

Washington Workforce Association

Post Conference Report

**Post
Conference
Report**
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Building the World's Best Workforce

A Premier Conference for Workforce Development

Professionals and Policy Makers

Held October 19-20, 2006

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October 30, 2006

Dear Conference Attendee:

I am happy to announce that the first statewide conference by the Washington Workforce Association was a great success. On behalf of WWA, I want to thank Workforce Development Council members, partner agencies and elected officials for your efforts to strengthen our economy through workforce development. This conference demonstrated that the vital partnerships necessary to develop a competitive workforce in Washington State are in place. We need to continue to strengthen these partnerships for even better results.

The Washington Workforce Association is sending this post conference report to you as a way of thanking you and to also encourage you to continue building a consensus in Washington State around the urgency of building a skilled workforce that will keep Washington economically strong.

Thank you for attending the conference.



Steve Frazier
Chair, Washington Workforce Association
Director, Olympic Workforce Development Council

Conference Yields Insights, Reform Proposals, and Calls to Action

The Washington Workforce Association held its statewide conference on Oct 19 and 20 in SeaTac. The conference highlighted the fact that the skills of our people will be the primary determinant of each community's economic success. Senator Patty Murray, Speaker of the House Frank Chopp, Senator Cantwell's Chief of Staff Kurt Beckett, and Pulitzer Prize winning journalist Hedrick Smith headlined the conference.

Hedrick Smith reported that the global economy is moving faster than anyone realizes. For example, Shen Zhen, China took only ten years to grow from a city of 500,000 to the third-busiest seaport in the world. The National Governors Association has called for immediate action to make sure the US maintains its competitiveness, and the Global Economic Forum has reported that the US will lose its position of economic leadership unless we take steps to improve our education and workforce training systems.

Senator Murray highlighted efforts by Washington's local Workforce Development Councils, which coordinate the education, training, and job placement system to meet local economic demand. She highlighted the In Demand Scholars program, which has provided 114 scholarships for high school students to move into high-skilled jobs with local employers. The program maintains a strong employer-student relationship from high school through completion of post-secondary training and entry into the local workforce. Murray also called for passage of stalled reforms to the Workforce Investment Act, which would make the workforce development system more responsive to economic demand. She criticized the White House for cutting job training funds at a time when the skills of the workforce determine our economic strength.

For TVW conference coverage, see <http://www.tvw.org/tvguide/schedtent.cfm>.

To become a supporter of the Washington Workforce Association, free of charge, go to: <http://www.washingtonworkforce.org/home/signup.php>.

For more information on policy reforms, see: <http://www.washingtonworkforce.org/documents/BuildingTheWorldsBestWorkforce.pdf>.

For locations of Washington's local Workforce Development Councils, see: <http://www.washingtonworkforce.org/WDCs/index.php>.

Conference Yields Insights, Reform Proposals, and Calls to Action (Cont.)

Senator Cantwell's Chief of Staff, Kurt Beckett, added that the bio-diesel and composite manufacturing industries need workforce training, and that the locally-driven Workforce Development Councils, community colleges, and K-12 system need funding to scale up demand-driven programs. Beckett remarked, "If we don't get this right, scaled to meet the demands of our changing economy, we will have failed our communities, our families, our businesses, and our economy."

WORD IS GETTING OUT! YOU CAN HELP.

WWA staff have heard from a number of conferees that they are already beginning to use the speaking points (starting on page 14 in the conference program) to spread the word around their communities. We were asked to provide a new version in a separate document, without page numbers, so that it can be handed out at local meetings.

This document, called "Speaking Points for WDC Members", is available for download at:

[http://
www.washingtonworkforce.org/
documents/SpeakingPoints.pdf](http://www.washingtonworkforce.org/documents/SpeakingPoints.pdf)

Karen Lee, Commissioner of the Employment Security Department, gave a compelling speech emphasizing the need for partnership among all the organizations that support the WorkSource system. She noted that 160,000 people are drawing unemployment insurance today, and providing ever-more-effective job placement services for this population is an important goal that she would ask all WorkSource partners to consider. Lori Province, Keith McPhun, and Deanna Dawson represented the Washington State Labor Council, nLight Photonics, and the Office of the Snohomish County Executive, respectively. They worked together to discuss the outstanding services that the workforce development system provides for workers, businesses, and economic development. They called for aligning goals more clearly across these communities in order to help create jobs that are "community sustaining, not community draining."

