classroom teachers.
- In 2001, the Legislature passed 2SSB 5695, which created a grant program to fund alternative routes to teacher certification in subject matter shortage areas and for areas with shortages due to geographic location.

STRATEGY

PROGRESS & RESULTS BY JUNE 30, 2001

Replicate best practices in vocational-technical education across institutions.

Lead Organizations

State Board for Community and Technical Colleges

Office of Superintendent of Public Instruction

- Thirty-three Best Practices grants (\$330,000 total) were made to community and technical colleges for programs that provided leadership in the two-year college system in systemic change and that addressed statewide priorities. The grants were used to replicate a best practice; to implement an innovative program that could be replicated by others; or develop a program to meet an emerging need that could be replicated by others.
- OSPI, through collaborative efforts with other organizations, provided professional development to educators on best practices as well as emerging trends.

Goal 2 ► *Incumbent and Dislocated Workers*

Objective

Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Increase customized incumbent worker training.	<ul style="list-style-type: none">• The Governor proposed, but the Legislature did not fund, expansion of the Job Skills Program in the 2001-03 biennial budget.
<i>Lead Organizations</i> <i>Workforce Training and Education Coordinating Board</i> <i>State Board for Community and Technical Colleges</i>	<ul style="list-style-type: none">• The Governor awarded Workforce Investment Act funds to the Eastern Washington Agriculture and Food Processing Partnership (\$500,000) and the Puget Sound Regional Consortium on Information Technology (\$500,000) in part to provide customized training for incumbent workers.

Objective

Enhance business expansion and retention strategies.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Promote workplace practices that enhance competitiveness.	<ul style="list-style-type: none">• The Washington Manufacturing Service trained 52 firms and about 700 employees in lean manufacturing techniques; Office of Trade and Economic Development (OTED) provides a portion of the Washington Manufacturing Service funding.
<i>Lead Organization</i> <i>Office of Trade and Economic Development</i>	

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Enhance early warning system of possible dislocations.

- ESD developed its red flag report to share information with key state agencies on potential and actual worker dislocations that could result from high energy costs and/or drought.

Lead Organizations

*Employment Security
Department*

*Office of Trade and
Economic Development*

*Workforce Development
Councils*

Market retention services to at-risk businesses.

- OTED marketed state assistance to retain and expand manufacturing, processing, and women-owned and minority firms through its web page <http://edd.cted.wa.gov/bac/bre/default.htm> and program brochures. OTED's Minority and Women's Business Development Program worked with 223 companies, and its Business Retention and Expansion Program worked with 184 firms to save or create 4,817 jobs. Next year, marketing will take on a cluster focus through business associations.

Lead Organizations

*Employment Security
Department*

*Office of Trade and
Economic Development*

*Workforce Development
Councils*

Objective

Return unemployed workers to suitable work in as short a time as possible.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Continue best practices.	<ul style="list-style-type: none">• ESD used 34 labor-management committees to identify needs of employers and workers when 60-day WARN notices were issued in potential layoff situations.
<i>Lead Organization</i>	
<i>Employment Security Department</i>	<ul style="list-style-type: none">• ESD designed a model for improved reemployment services for workers who become dislocated due to large plant closures. In conjunction with local Workforce Development Councils, staff delivered services at the place of business.• ESD continued supporting the use of former dislocated workers as “peer counselors” to help local programs meet the specialized needs of individuals who become unemployed due to mass layoffs.
Ensure WorkSource front-line services are high quality.	<ul style="list-style-type: none">• Workforce Development Councils continued to use agreed-upon, system-wide guidelines to certify the quality of services delivered at WorkSource centers and affiliate sites before they begin operation.
<i>Lead Organizations</i>	
<i>Employment Security Department</i>	<ul style="list-style-type: none">• ESD staff worked with WorkSource partners to ensure coordination and marketing of unemployment insurance, dislocated worker training benefits, and other assistance to eligible individuals.
<i>Workforce Development Councils</i>	
Provide retraining for high-demand fields.	<ul style="list-style-type: none">• SBCTC used its Workforce funds for extraordinary costs of starting or improving six high-technology and twelve high-demand technical programs at the community and technical colleges during 2000-01.
<i>Lead Organization</i>	
<i>State Board for Community and Technical Colleges</i>	
Establish a coherent, flexible, and accessible dislocated worker service strategy.	<ul style="list-style-type: none">• ESD developed and institutionalized its model for the delivery of reemployment services for workers who become dislocated due to plant closings.
<i>Lead Organization</i>	
<i>Governor’s Office</i>	

