

**WASHINGTON STATE**

**“OPERATIONS” PLAN  
FOR  
TITLE I-B  
OF THE WORKFORCE INVESTMENT ACT  
AND  
WIA TITLE III WAGNER PEYSER**

**JULY 1, 2000 TO JUNE 30, 2005**

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## I. Plan Development Process:

### State Unified Plan

For the year 2000, the Washington State Unified Plan includes the state Strategic Plan for the Workforce Development System and the following program operating plans: the Workforce Investment Act (WIA) Title I-B and Wagner-Peyser State Plan, the Carl D. Perkins Vocational and Applied Technology Education Act State Plan, and the State Plan for Adult and Family Literacy. [The Perkins Plan and the State Plan for Adult and Family Literacy were sent to the U.S. Department of Education under separate cover.]

The state Strategic Plan consists of assessments of the economy, the workforce, and the workforce development system; a description of the workforce development system performance accountability system; and the goals, objectives, and strategies for the workforce development system.

**I.A. Describe the process for developing the State Plan (including a timeline) that ensures meaningful public comment. Include a description of the Governor's and the State Board's involvement in drafting, reviewing and commenting on the Plan. What actions did your State take to collaborate in the development of the State plan with local elected officials, local workforce boards and youth councils, the business community (including small businesses), labor organizations, educators, vocational rehabilitation agencies, and the other interested parties, such as service providers, welfare agencies, community-based organizations, transportation providers and advocates? (§§111(g), 112(b)(1), 112(b)(9).)**

The first discussions for developing the state Unified Plan began in August 1998 after the passage of the Workforce Investment Act of 1998. In September of 1998, Governor Gary Locke established a *Working Group on WIA* for the purpose of making recommendations to him for implementing the Act. The Governor asked the group to suggest options to meet the following goals:

- Develop a unified state and federal workforce development plan that establishes a coherent policy for the state serving youth, adults, disadvantaged, dislocated, incumbent and other workers. The plan should integrate state workforce strategies with state economic development strategies.
- Ensure a smooth and coherent transition to the new system.
- Establish a governance system that is responsive to employers and employees as customers and has the leading role of both business and labor.
- Establish a set of common performance measures tied to the unified plan for the entire workforce development system.

The Working Group on WIA included state and local leaders, including business, labor, Washington State House of Representatives, Washington State Senate, Washington Association of Counties, U.S. Department of Labor Region X, Office of Financial Management, Office of Adult Literacy, city, regional and state economic development offices, Division of Vocational Rehabilitation, secondary and postsecondary vocational education, apprenticeship, Service Delivery Area Directors, a Private Industry Council Chair, Job Service Center managers, the Employment Security Department (ESD), the Workforce Training and Education Coordinating Board (Workforce Board) and representatives of community-based organizations in western and eastern Washington.

The working group divided itself into five study groups to examine: the WorkSource (i.e., One-Stop) delivery system required under the Act; the State Unified Plan option; local decisions and planning; linkages with economic development; and simplifying administration for the delivery system and for customers. The working groups met frequently between September and December 1998, developing policy drafts and soliciting broad public comment from among stakeholder groups.

The Working Group on WIA proposed options that helped the Governor to frame executive request legislation in January 1999. The Working Group's recommendations influenced request legislation and ultimately influenced the wording in Executive Order No. 99-02 signed by the Governor on September 17, 1999. The executive order calls for the Workforce Board, in partnership with the operating agencies and private career schools and colleges, to develop and maintain a state unified plan. The executive order states:

The purpose of the unified plan is to promote universal access to employment and training programs, and simplify them so that state employment and training customers can better obtain these services. The Workforce Board shall utilize the unified planning process to better integrate federal and state employment and training programs. The Unified plan shall encompass the strategic comprehensive plan described in RCW 28C.18, as well as the operating plans developed by the administering agencies that are consistent with the strategic plan. The strategic plan shall include:

- Assessments of our state's employment opportunities and skills needs, the present and future workforce, and the current workforce development system.
- Goals and strategies for improving the workforce development system.
- A description of the performance management system for workforce development.
- Goals, objectives and strategies to address the challenges articulated in section 2 of this order.

Section 2 of the Executive Order No. 99-02 states:

The Workforce Board shall work in partnership with business, labor, local WDCs, and state operating agencies to develop goals, objectives, and strategies to address the following challenges:

- A. Close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.
- B. Enable workers to make smooth transitions so they fully benefit from the new, changing economy. The board shall develop a coherent dislocated worker strategy that includes incumbent worker training.
- C. Assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress should be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

On August 24, 1999, the Interim Chair of the Workforce Board asked Board members to volunteer to lead workgroups to identify objectives and strategies necessary to address the Governor's three challenges described above. The Chair asked that the results of the workgroups be part of the state's Unified Plan. The Chair also asked that workgroup representation reach beyond the Board to bring in operating agency staff, representatives of local workforce investment areas, and WorkSource partners. Each workgroup and its invited representation is listed below:

**Closing the Skill Gap Work Group**

We will close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.

**Chair:**

Board member: the Executive Director of the State Board for Community and Technical Colleges.

**Individuals on the committee were representatives from the following agencies invited to participate:**

University of Washington Northwest Policy Center, Sharp Micro Electronics, Clark College, the Office of the Superintendent of Public Instruction, the Principals' Association, Apprenticeship and Nontraditional Employment for Women, Federation of Private Vocational Schools, Labor and Industries (Apprenticeship Division), Northwest Food Processing Association, Business Computer Training Institute, the Washington Association of Vocational Administrators, the

Washington Association for Career and Technical Education, Seattle/King County Building and Construction Trades, representative of Private Vocational Schools, Association of General Contractors, representative of the software industry, representative of the BioMed/Biotech Association, American Electronic Association, Washington State Hospital Association, Service Delivery Area Directors' Association, representative of the Pacific Mountain Private Industry Council, WorkSource, IBEW, Vulcan NW, the Department of Social and Health Services, the Department of Community Trade and Economic Development, ESD, and the Workforce Board.

### **Incumbent and Dislocated Workers Work Group**

To enable workers to make a smooth transition so they may fully benefit from the new, changing economy, with a coherent dislocated worker strategy that includes incumbent worker training.

**Co-chairs:**

Two Board members: the President of the Association of Washington Business and the President of the Washington State Labor Council.

**Individuals on the committee were represented from the following agencies invited to participate:**

The Aerospace Machinists District Lodge 751, a Private Industry Council Service Delivery Area Director, the Chair of the Seattle-King County Private Industry Council, the Spokane Chamber of Commerce, the Bellingham Chamber of Commerce, a private vocational school representative, a representative of the City of Seattle's Economic Development Division, Sno-Net and Snohomish County WDC, a representative of a Senior Community Service Employment Program, the Seattle's Carpenter's Union, the State Board for Community and Technical Colleges, the Department of Community Trade and Economic Development, the Governor's Executive Policy Office, and the Workforce Board.

### **Low Income Wage Progression Work Group**

To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

**Co-chairs:**

The Secretary of the Department of Social and Health Services and the Commissioner of ESD (Board member).

**Individuals on the committee were represented from the following agencies invited to participate:**

Four Workforce Board members, the director of a rural eastern Washington Private Industry Council, director of a western Washington rural Private Industry Council, the Private Industry Council Chair of a urban Service Delivery Area, the director of Washington state's Job Training

Partnership Act (JTPA) Title IV-A Migrant Seasonal Farmworker grantee agency (Yakima Valley Occupational Industrialization Center), the director of the Cascades Job Corps Center, a representative of the JTPA Title IV-A native Americans Program, a director of a community-based organization, the Office of Port Jobs, the Seattle Housing Authority, the King County Housing Authority (HUD Employment and Training grant recipient), the director of a community-based organization that is the local grant recipient for Community Services Block Grant funds directed to employment and training activities, the Office of Adult Literacy, the State Board for Community and Technical Colleges, the Department of Social Services, ESD, the Governor's Executive Policy Office, and the Workforce Board.

In all, more than 70 business, labor, and workforce development agency staff from across the state participated on the workgroups which met in September, October, and early November to hear from national and local experts and to craft proposed recommendations. The work groups used electronic mail to share drafts and offer comment. On October 18, 1999, the Workforce Board heard progress reports from the chairs of the three workgroups. The work group chairs addressed the skill gap, incumbent and dislocated worker training and low-income wage progression challenges described in Governor Locke's executive order on workforce development. On November 10, 1999, the workgroup chairs provided the Workforce Board a review of workgroups' efforts to develop goals, strategies, and objectives for the state strategic plan for workforce development.

Among the proposed objectives that came from the groups are:

- Increasing the number of young people who act on career opportunities through vocational-technical education.
- Increasing the responsiveness of workforce development programs to the labor market.
- Increasing capacity of training institutions and apprenticeships.
- Creating industry panels around skill cluster that cut across industries.
- Preventing dislocation by expanding training for currently employed workers.
- Ensuring those services provided to dislocated workers are coordinated and customer friendly.
- Helping kids stay in school.
- Helping disadvantaged people find and retain work.

