

Oregon Workforce Region 2
The City of Portland, Multnomah and Washington
Counties

Local Workforce Area
Two-Year Plan

For Title I of the Workforce Investment Act of 1998
and Wagner Peyser Act
July 1, 2007 to June 30, 2009

WORKFORCE INVESTMENT ACT - TITLE 1-B

LOCAL UNIFYING PLAN - PART 2

Worksystems, Inc.
111 SW 5th Ave., Suite 1150
Portland, OR 97204
503.478.7300
503.478.7302 (fax)
localplan@worksystems.org
www.worksystems.org

**Region 2 LOCAL WORKFORCE UNIFIED PLAN
(July 1, 2007 - June 30, 2009)**

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A. IDENTIFICATION OF ENTITY RESPONSIBLE FOR DISBURSEMENT OF GRANT FUNDS

- 1. Identify the fiscal agent for Title I of the WIA and describe how that fiscal agent was selected and its legal status.**

Worksystems, Inc. (WSI) is the entity responsible to serve as fiscal agent for Title 1 of WIA in Region 2. WSI is a 501(c)3 not-for-profit corporation.

B. DESCRIPTION OF LOCAL INDIVIDUAL TRAINING ACCOUNT (ITA) SYSTEM AND PROCEDURES

- 1. Describe the local ITA system including:**

- a) How it is determined an individual will receive an ITA.**

ITAs are available for individuals eligible for WIA Adult and Dislocated worker services who are:

- Unable to secure work because they have little or no work history or face other significant barriers to employment and would significantly benefit from training (increased wages, promotion, credential, etc.)
- Working but unable to achieve family self-sufficiency or advance in their careers without additional training.

A customer may be offered an ITA after they have engaged in core and intensive services, and are assessed to need the specific training services made available by the ITA. This need NOT be a specific period of time, training services should be made available when it makes sense in the context of the overall service strategy.

For more details on the ITA system, Appendix 1 is the ITA policy and Appendix 2 is the ITA Operational Communication.

- b) How an individual who receives an ITA selects a training provider.**

A training provider is selected from a list of eligible training providers (ETPL) found on CCWD's website: www.odccwd.state.or.us/etp/resources.shtml.

- c) How payments from ITAs will be made.**

ITA payments are made through each of the centers on behalf of their WIA eligible customers who are receiving training services. Each center must establish policy and procedures for processing payment for ITA training services.

- d) Whether there are limits imposed on ITAs (e.g., dollar amount and/or duration) by the Local Board.**

The LWIB does not impose limits on ITAs.

- e) **If limits are imposed on ITAs, how does the local board assure that customer choice in the selection of an eligible training provider is not diminished?**

WSI requires that each One Stop set policy around ITA spending caps and allocations that take into consideration the needs identified in the individual employment and training plans and budgets. WSI also suggests that guidelines be flexible enough to provide for exceptions to the limitations (caps) in individual cases as needed.

Participants (with the assistance of career specialists) also investigate the possibility of other resources that may be available to fund the desired training program in coordination with WIA ITA resources so as not to diminish customer choice in training selection. See Appendix 2 for the ITA Operational Communication which includes more information.

2. Describe the procedures for ensuring that exceptions to the use of ITAs are justified, including:

- a) **A discussion of how customer choice in the selection of an eligible training provider is maximized;**

In order to promote and maximize customer choice in selecting a training provider each One Stop must make a copy of the full Statewide ETP List (not just programs in your area) available, as a core service to the general public, to WIA participants and to participants whose training is supported by other One-Stop partners. We suggest that paper copies are made available in your resource areas and that the ETPL web site link is on all Resource Room computers.

In addition, Worksystems, Inc. and the One Stop Career Centers will assist any interested training provider with the ETPL application process set by the State of Oregon Office of Community Colleges and Workforce Development. See Appendix 3 for the ETPL Guidelines.

- b) **A discussion of the local board's intent to use contracts for services in lieu of ITAs for the following exceptions: on-the-job training (OJT) or customized training services; when the local board determines there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITAs; and when the local board determines there is a training services program of demonstrated effectiveness offered in the area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment;**

The LWIB has developed policies to guide the use and development of On the Job Training (OJT) services and Customized Training services as the only contracted training services currently available in lieu of ITAs. There has not been the need to develop any other contracted training services outside those services that are available through the ETPL, OJT opportunities and Customized Training options. This is due to two regional factors; 1) our region does have access to a large number and variety of training opportunities to serve a diverse population and 2) Worksystems, Inc. and the One Stop Career Centers will assist any interested training provider with the ETPL application process set by the State of Oregon Office of Community Colleges and Workforce Development. See Appendix 3 for the ETPL

Guidelines, Appendix 4 for the Customized Training Policy, and Appendix 5 for the OJT Training Policy.