A bi-partisan panel of state legislators put forth their reform proposals. Rep. Glenn Anderson called for a co-equal emphasis during high school on rigorous career and technical education pathways, as well as college prep curriculum. Rep. Skip Priest noted that 50% of high school students are not passing the WASL and 30% are dropping out. He proposed developing clear alternative assessments for WASL and better funding for local Skills Centers. Rep. Deb Wallace called for new funding for communities to define strategic industry sectors that drive their economy and focus on closing the skills gaps in those regionally-targeted industries. House Majority Leader Lynn Kessler added that, "We've done enough pilot projects. The stakes are high and it is time to do something big."

A second bi-partisan legislative panel addressed budget priorities. Speaker of the House Frank Chopp and Rep. Phyllis Kenney called for expansion and improvement of the Opportunity Grants program, which offers training scholarships to low income individuals. They suggested that this state program might be reformed to include stronger employer-student relationships and closer alignment with local economic demand, similar to the existing In Demand Scholars program. Speaker Chopp proposed an "Opportunity Partnerships" component that could fund Workforce Development Councils to make this happen. Rep. Glenn Anderson noted that now is the time for action, or else when our children are grown the United States will no longer be the world's economic superpower.

Governor Gregoire has called for a comprehensive workforce development reform proposal, named *Washington Works*, and a draft was discussed in detail. Rick Bender, President of the Washington State Labor Council, called for the state to avoid micromanaging local programs, and proposed that the trades should be more able to translate their skills into higher degrees. For example, in many other nations journeyman electricians can move directly into accelerated electrical engineering programs.

Conference "Quotables"

The conference included some memorable quotes. Can you remember who provided these?

"Our work is just like mother pie and applehood!"

"On behalf of the Washington Workforce Association, it is my honor to present this used plate to you."

"You know, they always make the women wash the dishes."

"Our workforce system is like Wayne Gretzky, we're not skating to where the puck is, we're skating to where the puck is going to be."

Conference Yields Insights, Reform Proposals, and Calls to Action (Cont.)

Mike Hudson represented the Association of Washington Business, and called for a clear focus on outcomes for the business customer and for job-seekers and workers. Don Bennett, Interim Executive Director of the Washington State Workforce Board, called for local Workforce Development Councils to think bigger about their role as regional coordinators of the workforce training system, and work still more closely with K-12 career and technical education and community and technical colleges to create a community-wide response to economic demands for skilled workers.

The Washington Workforce Association's conference was titled *Building the World's Best Workforce* and was dedicated to "our customers, Washington's job-seekers, workers, and businesses; and to our common commitment to make Washington the place in the global economy where the world's best companies find the world's most talented workforce."

NEXT STEPS FOR THE WORKFORCE DEVELOPMENT COMMUNITY

- 1. Use WWA's speaking points to reach out to more organizations in your home town.**
- 2. Support enhancing Opportunity Grants by:**
 - a) Making them more demand-focused, and**
 - b) Having WDCs facilitate business and labor outreach into high schools, to help students learn about good local careers, and to help students pay for training by using Opportunity Grants.**
- 3. Support efforts to more clearly align multiple training resources—at the local level—to grow and attract targeted industry sectors.**
- 4. Continue tracking Washington Works as reform recommendations for the Governor are finalized.**



FALL CONFERENCE 2006 - Summary of Attendee Evaluations

Content:

Was the information useful?	Very useful	74.60%	Somewhat useful	25.40%	No	0.00%
Was the information timely?	Very timely	79.37%	Somewhat timely	19.05%	No	1.59%

Presentation:	Excellent	84.13%	Adequate	12.70%	Needs improvement	0.00%
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Networking:

We intentionally provided extensive opportunities for peer-to-peer networking between sessions, to allow you to interact with and hear from your counterparts across the state.