The Workforce Board's Interagency Committee subsequently met on November 12 and November 18, 1999, to develop a more focused list of objectives and strategies. Workforce Board and Interagency Committee representation:



Washington State Labor Council  
Association of Washington Business  
Office of the Superintendent of Public Instruction  
State Board for Community and Technical Colleges (SBCTC)—Workforce Education  
SBCTC—Office of Adult Literacy  
DSHS—Division of Vocational Rehabilitation  
Governor’s Policy Office  
Workforce Development Executives of Washington  
Department of Community Trade and Economic Development  
Perry Technical Institute (Private Career Schools)  
Employment Security Department—Policy and Communications  
Employment Security Department—Employment and Training Division  
DSHS - Economic Services Administration/Office of Planning and Research  
Workforce Training and Education Coordinating Board

Staff of the Workforce Board worked in cooperation with ESD staff to write the initial draft of the State WIA Title I-B Plan. On December 14, 1999, the members of the Workforce Board met to discuss the draft plan and to instruct staff of their desired changes and additions.

#### State WIA Title I-B and Title III Plan Development Timeline

##### December 18, 1998

The Governor’s *Working Group on WIA* submits its report to the Governor Gary Locke with recommendations on WIA implementation including support for a state unified plan. See page 2 of this plan for a list of stakeholder groups who participated on the Governor’s *Working Group on WIA*.

##### March 9, 1999

The Workforce Board is designated to function as the state Workforce Investment Board.

##### March through September 1999

The Workforce Board provides the Governor with policy advice concerning WIA regional designations, WDC membership criteria and functions, and state guidelines for developing the local area strategic plan for the workforce development system. The Workforce Board worked with ESD to advise the Governor on the state guidelines for developing the local area WIA Title I-B operations plan.

##### September 17, 1999

Governor Gary Locke issues Executive Order No. 99-02 offering instructions on the development of a state unified plan that includes the state’s WIA Title I-B and Title III Plan.

##### August through November 1999

ESD staff organize workgroups to recommend WIA operational policies including youth services policies.

September 19 through November 4, 1999

The Workforce Board established three work groups to develop objectives and strategies to address the Governor's three goals for the workforce development system. Each work group held three meetings and used electronic mail to share drafts and offer comment. In all, more than 70 business, labor, and workforce development agency staff from across the state participated on the workgroups.

November 14 and 19, 1999

The Workforce Board's Interagency Committee meets to refine the objectives and strategies to advance the three Governor's goals. The Committee is made of business and labor representatives and other stakeholders. See pages 3-4 of this plan for a list of the stakeholder groups represented on the Interagency Committee.

December 7, 1999

Draft State WIA Title I-B and III Plan is delivered to Workforce Board members for their continued review. On the same day, drafts of the plan were shared with WDCs and with the Region X Office of the U.S. Department of Labor.

December 14, 1999

Workforce Board meets to discuss the plan, identify needed changes and additions, and adopt to plan as a draft.

January 1 through January 28, 2000

Public forums and meetings are held for comment on the draft state Strategic Plan and the draft state WIA Title I-B and Title III plan. In All, over 130 individuals, including business and labor representatives participated in the public forums.

February 18, 2000

The Workforce Board's February meeting included presentations on local WIA implementation by the Chair of the Clark County Commissioners, the interim Director of the Seattle-King County Workforce Development Council, and the Executive Director of the Pacific Mountain Workforce Development Council.

March 17, 2000

The Workforce Board adopted the state WIA plan and forwards its recommendation to the Governor. The Workforce Board's March meeting included presentations on local WIA implementation by the Chair of the Snohomish Workforce Development Council, the Executive Director of the Benton-Franklin Workforce Development Council and the president of Pierce College (a member of the Pierce County Workforce Development Council).

By March 31, 2000

State WIA plan approved by the Governor.

By March 31, 2000

State Strategic and WIA Operations plans submitted to the U.S. Department of Labor.

**I.B. Description of the public review process for Washington State’s Unified Plan for the Workforce Development System and assurance that the comments received were considered in the plan development process.**

In January, 2000, the Workforce Board, ESD, and the State Board for Community Colleges’ Office of Adult Literacy conducted a public review of Washington State’s Unified Plan for the Workforce Development System. Four component plans make up the “Unified Plan:”

- State Strategic Plan for Workforce Development
- State Plan for Adult and Family Literacy
- Carl D. Perkins Vocational and Applied Technology Education Act State Plan
- WIA Title I-B and Wagner-Peyser State Plan

The public review process included a request for comment at a series of public forums and a multi-site videoconference, requests for written comment, and a customer survey.

The Board advertised the public review process in newspapers and over an electronic mail network. Announcements were e-mailed to an extensive list of stakeholders in the workforce development system, informing them of the review process and the public forum times and locations. E-mail recipients were asked to forward the announcements to still other stakeholders. The Unified Plan was placed on the Workforce Board’s web page.

Public forums were held in Spokane, Vancouver, Seattle, and Pasco. In most locations, Workforce Board members presided over these public meetings. The videoconference was conducted (using the K-20 system) from Lakewood/Tacoma, with down link sites in Bellingham, Walla Walla, Wenatchee, and Yakima.

In all, 131 people attended the public forums or the videoconference. Attendees represented a wide variety of stakeholders including elected officials, local Private Industry Council/Workforce Development Council (WDC) directors and members, union members, central labor council members, apprenticeship coordinators, community based organization representatives, community college faculty and administrators, private vocational school owners, state agency staff, K-12 teachers and administrators, and business leaders.

The public review process also included the distribution of a customer survey form with questions specific to the Strategic Plan component of the Unified Plan for Workforce Development. In all, 27 surveys were completed and returned.

The written feedback received on the state Unified Plan was shared with the Workforce Board on February 18, 2000. Among the letters shared with the Workforce Board were the letters of comment received by the Workforce Development Executives of Washington and the Washington State Labor Council. The Workforce Board and ESD gave the public comments

careful consideration as it developed the final plan. Examples of topic areas of the plan that were revised and improved based on the public comment process include rapid response services to dislocated workers, WIA program coordination with apprenticeships, memorandums of understanding, and reciprocity for Individual Training Accounts (ITAs).

Appendix A and B of this plan includes summaries of consultation processes used in the development of the State Plan for Adult and Family Literacy and the Carl D. Perkins Vocational and Applied Technology Education Act State Plan.

## **II. State Vision and Goals:**

### **II.A. What are the State's workforce development goals?**

Three critical challenges that are the State's broad goals for workforce development:

- To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.
- To enable workers to make smooth transitions so they may fully benefit from the new, changing economy. The board shall develop a coherent dislocated worker strategy that includes incumbent worker training.
- To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress should be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

Meeting these three challenges also requires addressing a fourth challenge: the challenge of integrating services provided by separately-funded workforce development programs so that we can provide the best possible service to our customers. It is the goal in Washington state to make the vision of WorkSource a reality so that workforce development programs are customer-friendly, broadly accessible, and fully committed to Continuous Quality Improvement (CQI). Key strategy: Establish WorkSource as the common entry point for the state's workforce development programs.

The **State Strategic Plan for Workforce Development** sets forth 4 goals and 10 objectives to meet the challenges identified by the Governor. They are the goals and objectives that the system should work to accomplish over the next five years. These goals and objectives are charted below. For a complete description of the "Map for Progress: Goals and Objectives for Workforce Development," refer to pages 93 through 124 in Chapter 5 of the State Strategic Plan for Workforce Development.

## **Challenge One: Skills Gap**

**Goal 1: To close the gap between the need of the employers for skilled workers and the supply of Washington residents prepared to meet that need.**

Objective 1.1: Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.

Objective 1.2: Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs.

Objective 1.3: Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high quality workforce education and training programs.

## **Challenge Two: Incumbent and Dislocated Worker Training**

**Goal 2: To enable workers to make smooth transitions so that they, and their employers, may fully benefit from the new, changing economy, by putting in place a coherent strategy for dislocated and incumbent worker training.**

Objective 2.1: Expand customized incumbent worker training in order to increase economic competitiveness and prevent dislocation.

Objective 2.2: Enhance business expansion and retention strategies.

Objective 2.3: Establish a coherent, flexible, and accessible dislocated worker service strategy.

## **Challenge Three: Wage Progression**

**Goal 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.**

Objective 3.1: Keep kids in school.

Objective 3.2: Assist unemployed individuals to gain and retain employment.

Objective 3.3: Increase training for low income workers.

## **Challenge Four: Facilitate the Integration of Workforce Development Programs**

**Goal 4: To break down the walls of categorical programs so that customers receive the best possible services.**

Objective 4.1: Provide one-stop service to workforce development customers.