- c) **The process to be used in selecting the providers under a contract for services when the local board determines there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITAs. Address whether the process includes a public comment period for interested providers of at least 30 days;**

Not applicable, see b) above.

- d) **A Brief description of the Local Board criteria to be used in determining “demonstration effectiveness” for those programs referenced in 2.b (above)**

Demonstrated effectiveness for both OJT and Customized training services are embedded in the contracts developed for each of those services.

- **OJT-** The On-the-Job Training Plan is the document which obligates training funds for a trainee and outlines the planned training activities to be accomplished during the training period. “Skills to be Learned” should be documented in the Training Plan. Training is presumed to be needed when the Skills to be Learned “Starting Capability” scores are either a “1” (beginning) or a “2” (intermediate) and can be raised to “3”s (skilled) by the end of the training period. Exceptions may be granted on a case-by-case basis.
- **Customized Training-** A written, signed agreement is required between the program representative, an authorized employer representative and an authorized training provider representative prior to delivery of training to ensure that workers are provided a structured training opportunity in which to gain the knowledge and competencies necessary to be successful in the occupation or industry in which they receive training.

See Appendix 4 for the Customized Training Policy, Appendix 5 for the OJT Training Policy, Appendix 6 for the Customized Training Operational Communication, and Appendix 7 for the OJT Operational Communication.

C. DESCRIPTION OF COMPETITIVE PROCESS TO AWARD GRANTS AND CONTRACTS

1. **Describe the local area’s competitive process for awarding grants and contracts including WIA 1B providers. Include a discussion of the procedures for solicitation, selection and award. Identify the procurement requirements that guide the local area’s actions, whether Federal, State, or local.**

WSI uses competitive selection in all procurements to ensure open and free competition to the maximum extent possible, including the procurement of services provided to participants and employers. Staff shall ensure that all goods and services are obtained in an effective and efficient manner which is consistent and in compliance with the provisions of all applicable Federal, State, and Local laws, rules, regulations, and this policy.

Applicable requirements in this policy apply to and will be included in all WSI contracts. A copy of the relevant sections of the procurement manual is attached. (Appendix 8)

D. DESCRIPTION OF LOCAL BOARD COORDINATION OF LOCAL ACTIVITIES WITH STATEWIDE RAPID RESPONSE ACTIVITIES

1. Describe how the local board ensures coordination of rapid response activities with the state dislocated worker unit. Include policy or procedures which describes:
 - a. How collaboration between the local board, the State, One-Stop partners, and other applicable entities will occur;
 - b. How core services are integrated as part of rapid response assistance, and how delivery on site will be implemented;
 - c. How timely decisions will be made to request additional funding through such resources as National Emergency Grants and additional assistance projects.

This response covers part a, b, and c.

WSI follows the guidelines, policies and procedures stated in the CCWD's Policy 589-20.10, the State Dislocated Worker Unit and Local Dislocated Worker Liaisons Working Agreement, and related documents in their Rapid Response 101 Manual in the coordinating and providing early intervention and rapid response services in Region 2 to employers and those workers affected by layoffs and closures. A regional Rapid Response Team that includes One-Stop Center Rapid Response Specialists and representatives from Labor's Community Service Agency (LCSA) collaborate with the State Dislocated Worker Unit, The Oregon Employment Department, and rapid response staff from other regions to offer an array of on-site, pre-layoff services that accommodate the diversity that the affected workforce presents, including multiple languages. These include as appropriate and feasible the following set of services, including a set of **core services** [highlighted] that may be integrated into rapid response assistance:

- initiating contact and setting up informational meetings with employers and workers within 48 hours of a notice of a layoff or closure;
- conducting employee information sessions about the available services in the 1-Stop system, how to access them, and registering workers into WIA core services;
- surveying workers;
- organizing and staffing worker transition teams;
- providing UI information;
- providing labor market information;
- presenting Trade Act benefits information and offering petition filing guidance; and,
- offering other specialized services such as
 - job readiness workshops;
 - career planning sessions;
 - setting up and staffing on-site resource rooms;
 - peer advocate recruitment and training

In addition to the above services, WSI has a long history of applying for and receiving funds to support workers affected by closures and mass layoffs, and will continue to do so when WIA

formula resources are limited to help transition workers back into the workplace. The decision to move forward in pursuit of these resources is typically made in collaboration with labor and management representatives who participate on the worker transition team, or as a result of a consultative decision that is made by the regional rapid response team. Additional resources include National Emergency Grants and State Rapid Response and Additional Assistance Projects that complement training and employment resources that are also available in the 1-Stop system.

