

Annual WDC Board and Consortium Planning Retreat

January 24, 2019

8:00 am-4:00 pm

Grays Harbor College

Grays Harbor, Lewis, Mason, Pacific and Thurston Counties

Retreat Agenda



8:00 Continental Breakfast & Networking

8:30 Welcome & Self Introductions

Most memorable moment or reflection of your service on the WDC Board? (Chair - Duane Evans)

Welcome to Grays Harbor Campus (President Jim Minkler)

9:00 2018 In-Review (PacMtn Senior Staff)

10:30 BREAK

10:45 Youth Voices: I Want You To Know...

12:15 LUNCH

Agenda continued...



12:30 Integrated Service Delivery: Opportunities to Partner

Special Guest: Eleni Papadakis, Executive Director, Washington State Workforce Training and Education Coordinating Board

12:50 Making the Partnership Work for Customers: Board Member Panel Discussion

Panelists: Jim Minkler, Jason Reed, Paul Vertrees, Anne Goranson, Dawn Murphy, Mike Hickman

2:30 BREAK

2:45 The Board's Role: Small Group Discussion (All)

Some research suggests that at least 40% of this region's workforce pipeline—young people and those remaining on the labor force sidelines are not finding their way to a successful life pathway. For this region, what ideas does the Board have and will assume some leadership to impact those circumstances?

3:50 Reflection of the Day and Concluding Remarks (All)

2018 In-Review

Budget and Participant Services



- ❑ PY17 Budget Highlights and Observations
- ❑ Update of the Major Project Tracking Worksheet
- ❑ Workforce Program Budgeting: Cost per Participant



PacMtn PY17 Final Budget Mod 1 Project Tracking

Workforce Innovation and Opportunity Act (WIOA) "Formula" Grants

| PY17 Youth - Department of Labor WIOA Funds | | | | | |
|---|----------------------|-----------------------------------|----------------|----------------|----------------|
| Project Term: | 4/1/2017 – 6/30/2019 | Participants: | 375 of 375 | | |
| Carry In Funds: | \$ 207,341.26 | Total PY17 Funds Budgeted: | \$1,402,299.26 | | |
| PY17 Funds: | \$ 1,194,958 | | | Actual: | \$1,212,549.37 |
| PY18 Funds: | N/A | | | | |
| Project Summary: To enhance youth education, encourage school completion through alternative educational programs, and provide exposure to the world of work through apprenticeship and career exploration. | | | | | |
| Major Partners: Res Care Services. | | | | | |
| Target Participants: Young people who are ages 14 through 24, who are low income, and who may need help to complete an educational program or find and hold employment. To be low income, one must be receiving welfare or food stamps, homeless, a foster child, or have a family income that meets specific income guidelines. | | | | | |
| PY17 Adult- Department of Labor WIOA Funds | | | | | |
| Project Term: | 7/1/2017 – 6/30/2019 | Participants: | 280 | | |
| Carry In Funds: | \$ 341,305.40 | | | | |



Workforce Program Budgeting: Cost per Participant

Considerations & Possible Questions

- ✓ How can we design a continuum of care and services that leverage and share in the investments that benefit our customers?
- ✓ Who is missing in the design of program supports that could help customers be successful?
- ✓ Are there other resources that could be made available?

Developing an Understanding

At last year's Retreat Board Members spent time discussing the various ways we spend funds on behalf of participants and how to use "Cost Per Participant" as a tool to understanding and decision-making. Determining which expenditure has the greatest efficiency and effectiveness is a complex discussion. Providing information about how to think about Cost/Per Participant as a participant "investment tool" helps set the stage for discussions about the options and priorities for dedicated funding. By way of an example, PY16 participant investments are noted and described below:



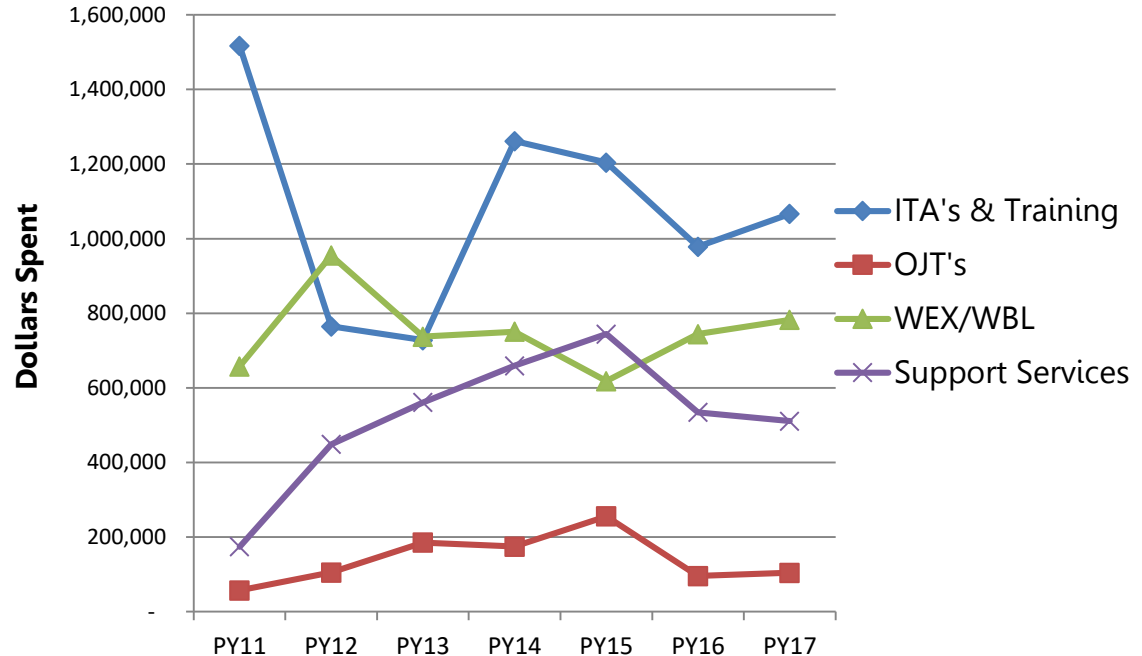
PY 17 PacMtn Finances in Review



Participant Expenses

- Almost 4,700 participants were served from all programs in our region
- We average \$2.5 million per year in direct participant support
- WIOA Adult, DW and Youth served 1,156 participants-450 entered employment and another 151 received WBL opportunities

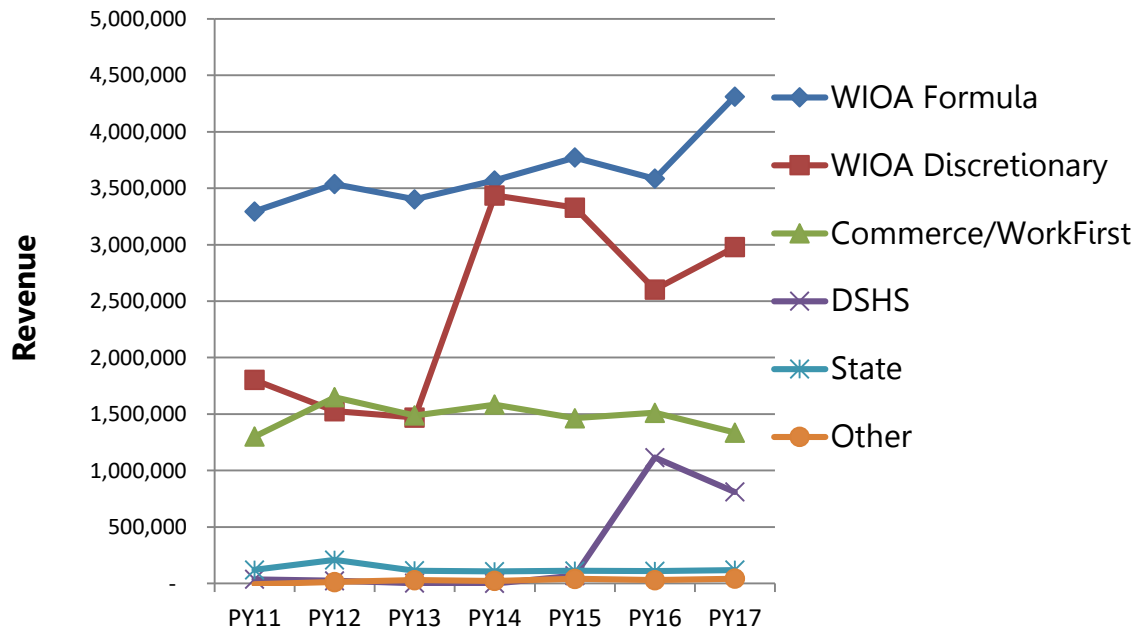
Direct Participant Expenses



PY 17 PacMtn Finances in Review



Annual Revenue by Fund



PacMtn Revenues

- \$9.6 million dollars in revenues brought in through cost reimbursement or pay point grants.
- 83% of revenue earned went to support direct service activities.
- Revenues have increased by over 46% since PY11








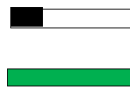
Strategic Plan Update

4 Year Strategic Plan Goals and Objectives PY16 – PY20

Update As of December 31, 2018

Progress Scale: Approximate % completed or achievement progress based on 4 year timeline

Momentum scale:  Current work in progress  Some work, slow and steady or starting up  Little or no work in progress or needed at this time

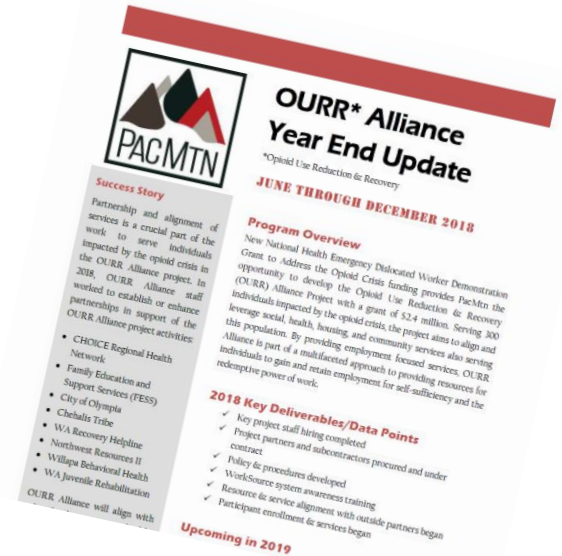
| Strategic Plan-Goals and Objectives | Progress & Momentum | Status | Link to required Board Functions |
|--|---|---|----------------------------------|
| Goal 1: Develop regional sector partnerships with target industry clusters: Strong emphasis on all manufacturing | | | |
| Objective 1: <i>Engage partners and stakeholders to analyze and better understand actual employer needs and projected openings within targeted clusters.</i> |  | Hosted Future of Work Data Roundtable; Forest product employer meetings; hospitality ProStart training; upskill/backfill project in healthcare; sector strategies taskforce | 2, 3, 4 |
| Objective 2: <i>Develop a 2016-2020 Work Plan based on identified employer needs and priorities, with an emphasis on opportunities to place job-seekers in high-wage jobs and/or high-wage career path opportunities</i> |  | Redesign of model and deliverables for B2B contract; upskill/backfill projects; | 2, 4, 5, 6, 11, 12, 13 |
| Objective 3: <i>Support career pathways that breakdown barriers and provide opportunities for job seekers to succeed in their chosen in-demand fields while also meeting basic job skills as well as key reading, math, science, technology, and engineering workplace standards.</i> |  | Career pathway development-contract for sector and career overviews, training guides, and templates; specialized training opportunities-log truck driving; work based learning-internships; | 2, 3, 4, 5, 6, 7, 8, 13, |
| Objective 4: <i>Provide support for pre-apprenticeship and</i> | | Funded WA Dept of Veterans | 3, 5. |