### **II.B. Provide a vision statement for the state's workforce development system.**

#### **Workforce Development System Vision**

Washington State's vision is a workforce development system that offers every Washingtonian access to high quality academic and occupational skills education throughout his or her lifetime, effective help to find work or training when unemployed, and the personalized assistance to make progress in the labor market.

As we approach 2005, Washington State can anticipate a future where all Washingtonians, including disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers are increasingly successful because they are able to: (1) access high quality academic and occupational skills education; (2) enter employment offering wage progression opportunities; and, if ever dislocated from work, (3) transition into new and challenging work as the economy changes.

Please refer Section III.B.2.b. of this plan and to the section below for a description of how services conducted and coordinated by WorkSource partners will contribute toward accomplishing this vision.

#### **The WorkSource Delivery System Vision:**

The One-Stop Career Development System (WorkSource) is the trusted source for employment and training services in Washington State. A comprehensive network of state and local programs meets customer needs and offers seamless, high-quality service. A common look and feel to the system make it familiar and easily accessed wherever it is located.

One-Stop (WorkSource) Center staff are focused on providing friendly, compassionate service, while getting results. A shared set of core competencies weaves together individual specialties, allowing for a wide variety of services to be offered in a consistent, coordinated, and efficient manner. Staff create and maintain excellent working relationships with community members, and are responsive to their needs. Customer choice and labor market demands drive the information and services they provide.

WorkSource has been developed as Washington State's vision of WIA Title I-B one-stop service delivery system. This system contributes to the Governors vision for the system in that it is a comprehensive and integrated interface that allows both employers and jobseekers easier access to workforce services and information through WorkSource Centers and affiliate sites.

Worth noting is the strength of the system that comes from those who work in administering, managing, and delivering services every day. These employees have committed to the vision of a more customer responsive way to deliver services. Enormous amounts of time and energy have been spent and will continue to be spent on making this system work for the customer. The commitment to learning, adapting, creating partnership approaches has been a testament to their dedication to make these federal programs work in the context of the larger workforce development system.

There are currently 13 WorkSource Centers across the state. At least six more centers will be in operation by June 2000. Affiliate sites, that serve special populations, are also electronically linking to the system. And self-service sites, called WorkSource Connections, are offered at all Centers, Affiliates and other public and private organizations for customers needing limited assistance. The internet further broadens self-service into the home.

WorkSource Centers and Affiliates will enable workers, including dislocated workers, to fully benefit from the new economy. At Centers, job seekers have free use of computers, copiers, faxes and other career and training resources. They have access to job databases and workshops on how to get and keep a job. They can find out about occupations in demand and get connected to retraining opportunities.

Businesses can connect with qualified workers with the skills that meet their needs. At a center, businesses can take advantage of computer job matching services, get assistance with recruitment and layoffs, and have access to electronic resume banks, labor market information and retraining resources.

Populations with special needs are assisted through the connectivity of partner programs that make up WorkSource Washington. Targeted programs which serve populations with special needs include WorkFirst, Re-employ Washington Workers, Welfare to Work, Vocational Rehabilitation, and others. ESD is responsible for WorkSource implementation at the state level.

By the end of this planning period, WorkSource Washington should have a “common look and feel” across the state, making it easily recognizable to employer and job seekers. It will provide universal access to all segments of Washington’s labor force, customer choice on services and methods for accessing them, integrate programs and services and provide clear outcomes to measure customer satisfaction.

Wagner-Peyser Act services are fully integrated into WorkSource Washington. Wagner-Peyser funded staff are housed along with staff from other programs at each of the WorkSource Centers. They are also participating through WorkSource Affiliates as is necessary and appropriate. Some Affiliates and WorkSource Connections may be supported by Wagner Peyser by means other than staff (e.g., computer resources). Wagner-Peyser supported labor exchange services serve as the cornerstone of the WorkSource system. Activities are concentrated into efforts that support self-service, facilitated self-service, and core services for job seekers and employers.

Chapter 5 of the State Strategic Plan identifies goals and objectives to be accomplished by business, labor, WDCs, and by the state operating agencies (i.e., the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, ESD, and the Department of Social and Health Services). Below is a list of how ESD contributes to the achievement of the state strategic plan objectives that are appropriate to WIA Title I-B Rapid Response services.

ESD will contribute to the goals in the state strategic plan by administering WIA Title I-B Rapid Response services in ways that will effectively support the following priority objectives:

Enhance business expansion and retention (Objective 2.2) by enhancing an early warning system of possible dislocations and by identifying business and worker needs prior to layoffs and by assisting the Department of Community Trade and Economic Development and other state and local entities to market retention services to at-risk businesses and their workers (Strategy 2.2.1 and Strategy 2.2.3).

Establish coherent, flexible, and accessible dislocated worker services (Objective 2.3) by continuing best practices such as rapid response and labor management committees (Strategy 2.3.1) and other program improvements as identified.

In addition, ESD will contribute in the following ways to the achievement of state strategic plan objectives that are appropriate to Wagner-Peyser services. The Department will contribute in ways that will ensure the success of WorkSource and effectively support the following priority objectives:

Assist unemployed individuals to gain and retain employment (Objective 3.2.) by working to remove barriers and disincentives to people with disabilities and other populations with unique obstacles to employment (Strategy 3.2.1).

Create private-public partnerships to enable individuals to move up job and career ladders throughout (Objective 1.1) by providing high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about career opportunities (Strategy 1.1.2).

Return unemployed workers to suitable work in as short a time as possible (Objective 2.3) by putting resources up front so WorkSource front-line services are of high quality and easy for customers to use (Strategy 2.3.2). Wagner-Peyser Act services are fully integrated into WorkSource Washington.

Refer to pages 93 through 124 in Chapter 5 of the Strategic Plan for a complete list of all goals, objectives, and strategies.

WDCs will also contribute to the achievement of state strategic plan objectives that are appropriate to WIA Title I-B services. The Workforce Board has asked the local WDCs to describe in their areas' WIA Title I-B Operations Plan, how services funded under the Youth Activities Grant, Adult Employment and Training Grant, and Dislocated Worker Grant, when coordinated with other workforce development programs, will contribute to the achievement of the following state strategic plan objectives:



- Create public-private partnerships to enable individuals to move up career ladders throughout their lives (Objective 1.1).
- Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs (Objective 1.2).
- Increase economic competitiveness and prevent dislocation by expanding incumbent worker training (Objective 2.1).
- Enhance business expansion and retention strategies (Objective 2.2).
- Establish a coherent, flexible, and accessible dislocated worker service strategy (Objective 2.3).
- Keep kids in school (Objective 3.1).
- Assist unemployed individuals to gain and retain employment (Objective 3.2).
- Increase training for low income workers (Objective 3.3).

Refer to pages 93 through 124 in Chapter 5 of the Strategic Plan for a complete list of all goals, objectives, and strategies.

**II.C. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system.**

Refer to pages 61 through 82 in Chapter 4 of the State Strategic Plan for the performance indicators and goals the state has established to track its progress toward meeting its strategic goals and implementing its vision of the workforce development system. In addition to federal measures the state has identified five core measures, emphasizing customer satisfaction (see pages 67-68 of the State Strategic Plan for Workforce Development).

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| <b>III. Assessment:</b> |
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**III.A. Market Analysis.**

- 1. Describe the key trends that are expected to shape the economic environment of the State during the next five years.**
- 2. Identify the implications of these trends in terms of overall availability of employment opportunities by occupation, and the job skills necessary in key occupations. (§112(b)(4).)**
- 3. Identify the projected skill development needs by key customer segments.**

Information on economic and demographic analysis is located in the first two chapters of the state Strategic Plan for Workforce Development:

- Chapter 1—Tomorrow’s Economy (pages 1 through 15)
- Chapter 2—Tomorrow’s Workforce (pages 16 through 31)

### **III.B. State Readiness Analysis.**

#### **B 1. Leadership.**

##### **a. State Workforce Investment Board.**

###### **i. Describe the organization and structure of the State Workforce Investment Board.**

The following statutory references describe the Workforce Board’s relevant history and duties with regard to State Workforce Investment Board requirements.

The Washington State Legislature established the Workforce Board in 1991.

The Board’s purpose is to provide planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole, and advice to the governor and legislature concerning the state training system, in cooperation with the state training system and the higher education coordinating board. [RCW 28C.18.030] (1991)

RCW 28C.18.060 [Board duties] Establish and maintain an inventory of the programs of the state’s training system, and related state programs, and perform a biennial assessment of the vocational education, training, and adult education and literacy needs of the state; identify ongoing and strategic education needs; and assess the extent to which employment, training, vocational and basic education, rehabilitation services, and public assistance services represent a consistent, integrated, approach to meet such needs. (1991)

In 1992, Governor Gardner indicated, in correspondence to Congress, that the Workforce Board already performs functions of the Human Resource Investment Council as provided for in amendments to the federal JTPA, P.L. 97-300. The Conference Report indicates that nothing in the amendments is to prevent a state from maintaining a pre-existing body that already performs such functions.