Was this helpful?	Very helpful	77.78%	Somewhat helpful	15.87%	No	0.00%
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Table topics at breakfast:

Was this of value?	Great value	57.14%	Some value	28.57%	No	9.52%
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Logistics:

Hotel Venue:	Excellent	58.73%	Adequate	28.57%	Needs improvement	4.76%
Registration Process:	Excellent	85.71%	Adequate	11.11%	Needs improvement	0.00%
Meal/Refreshments:	Excellent	66.67%	Adequate	26.98%	Needs improvement	1.59%

What did you find most useful?

Hedrick Smith's presentation was the most useful to the most respondents.
 The networking opportunities were most useful to several respondents.
 Hearing from legislators was useful to many.
 The topical breakfast received numerous favorable comments.
 The 2nd day panel was a favorite of some.
 Senator Murray's remarks got some "most useful" votes.
 "Page 14!"
 All plenary and no breakouts - a good thing.

Are there any questions you didn't get the chance to ask, or that you've thought of now and would like answers to?

How do we change the mindsets of academia regarding the importance of vocational training as much as those who continue to college?
 Would like some discussions on Skill Panels and similar efforts, and more money allocated for these.
 What about OSPI presence at conference?
 Suggestion: Why not plan a final break out at end of conference for WDCs to come back together as areas to discuss what was heard and what action steps to take back to local WDCs?
 What can we learn from other states' successes?

Additional comments:

Bring in CTCs to next conference. Recruit K-12 to attend.
 Would like to see the WDC get on the agendas for the School Boards Conference and WEA conference to assist in educating our educators about the WDC.
 Would have liked opportunity to ask questions of Senator Murray.
 It would have been great to have K-12 leadership there for Hedrick Smith.
 Please do this annually. Conference organization was outstanding!
 A few respondents felt there was too much time listening to legislators.
 Table topics had less value for some.
 The small conference room was uncomfortable, and not ADA accessible.
 We should seek state funds for WDCs.

Key Insights from Conferee Small-Group Discussions

FEDERAL BUDGET CUTS	
Successes	<ul style="list-style-type: none"> • Employer Sponsorships – partial pay for services. • Better defined priorities for services and “who” to serve.
Insights	<ul style="list-style-type: none"> • Managing performance is more important than managing performance data. • All money is green. The Big Idea – to further integrate WorkSource services by partners with no restrictions on funding, eliminate funding silos in order to create flexibility.
Ideas	<ul style="list-style-type: none"> • Revisit the objective and let the local level figure out how to meet it - local decisions are “key” to succeeding effectively. • Partners need to come together and “think out loud” to achieve true collaboration. • Revisit funded projects to see if they should be de-funded.
Questions	<ul style="list-style-type: none"> • Broad brush approach to problem solving creates more restriction. How do we become more creative instead of more restrictive?
Concerns	<ul style="list-style-type: none"> • If services are successful, funding is pulled and sustainability is not there. (WIA’s counter-cyclical funding is not useful in today’s economy) • Conflicting national priorities. • Learn how to listen differently so not just the loud are heard. • Local and State partners need to come together in a cohesive way, prioritize the agenda and stay focused on it. This would help communication with the legislature. • Re-authorization being put off creates a lack of certainty and therefore lack of creativity, also creating some burnout in staff. We need re-authorization pushed by Congress in order to move forward. • We need to create excitement about workforce development as an economic development strategy. • It’s not just about the lack of money but the additional restrictions put on the spending. We need to be allowed creativity to achieve better results. Let local level figure out how to get there.
Comments	<ul style="list-style-type: none"> • Need to keep people informed of all the good things that are happening – not just the bad. • It’s not just about the money but the flexibility we have to spend what we have.
LOW INCOME ADULT & DISLOCATED WORKER PROGRAMS	
Successes	<ul style="list-style-type: none"> • Co-enrolling customers and cross-training staff to assist and better utilize funds to include all programs. (i.e. DVR, Work-First, WIA programs, and Division of Child Support) – WorkSource Columbia Basin • 20% placement rate for people with disabilities in Vancouver • Vancouver has one truly integrated Business Services Unit to include ES staff, for-profit staff and DVR staff at the Work-Source Center to coordinate business referrals resulting in building employer trust. • Dislocated Worker and CAP brought together to coordinate services in Vancouver. • Yakima area colleges have built effective “career ladder” system in healthcare. • Yakima uses Dependable Strengths and Communication Skills training which is critical to “stabilize” client’s lives so that training can be successful. • Most of Yakima’s Dislocated Workers re-trained from a saw mill closure resulting in 90%+ placement and retention rates. • Tacoma’s Rapid Response Team has had success, especially in collaborating with the labor community. • Tacoma’s Business Connections does a good job at working with Dislocated Workers.
Insights	<ul style="list-style-type: none"> • Corrections (DOC) should be a partner employer and housed as a partner. It is necessary to have a strong partnership with all areas of service. • Low unemployment rates change jobs available and clients who need help. • Giving clients access to long term training seen as most productive. • On the Job Training (OJT) is critical. - Colville • Working with WDCs to identify clusters provides guidance in referring clients to in demand occupational training.