PacMtn Program – Updates



Highlighting PacMtn Programs from 2018:

- ❑ My JOB (Journey Out Beyond)
- ❑ Camo2Commerce
- ❑ OURR (Opioid Use Reduction and Recovery Alliance)
- ❑ Business2Business Solutions
- ❑ WIOA Local Workforce System
- ❑ Adult & Dislocated Worker Services



Youth Services

PacMtn WIOA Youth Services at a Glance



The Value of WIOA Youth Services

- Gain essential work skills
- Differentiate yourself and make yourself more employable
- Road test a company, sector, and/or role
- Personal and professional development

PacMtn's Successes for WIOA Youth

- ✓ For the calendar year ending 82 work experiences for youth in WIOA and an additional 11 Career Connected work experiences. YTD total 93!
- ✓ Focus on rural areas: 12 WEX (work experience) in Pacific County, 3 in Packwood.



Summer Youth Internship Project

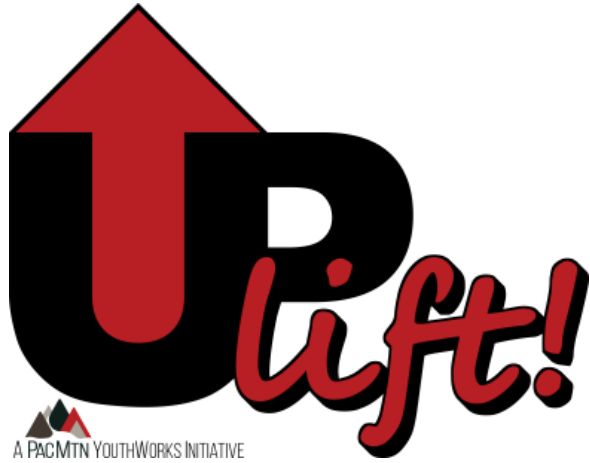
Funded by our DVR Pre ETS Grant



Served **39** youth in Lewis, Grays Harbor, and Thurston Counties

Operated By:





PacMtn provides service opportunities for AmeriCorps members to support our Youth Services activities throughout our five counties. The members offer support within our WIOA Youth Services Program with ResCare and with the MyJOB Program. The AmeriCorps offer support in: Outreach and recruitment, Workshop and training facilitation/UPLIFT! Facilitation, One on one career counseling services, Work Experience site development, Skill level testing, Other program support activities.



They are trained and certified in the Workplace Excellence Series curriculum and UPLIFT! facilitation. Through a grant that Washington Service Corps has received from DSHS to support At Risk Youth, the required member placement fee is waived for PacMtn.



Career Connect Washington/Career Connected Learning

Grays Harbor College

Offering Employer networking and exploration fair, Try a Trade Fair/CTE Pathway Exploration.

ResCare

Students are provided a 90 hour internship, 10 hours of adult mentoring, and support in building a comprehensive career plan.

Grays Harbor Youth Works

Students are provided a 90 hour internship, 10 hours of adult mentoring and support in building a comprehensive career plan for youth in Grays Harbor County.

Timberland Regional Library

Partnership with TRL, Gravity & ResCare for rural drop out youth to have space and instruction to gain HS equivalence. Offering Gravity drop out reengagement program sites in TRL facilities in Yelm, Salkum, and Raymond.

AJAC

Manufacturing Academy Pre-Apprenticeship program in partnership with Bates Tech College for youth in Juvenile Rehab Facilities.

PacMtn CCL Coordinator

Position works to align CCL program efforts around WBL, Contract Management, Enrollment Processes, and Contract Partner Support.

High Impact Community Grants

Leverage funding to increase impact of community driven efforts around CCL to remote and rural areas of our region.

Pacific Education Institute

Bringing their Advanced Forestry Dual Credit Course to various school districts in our region to expand students' knowledge and skills around Forestry Career Pathways.

Career Path Services

To support placement of job seekers into Registered Apprenticeship Programs and provide educational outreach to business around apprenticeship expansion.

ESD 113

Supporting the position of a STEAM/CCL Director to align PacMtn Regional CCL efforts and provide programmatic support to grant partners.



327 - Total youth served through High Impact Community Grants

Jobs for Washington Grads (JWG)

30 students served

Students participated in two job recruitment and education sessions conducted by their business partner, Conduit HR and Talent Management. Students were provided employability skills, industry technical skills, mentoring, educational advising, leadership development, career pathway development and job placement services.

