



Port of Seattle Commission

Workforce Development Policy Directive

**As Adopted
June 23, 2020**

2 **SECTION 1. Purpose.**

3 The purpose of this Policy Directive is to fulfil Century Agenda strategic objectives by increasing
4 equitable access for workers in port-related economic activities, create opportunities for
5 workers to acquire the skills, experience, and education they need to secure increasingly
6 complex and better compensated jobs and careers at the Port and in port-related economic
7 industries and activities; and to guide the workforce development efforts of the Port of Seattle
8 to benefit workers, Port customers and tenants, and port-related economic activities in near-
9 port communities in King County and the general area.

10 Workforce development is critical to achieving the Port’s mission to serve as an economic
11 development agency. As a regional anchor institution, the Port will leverage its cross-sector
12 influence and leadership to promote long-term, sustainable advancements across port-related
13 economic activities that promote equity.

14
15 The port-related workforce development described herein provides a substantial public benefit
16 consistent with the Port Commission’s economic development goals and is consistent with
17 ongoing worker training initiatives in place in King County.

18
19 This policy directive advances the Port of Seattle’s commitment to workforce development and
20 is intended to:

- 21
22 1. Increase Equitable Access to Economic Prosperity
23 2. Leverage Port Impact and Innovation
24

25 **SECTION 2. Definitions.**

26
27 When used in this policy directive, the following words and phrases shall have the meanings
28 given below unless the context in which they are included clearly indicates otherwise:
29

30 “Apprentice” means an individual participating in a registered program that provides closely
31 supervised on-the-job training which may be supplemented with classroom instruction.
32 Apprentices receive wages when they begin and earn increases as they become proficient in
33 various skills. Once the program is complete, apprentices receive industry certifications and
34 licenses to practice their trade.

35
36 “Career and Technical Education” means the practice of teaching specific career skills to
37 students in middle school, high school, and post-secondary institutions.

38
39 “Career Connected Learning” means a continuum of events and work-related experiences
40 designed to create meaningful linkages between K-12 education and future employment
41 opportunities. They are typically broken down into a series of events classified as, “Awareness”,
42 “Experiential”, “Preparation”, and “Launch.” These events are geared towards creating
43 experiential awareness about career pipelines or pathways for young people from an early age.

44 “Career Pathways” means an integrated collection of programs and services intended to
45 develop community members’ core academic, technical and employability skills; provide them
46 with continuous education, training; and place them in high-demand, high-opportunity jobs and
47 careers.

48
49 “Career Transitions” means the experience by opportunity youth and adults transitioning from
50 high school and or GED programs, involvement with the criminal justice system, income-related
51 housing insecurity, military veterans, and or under-employment.

52
53 “Community Capacity Building” means the process by which community members and
54 community organizations obtain, improve, and retain the skills, knowledge, tools, equipment,
55 and other resources needed to engage effectively in planning and decision-making processes
56 and advocate for self-determination in both policy and project decisions.

57
58 “Demand Occupations” means Occupations within the high growth industries (as defined by
59 Federal government) and having more than the average number of new openings.

60
61 “Disaggregated Data” means data that has been broken down by detailed sub-categories, such
62 as race, gender, income, or census tract level findings. Disaggregated data can reveal
63 disproportionalities that may not be fully reflected in aggregated data.

64
65 “Displacement” means the involuntary relocation of current residents or businesses from their
66 current residence. This is a different phenomenon than when property owners voluntarily sell
67 their interests to capture an increase in value. Physical (direct) displacement is the result of
68 eviction, condemnation, rehabilitation, or demolition of property, or the expiration of
69 covenants on rent- or income-restricted housing. Economic (indirect) displacement occurs
70 when residents and businesses can no longer afford escalating rents or property taxes. Cultural
71 displacement occurs when people choose to move because their neighbors and culturally
72 related businesses have left the area.

73
74 “Disparities Rank” means, according to the Washington Environmental Health Disparities Map,
75 means a ranking of cumulative impacts that determines the prevalence of disparity within an
76 area. The rank is identified by multiplying environmental exposures and effects with the
77 presence of sensitive populations and socioeconomic factors.