When private outplacement firms have been retained by employers to deliver a discrete set of pre-layoff services [resume writing, interviewing, etc.], rapid response services are organized to complement and not to compete with those offered by these firms.

For those interested in accessing post layoff services at one of our six One-Stop Centers, informational and transition services are provided to workers to ensure that they receive the suitable core, intensive and/or training services that are consistent with their needs and re-employment goals.

Bi-Monthly Rapid Response Team Meetings are held that include the regional Rapid Response Specialist, LCSA staff, the PCC Dislocated Worker Program Manager, and the WSI Director of Adult Services and Initiatives. These meeting may include other workforce development partners to ensure that local activities support statewide rapid response activities. Local activities and updates are reported in “real-time” via email, fax and telephone call to local partners and to the State DW Unit. Moreover, activities are summarized and reported to the State’s Dislocated Worker Unit and other partners via Region 2’s “*Around the Region*” reports.

See Appendix 9 for the Region 2 Rapid Response Services in Multnomah and Washington Counties flow-chart, and Appendix 10 for the Region 2 “*Around the Region*” report.

E. DESCRIPTION OF THE YOUTH PROGRAM DESIGN FRAMEWORK

- 1. Describe the design framework for the local area’s youth program including how the design encompasses the following strategies;**
 - a. Preparation for postsecondary educational opportunities;**
 - b. Strong linkages between academic and occupational learning;**
 - c. Preparation for unsubsidized employment opportunities; and**
 - d. Effective linkages with intermediaries with strong employer connections.**

Response to this question included in the response to Question 2. See below.

- 2. Describe how the following ten program elements required in 20 CFR 664,.410 are provided within the local youth program design:**
 - a. Tutoring, study skills training, and instruction leading to secondary school completion including dropout preventions strategies;**
 - b. Alternative secondary school offerings;**
 - c. Summer employment opportunities directly linked to academic and occupational learning;**
 - d. Paid and unpaid work experiences, including internships and job shadowing;**
 - e. Occupational skill training**

- f. Leadership development opportunities which may include such activities as positive social behavior and soft skills, decision making, team work, and other activities;
- g. Supportive services:
- h. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
- i. Follow-up services; and
- j. Comprehensive guidance and counseling, including drug and alcohol abuse counseling and referrals to counseling, as appropriate to the needs of the individual youth.

THE DESIGN FRAMEWORK

Region 2, the Portland Metro Area, began restructuring its youth services delivery system with a broad-based community strategic planning process that began in December, 2003 and culminated with the issuance of a WIA youth RFP for the period October-June, 2005. This RFP clearly spelled out WSI's intention to build a comprehensive education, training and employment system that supports all youth through a wide range of high quality, best practice, demand-driven programs and services that lead to success in post-secondary education, training and/or a job with career potential.

In March, 2004, the Region 2 Youth Council established six goals that would guide the system-building effort by investing in and building the capacity of competitively selected youth services providers that are willing to partner with WSI and the Youth Council in the transformation of our regional system. Through these providers, WSI will, over time, raise the minimum standards of quality for WIA-funded youth education, training and employment services in the region to create a youth education, training and employment system that demonstrates a collaborative, high performance model of the DOL's new youth vision.

In June, 2006, the Region 2 WIB adopted a new strategic plan that included one goal specifically dedicated to building and improving the regional system for youth education, training and employment which is fully aligned with the Youth Council Goals. Following are the new WIB youth goals and outcomes and the Youth Council-approved goals that establish the framework and expectations for the allocation and prioritization of WIA youth funds.

REGION 2 YOUTH WORKFORCE INVESTMENT SYSTEM VISION & PLAN For the Period July 1, 2007-June 30, 2009

Region 2 Workforce Investment Board Vision, Mission & Strategic Goal #3

Mission: *To create a system that anticipates, addresses and exceeds the workforce needs of our community*

Vision: *Dynamic workforce partnerships that sustain economic health and vitality for our region's employers and workers.*

Strategic Plan Vision: *A regional workforce system that serves business by developing qualified employees and giving current and future workers the skills and support necessary to successfully engage and succeed in the labor market.*

Goal #3: Ensure that youth and the emergent workforce have the academic and core competencies required by employers

Objectives/Outcomes:

1. An increase in the number of youth entering post-secondary education or occupational training leading to a degree or occupational certificate
2. An increase in the number of high school freshmen who graduate with a high school diploma
3. An increase in the number of youth (ages 18-21) obtaining jobs that pay at least \$11.00/hour* [*subject to change depending on OED data.]
4. Employers participate in the design and delivery of workforce services

Region 2 Youth Council Vision, Mission and Goals

Vision: Our youth will be lifelong learners, successful workers and excellent citizens.

Mission: To build systems, maximize resources and create opportunities for the education, employment and empowerment of youth.