Goal 3 ► *Wage Progression for Low-Income Workers*

Objective

Keep kids in school.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
<p>Develop “hands-on” learning opportunities.</p> <p>Lead Organization</p> <p><i>Office of Superintendent of Public Instruction</i></p>	<ul style="list-style-type: none"> • A task force made recommendations to OSPI on new standards for work-based learning. Recommendations include strategies to expand opportunities, increase student learning, and ensure the health and safety of students in work sites.

<p>Link “second chance” programs for youth with the “first chance” system.</p> <p>Lead Organizations</p> <p><i>Office of Superintendent of Public Instruction</i></p> <p><i>Workforce Development Councils (Youth Councils)</i></p>	<ul style="list-style-type: none"> • Workforce Investment Act funds in the amount of \$250,0000 were set aside for fiscal year 2002 for initiatives for youth councils to use to connect the “first chance” and “second chance” systems.
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Objective

Assist unemployed individuals to gain and retain employment.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
<p>Develop a more effective labor exchange.</p> <p>Lead Organization</p> <p><i>Employment Security Department</i></p>	<ul style="list-style-type: none"> • Expansion of WorkSource centers (20 as of June 2001) and affiliates (27 as of June 2001) is making more complete labor market services accessible to more people.
	<ul style="list-style-type: none"> • The WorkSource website, www.go2worksource.com, was upgraded in July 2000 to allow individuals to search for jobs and post resumes online as well as examine labor market information in their communities.

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Remove barriers and disincentives for people with unique obstacles to employment.

Lead Organizations

Department of Social and Health Services

Employment Security Department

Workforce Development Councils

- The Legislature in 2001 passed HB 2230 and appropriated \$4 million to provide medical assistance to working disabled persons under a federal “ticket-to-work” program. Implementation will begin in January 2002.
- The Grays Harbor Chamber of Commerce received national recognition for the success of its Employers’ Assistance Project, which matches welfare clients with starter jobs offered by participating employers and provides extensive follow-up services.

Take advantage of programs with demonstrated success in wage progression.

Lead Organizations

Department of Social and Health Services

Employment Security Department

State Board for Community and Technical Colleges

Office of Trade and Economic Development

Workforce Development Councils

- The Community Jobs program provided part-time, subsidized jobs to 2,800 of the hardest to employ Temporary Assistance for Needy Families recipients. The program also provided one-on-one support and mentoring to help individuals resolve barriers to work.
- The two-year colleges’ Preemployment Training Program provided short-term training to 2,812 welfare recipients and low-income parents to help them develop skills they need to become employable for jobs for which they otherwise would not be qualified.

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Expand access to support services.

Lead Organizations

Department of Social and Health Services

Workforce Development Councils

- The Job Success Coach Initiative was implemented in July 2000 to increase WorkFirst participants' job success and retention, decrease the likelihood they will return to cash assistance, and help them progress to higher wages and long-term self-sufficiency. During the year, job coaches assisted more than 3,800 individuals.
- WorkFirst funds were used to provide subsidized child care for 41,000 low-income families and more than 70,000 children. Each family makes a copayment based on its income. This program grew from \$100 million in fiscal year 1996 to \$283 million in fiscal year 2001.
- The two-year colleges' Tuition Assistance Program provides one to two quarters of aid to encourage low-income parents to increase their skill levels while they work. This program assisted more than 6,700 individuals.

Research subpopulations that fail to have wage progression.

Lead Organizations

Employment Security Department

Department of Social and Health Services

Workforce Training and Education Coordinating Board

- No progress in 2000-2001.