78
79 “Economic Development Programs” means occupational job training and placement, job
80 advancement and job retention, pre-apprenticeship training, or occupational education
81 programs associated with port tenants, customers, and local economic development related to
82 port tenants or port-related economic activities that are sponsored by a port and operated by a
83 nonprofit, private, or public entity. The Port of Seattle refers to these as “workforce
84 development programs.”

85
86 “Equity” means the fair treatment, access, opportunity, and advancement for all people while
87 striving to identify and eliminate barriers that have prevented the full participation of

88 communities historically oppressed. Improving equity involves increasing justice and fairness
89 with the procedures and processes of institutions or systems and a fair, intentional distribution
90 of resources.

91
92 “Equity Driven” means embedding race, gender, and broad social equity approaches
93 throughout projects or programs.

94
95 “Fellowships” refers to programs designed to provide hands-on career experience and
96 mentorship to identify and guide program participants.

97
98 “Green Job/Green Career” means a job or career needed to operate and sustainably manage
99 Port assets. Green jobs/green careers provide the skilled and diverse workforce in King County
100 required by the Port to satisfy environment and sustainability commitments identified in the
101 Century Agenda and support the Port’s operations. This workforce is created using principles of
102 an inclusive green economy that concurrently enhance the environmental health and economic
103 well-being of communities. Examples of Port-related green jobs/green careers may include but
104 is not limited to: renewable and solar energy, stormwater management, habitat restoration and
105 carbon banking, eco-tourism and sustainable transportation, environmental compliance and
106 remediation, environmental policy, as allowable by law.

107 “Inclusive Green Economy” means according to the European Commission, as an economic
108 model, one that differs from traditional ones in that it takes due consideration of
109 environmental and social externalities, focuses on resource efficiency and ecosystems, as
110 building blocks of the economy; taking into account that environment degradation undermines
111 long-term economic growth and human development. The transition to an inclusive green
112 economy entails joined efforts at many levels, including in stimulating sustainable lifestyles,
113 scaling up sustainable consumption and production and encouraging green entrepreneurship,
114 through the advancement of eco-innovations, the facilitation of resource efficiency, and the
115 mainstreaming of green consumer behavior. In the course of change, new green jobs are to be
116 created without compromising on existing employment, and a significant reduction on carbon
117 emissions, waste and other forms of pollution is to be achieved.

118
119 “Port-related Industries” means aviation, maritime, construction trades and green career
120 industries.

121
122 “Priority Hire Policy” means the Port of Seattle Resolution No. 3736 and amended by Resolution
123 No. 3746 adopted by the Port of Seattle Commission which strives to increase access to jobs for
124 qualified construction workers from economically distressed areas of King County to Port of
125 Seattle projects.

126
127 “Pre-Apprentice” means an individual participating in a registered program that provides the
128 training and skill development needed to meet the qualifications for entry into an

129 apprenticeship. These programs also provide wrap-around support that allows participants to
130 remain in the program.

131
132 “Opportunity Youth” are defined as people between the ages of 16 and 24 who are neither
133 enrolled in school nor participating in the labor market. For instance, in many cases, these
134 young people are experiencing connected challenges like homelessness, being in foster care,
135 involvement in the youth or adult criminal justice systems, and being an immigrant or child of
136 an immigrant; these life circumstances become barriers to participating in the workforce.

137 “Training system” means programs and courses of secondary vocational education, technical
138 college programs and courses, community college vocational programs and courses, private
139 career school and college programs and courses, employer-sponsored training, adult basic
140 education programs and courses, programs and courses funded by the federal workforce
141 innovation and opportunity act, programs and courses funded by the federal vocational act,
142 programs and courses funded under the federal adult education act, publicly funded programs
143 and courses for adult literacy education, and apprenticeships, and programs and courses
144 offered by private and public nonprofit organizations that are representative of communities or
145 significant segments of communities and provide job training or adult literacy services.

146 “Workforce Development” means the composite of strategies and services, including career
147 connected learning, K-12 education, worker and employer training and job matching that help
148 connect and retain workers to careers within the Port and port-related economic activities, and
149 that help ensure area businesses have access to the skilled workforce they need to thrive and
150 grow. RCW 53.08.245(1) provides that “[i]t shall be in the public purpose for all port districts to
151 engage in economic development programs.” RCW 53.08.245(2)(a) provides that such
152 economic development programs may include “[o]ccupational job training and placement, job
153 advancement and job retention, preapprenticeship training, or occupational education
154 programs associated with port tenants, customers, and local economic development related to
155 port tenants or port-related economic activities that are sponsored by a port and operated by a
156 nonprofit, private, or public entity.”