Goals: The Youth Council prioritized Goals I-IV for the period between 2004 and 2009. In setting these goals, the Youth Council announced its intent to facilitate and lead the development of a youth workforce investment system that honors the uniqueness of all parts of the region and is:

- ◆ *built on high expectations*
- ◆ *driven from the needs of youth and toward the demands of the labor market*
- ◆ *widely recognized as innovative, accountable and competent*
- ◆ *deserving of investment.*

1. **Reform The Youth Workforce Investment System And Raise The Standards For Contractor Services**
2. **Engage And Coordinate The Services And Resources Of The Public Youth Education And Training System [Federal, State, Local]**
3. **Engage Major Employers As Champions/Sponsors To Demonstrate Effective Partnership And Investment Models**
4. **Pursue Private Sector Funding To Sustain, Improve And Expand The Youth Workforce Investment System**
5. **Evolve The Supply Side**
6. **Engage And Coordinate The Services And Resources Of Other Youth Services Organizations**

These goals and objectives are driving an ambitious agenda of change, improvement and higher expectations.

For our youth system to realize our ambitious objectives, it is necessary that all local entities that share the mission of preparing 16-21 year old youth for success in college, work and citizenship move beyond current funding configurations and institutional, organizational and program interests, to a system view of resource utilization. It further requires the full

engagement of regional employers as critical stakeholders in the Youth Workforce Investment System.

PROGRAM SERVICES WITHIN THE FRAMEWORK

Through a network of subcontractors, WSI makes the following comprehensive program services available to all enrolled youth:

Core/Intensive Youth Workforce Development Services:

- Outreach
- Orientation, including an overview of system services, codes of conduct, expectations for participation and attendance and engagement activities
- Intake and Eligibility Determination
- Workforce Case Management
- Assessment
- Youth Career Plan Development Supported Referral & Advocacy
- Mentorship Services
- Leadership & Community Service Activities
- Resource Room Services
- Follow-up & Retention Services

Education Services:

- GED Instruction
- High School Diploma Instruction
- Alternative Education Services
- Tutoring & Remedial Basic Academic Skills Instruction
- College Prep
- Tuition & Fees
- Post-secondary Ed. & Training Placement Support & Transitional Services
- Books & School Supplies

Employment/Career-Related/Training Services:

- Subsidized Workplace-based Learning Opportunities
- Unsubsidized Employment Placement & Referral
- Pre & Post-Placement Support
- Occupational Training
- Summer Employment
- Workplace Readiness/Soft Skills Instruction
- Employer Connections & Coordination
- Career Awareness, Exposure & Exploration
- Career Counseling
- Pre-Employment Counseling

Support Services:

[Provided to youth or vendors who provide services to youth to address barriers to successful participation in education, training and employment activities.]:

- Child Care
- Transportation
- Work-related Clothing, Uniforms and Tools
- Emergency Housing/Utilities

Ten Program Elements

The following **10 elements** required of youth programs under the Workforce Investment Act are imbedded in the comprehensive services outlined above and in the program design requirements described in section “B”, below. They must be made available through WSI WIA

contractors or by referral as appropriate to meet the individual needs of youth and/or meet program outcomes:

- Tutoring
- Alternative secondary school offerings
- Summer employment opportunities
- Paid and unpaid work experiences
- Occupational skill training
- Leadership development opportunities
- Supportive services
- Comprehensive guidance and counseling
- Follow-up services
- Adult mentoring

In addition, WSI WIA contractors are required to provide required activities and partnerships as defined in contract by WSI

WSI youth contractors are also required to align programs, services and resources in support of the changing needs and opportunities of program participants, job seekers and employer partnerships developed by the providers or by WSI. Contractors are further required to coordinate with regional employer services initiatives, including but not limited to the development of regional and subregional systems for marketing, development and coordination of work experiences, job shadow opportunities, internships and mentorships.

WSI-contracted WIA youth program services must also comply with new, higher minimum standards of quality for program content and delivery, developed by WSI [see “Local Measures of Program Quality” in Section B, below].

Policy & Program Design

The following policy and priorities have been adopted by the Region 2 Youth Council.

A. Distribution Of Funds

We will target limited funds to provide the highest quality, comprehensive, in-depth services to fewer youth. Our focus will be on 16-21 year olds who are in one or more of seven hardest-to-serve categories. Specifically:

A.1. WIA youth resources will be prioritized to serve eligible youth who reflect the racial and ethnic composition of the targeted high poverty communities within the region, are age 16-21 and at least one of the following:

- School dropout
- In foster care or have aged out of foster care
- Offenders
- Limited English Speaking
- Homeless
- Basic Skills Deficient
- Pregnant or parenting

A.2. At least 50% of all allocated funds will be spent on workforce development services for out-of-school youth.