Key Insights from Conferee Small-Group Discussions

LOW INCOME ADULT & DISLOCATED WORKER PROGRAMS	
Ideas	<ul style="list-style-type: none"> • Re-focus on how to work with customers. Motivate customers with a more positive attitude and new approach. • Form relationship with K-12. • Functional integration of job duties. • Re-enforce good behavior. • Proposal in Vancouver to blend funding and resources among partners could more effectively put funds where needed. • Measurements that correlate. GMAP: Common Measures: State Measures. • Work Group –meet with Adult/Dislocated Worker Program Managers to discuss SKIES, eligibility, etc. • Simplify & clarify tracking and eligibility processes to reduce staff time and effort. • Simplify databases – eliminate multiple databases that don't "talk" to each other. No paper files, everything in SKIES so that all partners have access to each other. • Participants take training in evening and not just in the day.
Questions	<ul style="list-style-type: none"> • How do we do "Comprehensive Assessments"? What tools do providers need? How do we assess customer's skills? • Soft skills – how do we prepare customers? • How can we partner with the K-12 system and involve parents? • How do you market WorkSource to raise awareness for both businesses and clients? • How do you convince a person this is good? Shouldn't have to sanction.
Concerns	<ul style="list-style-type: none"> • Capacity for training opportunities for WorkFirst clients; Co-enroll and send to school for a credential. • The need of open ended training for participants to train into appropriate jobs in local areas. • Transportation Issues; close access for training. • Engage Office of Superintendent of Public Instruction (OSPI). • Specific industry related lay-offs such as Sawmills, Boeing, and Pulp & Paper of which clients do not have transferable skills resulting in the need of extensive retraining for career changes. • Offender re-entry and lack of job opportunities. • WIA Performance Measures. • Sometimes Rapid Response "Team" is one person with multiple roles. • The expectation that we can change behavior in a short period of time. • Work with youth rather than the adults; get them before adulthood to instill skills and better behavior.
Comments	<ul style="list-style-type: none"> • Funding where it would best fit and be served.
STRUCTURAL REFORM TO THE STATE AND LOCAL WORKFORCE DEVELOPMENT SYSTEM	
Successes	<ul style="list-style-type: none"> • WorkSource referrals to programs at colleges. • Skill panels in healthcare and manufacturing benefiting local employers and workers. • Seeing more energy and effort to address needs from all stakeholders and partners. • Efforts at secondary level to expose youth to apprenticeship opportunities, including non-traditional tracks. • A successful component of Navigation 101's career counseling program is youth taking ownership of their career planning selection process. • Tacoma-Pierce's Business Connections – 3 agencies operating as a single, truly integrated, entity for customers. Though some hiccups with integrating WorkFirst and Vet Reps into the team due to Federal legislature language interpretation. • Assigning of regional or area economists to local areas has been beneficial.