157 “Wrap-Around Services” means those services and support systems including but not limited
158 to, public transportation assistance, work related clothing, tools, work related food assistance,
159 child-care and monetary compensation as they relate to work-needs, and as allowable by law,
160 regulations and funding sources, that promote access and stronger alignment of workforce,
161 education, vocational rehabilitation, and other human services systems.

162
163 **SECTION 3. Scope and Applicability.**

164
165 This policy directive, in alignment with WA RCW 53.08.245, applies to all activities of the Port of
166 Seattle’s employees and related business units that support economic development programs,
167 hereafter referred to as “workforce development programs.”

168

169 **SECTION 4. Responsibilities.**

170

171 The Executive Director shall engage in the following activities in pursuit of this policy directive,
172 either directly or by appropriate delegation of authority:

173

174 A. Develop and implement economic and workforce development programs consistent
175 with this policy directive.

176

177 B. Incorporate current Port policies when developing and implementing workforce
178 development efforts, including the Port’s Century Agenda, the Diversity in Contracting
179 Policy Directive, the Priority Hire Policy Directive, the Duwamish Valley Community
180 Benefits Commitment Policy Directive, the South King County Fund, the Opportunities
181 Motion, and other relevant Port directives and policies.

182

183 C. Develop a three-year workforce development strategic plan to implement this policy
184 and guide equitable, diverse, and inclusive economic development programs across King
185 County and the region. The strategic plan will include the following elements:

186

187 1. An overview of workforce development best practices in port-related industries
188 including: education, job placement assistance, training, coaching, navigation
189 assistance, and skills needs of workers to acquire and retain jobs and advance in
190 their careers;

191

192 2. A strategic overview of port-related industries for career connected learning
193 opportunities, workforce education and training system gaps, and possible areas of
194 focus for the Port with an emphasis on equitable impact;

195

196 3. Identification of current and future labor and skills needs of the Port and port-
197 related industry employers;

198

199 4. Identification of gaps in port-related industry workforce education and training
200 system offerings with recommendations;

201

202 5. Identification of additional funding sources and partnership opportunities to support
203 port-related industries;

204

205 6. Identification of disproportionately impacted communities who are also at high risk
206 of displacement will be prioritized in the workforce development strategy;

207

208 7. Identification of opportunities for the Port to promote an inclusive green economy
209 through innovative workforce training and career pathways that further advance
210 opportunities for port-related economic activities to advance the region’s
211 sustainability and climate change resilience.

212 8. Identification of all port resources needed to carry out the strategic plan.

213

214 **SECTION 5. Policy.**

215

216 Port-related workforce development provides a substantial public benefit consistent with the
217 Port of Seattle Commission's economic development goals and is consistent with ongoing
218 worker training initiatives in place. To center equity, diversity and inclusion in its workforce
219 development efforts and to support sustainable and competitive port-related industries, the
220 Port shall pursue the following goals:

221

222 A. Goal 1: Increase Equitable Access to Economic Prosperity. Increase equitable workforce
223 access for the trades in port-related economic activities, with an emphasis on expanding
224 opportunities to near-port communities which are most disproportionately impacted.
225 Port staff will develop program priorities, actions, benchmarks, and metrics for success.

226

227 1. Focus on workforce training and education on Port and port-related economic
228 activities where the greatest gaps and disparity rankings exist and;

229

230 2. Promote access to wrap around services and infrastructure that are necessary to
231 improve the delivery of services to individuals, including adults and youth who face
232 barriers to employment and job retention, where such services are allowed by law.

233

234 3. Career Pathways

235 (i.) Increase equitable access to port related industry specific career pathways and
236 port-related economic activities;

237

238 (ii.) Support the development of equitable port related industry specific career
239 pathways with an emphasis on progressively high demand careers and in
240 careers which the Port of Seattle's economic vitality is dependent upon.

241

242 4. Career Connected Learning: Adopt Career Connected Learning best practices into
243 Port workforce development, internships, and fellowship programs for all four (4) of
244 the commonly identified phases, with a special emphasis on support for opportunity
245 youth:

246

247 (i) Awareness: provides youth an introductory level exposure to industries and job
248 skills in port-related economic sectors.