A.3. Within the above populations, WIA youth funds will be used to serve youth who have demonstrated the motivation to engage in education and training activities that will increase their academic and work readiness skills.

A.4. WIA youth funds will be used to support youth providers that have demonstrated the capacity and ability to move at-risk youth from the target populations into post-secondary education, training and/or jobs with career potential that significantly exceed minimum wage.

The demographics of this region continue to change. We have high and growing numbers of at-risk, disadvantaged youth in Washington and East Multnomah County. The regional formulas for the allocation of WIA youth workforce dollars will reflect the changing demographics of the region, even if it means moving funds away from communities with youth equally in need of workforce services.

WIA Youth dollars will be allocated to the two counties in our region using the federal formula adopted by the State of Oregon to allocate youth funds to the State's Service Delivery Areas.

We will also use the sub-regional boundaries established for the adult one-stop system to facilitate alignment of the adult and youth workforce systems and access for older youth to adult services. According to the adult boundaries, there are five sub-regions: Washington Co and four sub-regions in Multnomah Co: West/SW [downtown Portland], SE Portland, N/NE Portland and E Multnomah Co.

Specifically:

A.5. The Federal/State WIA formula will be used to allocate funds between the two counties of Region 2 for PY 2007-09.

A.6. If WSI should choose to procure for comprehensive WIA youth services in the 2007-09 period, we will use the most recent available and valid data related to youth demographics to determine distribution of funds between Washington County, Multnomah County and the City of Portland.

Over the past two years, WSI has invested significantly in building the capacity of the WIA Youth network of providers to support the network's stability, foster program innovations and quality and assist all providers to attain higher outcomes for at-risk youth. The WSI WIA contractors chosen as a result of the PY '04 competitive procurement process were offered multi-year contract extensions, contingent on performance and the availability of federal funds.

Specifically:

A.7. We will continue the commitment incorporated in WSI contracts for youth workforce development services for the year starting July 1, 04 to extend funding for contracted providers through PY'07 [contingent on performance and the availability of federal funds and the capacity to respond to opportunities and services needs in the region]. WSI reserves the right to procure for PY '08.

A.8. WSI reserves the right to use funds set aside from allocations to procure for system-wide career-related education, training, employment and coordination services that link youth workforce programs to postsecondary education and training institutions and employers and

increase youth access to and success in college, vocational training, apprenticeships and entry level jobs with career potential.

Priorities for the use of these programmatic set-aside funds and the process and timeline for accessing these funds by individuals and organizations outside of WSI will be presented to and approved by the WSI Board of Directors.

B. Program Design

In the 2007-09 period, WSI will continue the process of creating a more effective and efficient system with closer linkages to the best strategies, stakeholders and providers to bring comprehensive services to all youth.

Over the past two years, WSI has developed and implemented a well-defined, rigorous and uniform set of standards for program quality and local measures of quality for all WIA-funded youth programs, intended to insure that we are investing in the highest quality, high impact programming our dollars can buy. Demonstrated performance related to these local measures of program quality will guide our investment decisions over the next two years. We will use our limited funds for services to a smaller number of “hardest to serve youth”, in order to maximize the impact of our investment and effectively prepare and support enrolled youth for successful transition into postsecondary education and training.

Specifically:

B.1. WSI’s vision of a high quality regional WIA Youth Workforce System includes the following:

- Delivery of comprehensive services in each sub-region, to youth from the sub-region
- Provision of comprehensive services that are youth-centered and demand-driven and that have a powerful and measurable impact on improving the post-secondary academic and workplace success of youth in this region
- Uniform adherence to a system of minimum standards of quality that take our programs to the next level of excellence
- Operating from a system view of workforce resource utilization, through collaborative agreements for resource sharing and service provision
- Full engagement of regional employers as critical stakeholders in the system
- Co-location of and written cooperative agreements between WIA youth providers and 1-Stops to establish a seamless continuum of 1B services
- Providing enhanced access to services and advocacy for eligible youth through highly organized, formal, supported referral networks
- Using WIA Youth funds as seed capital for initiatives that demonstrate innovative, best practices
- Building the system on the foundation of the best practices and innovative models of our highest performing programs

B.2. WSI will continue to invest in building the capacity of youth contractors to meet higher standards for program quality and to achieve higher outcomes for at-risk youth.

B.3. All WIA-funded youth programs will objectively assess all enrolled youth in the following areas, using assessment tools chosen from an approved menu developed by WSI:

- Basic academic skills, including computer literacy [pre and post testing required]
- Career interest and aptitude

- Workplace readiness [pre and post testing required]
- Strengths and challenges
- Preliminary screening for substance abuse, mental health and learning disability

B.4. All WIA-funded youth programs will offer professional career counseling, consistent with the WSI definition and standards of quality.