Key Insights from Conferee Small-Group Discussions

STRUCTURAL REFORM TO THE STATE AND LOCAL WORKFORCE DEVELOPMENT SYSTEM	
Insights	<ul style="list-style-type: none"> • College districts tied to school districts, approval for new programs. • Workers will have to be able to do a continuum of skills from entry level to advanced level to progress and meet employer needs. You have to train and retrain adults throughout their employment. Many jobs require mastering progressive skills.
Ideas	<ul style="list-style-type: none"> • Develop career ladders for low wage jobs such as childcare and long term care with wage increases. • Workforce Development Councils can be brokers. • Increase types of marketing materials, in multiple languages, for areas having difficulty filling jobs. Market programs hard to fill (i.e. manufacturing) to high school youth. Marketing materials and information sessions should also target parents. • What about 180,000 AG workers? Need to develop a comprehensive AG plan. Free year of college for AG workers' children in return for staying in workforce. • Broader perspective emphasizing transferable skills in addressing industry needs through skill panels. • Need to overcome or address stereotypes or bias against vocational tracks vs. academic tracks. • Lack of basic skills. Barriers across the board. Start removing boundaries. • Businesses need to be more assertive with the education community and bring awareness of their needs to the schools. Connect schools with business, make education relevant. Bring counselors to the field. Tie in with Running Start. • Use of Skill centers should be expanded to other groups (i.e. adults, dislocated workers) • A pre-apprenticeship program for 9th – 12th graders. • Reform should consider the workforce, community members, family members and the numerous roles of each individual's life. • Communicate information to our target audience. (unemployed) • Connecting the money pots; education, labor, industry, community based organizations, workers, and students. • Statewide MOU's are important and should articulate financial responsibilities of each partner, reaffirming the value and importance of a one-stop system for customers.
Questions	<ul style="list-style-type: none"> • Integration of functions – How do we share the vision and responsibility and still avoid the over duplication of services (in excess of need) yet maintain quality? • What about “High Wage, High Skill”? • Take another approach on high demand being the gate to training. Why does a Boeing worker get all the advantages but a laid off K-Mart worker can't get training because retail is high demand?
Concerns	<ul style="list-style-type: none"> • Absorption and sharing of duties when one entity has large RIF's-layoffs and when resources decline all around. • Loss of baby boomers (workforce reduction) • Limited training opportunities affect success or ability to meet needs. • Not enough focus on 18-70 year olds. Do a good job focusing on youth. Need to be more attentive to adults with barriers. • Getting bottom line reliable information from industry is very difficult. • Communication is a big deal. • Too many silos. Money comes with so many strings and deadlines. • Must not just deal with future needs, don't lose sight of non-professional jobs that are a vital part of our economy. • Need mentoring for youth. • Reasonable accountability. • A disconnect between K-12 and WDCs causing a limited impact, even college presidents aren't connected well at WDC. • We are not penetrating schools. (i.e. DECCA, internships, bringing high school youth to colleges) Counselors in high schools don't have time to focus on career paths. Career counseling assistance not always available through school system. • AG demand in Eastern Washington. Built in incentives. • Viewpoint that a child's first job is education; yet, work is good as well. Work is future.

Key Insights from Conferee Small-Group Discussions

STRUCTURAL REFORM TO THE STATE AND LOCAL WORKFORCE DEVELOPMENT SYSTEM

Concerns (cont.)	<ul style="list-style-type: none"> • One size doesn't fit all. Local task forces with multiple perspectives. • Data collected and reported doesn't reflect accurate numbers. Some areas that are identified as high demand aren't always accurate for the area. Data reporting requirements.
Comments	<ul style="list-style-type: none"> • Using the term "internship" in some industries (i.e. nursing) may be more appropriate or effective than "apprenticeship". • Money and how we can practically share the cost of the system due to diminishing Federal funding. (i.e. CBOs maintaining 2 offices) • Restriction of programs to serving ONLY specific populations and/or demographics.