RCW 28C.18.050(3) The board shall provide policy advice for any federal act pertaining to work force development that is not required by state or federal law to be provided by another state body. (1995)

RCW 28C.18.050(4) Upon enactment of new federal initiatives relating to work force development, the board shall advise the governor and the legislature on mechanisms for integrating the federal initiatives into the state’s work force development system and make recommendations on the legislative or administrative measures necessary to streamline and coordinate state efforts to meet federal guidelines. (1995)

In 1995, the Washington State Legislature expanded and clarified the duties of the Workforce Board. The Legislature designated the Board to perform the functions of the Human Resource Investment Council as provided for in the federal JTPA, P.L.97-300, as amended. The statute is recorded in RCW 28C.18.050(2). (1995)

In 1999, Governor Gary Locke issued Executive Order No. 99-02. Sec. 1 of the Executive Order directs the following:

The Workforce Board (Workforce Board) shall act as the Workforce Investment Board for purposes of the federal WIA of 1998.

**Board Membership:** In accordance with RCW 28C.18.020, the Workforce Board consists of nine voting members appointed by the Governor with the consent of the Senate, as follows: Three representatives of business, three representatives of labor, the Superintendent of Public Instruction, the Executive Director of the State Board for Community and Technical Colleges, and the Commissioner of ESD. The Chair of the Board is a nonvoting member selected by the Governor to serve at his pleasure. The Chair shall appoint to the Board one nonvoting member to represent racial and ethnic minorities, women, and people with disabilities.

The Board is substantially similar to the WIA membership requirements as described in the next section.

- ii. Identify the organizations or entities represented on the Board. Describe how each of WIA Sec.111(b)(1) entities will be involved in planning and implementing the State's workforce development system as envisioned in WIA. How will this alternative entity achieve the State's WIA goals?**

Serving as the Acting Chair of the Board for the Governor is the Executive Policy Advisor to the Governor on Workforce Policy.

Representing business on the Board is the President of the Association of Washington Business, the Owner Manager of a small business in Walla Walla, Washington, and the President of Human Resource Solutions and consultant to Sharp Microelectronic of the Americas in Vancouver, Washington.

Representing labor on the Board is the President of the Washington State Labor Council AFL-CIO, the Executive Director of IAM/Boeing Joint Programs, and the Executive Director of Apprenticeship and Nontraditional Employment for Women.

Representing targeted populations on the Board is the Community Actions Director of the Fremont Public Association (a community-based organization). The Executive Director of ANEW and the Fremont Public Association Director have experience with respect to youth activities and expertise in the delivery of workforce development services.

The Commissioner of ESD is a Workforce Board member. ESD is the state's grant recipient for the following programs and activities:

- WIA Title I-B Youth, Adult, and Dislocated Worker Grants
- Wagner-Peyser
- Veterans' Workforce Programs
- Welfare-to-Work
- Trade Adjustment Assistance and NAFTA
- Local Veterans' Employment Representatives/DVOP
- Unemployment Compensation.

The Executive Director of the State Board for Community and Technical Colleges is a Workforce Board member. The State Board for Community and Technical Colleges is the state administrative entity for the following WorkSource programs:

- WIA Title II Adult Education and Literacy programs including English-as-a Second Language programs.
- Postsecondary vocational education programs funded through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act).
- The state funded Worker Retraining Program.
- The state funded Job Skills Program.

The Superintendent of Public Instruction is a Workforce Board member. The Superintendent has experience with respect to youth activities and services. The Office of Superintendent is the state administrative entity for the following WorkSource program:

- Secondary vocational education programs through state and federal funds (Carl D. Perkins Vocational and Applied Technology Act).

At the request of the Governor, the Secretary of the Department of Social and Health Services serves as an additional participating official to inform the Board's work. The Department of Social and Health Services is the state grant administrative entity for the following WorkSource programs:

- Senior Community Service Employment Program funded under Title V of the Older Americans Act.

- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act (note: the Executive Director of the State Department for the Blind and the Director of the Division of Vocational Rehabilitation serve as advisors to the Board).
- WorkFirst (Washington's Temporary Assistance for Needy Families Program).

The Governor appointed a chief local elected official to serve as an advisor to the Workforce Board to assist in the state's WIA planning and implementation.

As described in state plan development section (Part I above), Governor Gary Locke included House and Senate representatives and a representative from the Washington Association of Counties to be part of the Governor's Working Group for WIA. Throughout the planning process, the Governor and the Workforce Board communicated with the Chief Local Elected Officials in each of the 12 Workforce Investment Areas as he shared his planning and implementation instructions and local council certification criteria with the Chief Local Elected Officials. The Commissioner of ESD and the Executive Director of the Workforce Board traveled to each of the 12 Workforce Areas in the state to meet with the Chief Local Elected Officials and discuss the Governor's agenda for the workforce development system, and to learn about their local WIA planning and implementation perspectives. These on-site visits were completed in the fall of 1999.

As described in Section I of this plan (Plan Development), three workgroups were established by the Workforce Board to address three Governor's challenges for the state's workforce development system and to advise the Board on the goals, objectives, and strategies for the state Unified Plan. Representatives of the state's WIA Sec.121(b)(1) programs were invited to participate on these workgroups including individuals representing:

- WIA Title I-C Job Corp Program (Cascades Job Corps Center, Sedro Woolley, Washington).
- WIA Title I-D Native American Programs (Seattle Indian Center).
- WIA Title I-D Migrant Seasonal Farmworker Programs (Yakima Valley Occupational Industrialization Center).
- Employment and training activities carried out under the Community Services Block Grant (CAMP—a local area CSBG grant recipient in Seattle).
- Employment and training activities carried out by the Department of Housing and Urban Development (Seattle Housing Authority and King County Housing Authority).
- Title V of the Older Americans Act (City of Seattle Division of Social Services).
- Vocational rehabilitation (Division of Vocational Rehabilitation).
- Community colleges (President of Clark College).

As summarized above, each of the entities identified in WIA Sec.111(b)(1) were directly involved in the planning for the state's workforce development system and connected to its implementation as envisioned in the Act. The use of technology such as electronic e-mail, electronic newsletters, Question and Answers on WIA implementation posted on the Board's internet homepage and extensive mailing list distributions also helped customer groups and WorkSource partners keep informed. The methods of communication encouraged input into the process as the state Strategic Plan and state WIA Title I-B and Wagner-Peyser Plan was developed and "drafts" circulated. Additional information on stakeholder involvement will be added here following the public forums scheduled in January 2000.

To ensure all interested and affected leaders are actively engaged in implementing the strategies of the state Unified Plan, the Workforce Board will be assisted by four entities.

Three task forces will be established: (1) A *Skills Gap Partnerships* Task Force; (2) a *Dislocated and Incumbent Workers* Task Force; and (3) and a *Wage Progression* Task Force. Board members and non-Board members will serve on the teams. The Governor will appoint the non-Board members. The membership composition of the task forces will include the required entities and agencies identified in CFR 661.210(c). All mandatory One-Stop/WorkSource partner agencies will be represented on at least one of the task forces to participate and offer input into the implementation of the plan in order that the States' goals are achieved. Individuals with expertise in the delivery of youth activities, Division of Vocational Rehabilitation, Department of Services for the Blind, and Client Assistance Program representatives will be included in the task forces' membership. Task force members will include state and local workforce development leaders. Moreover, there will be a strong private sector membership on each task force.

The Workforce Board's task forces will resolve problems as they emerge and work quickly to identify and recommend solutions to the Board. The task forces will address short-term problems rather than ongoing activities.

The work of each task force will include drafting policy recommendations, supporting and highlighting innovation, and jumpstarting initiatives. Task force leaders will report to the Workforce Board on a regular basis to offer progress reports and recommendations.

In addition, as described in Section III.B.2. in this plan, the state will be assisted by the WorkSource Executive Policy Council (EPC) which has been overseeing the development of Washington State's One-Stop (WorkSource) system. The EPC will continue to offer on-going operational guidance to the WorkSource system on: 1) barrier removal at the state level; 2) customer oriented WorkSource implementation; and 3) other WorkSource operational issues such as the development of the WorkSource Tracking and Accountability System (WTAS) .

In order to increase public awareness of this critical initiative, the WorkSource Executive Policy Chair will provide regular reports to the Workforce Board with particular emphasis on relevant policy issues. This will begin in the year 2000 as part of the implementation of WIA.

**iii. Describe the process your State used to identify your State Board members.**

The process for identifying Workforce Board members is identified in RCW 28C.18.020, (1991). The chair of the Board is selected by the Governor to serve at his pleasure. The Chair appoints one nonvoting member representing racial and ethnic minorities, women, and people with disabilities. The three business representatives are appointed by the Governor from nominations provided by a statewide business organization representing a cross-section of industries. The three labor representatives are appointed by the Governor from nominations provided by statewide labor organizations. The nominations and appointments are to reflect the cultural diversity of the state, including women, people with disabilities, and racial and ethnic minorities.

