
SENATE CONCURRENT RESOLUTION 8406

State of Washington

59th Legislature

2005 Regular Session

By Senators Kohl-Welles, Schmidt, McAuliffe, Franklin, Esser, Keiser, Pridemore, Kline, Shin and Rasmussen; by request of Workforce Training and Education Coordinating Board

Read first time 02/01/2005. Referred to Committee on Labor, Commerce, Research & Development.

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 training system, in cooperation with the agencies that
6 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 state faces the work force challenges of: (1) Closing
13 the gap between the need of employers for skilled workers and the
14 supply of Washington residents prepared to meet that need; (2) enabling
15 workers to make smooth transitions so they may fully benefit from the
16 new, changing economy; and (3) assisting disadvantaged youth, persons
17 with disabilities, new labor market entrants, recent immigrants, and
18 low-wage workers in moving up the job ladder during their lifetimes;
19 and

1 WHEREAS, The state comprehensive plan sets forth the following six
2 strategic opportunities for the next two years:

3 (1) Increasing postsecondary education and training capacity at the
4 subbaccalaureate level, targeting our resources to expand capacity in
5 programs that prepare individuals for the jobs that are in highest
6 demand, and at the same time ensuring that all individuals, especially
7 target populations, including African-Americans, Asians and Pacific
8 Islanders, Hispanics, Native Americans, people with a disability, and
9 women, have access to a broad range of education, training, and
10 retraining opportunities;

11 (2) Reducing dropouts and integrating career guidance into the
12 school curricula, building on the success of community partnerships
13 that implement effective dropout/retrieval programs, and holding our
14 schools accountable for engaging and retaining students through
15 graduation;

16 (3) Expanding and sustaining industry skill panels using
17 partnerships of employers, educators, and labor to foster innovation
18 and enable industries and public partners to be proactive, addressing
19 changing needs quickly and competently;

20 (4) Increasing training linked to retention support for low-income
21 individuals because with the growth of our work force slowing and the
22 increasing diversity of our population, it is essential we develop
23 career pathways so that low-income workers are able to advance in their
24 careers, meeting the needs of employers for skilled workers and our
25 social goal of family self-sufficiency;

26 (5) Increasing basic skills and English as a second language
27 instruction that is integrated with occupational skills training since
28 without education and training opportunities, our illiterate
29 population, immigrants, low-income workers, and unemployed can be stuck
30 in dead ends; and

31 (6) Expanding customized training for incumbent workers to help our
32 businesses be more competitive in the world and our workers more
33 competitive in the labor market as in today's economic context, there
34 is an increasing need to train and retrain incumbent workers to keep
35 pace with technological advances and to take advantage of high-
36 performance practices; and

37 WHEREAS, The state comprehensive plan includes: (1) Assessments of
38 our state's employment opportunities and skills needs, the present and

1 future work force, and the current work force development system; (2)
2 goals and strategies for meeting the work force challenges; and (3) a
3 description of the performance management system for work force
4 development as required under chapter 238, Laws of 1991; and

5 WHEREAS, The work force training and education coordinating board
6 used an inclusive process of public hearings and contact with
7 approximately 3,500 individuals to develop consensus on the priorities
8 identified in the plan and has secured the unanimous endorsement of
9 critical constituencies, including business, labor, and the agencies
10 delivering work force services; and

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

15 NOW, THEREFORE, BE IT RESOLVED, That the Senate of the state of
16 Washington, the House of Representatives concurring, hereby approve the
17 2004 update to the state comprehensive plan for work force training,
18 "High Skills, High Wages."

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