B.5. All WIA-enrolled youth will be provided with opportunities to participate in leadership and community service activities. A set number of hours of community service and/or leadership will be required of all WIA youth participants.

B.6. Case management services provided by WSI-funded programs will comply with WSI standards for Workforce Case Management, focused on delivering youth to services rather than services to youth, connecting youth to resources they need through highly organized networks of supported referral and advocacy and the development of personally meaningful and achievable career plans that guide youth along a career pathway in developmentally appropriate education and training steps that will lead to success in postsecondary education, training and employment.

Secondary and Postsecondary Education & Training:

Most jobs that pay a living wage in the 21st century economy require some level of post-secondary education and training. WSI will invest in a network of WIA Youth contractors that have demonstrated that they provide youth who enter our programs without a high school diploma, or who are basic skills deficient, and/or not college and work-ready, with the youth development, education, training and career counseling and exposure services that address those needs and prepare enrolled youth for success in post-secondary education and training and living wage jobs. WIA resources will be dedicated to those youth who are motivated to succeed beyond the achievement of a high school diploma or GED and to participate in the education and training services we provide. The goal for WSI WIA Youth investments is to provide enrolled youth with services and support that facilitate successful transition to college, training and/or work with career potential.

Specifically:

B.7. All WSI WIA Youth providers will be required to provide enrolled youth who do not have a HS diploma or equivalent with GED/HS diploma instruction leading to a high school credential or its equivalent and to provide all enrolled youth who are basic skills deficient, whether or not they have a secondary credential, with educational enrichment services [remedial education].

B.8. WIA-funded alternative education programs [GED and HS Diploma programs] will develop Youth Career Plans that clearly define secondary and post-secondary education/training and/or living wage employment goals for youth appropriate to their interests and abilities and the process, steps, activities and services that will support and prepare the youth as they move along a career pathway to achievement of those goals.

B.9. WSI will support and facilitate establishment of articulated credit programs and credit for proficiency programs in WIA Youth programs that make it possible for WIA-enrolled participants to achieve high school and college credit for secondary education achievement and workplace-based experiences.

B.10. All curriculum that integrates project-based learning and other real-world applications, including the integration of SCANS skills into academic curriculum, that has been or will be funded with a preponderance of WIA funds, will be made available as a best practice resource to all other WIA providers in Region 2.

B.11. As appropriate to the Youth Career Plan, youth will be provided with instruction, preparation and post-placement support for transition, entry into and retention in college, apprenticeship programs, occupational training and the military. These transition services must be specified in the Youth Career Plan and be coordinated by program staff.

B.12. All WSI WIA Youth contractors will provide all enrolled youth with opportunities to visit and/or hear presentations about colleges and universities and other postsecondary education and training options.

B.13. As part of their standard comprehensive program of secondary education services, all WSI WIA Youth contractors will provide all enrolled youth with career counseling and guidance, including a developmentally appropriate sequence of career awareness/labor market information, career exposure and career exploration activities.

B.14. WSI will support the development of formal systemic linkages between WIA youth programs and postsecondary education and training providers in the region, including systemic connections to WIA 1-Stop and Occupational Training services

Advanced Workplace Readiness Training and Employment/Career Related Services:

Recent studies by ACT and others confirm that the skills required for successful transition to college are the same skills required for success in the 21st century workplace. The “workplace success skills” have been previously identified in numerous studies, including the landmark 1991 study by the Secretary’s Commission on Achieving Necessary Skills (SCANS). The skills necessary for success at all levels of employment and for all levels of education include: basic academic skills—math, reading, writing, speaking, listening—and “soft” interpersonal, thinking, problem solving, personal responsibility and technology skills.

Integration of college and workplace readiness skills into curriculum has been slow, with many students continuing to leave high school, alternative education and youth workforce development programs unprepared to meet college, apprenticeship or workplace expectations.

WSI envisions a regional Youth Workforce System in which all youth participate in advanced workplace and college readiness preparation that incorporates the SCANS skills, is based on competencies and outcomes that are standard across the system and have been validated by local employers and postsecondary schools.

Two years ago, WSI invested in a video-based soft skills assessment that every enrolled youth receives. WSI will continue to invest in and require contractors to use this assessment and will explore options for an integrated system of certification and/or credentialing of soft skills and basic academic skills recognized and valued by local employers and colleges.