RCW 28C.18.020, (1991) also identifies the Superintendent of Public Instruction, the Executive Director of the State Board for Community and Technical Colleges, and the Commissioner of the Employment Security Department as Workforce Board members. The Superintendent of Public Instruction is a publicly elected office. The Executive Director of the State Board for Community and Technical Colleges is appointed by the Board of the state's community and technical colleges. The Commissioner of the Employment Security Department is appointed by the Governor.

The tri-partite voting makeup of the Board was specifically designed by the Washington State Legislature to ensure the strong voice of the customer in the design and development of state workforce development system policy. The voting make-up was recommended in 1990 by a blue ribbon advisory committee consisting of legislators, business, labor, education and training agencies, Private Industry Council representatives, and community-based organizations. The tripartite makeup of the Board and its strong inclusive approach to policy development will enable the state to achieve the goals, objectives, and strategies of Washington's State Unified Plan and the goals Congress has for WIA.

**iv. Describe how the State Board will carry out its functions.**

The Workforce Board assists the Governor by performing the functions listed in Sec.111(d) which include:

1. Developing and maintaining a State Unified Plan using a broad collaborative process.
2. Reviewing and making recommendations to the Governor concerning the operating plans of the agencies that administer programs of the state workforce development system to ensure consistency with the state strategic comprehensive plan.
3. Developing and implementing a performance management system for workforce development, including the evaluation and data responsibilities described in RCW 28C.18 and the performance accountability system described in P.L.105-220, in partnership with the operating agencies and local WDCs. The system shall be built upon policies, processes, and interagency agreements that embody the state's Performance Management for Continuous Improvement system. Assessing the workforce development system using this performance management system. [Executive Order 99-02]
4. Developing linkages in order to assure coordination and non-duplication among the WorkSource programs.
5. Reviewing local area Unified Plans and recommending local plan approval to the Governor.

6. Serving as the state's designated eligible recipient agency for Perkins III. Developing the Year 2000 State Perkins Plan.
7. Recommending to the Governor the designation of Workforce Investment Areas.
8. Recommending to the Governor the certification of local WDCs.
9. Recommending to the Governor, through this plan, the allocation formulas for the distribution of funds for WIA Title I-B Youth Activities Grant and Adult Employment and Training Grant.
10. Preparing an annual WIA Title I-B Program report to the U.S. Secretary of Labor including information on the status of the state evaluations for the workforce development system.
11. Assisting ESD in its work to develop a statewide employment statistics system.
12. Developing possible future applications for incentive grants available under WIA Sec. 503. Establishing an incentive fund for the workforce development system and recommending to the Governor criteria for rewarding local WDCs and programs that produce exemplary results.

**v. How will the State Board coordinate and interact with the local WDCs?  
 (§112(b)(1).)**

Governor Gary Locke's Executive Order No. 99-02 calls for the Workforce Board to:

Work in partnership with local WDCs to develop a state unified plan. Local WDCs shall provide input to the Workforce Board in developing the state unified plan, which will thereby articulate their local strategies and needs.

The Workforce Board is encouraging members of the WDCs (both new and grandfathered entities) to continue their involvement in the state's Unified Plan development. On December 7, 1999, the state plan "draft" was circulated to the WDCs seeking input. On January 6, 2000, the plan was opened for a public review process through an extensive announcement process that reached over 1000 individuals in 38 associations or groups. The Workforce Board will coordinate its public forums schedule on the state plan with ESD, the Office of Adult Literacy, Chief Local Elected Officials, and WDCs.

The Workforce Board and ESD will involve the local councils in the state's WIA planning and policy development and encourage local WDCs to continue effective practices.

Governor Gary Locke's Executive Order 99-02 instructs the local WDCs to develop and maintain a local unified plan that includes a strategic plan that assesses local employment opportunities and skill needs and goals, objectives, and strategies for the local workforce development system. This expanded role for the local councils will make it possible, for the first time, for the state Workforce Board to have a regional policy and planning counterpart. An



entirely new state-to-local and local-to-state strategic planning relationship is being formed. During September through December 1999, staff to the Workforce Board offered assistance to members of new councils and re-created councils as these community leaders laid the foundation work for their local area strategic and program operations plans. This assistance will extend into the spring of 2000.

ESD staff and Workforce Board staff attend the monthly planning meetings of the Workforce Development Executives of Washington. The state's Performance Management through Continuous Improvement sought local advice from WDC staff as state WIA Title I-B accountability policies were drafted.

To support the WDCs, the state Workforce Board offered its staff's expertise in strategic planning. The assistance offered included telephone, electronic and/or direct on-site assistance. On-site assistance by Workforce Board staff was provided to five of the 12 WDCs. These services included planning meeting design, facilitated group activities, review of plan drafts and public input support. The remaining seven WDCs received on-site visits to discuss needs, clarify process issues and develop planning strategies. All 12 WDCs and Chief Local Elected Officials received a resource binder prepared by Workforce Board staff.

**vi. How will the State Board ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities?**

The Workforce Board held eight board meetings in 1999 and eight are scheduled for 2000. Members on the Workforce Board's task forces (described on page 19 of this plan) will be invited and will be involved in meetings of the Workforce Board. All of these meetings are open to the public at locations that are accessible to everyone, including people with disabilities. The Board abides by the state Open Public Meetings Act. Newspapers are notified of the times, locations, and agenda topics for Board meetings and a meeting announcement is mailed to a large number of individuals and groups. Meeting notices are posted on the Workforce Board's home page as well as included in an electronic newsletter to inform the public of Board activities. All meeting notices sent by letter and posted on the Workforce Board's home page include the following message: "People needing special accommodations please call the Workforce Board at least 10 days in advance at (360) 753-5677." Minutes of Board meetings are available upon request. Minutes as well as other Workforce Board publications will be made available in alternative format upon request. Board meetings are often televised for public viewing over public television networks provided by TVW.

**III.B. 1b.**

**Identify the circumstances which constitute a conflict of interest for any State or local WDC member.**

The minimal circumstances which constitute a conflict of interest for any State or local WDC member include:

- Any violation of a written code of standards or conduct governing the performance of persons engaged in the award and administration of WIA contracts and subgrants.

- No individual in a decision-making capacity shall engage in any activity, including participation in the selection, award, or administration of a subgrant or contract supported by WIA funds if a conflict of interest, real, implied, or apparent, would be involved.
- A member of the state Board and/or local Council shall not cast a vote, nor participate in any decision-making capacity on the provision of services by such member (or any organization which that member directly represents), nor any matter which would provide any direct financial benefit to the member or to the member's organization.
- A conflict of interest under paragraph 2 and 3 would arise when:
  - ❑ the individual
  - ❑ any member of the individual's immediate family ( partners, spouse, children, or siblings)
  - ❑ the individual's partner
  - ❑ an organization which employs, or is about to employ (an individual has received a job offer from the organization)
  - ❑ any of the above have a financial or other interest in the firm or organization selected for award.
- The officers, employees, or agents of the agencies and members of the Board or Councils making awards, will neither solicit nor accept gratuities, favors, or anything of monetary value from awardees, potential awardees. Parties to sub-agreements.
- Neither membership on the Board or Council nor the receipt of WIA funds to provide training and related services shall be construed, by itself, to violate provisions of the Act or Regulations.
- A Code of Conduct shall contain penalties, sanctions, or other disciplinary actions in accordance with state and local law for violations of the State Provisions. Stricter policies may be adopted by the state Board or by individual local Councils.

**III.B. 1c.**

**Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of local WDC members.**

The Act states that local council certification must be based on state criteria established by the Governor in partnership with the Workforce Board. At its January 22, 1999, meeting, the Workforce Board reviewed background papers that examined numerous options for local council functions and membership criteria and heard the perspectives of representatives of local interests. The options had been developed with the input from the Interagency Committee and other workforce development stakeholders. In March 1999, Workforce Board staff widely circulated the draft options to solicit additional feedback. The recommendations for council certification were developed after careful analysis of all of the comments and advice received through this deliberative process including the advice of panelists who spoke to the Board on March 18, 1999. [A summary of the public comments is available]. The Workforce Board adopted recommendations on council functions and membership criteria and forwarded them to the Governor. Governor Gary Locke informed the Chief Local Elected Officials in the 12

Workforce Investment Areas of his approval of board's recommendations. The Governor's Local WDC Formation and Certification Criteria (as adopted by the Workforce Board and approved by the Governor) is available. Among the state's criteria is the requirement that council membership include at least three representatives of labor, two representatives of K-12 education, and two representatives of postsecondary education.

If a pre-existing "alternative entity" was chosen to function as the local WDC, the Chief Local Elected Officials are asked to attach to the Council Certification Application a written description of how the Chief Local Elected Officials plan to work with the local WDCs to:

- Ensure an ongoing role in the Council's local Strategic Plan and local WIA Title I-B planning processes for WorkSource partner organizations as listed in WIA Sec.21(b), community-based organizations, private vocational schools, and other interested community groups.
- Provide appropriate attention and focus on area-wide workforce development planning for youth, including the coordination and oversight of WIA Title I-B youth activities.
- Ensure an ongoing role of youth service provider agencies and others in WIA Sec.117(h)(2) in the Council's local Strategic Plan and local WIA Title I-B planning processes.

