
SENATE CONCURRENT RESOLUTION 8403

State of Washington 55th Legislature 1997 Regular Session

By Senators Schow, Wood, Bauer, Prince, Kohl, Heavey, Horn and Winsley

Read first time 01/27/97. Referred to Committee on Commerce & Labor.

1 WHEREAS, Chapter 238, Laws of 1991, created the Work Force Training
2 and Education Coordinating Board to provide planning, coordination,
3 evaluation, monitoring, and policy analysis for the state training
4 system as a whole, and advice to the governor and Legislature
5 concerning the state training system, in cooperation with the agencies
6 that comprise the state training system, and the Higher Education
7 Coordinating Board; and

8 WHEREAS, Section 2, Chapter 130, Laws of 1995, requires the board
9 to update the state comprehensive plan for work force training and
10 education every two years and requires the Legislature, following
11 public hearings, to approve or make changes to the updates; and

12 WHEREAS, The provisions of the comprehensive plan and its updates
13 that are approved by the Legislature become the state's work force
14 training policy unless legislation is enacted to alter the policies set
15 forth therein; and

16 WHEREAS, The major work force training and education agencies have
17 adopted a design for a new accountability system, Performance
18 Management for Continuous Improvement, which includes the
19 identification of work force development goals, performance indicators,
20 and standards, the evaluation of the work force system and program
21 results, and the commitment to continuous quality improvement; and

1 WHEREAS, Washington's future growth could be constrained by limits
2 in the supply of skilled workers, particularly in occupations that
3 require training beyond the high school level; and

4 WHEREAS, The fragmented system of state and federal work force
5 training and education programs and employment services does not permit
6 their resources to be easily coordinated around customer needs; and

7 WHEREAS, Students in the K-12 system need to experience how
8 academic and vocational skills are used in the work place and what
9 specific skills they must master to succeed in the occupations that
10 interest them; and

11 WHEREAS, The elements of a comprehensive school-to-work system,
12 including the integration of academic and vocational learning, the
13 development of flexible educational pathways, and the creation of local
14 partnerships with business and labor of work-based learning, must be
15 further developed pursuant to the state's school-to-work transition
16 plan; and

17 WHEREAS, Work force training and education programs are not
18 currently linked in a series of sequential education and training-
19 related activities that enable individuals to progress from low levels
20 of skill to higher levels of skill and better paying, more stable
21 occupations; and

22 WHEREAS, It is critical that the public has a better understanding
23 of the need for higher levels of skill and knowledge and the importance
24 of personal and corporate responsibility for lifelong learning; and

25 WHEREAS, The intent of Congress to require states to place a high
26 priority on requiring adults receiving welfare to be engaged in work
27 activities will create a new demand for employment and training
28 services; and

29 WHEREAS, The supply of workers must be coordinated with local
30 market demand, including directing training resources to key sector
31 industries, in order to generate family wage jobs;

32 NOW, THEREFORE, BE IT RESOLVED, By the Senate of the State of
33 Washington, the House of Representatives concurring, That the members
34 of the Work Force Training and Education Coordinating Board be
35 commended for their dedication and commitment to the State of
36 Washington in producing the 1996 update of Washington's comprehensive
37 plan for work force training and education titled "High Skills, High
38 Wages"; and

1 BE IT FURTHER RESOLVED, That the Legislature hereby officially
2 expresses its gratitude to the board for detailing the current
3 challenges facing the state in preparing its citizens for high-wage,
4 high-skill jobs with high-performance work organizations; and

5 BE IT FURTHER RESOLVED, That the Legislature approve the following
6 recommendations of the 1996 update of the comprehensive plan:

7 (1) That the Work Force Training and Education Coordinating Board
8 and other agencies and partners of the work force training system
9 implement Performance Management for Continuous Improvement throughout
10 the training system;

11 (2) That the capacity of the work force training and education
12 system must increase in order to match labor market demand, including
13 increasing work force training at community and technical colleges,
14 increasing support for school-to-work transition to assure capacity for
15 work-related learning in the K-12 system, and implementation of the
16 work force development's system of One-Stop Career Centers;

17 (3) That school-to-work transition partners must continue their
18 scheduled work to implement a system that will improve the movement of
19 students to postsecondary training and to employment in the careers of
20 their choosing, including working with the State Board of Education to
21 define what follows the certificate of mastery;

22 (4) That the Work Force Training and Education Coordinating Board
23 must lead the effort to ensure that all elements of the work force
24 training and education system are vertically integrated;

25 (5) That the Work Force Training and Education Coordinating Board
26 must continue its efforts to increase public awareness about the
27 importance of work force training and education issues;

28 (6) That work force training and education agencies and partners
29 must make welfare reform work by developing programs that integrate
30 basic skills and occupational skills training with work experience so
31 that time-limited training for those on public assistance will enable
32 them to become self-supporting; and

33 (7) That work force training and education partners must ensure a
34 firm connection between their work and economic development and be
35 developing and implementing policies that target firms applying high-
36 performance work practices that enhance and engage the skills and
37 decision-making capacity of workers.

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