Specifically:

B.15. All WSI youth providers will be required to use the standardized Work Readiness

Assessment tool identified by WSI, to assess the soft skills of all enrolled youth through pre and post tests. The competencies measured by this assessment will be used by WIA youth providers to develop curriculum for Advanced Work Readiness Trainings and work experience learning objectives that incorporate the SCANS skills and are based on competencies and outcomes that are standard across the system. WSI will work with WIA youth providers to engage local employers and postsecondary schools in the validation of assessment and WRT outcomes and development of soft skills certificates/credentials recognized and valued by local employers and colleges.

B.16. As appropriate to the Youth Career Plan, youth will be provided with instruction, preparation and post-placement support for transition, entry into and retention in college, training and work. These pre-and-post placement transition services must be specified in the Youth Career Plan and be coordinated by program staff.

B.17. WSI will support the development and implementation of data and coordination systems that facilitate and support connections between WIA Youth contractors and employers and will convene partners, promote and advocate for resources to support these connections for other education and training providers in the region.

Local Performance Measures:

Since data to determine most of the 7 current outcome measures defined by the Department of Labor for WIA youth programs is not available until 60-180+ days following a youth’s exit from program services, it cannot be used to evaluate and manage programs on a daily or monthly basis. We believe that effective program management and continuous quality improvement requires current and accurate data on process and outcome measures that is available daily and monthly. Therefore, WSI has established locally defined management information and performance measurement systems to capture and track critical data on youth and program performance that go beyond Department of Labor requirements.

The measures and the data are used-

- To provide service providers and front-line staff with current information for decision making and continuous improvement
- To provide WSI and the Youth Council with current information to insure program accountability, to assist in identifying technical assistance needs, aid program evaluation and identify those providers most successful in achieving higher outcomes for WIA youth
- To market and demonstrate program success to stakeholders - community, elected officials, WIB, etc.

WSI worked collaboratively with its WIA Youth contractors to identify and then prioritize the measures that everyone agreed would be used to measure program quality. Following are the WSI Region 2 Local Measures of Program Quality adopted and imbedded in WIA youth contracts for PY '06 contracts:

WSI Program Quality Indicators	Target for PY '06
1. Percent of youth who receive Postsecondary Education And Training Preparation/Support.	70%
2. Percent of youth who receive at least one Work Experience Or Internship.	75%
3. Percent of youth who receive Work Readiness Training, Career	80%

Awareness And Exposure.	
4. Percent of youth who receive Leadership Services.	90%
5. Percent of Employment Placements with wage 20%+ higher than minimum wage	20%
6. Percent of Placements in Post-secondary Education or Training	20%

Specifically:

B.18. Monthly reports of provider performance on Local Program Quality measures will be used to evaluate provider effectiveness in achieving higher outcomes. WSI will use baseline results from PY '06, to adjust targets for each measure for contracts for subsequent program years. Individual provider performance on these local measures will have substantial weight in determining WSI decisions regarding future investments and contractors.

B.19. Federal and State-required performance measures will be applied as required, including DOL Common Measures and the current DOL Youth measures.

B.20. WSI has developed and will maintain and support a workforce program management information system to track and report these monthly measures and all other federal and state reporting requirements.

B.21. WSI will conduct employer surveys/focus groups periodically to determine labor market needs and to evaluate and improve program quality.

F. BUDGET AND PARTICIPANT PLAN

1. Using the format provided in Attachment C, identify the funding and participants planned to be served for each year of this Plan.
2. Include enrollment data showing enrollment information for those individuals that are "carried-in" from previous program years.

See Attachment C.

G. LOCAL BOARD APPROVAL PROCESS

1. Describe the approval and documentation process that will be utilized to obtain formal Board approval of any modification or changes to Attachment C, Budget, Participant and Performance Plan per CCWD policy.

Substantive changes or modifications to Attachment C, Budget, Participant and Performance Plan are submitted to the WSI Board of Directors for review and approval. Once approved, all changes and modifications are documented in the meeting minutes and communicated to CCWD in accordance with CCWD policy.

H. LOCAL LEVELS OF PERFORMANCE NEGOTIATED WITH THE STATE

1. Using Attachment C, identify the levels of performance negotiated with the State for the program years covered by the Plan. Provide the negotiated performance levels for each of the core indicators of performance for the adult, dislocated worker and youth programs, respectively and the two customer satisfaction

indicators. Negotiations will take place for the performance targets for year two: July 1, 2008 through June 30, 2009

See Attachment C.

I. NOTICE OF FUND AVAILABILITY

1. This Plan covers a two-year period. Since funding allocations are provided annually, it is anticipated that the information for the subsequent years will be based on estimated figures when initially submitted. (Areas should use the same funding allocation for planning the subsequent years and be aware this is subject to change when final allocations are issued.) The allocation figures will be revised when they are finalized for the subsequent program years.
2. For WIA Title 1-B subrecipients, a Notice of Fund Availability (NFA) will be issued upon approval of the Plan or modification if needed. The NFA serves as an obligation of fund to the subrecipient, not the Local Plan or modifications to the Plan.