The state's instructions for the development of local WIA Title I-B Operations Plans included the following guidelines:

In Workforce Investment Areas that have chosen to establish a Workforce Development Council by using a pre-existing entity:

Describe how the Local Council will ensure an ongoing role for WorkSource partner organizations, business and labor, community-based organizations, and other interested community groups in the Council's local strategic and local operations planning and activities. DOL Regulation CFR t661-330(b)(2) requires that the plan explain how the Council will ensure non-represented membership a role in the local workforce investment system. Also the Preamble to the Regulations, Part 660, requires One-Stop partner organizations to have periodic, regular, meaningful opportunities for input into decisions made by the Local Council. Describe how the Local Council will ensure an ongoing role of youth service provider agencies and others as listed in WIA Sec.117(h)(2) and in the Council's local strategic and local operations planning activities.

If the Chief Local Elected Official intends to have an overlap in the staff to the local Council and the staff that directly performs functions of a WorkSource Operator and/or of a WIA Title I-B core/intensive service provider, the Chief Local Elected Official must include a written description in the local WIA Title I-B Operations Plan, on how the local Council will:

- Keep its primary focus on strategic planning and accountability.
- Avoid conflict of interest and equitably oversee high quality WIA Title I-B program services as measured by performance and customer satisfaction.

- Be accepted by other workforce development program leadership (school districts, community and technical colleges, private vocational schools, apprenticeship programs, community-based organizations, employer-based training entities, others) in the Workforce Investment areas as the legitimate and proper entity to create the local Strategic Plan and evaluate the results of the workforce development system in the area.

### **III.B. 1d.**

#### **Allocation Formulas.**

- If applicable, describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for the 30 percent discretionary formula adult employment and training funds and youth.**

The State will not be using the discretionary formula.

The formula in Sec.128(b)(2)(A) for youth and in Sec.133(b)(2)(A) for adults will be used. The State will also apply the hold-harmless, as provided by the Department of Labor.

With respect to youth grants for the first summer, the state will make available 25 percent of the available funds to any local workforce investment area that submits a grant for spending WIA funds (rather than using JTPA funds) to fund youth activities that will take place between April and June 30, 2000. The remaining portion of WIA youth funds will be allocated to local areas so that they can begin spending July 1, 2000.

**Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout your State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis. (§§112(b)(12)(A-B), 128(b)(3)(B), 133(b)(3)(B).)**

The state will use transition authority provided under WIA Sec.506 to apply a hold harmless to the adult and youth allocation formulas. This will enable the state to ensure that adult and youth program funds will be distributed equitably throughout the State. It also allows the State to ensure that no local areas suffer significant shifts in funding from year to year which would be the case for several areas if a hold harmless provision was not applied during the first program year under WIA.

**Describe the State's allocation formula for dislocated worker funds pursuant to Sec.133(b)(2)(B). (§§112(b)(12)(C), 133(b)(2)(B).)**

Distribution of funds for Dislocated Worker employment and training activities will be based on an allocation formula prescribed by the Governor and state produced estimates of dislocated workers by local area.

The formula utilizes the most appropriate information available to the Governor to distribute amounts which address the State's dislocated worker needs. In accordance with Sec.133(b)(2)(B) the State will allocate the funds based on information which includes insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, long-term unemployment data, plus a state generated estimate of actual dislocated workers.

- ii. **For each funding stream, include a chart that identifies the formula allocation to each local area for the first fiscal year, describe how the individuals and entities represented on the State Board were involved in the development of factors, and describe how consultation with local boards and local elected officials occurred. (§112(b)(12)(A).)**

The local WDCs and local chief elected officials were notified by ESD in writing and their designated local representatives took part in meetings at which the factors were discussed.

An attached funding chart, displays planning allocation amounts for Program Year 2000 WIA Title I-B (adult, youth, and dislocated worker grants) for the state's twelve workforce development areas

#### **Transfer of Funds.**

WIA Sec.134(d)(4) allows a local WDC, with the Governor's permission, to transfer up to 20 percent of the allocation for a fiscal year between adult activities and dislocated worker activities. The State will allow for transfer of fund requests to be made through the Grant Modification Process.

Each case will be reviewed and approved based on the circumstances and justification provided by the Workforce Investment Area making the request. Criteria generally considered will include the impact on both services and populations served, the impact on performance, and maintaining the intent of the law. Where the justification suggests a change in goals or other significant policy change, a plan modification will be required.

#### **Reallocation Policy**

When a WDC fails to expend at least 80 percent of its WIA allocated funds in any single year, the amount between its expenditure level and 80 percent is subject to recapture by the state. Recaptured funds will be allocated to councils with demonstrated need and ability to utilize the funds effectively and appropriately.

#### **III.B. 1e.**

**Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under Title I of WIA.**

Washington State is developing a procurement policy for WIA Title I-B programs which will be in compliance with all applicable federal law and regulations. The State will operate in accordance with Sec.112(b)(16). The state policy will be based on fair and open competition, and will be in compliance with both circulars published by the Office of Management and Budget and with the requirements of the Office of Financial Management for Washington State.

The attached JTPA provision on procurement describes the procurement process the state is currently using. WIA procurement policy will not depart in any major way from the processes listed for competitive procurement in the JTPA provision. Guidance for four methods for procurement are described in the provision. The provision includes a description of competitive procurement processes. A WIA draft policy will be available in late April 2000, and a final policy published in May. We have attached the JTPA policy to this plan as a general description of the procurement processes the state will use.

The attached transitional procurement guidance indicates the state will carry out procurement of youth providers in accordance with Section 123 of Title I of WIA. The state will also follow RCW for procurement provided no conflict with WIA Title I B law and regulations exists. See the attached copies of relevant RCWs i.e., 39.29 for personal services, RCW 43.19 for purchased services and RCW 39.4 for interagency agreements can be found on the internet at <http://wsl.leg.wa.gov>. A WIA draft policy will be available in late April and a final policy published in May.

The State uses public notifications in newspapers and other publications. Requests for Proposals or for Qualifications are also sent to individuals and entities on bidders lists developed for specialty areas e.g. technology, evaluation, service delivery, etc.

At the local level, an exception will be granted for contracts for summer youth services beginning prior to July 1, 2000, and continuing through September 2000. In this period the local WDCs may choose to contract with JTPA service providers that were previously competitively bid. The September date allows local areas to adapt to JTPA closeout considerations. Additionally, any area may extend a JTPA service contract beyond July 1, 2000 if it is solely for the purpose of serving previously enrolled JTPA participants. Refer to the attached draft youth policy related to procurement.

### **III.B. 1f.**

#### **Identify the criteria to be used by local WDCs in awarding grants for youth activities.**

Local WDCs, working with their advisory Youth Councils will make available all the required program elements specified in the law. It will be a local responsibility to evaluate the existing strengths and weaknesses of youth programs and services available in their respective areas. Critical factors to be considered for determining effectiveness are: availability of funding; reviews of past performance of local service providers; success of various activities offered by providers under JTPA; engaging new service providers who may be able to capitalize on service opportunities available through WIA Title I-B; and linkages with other programs.

In general, local Workforce Development Councils must establish clear performance goals, products, and objectives which must be incorporated in the Requests for Proposals. The state does require that the procurement for youth programs must ensure fair and open competition and be awarded by a competitive process. Proposals by bidders not meeting the goals and other requirements of the RFP must be considered non-responsive.

The Governor is not identifying criteria for determining the effectiveness of youth programs at this time. However, local Councils have adopted a variety of criteria for awarding grants to youth service providers. Several local areas have identified criteria they will use in awarding grants for youth activities. The range of criteria includes:

- Performance in each of the last two years as measured by JTPA Title II-C youth program performance; entered employment, returned or remained in school, attained youth competencies, and/or recognized employability enhancement for youth.
- Fiscal integrity as measured by the lack of final determinations during the last three years for which data is available that the organization misexpended the funds due to willful disregard of grant or contract requirements, gross negligence, or failure to observe accepted standards of administration.
- Provider and its proposal show capability to provide competency-based services consistently through-out a large service area.
- History of the organization in providing similar services.
- Compliance with the American Disabilities Act.
- Geographical location of the proposer and capacity to provide consistent services to outlying areas.
- Effectiveness in program, outreach, and administrative outcomes.
- Soundness of strategy in reaching goals.
- Inclusion of collaborative partners in providing ten elements of successful youth programs.
- Cost effectiveness and capacity to leverage in-kind contributions.
- Program design and technical compliance.
- Proposal consistency and compliance.
- Adequacy of proposal statement of need.
- Inclusion of goals and measurable objectives.
- Description of program activities and the ten essential program elements.