The ARC of Grays Harbor

9 youth with disabilities served

The Spring Break Mini Employment Program offered a two day camp for youth which included a day of career exploration conducted by DVR staff and a day of local workplace tours to learn about job readiness expectations and career pathways. Industry partners such as Vaughan Company and Overstock.com participated in these events.

Grays Harbor Youth Works

109 youth served

The Career Pathway Day at Grays Harbor College and onsite of industry partners provided youth exposure to diverse industries. They received information on the college programs; along with industry site visits and career pathway presentations. Industry partners included G.H. Community Hospital, G.H. Public Utilities, Montesano Fire Department, Summit Pacific and more.

Hope Garden Project

15 youth served

Youth were provided exposure and training on leadership, communication, nutrition, cooking, entrepreneurial and workplace readiness skills through an agricultural focus. 13 business mentors in the community participated as mentors and judges in the Youth Entrepreneurship Camp Business Plan presentations conducted by the youth.

Big Brothers Big Sisters of SW WA

11 students served

Each student participated in the Workplace Excellence Series/Uplift! as part of their workplace readiness essential skills training as well as a presentation from a local business owner presenting details on leadership, entrepreneurial ventures and career path opportunities.

Pacific Education Institute

This collaboration effort between PEI, industry partners, CTE teachers and Grays Harbor College successfully produced a CTE Advanced Forestry Course Framework that was submitted to OSPI and approved as a statewide science framework for CTE teachers. Three districts have adopted it for this year and seven districts are expected to offer the course in 2019-20 school year.

Grays Harbor College Career 911

17 students served

Students participated in the Career 911 Healthcare Career Fair designed to provide healthcare knowledge, hands on experience and healthcare work opportunities to local high school students.

Pinchot Partners

7 students served

These students were able to expand their summer experience with the White Pass Discovery Team to learn about the importance of habitat diversity on National Forests and get additional exposures to careers within the Forest Service. This included experience in huckleberry monitoring and training on how to identify different ecological measures.

White Pass Discovery Team

28 students served

Teaching youth job skills and career options by introducing them to the requirements of caring for our Forest Service lands. Students built and cleaned trails, roads, culverts, shelters, ape caves and cleaned noxious weeds as well as surveyed bumble bees and huckleberries in an effort to maintain our Forest Service lands and learn about careers within the Forest Service.

Thurston Conservati on District

101 students served

The District staff joined with G.H. Conservation Dist. to engage students/teachers in real world science & connected them with natural resource professionals working in the many different Students were involved in various field studies, water quality testing, soil sample testing and educated on the impact of their local watershed.

Youth Survey – 2018

Dear Future Employers:

A Message From Our Youth

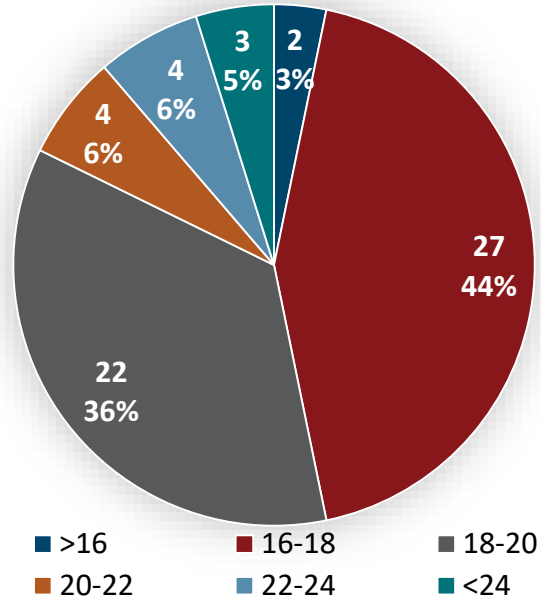


In total, 66 surveys were completed and returned to PacMtn WDC; the content provided in this presentation was derived entirely from the information gathered from those 66 surveys.

- The survey consisted of multiple choice and short answer questions.
- Participants received a \$5 McDonalds gift card upon completion of this survey.



Age of Participants



80% of participants were between ages 16 and 20 years old.

What kind of work do you see yourself doing in 5 years to support yourself?



- Under water welding
- Cosmetology
- Financial advisor/ Something more creative
- Manufacturing
- Tattoo artist
- Working with Animals/ Veterinarian
- Ecology/ or Humanitarian
- Working with people CAN,HCA/ Hospital, Clinic, Nursing Home
- Welding (hard work)/ (something simple)
- Customer service (part time job)/ Digital artist/ Animator
- Warehouse Labor
- Blue color job, trade/ Computer coding
- Therapist
- Construction
- Military mechanic
- Carpentry, Auto Tech.
- Lawyer/ Welding
- Culinary
- Opening a Business/ Teacher
- Automotive restoration
- Customer centered HR/ LGBT Center related
- Teacher or Apprentice
- Game Warden
- Physical or Massage therapist
- Cosmetology/ Makeup artist
- Marketing/ Stock Broker
- Kitchen work
- Don't know
- Owning a Business/ Fire fighter
- Laborer/ Photographer
- Teaching/Helping children
- Cooking/Teacher
- Nonprofit work/Practice law



My Message to WorkForce, Business and Industry Leader

Survey Results?



What do we think of the results?

What are possible next steps?

Is this information helpful?

Youth Panel

Let's Hear From the Youth!



Facilitator

Kairie Pierce

Washington State Labor Council, AFL-CIO

Panelist

Seth Hall

Pacific County

Joe Greenwood

Lewis County

Mr. Brian Carter

Principal

White Pass Learning Academy

Discussion



What activities do you think have the most impact in preparing youth for employment?