249

249 (ii) Experiential: provides youth a focused level of direct exposure to learning in
250 industries and port-related economic sectors.

251

252 (iii) Preparation: provides youth with supervised, practical application of skills and
253 knowledge through extended direct interactions with industry and sector
254 professionals in Port-related economic sectors.

255

- 256 (iv) Launch: provides workforce-ready youth the preparation needed for
257 employment in a specific range of occupations within the Port and in Port-
258 related economic activities.
259
- 260 B. Goal 2: Leverage Port Impact and Innovation. Identify and prioritize opportunities for
261 leadership and influence to promote a sector-based approach to workforce
262 development centered on equity, diversity and inclusion.
263
- 264 1. Make strategic investments in the maritime, aviation, construction trades, green
265 careers, and other port-related economic activities where the Port is uniquely
266 positioned to leverage the greatest community impact.
267
- 268 (i.) Develop metrics to demonstrate the opportunities for leadership, influence
269 and investment.
270
- 271 (ii.) Create targeted emphasis to increase workforce development programs in
272 near-port communities.
273
- 274 (iii.) Leverage industry participation to increase recruitment and retention of
275 workers in port-related demand occupations and high need careers.
276
- 277 (iv.) Create awareness and access to education and career pathways in port related
278 industries.
279
- 280 (v.) Leverage port-related industry investment in programs that support training
281 for basic skills and career advancement.
282
- 283 (vi.) Invest Port funds in recruitment, retention, and training programs that will
284 leverage increased investment in port-related careers.
285
- 286 2. Foster partnership with community-based organizations, educational institutions,
287 labor, industry stakeholders, and government agencies to maximize the workforce
288 development impact of the Port of Seattle:
289
- 290 (i) Support Priority Hire and ongoing government to government coordination to
291 improve apprenticeship outcomes for individuals living in economically
292 distressed zip codes, women and people of color.
293
- 294 (ii) Career and Technical Education, CTE
295 a. Coordinate with school districts and other degree-granting institutions
296 to ensure Port fellows and interns are eligible for CTE credit when
297 available.

- 298 b. Create opportunities to support port and port-related industry
299 apprentice and pre-apprentice programs.
- 300
- 301 c. Improve access to educational and career support resources, such as job
302 training centers, that facilitates workers’ physical access to workforce
303 development opportunities for disproportionately impacted near-port
304 communities.
- 305
- 306 (iii) Youth Employment
- 307 a. Facilitate the expansion of the Port of Seattle Internship Program, such
308 as by increasing the number of high school and college interns placed in
309 Port of Seattle internships, supporting port-related internship programs
310 or exploring other strategies to support port-related career-connected
311 learning.
- 312
- 313 b. Support the placement of opportunity youth 16-24 years old in high-
314 quality, compensated fellowship, internship, and job opportunities at the
315 Port and with partner organizations to support port-related career-
316 connected learning.
- 317

318 **SECTION 6. Program Evaluation.**

319
320 The Executive Director, or a delegate, shall establish benchmarks and metrics to include, but
321 not limited to the following:

- 322
- 323 A. Provide an annual report to the Commission no later than April 30th.
- 324
- 325 1. The application of Career Connected Learning best practices in Awareness,
326 Experiential, Preparation, and Launch.
- 327
- 328 2. Evaluation of the Port’s workforce investments on an annual basis, using
329 disaggregated data. Report will show how the Port’s workforce development
330 resources are utilized to leverage industry involvement to address evolving
331 workforce training, education and retention demand projections as necessary and to
332 ensure equity, actions outlined in the policy directive shall strive to address the
333 concerns of community members disproportionately impacted.
- 334
- 335 3. Identification of investments, outcomes and progress of the Port’s workforce
336 development efforts including, but not limited to:
- 337
- 338 (i) The number youth placed in internships and jobs;
- 339
- 340 (ii) The number of persons trained, recruited, placed in jobs, and retained;
- 341

- 342 (iii) The types of internships and jobs and range of compensation;
- 343
- 344 (iv) The number and types of businesses that are served;
- 345
- 346 (v) Any other tangible benefits realized by the port, the workers, businesses,
- 347 and the public.