WA COMPETITIVENESS IN THE GLOBAL ECONOMY

Successes	<ul style="list-style-type: none"> • Puget Sound Regional Council is part of the "Prosperity Partnership" that is organizing resources to increase BA degrees in high demand occupations of math, science, engineering, and healthcare. • Tri-Cities partnered with WorkSource Columbia Basin in early 1990's to provide summer internships. • Partnering with Battelle Lab in Tri-Cities has created an opportunity to increase WA competitiveness and as a result, new products have been developed and are used nationally. • Tri-Cities—The exporting of AG products is increasing due to changing our technology in crop production and harvest. • Northwest WDC board has taken a cluster approach by having three industry skills panels in education and industry. Forums with marine manufacturing, wood products manufacturing, and healthcare resulted in the development of curriculum to train workers, opening a pipeline starting with K-12. Challenge in finding people. Curriculum in some high demand occupations is transferable. • Snohomish Blueprint 2010; coalition developed between WDC, EDC, UWB, CTCs, K-12, and Snohomish County to create a cluster based economic workforce and education strategy, need to increase collaboration, work better together, and increasingly have our act together. • ESL and industry training at the same time linking to local business market needs. • "Machining Pathways" at Snohomish High School that is partner funded.
Insights	<ul style="list-style-type: none"> • Need of atmosphere Change, have dialogue in difficult areas - governance and oversight • Integration among State agencies, crossing silos, creating opportunity for new discussion and progress. • Klickitat smelters closures and the retraining of laid off workers didn't help local economy because retrained workers went elsewhere. It did, however, reduce local social service demand. • Must focus on incumbent worker training to keep up with technology and keep employers competitive. • Business Services integrated: seamless single point of contact for business and have multi-agency staff work as one, resulting in knowing the needs of business and able to prepare and refer jobseekers to jobs meeting those needs. Have State leadership require total integration. • Prepare job seekers in high wage high demand occupations in a way that is seamless to business. • Replacement of workers, the "Boom, Bust, Echo Economy". Dearth. Consider role demographics plays.
Ideas	<ul style="list-style-type: none"> • Systems approach to building pipelines. • Need promotion-saturation of best practices for learning and system change. • WIA funded summer career camps, only WIA eligible students. • Alignment of workforce development with local economic development priorities; WDC and EDCs build close relationship, i.e. in Pierce County referral to WorkSource is the number one service provided by EDC to their customers. • Change incentives for colleges and universities in order to encourage them to meet industry demand.
Questions	<ul style="list-style-type: none"> • Work Readiness Credential, start young. How do we raise money to do pipeline development with youth for in demand occupations?
Concerns	<ul style="list-style-type: none"> • Data driven decision process, decisions not made with data. Data rich, knowledge poor. • Complexity of WIA.

Key Insights from Conferee Small-Group Discussions

WA COMPETITIVENESS IN THE GLOBAL ECONOMY	
Concerns (cont.)	<ul style="list-style-type: none"> • Cultural change in the CTC system. • Change education. Change how the kids are taught with regard to learning styles. Change how the teachers are taught. Change of pipeline could take 60 years. The delivery mechanism is a dinosaur. • Inflexibility – hard to move at speed of business. • Lack of incumbent worker training funds. • Keeping kids engaged in order to increase their opportunities and to increase the skilled worker pool for local businesses. • State leadership needs to agree to support WorkSource and its partners as <u>THE</u> public employment system. The Governor and the legislature need to help market it, fund it, and remove barriers in order to work in an integrated way. • Companies holding off on expansion in some cases due to lack of skilled workers.
YOUTH PROGRAMS AND DROPOUT PREVENTION	
Successes	<ul style="list-style-type: none"> • King County serves 300 WIA youth and is the best recognized youth program in the US. KC & City of Seattle match funds. • Snohomish has a One Stop Youth Center based on Blueprint 2010, which was established 3 years ago as a result of collaboration with the Community College, EDC, and WDC. It helped 100 kids get GEDs last year, four additional WIA youth outlets, and an AmeriCorps service program. • Southwest has implemented “Mobile Technical Businesses” to serve rural youth. • Bates Technical High School is company based. Students self-enroll by “huge word-of-mouth” resulting in great success stories. • Northwest took DPI money and focused on 2 schools in “Concrete” and “Sedro Woolley” to affect 150 potential drop-outs. • Pacific Mountain started an AmeriCorps program, focusing on youth with disabilities, and brought in John Curley who has a disability.
Insights	<ul style="list-style-type: none"> • Money isn’t the only reason to motivate schools. • WIA looking at whether or not all the data is needed. • Important to use DPI – have someone who has <u>relationship</u> with kids. • Percentage of kids enrolled is only a drop in the bucket compared to total number in school district. • Schools are overburdened and hard pressed already to do what they need to do; to pile another program is asking a lot. • Snohomish – establish kiosk in technical center in each high school. • Aberdeen started “Float Your Boat”, youth making models of yachts, hands on and usage of math resulting in internships. • Bellingham started an alternative school called “Home Port Learning Center. Teaches braiding being run like a business. (FTE/ Credit) “Power of Authentic Learning” • The addition of estate planning professionals to the council for access to additional funds. • The use of career academics to get students into the work arena.
Ideas	<ul style="list-style-type: none"> • Early intervention when a child is failing. • The entry of teachers into the work world to participate with providers in summer school settings. • The use of leveraging with business to provide dollars for youth programs. The relevance of learning. • Assisting CTCs in developing soft skill curriculum. • Navigation 101 is a viable model – we need to start younger – 4th grade. • WIA might look at a different set of outcomes with this population, credits and diplomas might not be the most important. • State dollars should follow <u>student</u> not the school district. • Selah has a partnership with schools, parents and the Occupational Industrial Center and in Tacoma there’s a large partnership with Goodwill. They hope to build a center expressly for youth using the one-stop model in order to serve kids, under one roof. 800 kids served but 12,000 in need.