J. REPORTING OF CIVIL RIGHTS COMPLIANCE REVIEW, COMPLAINT INVESTIGATION, ADMINISTRATIVE ENFORCEMENT ACTIONS, AND/OR LAWSUITS REGARDING DISCRIMINATION: METHODS OF ADMINISTRATION.

1. According to the Workforce Investment Act and 29 CFR Chapter 37 all the requirements of the Memorandum of Administration must be submitted along with the local Plan by the local WIA Title 1-B subrecipient. Describe the process to ensure that individuals are knowledgeable of WIA services and not excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in programs or activities because of race, color, religion, sex, or other protected status.

According to WSI Grievance Policy and Grievance Operational Communication Appendices 11 and 12, Worksystems, Inc. (WSI) and its regional partners are dedicated to a policy of nondiscrimination and committed to a spirit of affirmative action in the administration of programs and the provision of services.

In the operation of any program, no person shall be discriminated against or denied benefits as a participant, administrator or staff person by WSI or its recipients on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief. In addition, no WIA Title IB participants or beneficiaries shall on the basis of citizenship or status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I financially assisted program or activity, be excluded from participation in, denied benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any WIA Title I funded program or activity.

Appropriate efforts shall be made by WSI for outreach to training, placement, and advancement of disabled individuals in employment and training programs. Auxiliary aids and services will be made available upon request to persons with disabilities.

If a customer or program administrator or staff person of the Region 2 Workforce system believes they have been denied services or discriminated against due to any of the above

reasons, they have a right to file a Grievance. Rights and grievance-filing procedures will be made available at Orientation for customers and upon employment for staff.

2. **Describe the process if a customer wants to file a complaint alleging discrimination, to whom would they file a complaint alleging discrimination, to whom would they be referred for information on the complaint process and what is the process? Is the process the same as a non-EO/ADA WIA complaint?**

WSI and its Service Providers value customer service and customer satisfaction and prefer that dissatisfaction and complaints are resolved amicably as close to the point of service delivery as possible. Whenever possible, all parties are encouraged to use the Alternative Disputes Resolution. When this is not possible, written complaints including those related to discrimination or involving criminal conduct are to be processed following these program procedures.

These procedures:

1. Provide guidelines for the resolution of grievances or complaints related to:
 - a. Non-criminal violations of WIA IB, and allegations of criminal violations or allegations of fraud and/or abuse related to the provision of WIA IB services; and,
 - b. Nondiscrimination and equal rights provisions of WIA IB.
2. Designates the Regional Equal Opportunity (EO) Officer, and requires that each regional Service Provider designate an EO Officer.
3. Establishes requirements for each Service Provider within Region 2 for assuring:
 - a. Designation of a Service Provider EO Officer, in compliance with the state of Oregon Methods of Administration (MOA) using the Equal Opportunity and Grievance Officer Designation (WSI Grievance 2-05/04).
 - b. The Service Provider EO Officer provides notification to the Regional EO Officer immediately upon the receipt of any complaint related to the provision of WIA IB services or services provided through a One Stop that is a recipient or beneficiary of WIA IB funding; and,
 - c. Each One Stop center or affiliated One Stop site within the region that is a recipient or beneficiary of WIA IB funding has established a written process assuring that grievances related to WIA IB or non-WIA IB programs or services are referred to the appropriate program for resolution.

General:

Written complaint procedures shall be furnished to every applicant of WIA IB services. Reasonable efforts will be made to assure that complaint procedures are understood by participants, individuals and recipients of federal assistance under WIA Title I. The written complaint procedure will include notice that the complainant and respondent have the right to be represented by an attorney or other individual of his or her own choice. With the exception of discrimination complaints, all other complaints must be filed within one year (365 days) from the date of the alleged occurrence.

Discrimination complaints must be filed within one half year (180 days) from the date of the alleged act of discrimination unless the time is extended by the Assistant Secretary of the Department of Labor for good cause.

All references to days shall be defined as calendar days. The thirty (30)-day clock to a formal hearing or initial determination, and the sixty (60)-day clock to a final determination, begin the day a complaint is received by either the Service Provider EO Officer or the Regional EO Officer. Time lines may be extended if good cause is shown, and if both the complainant and respondent parties agree in writing to waive the timelines.

A One Stop is hereafter defined as a One Stop center or affiliated One Stop site within Region 2 that is a recipient or beneficiary of WIA IB funding.

A complaint may be withdrawn by the complainant at any time. Such a withdrawal must be in writing.

Inquiries should be addressed to our REGIONAL EO Officer.