What more or different should we be doing?

Agenda – Bringing it Home...



12:30 Integrated Service Delivery: Opportunities to Partner

Special Guest: Eleni Papadakis, Executive Director, Washington State Workforce Training and Education Coordinating Board

12:50 Making the Partnership Work for Customers: Board Member Panel Discussion

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2:45 The Board's Role: Small Group Discussion (All)

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3:50 Reflection of the Day and Concluding Remarks (All)

Integrated Service Delivery

Opportunities to Partner

Integrated Service Delivery



Special Guest & Afternoon Facilitator

Eleni Papadakis

Executive Director

*Washington State Workforce Training and
Education Coordinating Board*

Talent and Prosperity for All: *Integrated Service Delivery & Performance Measurement*

**Better Together: How will we serve
more businesses, jobseekers, and our
communities more effectively?**

**Workforce Training and
Education Coordinating Board**



Workforce Training & Education Coordinating Board

- **Laser-focused on employment and economic outcomes for workers/jobseekers and employers.**
- **Tri-partite** with a **dual-customer** focus: **business** and **workers**.
 - **2/3 of seats held by Business and Labor**; remaining seats held by major service providers (OSPI, SBCTC, ESD).
 - **Advisory members** from targeted populations, chief local elected officials, DSHS, Commerce.
- Created by the Legislature in 1991:
 - Merged the functions of four previously existing state Boards.





Workforce Board's Main Roles

*The Workforce Board advises the Governor and Legislature on workforce development policy to **ensure continuous improvement** of services for businesses and jobseekers, and evaluates the performance of key workforce programs.*



Independent Program Performance Evaluator



Advocates for Innovation and Continuous Improvement



Fosters Multiple Pathways to Economic Self-Sufficiency



Consumer Protection for Private Career School Students



Unites the State's Talent Pipeline Behind a Strategic Plan



Talent and Prosperity for All

Washington's Strategic Plan for Workforce Development

- 1. Help more people find jobs that lead to economic self-sufficiency, with a focus on disadvantaged populations.**
- 2. Close skill gaps for employers, with a focus on in-demand industry sectors and occupations, including apprenticeships.**
- 3. Work together across programs and funding silos as a single, seamless team to make this happen.**



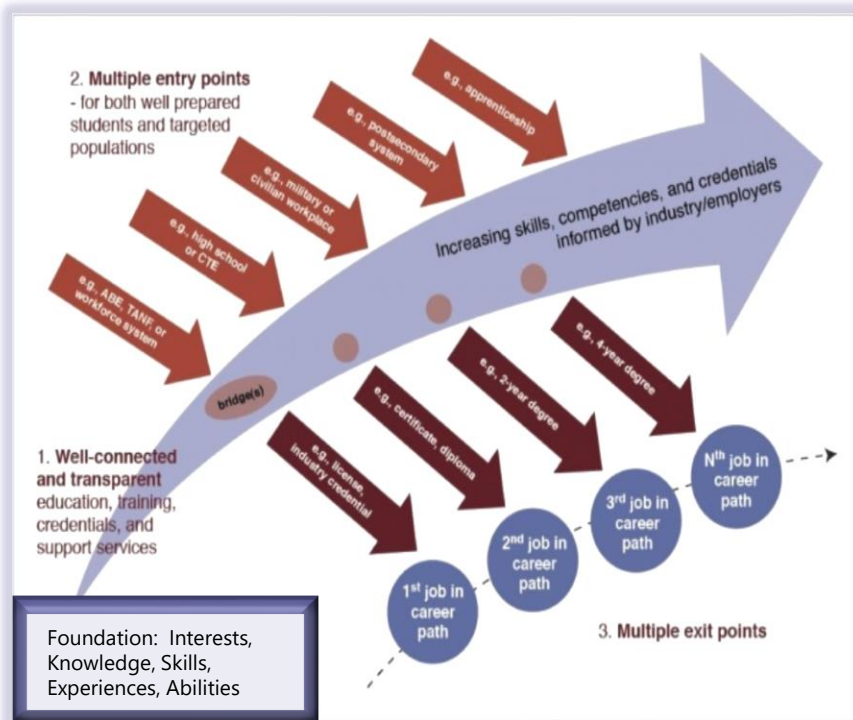
What programs are part of *Talent and Prosperity for All*?

TAP Partner Workforce Development Programs

- | | |
|--|---|
| <ul style="list-style-type: none"> • Temporary Assistance for Needy Families (TANF)/WorkFirst • Trade Adjustment Act • Veterans Employment and Training • Unemployment Insurance Services • SNAP Employment & Training • Senior Community Services Employment • Community Development Block Grant • Community Services Block Grant | <ul style="list-style-type: none"> • Carl Perkins Act (secondary and post-secondary) • Worker Retraining Program • Training Benefits Program • Apprenticeship • Private Vocational Schools • Second Chance Act • Job Skills Program • Customized Training Program |
|--|---|
-
- **WIOA Title I:** Employment & Training Programs
 - Disadvantaged Adult
 - Youth
 - Dislocated Workers
 - **WIOA Title II:** Basic Education for Adults
 - **WIOA Title III:** Wagner-Peyser Act Unemployment Insurance Services
 - **WIOA Title IV:** Vocational Rehabilitation