Key Insights from Conferee Small-Group Discussions

YOUTH PROGRAMS AND DROPOUT PREVENTION	
Ideas (cont.)	<ul style="list-style-type: none"> • More exposure to a myriad of opportunities in CTE – like the Bates model. • Restructuring of learning especially math at the elementary level and make it uniform across the board. • Washington Learns needs to focus on vocational (CTE) education, not so much on Baccalaureate. • Rigor, Relevance to real world, and Relationships – 3 R’s – High Schools that work... • From the top – OSPI, WTECB, HECB, SBCTC, etc. need to get together as a united front and mandate down the line to teachers that part of the credential is to get out to the “Work World” and teach it to students. Make contacts with business. Give teachers and schools credits for outcomes that entail those contacts. • Use in-service days to learn about business needs. • WDC have staff person in schools. Not school personnel. More objective, they could be “career counselor” independent from school money. • We need to go high on the food chain to get school cooperation. Change mind set. Provide teachers with more broadened exposure. • Appropriate pictures – if/then scenarios by career, lifting up of all the possibilities. • More socializing, caring and positive relationships. Students need to have a meaningful relationship with at least one teacher during their school years. • Teach and model respect. • “Got Game” Book! How the Gaming Generation has Changed Business Forever. • Work backwards. • Need to work closely with juvenile court and truancy lists. • Soft skills taught. Teamwork, professionalism, desire to continue learning, and ability to communicate.
Questions	<ul style="list-style-type: none"> • If we are to implement holistic approach between WDCs, business, and education; then, what is the relationship with OSPI and how can it improve? • Does Youth Council affect policy?
Concerns	<ul style="list-style-type: none"> • Cuts in juvenile justice funding, concerns that the local community finding replacement dollars. • Influx and growth of Hispanic youth population and no providers who speak Spanish. • In terms of our coming economy: more <u>money</u> for our kids – invest in education, even for things like backpacks, school supplies, things often parents can’t afford, resolve basic needs. (i.e. driver’s license) • CTE programs have disappeared from junior highs and squeezed from high schools. • Continual support for transitional schools. • DPI program. Hardest part is to get schools to cooperate, and getting information from schools. (i.e. attendance identification of students) Design 4 week programs to include field trips which have had good success rates. • Drop in funding for summer work experience. • Foster parents not held to standard of care. Mandatory training of foster parents, find support dollars. • Children need to know by 8th grade, not later, what their options are... • Support systems and training, and more alternative learning options. • The WASL test does not approach all the aspects of learning math. Nor does it allow the students who do not excel in a particular area to pass high school. Should you get credit for parts of questions on the WASL? (the vote was divided between the math gurus and the “thinkers”) WASL vs. CBSs.
Comments	<ul style="list-style-type: none"> • Business is usually willing and able to help if it doesn’t interfere with their production and they can see the value of the investment of their dollars. • You can have a <u>great</u> WorkSource building and staff; but, these kids are not going to rush into the building the minute they drop out. • Redefine means and end. Go for goal.