Objective

Increase training for low-income individuals.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
Expand training opportunities for low-income individuals.	<ul style="list-style-type: none">• Administrative rules were changed to allow WorkFirst clients to take training for up to a year to improve their employability and job advancement.
Lead Organizations	<ul style="list-style-type: none">• The State Apprenticeship and Training Council conducted a series of summits to examine issues related to expanding the number of apprenticeship and apprenticeship preparation programs, as well as the number of apprentices. Recommendations will be made to the council next year.
<i>State Board for Community and Technical Colleges</i>	
<i>Employment Security Department</i>	
<i>Workforce Development Councils</i>	
<i>State Apprenticeship and Training Council</i>	
<i>Joint Apprenticeship Committees</i>	
Provide training programs at times and locations accessible to working people.	<ul style="list-style-type: none">• Community and technical colleges offered 4,600 evenings courses that served 10,300 full-time equivalent (FTE) students, and 1,000 weekend courses that served 1,400 FTE students. About 400 on-line course offerings helped meet the needs of 1,200 FTE distance learners.
Lead Organization	<ul style="list-style-type: none">• The Eastern Washington Agriculture and Food Processing Partnership delivered training on ammonia refrigeration operations, programmable logic control, and forklift operations in several communities at times and locations convenient to workers. More than 170 incumbent workers from 32 companies and 47 plants benefited from the training.
<i>State Board for Community and Technical Colleges</i>	

STRATEGY**PROGRESS & RESULTS BY JUNE 30, 2001**

Create and offer incentives to increase training.

- No progress in 2000-2001.

Lead Organizations

*Employment Security
Department*

*Workforce Development
Councils*

*Department of Social and
Health Services*

Integrate basic skills instruction into vocational training.

- Specific grant funds supported integrated basic and occupational skills instruction. In addition, WorkFirst efforts, including Families That Work, Workplace Basic Skills and Preemployment Training, used elements of integrated instruction.

Lead Organizations

*State Board for Community
and Technical Colleges*

Office Of Adult Literacy

- Workplace Basic Skills provided training for low-income workers who have limited English skills and lower educational levels that are barriers to performance and advancement on the job.

Develop programs responsive to the needs of agricultural workers.

- The Eastern Washington Agriculture and Food Processing Partnership provided training to incumbent workers through the Skills Training for Incumbent Workers Program to meet immediate needs of employers in the industry. Programs included training for ammonia refrigeration certification, programmable logic controls, and forklift operation. Additional training will be provided through June 2002.

Lead Organizations

*Employment Security
Department*

*State Board for Community
and Technical Colleges*

Office Of Adult Literacy

- Two-year colleges worked to meet the unique training needs of agricultural workers through initiatives such as the tree fruit and orchard management programs at Wenatchee Valley College; agricultural equipment mechanic, agribusiness, and agriculture science programs at Walla Walla Community College; and agribusiness production, pest management, and post-harvest technology programs at Yakima Valley Community College.

Goal 4 ► *Facilitate the Integration of Workforce Development Programs*

Objective

Provide one-stop service to workforce development customers.

STRATEGY	PROGRESS & RESULTS BY JUNE 30, 2001
<p>Establish WorkSource as the common entry point for the workforce development system.</p> <p><i>Note: WorkSource connects employment and training services of state and local programs and makes them accessible through a shared point of access, in person or electronically.</i></p> <p>Lead Organizations</p> <p><i>Employment Security Department</i></p> <p><i>Workforce Development Councils</i></p>	<ul style="list-style-type: none"> • As of June 2001, 20 WorkSource centers and 27 affiliate sites were open throughout the state. • The WorkSource website www.go2worksource.com was upgraded July 2000 to provide access to all core WorkSource services. The number of unique user sessions increased from 600,000 in fiscal year 2000 to 1 million in fiscal year 2001. • Marketing of WorkSource increased throughout the year. In the fall of 2000, newspaper and billboard advertising increased traffic for job posting, job searching, resume placement, and job referrals through WorkSource website. In June 2001, a statewide television advertising campaign began, followed in July 2001 by a radio ad campaign. Effectiveness of these campaigns will be measured through a public survey in the fall of 2001. • Work continued on SKIES, the automated system that will integrate customer case management, performance reporting, and labor exchange into a single system for WorkSource. Statewide implementation is scheduled for December 2001.