Fostering Multiple Pathways to Prosperity for Businesses and Workers



SYSTEM CHALLENGES

Incumbent Workers/Older Workers

**Disenfranchised Youth
Business as co-creators
and co-investors**

**Career-Connected
Learning**

**Navigable, Articulated,
Portable Credential
pathways**

Account Reps/Navigators

**Data-sharing/Integrated
case management**

Life long learning

Innovation Disconnect



- Wrap-around services and resources:
 - Career and educational exploration and pathway planning.
 - Coaching and navigation (single point of system identification)
 - Housing
 - Healthcare
 - Childcare
 - Transportation
 - Nutrition
 - Family and Social Networks
 - Involvement with Courts, or other Authorities
 - Finance and Credit Issues
 - Life Emergencies



“Futureproofing” Washington’s Businesses, Workforce, and Communities

- The global economy is consistently generating more jobs, but not necessarily prosperity.
- Global Interdependence causing major, constant disruptions to our businesses: security, environment, trade rules and specifications.
- When shifts occur, it’s most often “blue-collar” workers that lose out, but technical workers and managers are also experiencing major job disruptions.
- Our talent pipeline development systems (education, training, supports) are designed for a different industrial economy.
- Geographic and demographic disparities are widening.

<http://wtb.wa.gov/futureofwork.asp>



Can "ALL" really mean **ALL** ?

- Commit to the SYSTEM. Every partner takes responsibility for each customer's ability to achieve successes. **No Wrong Door.**
- **System goals and measures, not just by program.**
- Customer-focused planning towards a career goal, rather than program/funding-centered planning toward interim/partial goal.
- Asset-based approach to all our customers: all their life experiences create a valuable launch pad towards a successful future.
- Reduce Intake fatigue. Erase the gaps of service transition.
- Eligibility will not be the customer's sole responsibility.
- All partners support customer's **momentum towards goals.**
- Single case management and reporting system (use new technologies), sharing data among partners in a highly secure technological environment



- Consider new outreach and recruitment strategies.
- Identify and work to resolve barriers to access and persistence for individuals.
- Cultural competency professional development and on-going coaching and support.
- Resources provided in the language, culture, and life context of customer.
- Support employers, their workers and supervisors as they on-board new hires.
- Establish and measure **system** progress towards DEI goals.

Making the Partnership Work for Customers

Board Member Panel
Discussion

Supporting the Customer



Panelist

Jim Minkler

Jason Reed

Paul Vertrees

Anne Goranson

Dawn Murphy

Mike Hickman

Facilitator

Eleni Papadakis

Questions on Behalf of the Customer

- Briefly describe how your agency might interface and interact with this Job Seeker vis-à-vis a fully integrated WorkSource.
- If we could move all our programs into closer alignment what could success look like for this Job Seeker?
- If WorkSource is not already achieving your vision of success for the Job Seeker, what is getting in the way?
- What examples or ideas can you offer for how to achieve that vision for the Job Seeker?
- Are there one or two metrics or data points that would demonstrate the Job Seeker is being better served?



Job Seeker Customer Profile #1

Name: J.R.

Age : 31

Educational Attainment: Finished high school and did well completing 1 yr. liberal arts college. JR has good reading, writing and technology skills, and is proficient in Spanish.

Work History: JR has been steadily employed at a variety of jobs since high school, but was recently laid off when the food distribution company was bought by another. JR has good mechanical aptitude and interests.

Current Challenges & Barriers: JR is divorced with a 6 yr. old daughter and is behind in child support. JR car is sometimes unreliable, but typically JR makes it to work because of his network of supportive and well placed family and friends.

Other Services and Referral: JR has a history of alcohol use and completed an out-patient recovery program.

“I really want a skilled trade job with good benefits, but I need to stay fairly close to this area where my daughter lives. I like it when she comes to visit. Good thing my dad left me this house. I hope I can find good renters to help me pay the mortgage and taxes.”



Job Seeker Customer Profile #2

Name: B.N.

Age: 50

Educational Attainment: After high school BN completed an office skills certificate at the community college and then after being laid-off completed a two year Medical Assistant degree. Two years into a great job BN left the labor force.

Work History: While in the labor force BN had a solid, progressive wage history for 3 different employers in healthcare.

Current Challenges & Barriers: BN lacks confidence and has little contemporary information about how to apply for work or how to use a computer in the workplace. BN has a close family member who struggles with addiction.

Other Services and Referral: BN was referred by a local domestic violence program and is trying to leave an unstable personal relationship.

“After working 2 years in my ideal job I quit to help raise my special needs grandchild. That child is now doing fine and lives with his mom in another state. I want to go back to work, but am really scared that I might be too old for anyone to want me. I did well in the medical offices I worked for, but that was 3 years ago and so much has changed! What should I do next?”



Job Seeker Customer Profile #3

Name: T.G.

Age: 20

Educational Attainment: Barely completed the required number of credits to graduate from a local rural high school. Excelled at science, carpentry and math, but hated and failed civics, writing classes and anything group oriented. Nearly completed a quarter of community college credits.

Work History : TG works at a shop that collects and repairs appliances. TG worked PT throughout high school and after graduation went full time. TG makes just over minimum wage, is reliable and is an excellent diagnostician and repair person.

Current Challenges & Barriers: TG has a speech impediment and wears a hearing aid. TG is uncomfortable talking with people. While in school TG's mom got extra help with an Individual Education Plan for TG.

Other Services and Referral: TG liked the first quarter of community college, but reading and finding the money for tuition and gas was hard. The time needed to attend class and work, together with other home duties was stressful and TG left before final grades.

“I like my job, but it is hard to make enough money to make ends meet. After I dropped out of college I tried to take one of those on-line courses, but it was hard with my schedule. I live with my mom and her boyfriend. Mom is often sick so I have to help her. Also, I don't always have a good internet connection.