Additionally, the criteria for youth activities should be congruent with Washington's Education Reform Act (HB 1209,1993).

### **III.B. 1g.**

**Is the state defining the 6<sup>th</sup> youth eligibility criteria and if not has the responsibility been delegated to local areas?**

The local areas have been delegated the responsibility of defining the 6<sup>th</sup> youth eligibility criteria i.e., an individual who “requires additional assistance.” This criteria is listed under the definition for eligible youth in the law:

The term “eligible youth” means an individual who—

- (A) is not less than age 14 and not more than age 21;
- (B) is a low-income individual; and
- (C) is an individual who is one or more of the following:
  - (i) Deficient in basic literacy skills.
  - (ii) A school dropout.
  - (iii) Homeless, a runaway, or a foster child.
  - (iv) Pregnant or a parent.
  - (v) An offender.
  - (vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.

### **III.B. 1h.**

**State Policies and Requirements. (§112(b)(2).)**

- i. Describe major State policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this Plan.**

It is the state’s intent to provide maximum local flexibility, so we will issue a minimum of State policies. State policies and requirements related to WIA are described or referenced in different sections of this plan. State policies regarding WIA Training Provider Eligibility and Performance and WIA Individual Training Accounts are described in Sections III.B.3.c of this plan. State requirements for WorkSource are described in Sections III.B.2.A. and IV. A.2. of this plan. Youth policies are described in Section III.B.e., f. and g. and the state’s draft youth policies are also attached to this plan. The state’s WIA Rapid Response policy is attached to this plan.

The state’s policy on WIA Title I-B Participant and Priority Eligibility is attached to this plan. The state’s policy on WIA Title I-B Participant and Priority Eligibility requires the Workforce Development Councils to describe, in the local area WIA Operations Plan, the priority policy and describe the combined planning efforts made among WorkSource partners to address the intensive and training services needs of job seekers including local income and Temporary Assistance for Needy Families (TANF) recipients in the Workforce Investment Area taking into consideration all available local, state, and federal training resources. The state policy further states that enrollment decisions in the process of selecting individuals for WorkSource intensive services and training services funded through WIA Title I-B Adult Employment and Training Grant should follow locally established policies based upon this combined planning effort to



coordinate the use of Wagner-Peyser (including services to Veterans), TANF WorkFirst, TANF welfare savings fund, Welfare-to-Work (WtW), Re-Employ Washington's Workers Program, Food Stamps Employment and Training Programs, state and federal adult basic education grants, vocational rehabilitation services, WIA Title I-B Adult Education and Training Grant, WIA Title I-D Migrant Seasonal Farmworker programs, WIA Title I-B Native American Programs, and many other training resources and financial aid grants.

Consistent with 20 CFR Part 652 Section 663.640, it is the state's policy that a disabled adult is eligible for priority as a low income adult for intensive services and training services funded under the WIA Title I-B Adult Employment and Training Grant (even if the family of a disabled adult does not meet the income eligibility criteria), if the *individual's* own income meets the income criteria established in WIA Sec.101(25)(B); or meets the income eligibility criteria for cash payments under any federal, state, or local public assistance program [WIA Sec.101(25)(F)]. This policy is also pertinent to 20 CFR Part 652 Section 663.600 and to the state's policy on WIA Title I-B Participant and Priority Eligibility attached to this plan.

Consistent with 20 CFR Part 652 Section 664.250, it is the state's policy that a disabled youth is eligible as a low income youth for youth services funded under the WIA Title I-B Youth Activities Grant (even if the family of a disabled youth does not meet the income eligibility criteria) if the youth's *own income* meets the income criteria established in WIA Sec.101(25)(B); or meets the income eligibility criteria for cash payments under any federal, state, or local public assistance program [WIA Sec.101(25)(F)].

**ii. Describe how consultation with local WDCs and Chief Local Elected Officials occurred.**

The Commissioner of ESD and the Executive Director of the Workforce Board met personally with local elected officials and their representatives throughout the state to solicit their ideas and concerns about policies, planning and implementation of WIA Title I-B.

More specific consultation on plan and policy development took place on an ongoing basis through various workgroups, meetings, correspondence and electronic input involving local councils, local chief elected officials and their representatives. Policies were distributed widely for more extensive input, review and comment by a wider audience. In December 1999, staff of the Workforce Board met with each of the 12 WDC Executive Directors to negotiate the expected levels of WIA Title I-B program performance. Invitations to these performance negotiation meetings and to the public forums on the state Unified Plan (held in January 2000) were extended to the chief local elected officials.

**iii. Are there any State policies or requirements that would act as an obstacle to developing a successful system?**

No policies have been identified at this time that might create an obstacle to developing the workforce development system. State and local partners will be identifying state policies and requirements which are obstacles to development of a successful system and achievement of the Governor's challenges. The state's guidelines to local Workforce Development Councils requested that Councils identify, in their local plan, what actions are needed at the state level for the local area plan to be implemented successfully.

### **III.B. 2.**

#### **Services: Describe the current status of One-Stop implementation.**

##### **2.a. Actions your State has taken to develop a One-Stop integrated service delivery system statewide.**

ESD initiated the first investments in the One-Stop concept in 1994 by committing \$4 million to 19 sites for integrated service delivery. This interagency planning helped the state to qualify for a \$450,000 One-Stop planning grant from the U.S. Department of Labor. In July 1997, Washington received a three-year \$9.96 million grant from DOL to implement a One-Stop Career system throughout the state. The system is being implemented as WorkSource Washington.

WorkSource has been designed through a collaborative effort, with full participation by business, labor, and state and local employment and training professionals. A WorkSource EPC is charged with overseeing the development and operation of the system. It is comprised of key leaders from Business, Labor, ESD, Private Industry Councils, Community and Technical Colleges, Department of Social and Health Services, the Workforce Board, Labor and Industries, the Superintendent of Public Instruction, and the Governor's Policy Office.

Further, 12 WorkSource Regional Partnerships were established to implement state planning and infrastructure with individual providers of WorkSource services. They have been charged with designing, developing and implementing Washington's WorkSource vision at the local level.

There are currently 13 WorkSource Centers serving the employers and job seekers across the state. At least six more Centers will be in operation by June 2000. Affiliate sites, that serve special populations, are also electronically linked to the system. And self-service sites, called WorkSource Connections, are offered at all Centers, Affiliates and other public and private organizations for customers needing limited assistance.

At WorkSource Centers, job seekers have free use of computers, copiers, faxes and other career and training resources. They also have access to job databases and workshops on how to get and keep a job. Businesses, meanwhile, can take advantage of computer job matching services, get assistance with recruitment and layoffs, and have access to electronic resume banks, labor market information and retraining resources.

The required WorkSource partner programs as established by the EPC include the following list of required federal programs in WIA Sec.121(b).

- WIA Title I-B Youth, Adult, and Dislocated Worker (including early intervention and rapid response) Grants and Programs
- Wagner-Peyser Programs
- Welfare-to-Work Programs
- Trade Adjustment Assistance and NAFTA

- Local Veterans' Employment Representatives/DVOP
- State Unemployment Compensation Programs
- WIA Title II Adult Education and Literacy programs including English-as-a Second Language programs
- Vocational education programs funded under the Carl D. Perkins Vocational and Applied Technology Act
- Secondary vocational education program funded under the Carl D. Perkins Vocational and Applied Technology Act
- Senior Community Service Employment Program funded under Title V of the Older Americans Act
- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act.

In addition, required State Programs include:

- Worker Profiling
- Claimant Placement Program
- Post Secondary Vocational-Technical Programs
- Worker Retraining Program
- WorkFirst (employment services only)
- Labor Market Information
- English as a Second Language Programs.

And other programs encouraged to be a part of the WorkSource system include:

- Literacy Programs
- Apprenticeship Programs
- Local School to Work connections
- Americorps/Washington State Service Corps
- Tech Prep Consortium

- Private Vocational Schools
- Other programs identified by WorkSource Regional Partnerships.

Washington's WorkSource system is based on local business plans developed by the 12 WorkSource Regional Partnerships. Each plan is formulated from policies mandated by the WorkSource EPC. Local areas are transitioning what has occurred to date under the One-Stop implementation grant to meet the requirements of WIA. The degree of collaboration at the State level by the members of the EPC has been excellent and this body will continue its focus on operational development under WIA. Local WDCs will incorporate the regional partnerships as they are formed.