I like doing my job and think maybe I could be the shop manager someday. I want a family, with kids but not sure how I can afford it.”

The Board's Role

Small Group Discussion



The 40%: Disenfranchised and Disconnected

- Any child can be easily thrown off course due to life circumstances.
- Those most likely to be at risk include:
 - Underrepresented minorities
 - People with disabilities, physical, mental/behavioral, or perceptual/learning
 - Economically disadvantaged
 - People who live in an economically disadvantaged neighborhood
 - People living amidst family crisis and disharmony, especially those with court and/or DSHS involvement



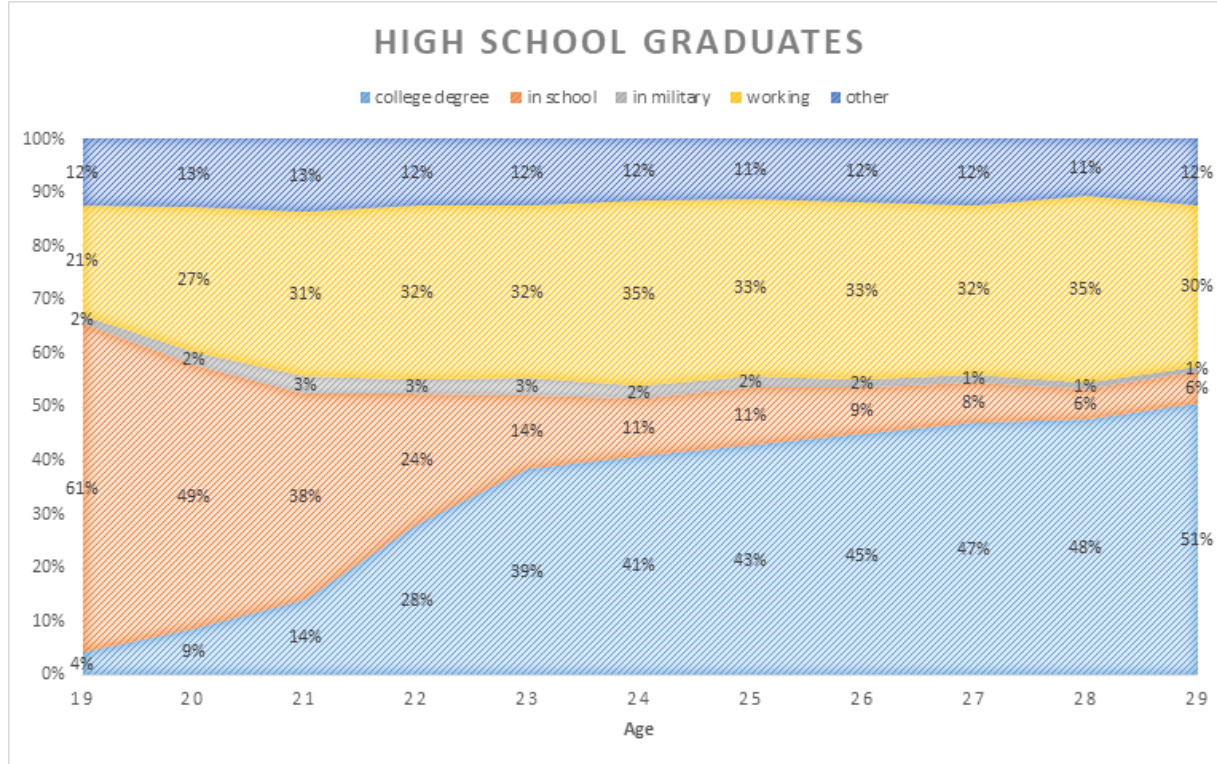
From the Resiliency Research Field: Success Attributes

Few people are born with all “success” attributes and talents. Most learn through experience. Studying children of war, famine, or other horrific conditions, resiliency researchers give us hope that almost any child can overcome adverse experiences and achieve success in adulthood. They advise creating an environment where knowledge and innovation can be applied and evaluated constructively; where success is celebrated and failure is a learning opportunity.

- Ability to visualize a successful outcome
- Belief in one’s own ability to identify and overcome obstacles
- Can point to personal examples of overcoming obstacles
- Belief in one’s potential for meaningful contribution
- Persistence, and ability to manage impulsivity and delay gratification
- A positive sense of one’s interests, capabilities, and capacity for learning new things.
- Can be inspired to explore ideas, environments, interests, outside of current context
- Can be inspired to create or innovate

What interventions can help young people achieve economic success?

WA high school graduates: The first decade

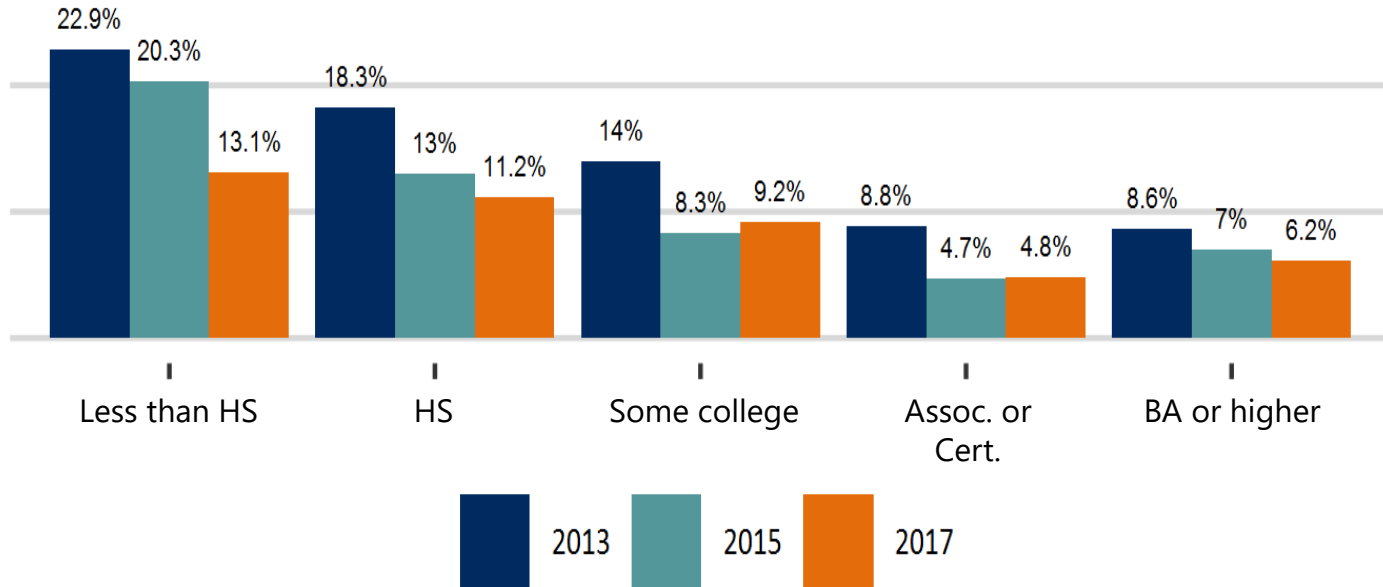


Source: U.S. Census Bureau, 2012-2016, ages 19-29.



Unemployment by Highest Education Level

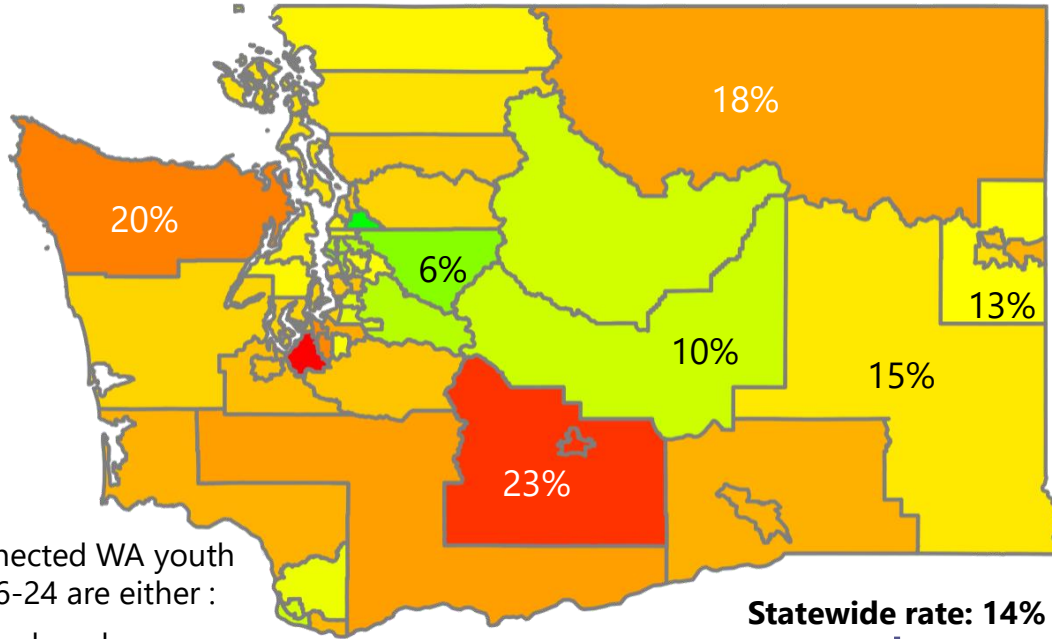
Washington youth unemployment, 19-24 year olds
By education and year



Source: U.S. Census Bureau, analyzed by the Washington Workforce Board



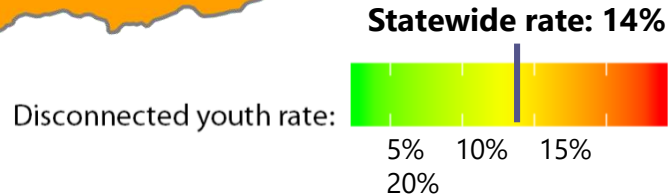
Disconnected youth in Washington



Disconnected WA youth aged 16-24 are either :

- 1) unemployed,
- 2) not in the military, or
- 3) not in the labor force and not in school

Total youth: 116,737



Source: U.S. Census Bureau, 2017, analyzed by the Washington Workforce Board

Small Group Discussion



If the research suggests at least 40% of this region's workforce pipeline – young people and those remaining on the labor force sidelines are not finding their way to a successful life pathway, what ideas does the Board have and will assume some leadership to impact those circumstances?

- ❑ What are the major obstacles getting in the way of more individuals finds a pathway?
- ❑ What 1 or 2 priorities in programming and specific investments could the Board make that would make a difference.
- ❑ What would demonstrate that the Board's commitment was making a difference?

Thank You!



On behalf of the entire staff at PacMtn and all of the partners that serve the region, thank you for serving on the Board and for guiding this local system. Success is not possible without strong business and community leaders.