The following list represents specific EPC policies that will be carried forward under the new WIA governance structure:

### **Policies**

- Common Intake Elements
- Core Services
- Identity Standards and Marketing Plan
- Outcome Measures
- Technology System Business Design - WTAS - Department of Information Services Backbone Connectivity
- Validation Process

The following list represents specific WorkSource products that have been approved by the EPC:

### **Products**

- Employer Strategic Plan
- Labor Market Information
- Local One-Stop Business Plans
- Quality Standards
- Service Delivery Design Best Practices
- Service Delivery Design Elements
- Statewide Training Plan
- Validated 13 WorkSource Centers and 3 Affiliates Sites
- Web site Standards

These products were established by interagency workgroups. Products such as Service Delivery Design Elements and Best Practices have been distributed to partners throughout the system and many of the best practices have been and will be utilized by local systems. The Quality

Standards were used in the validation process and are meant to set a baseline for program partners, centers and affiliates in providing quality service. The Statewide Training Plan was developed to provide basic training in one-stop concepts and service concepts to staff from a number of partner programs who took the training together and established common understanding and relationships that will continue to assist integrating service delivery.

### **III.B. 2b.**

#### **The degree of existing collaboration for WIA Title I, the Wagner-Peyser Act, and all other required and optional partners (§§112(b)(8)(A), 121(b)(1-2), 134(c)).**

The Workforce Board is providing the policy leadership among key partners in the workforce development system. WorkSource Washington has been one of the priority strategies recognized by the Board in its Comprehensive State Plan, “High Skills, High Wages” over the past several years. The Board has participated in the development of WorkSource under the planning and the implementation grant and throughout the implementation of WIA Title I-B.

The Executive Director of the Workforce Board has participated on the EPC, which has served as the policy setting body for the implementation of the WorkSource system. The Council has a total membership of eleven that has been described in other sections of this plan. In the early stages of One-Stop planning, the decision was to name as broad a vision for local service integration and streamlining as inclusive as possible. This has resulted in a slower than expected start-up but has also positioned the state very well relative to implementing WIA. The state required partners exceed WIA requirements and the state required programs meet all but two of WIA requirements. Those program requirements, Community Services Block Grant and the Housing and Urban Development services are included and are reflected in the validation requirements for WorkSource Centers.

All policies and products of the EPC have been developed through Interagency Workgroups that have both state and local Partnership representation. The workgroups have been developed to focus on particular aspects of implementation of the new delivery system. Each workgroup develops recommendations that are forwarded to the EPC for approval. Once approved, the recommendations are implemented at the local and state levels.

Local level collaboration at the Partnership level has been remarkable. Not only is there participation from the required partners but also from many non-profits who provide supportive services to the customers of the employment and training system.

For more information on WorkSource refer to the Internet Webpage [www.wa.gov/esd/one-stop](http://www.wa.gov/esd/one-stop).

### **III.B. 3.**

#### **System Infrastructure.**

##### **3a. Local Workforce Investment Areas.**

###### **i. Identify the State's designated local workforce investment areas.**

The Governor’s Chief of Staff, Joe Dear, issued a memorandum on March 9, 1999, to the state workforce development agencies and interested parties, informing them on the Governor’s decision for Workforce Investment Area designation:

Designation of Service Delivery Areas under Federal WIA: The Workforce Board reviewed the service delivery areas as defined for the federal JTPA in 1997 and 1998. After a lengthy public review process they concluded that the current service delivery areas are working and should be used for the purposes of implementing the One-Stop delivery system in Washington State. Under Carver Gayton's direction, we are now using these service delivery areas as the local partnerships for implementing the One-Stop delivery system. It makes sense to continue down this road. The Governor has designated these areas as local workforce investment areas for the purposes of implementing the federal WIA.

The Governor's decision is also included in his Executive Order No. 99-02.

**ii. Include a description of the process used to designate such areas.**

RCW 28C.18.060(6) instructs Workforce Board to "provide for coordination among the different agencies of the state training system at the state level and at the regional level." (emphasis added)

Accordingly, during the fall of 1995 and winter of 1996, Workforce Board members and staff held discussions with partners and customers of the workforce development system around the state. Meeting in thirteen Washington communities to discuss proposed federal block grant legislation, they heard local perspectives on regional coordination and planning. [a record of these public comments is available]

Following these conversations, the Workforce Board created an advisory group to examine options in establishing sub-state area boundaries to assure coordinated planning. The advisory group included representatives of all state-level members of the School to Work Transition partnership, all members of the Steering committee for WorkSource planning, and representatives of local government. That group, in turn, invited representatives of additional customers and partners in the workforce development system to advise its work. The advisory group studied reports from other states and examined how the state is divided into regions among the operating agencies in the state's workforce development system, JTPA service delivery areas, school districts, college districts, economic development districts and others. This work resulted in the Board's adoption of principles and guidelines for regional designations.

The principles included:

- Partnerships that are working should be disrupted as little as possible. Natural boundaries should be honored.
- Operating procedures should be flexible enough to allow programmatic crossover among regions, when appropriate.
- A definition of the roles and responsibilities of the regional alliances should delineate its role in relation to state-level policies, strategy, and accountability.

Additionally:

- Divisions should follow county lines.
- Regions should contain a community college to support the training objective.
- Each area should represent a common labor market.
- Ideally, each region should contain an urban center.

The advisory group also operated under the premise that a limited number of substate regions was desirable to increase economies of scale and that this economic rationale be balance with a regional structure that allows planning, programs, and services to meet the needs of the customer and local communities.

With these characteristics in mind, the advisory group created several maps representing potential regions and circulated them for public comment to a broad array of public and private entities. The advisory group considered the extent to which local areas are consistent with labor market areas; geographic areas served by local and intermediate educational agencies, and postsecondary educational institutions and area vocational schools. Responses indicated that constituents of the system largely agreed with the work group's regional designations. On May 28, 1997, the Workforce Board adopted a map based on the advisory group's recommendations. The original map was revised twice: once in October 1997 following a request by the county commissioners of several eastern Washington counties, and again in March 1998 at the request of all of the county commissioners from two southern counties, Klickitat and Skamania. The regional map, as approved by the Governor, was adopted by the Workforce Board on March 25, 1998. [A copy of this regional map will not be included in the electronic transmission of this plan to the U.S. Department of Labor. The colored map will be mailed to the U.S. Department of Labor under separate cover.]

The names of the 12 Workforce Development Councils and workforce area counties:

Olympic Workforce Development Council (Clallam, Kitsap, and Jefferson Counties)

Pacific Mountain Workforce Development Council (Grays Harbor, Mason, Lewis, Thurston, and Pacific Counties)

Northwest Workforce Development Council (Whatcom, Skagit, Island, and San Juan Counties)

Snohomish County Workforce Development Council (Snohomish County)

Seattle-King County Workforce Development Council (King County)

Tacoma-Pierce County Workforce Development Council (Pierce County)

Southwest Washington Workforce Development Council (Cowlitz, Wahkiakum, Skamania, and Clark Counties)

North Central Washington/Columbia Basin Workforce Development Council (Chelan, Okanogan, Grant, Douglas, and Adams Counties)

Tri-County Workforce Development Council (Yakima, Kittitas, and Klickitat Counties)

Eastern Washington Partnership Workforce Development Council (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin, and Walla Walla Counties)

Benton-Franklin Workforce Development Council (Benton and Franklin Counties)

Spokane Area Workforce Development Council (Spokane County)

**i. Describe the appeals process used by the State to hear appeals of local area designations.**

No appeals were filed.

**III.B. 3b.**

**Regional Performance Measures. (§§112(b)(2), 116(c).)**

Regional performance measures of the nature described in WIA Sec.116(c) are not being considered in at this time in Washington State.

**III.B. 3c.**

**Selection of Service Providers for Individual Training Accounts. (§§112(b)(17)(A)(iii), 122, 134(d)(2)(F).)**

**Training Provider Eligibility and Performance** - During the initial year of the plan, entities eligible to provide training funded by WIA Title I-B will be those entities grandfathered in under the Act, and providers that meet the criteria that have been in place for the JTPA system.

Public community and technical colleges and universities, registered apprenticeship programs, as well as private vocational schools licensed by the Workforce Board or by the Higher Education Coordinating Board, or a comparable agency within another state are presumed eligible. Also, private colleges and universities that are eligible to receive federal funds under Title IV of the Higher Education Act of 1965 are presumed eligible for Title I-B funding. For all other training providers, the local Workforce Development Council must determine that the training provider is qualified for inclusion on the list of eligible training providers. Elements that may be considered include: financial stability, quality of instructors and administrators, quality of the facilities and training equipment, curriculum, cost, rate of student certification for a trade, job placement, wage rate at placement, and completion rate.

For the initial year of eligibility, training providers that want to be eligible to provide WIA Title I-B funded training must submit the performance information and program cost information required by the Local Workforce Development Council in the area. Local Councils will determine initial eligibility based upon the local criteria (including compliance with the



American Disabilities Act) and place providers that satisfy the criteria on a list submitted to the State Workforce Board and ESD. The local councils will also forward to the State relevant performance and cost information. The Workforce Board, working with ESD, will ensure that the areas' eligible provider lists are compiled into a single statewide list for dissemination through the WorkSource system.

During the second and subsequent years, provider eligibility will depend on meeting new performance standards. By no later than April 1, 2001, the Workforce Board (on behalf of the Governor) will identify performance levels that must be achieved in order for a provider to be eligible to receive WIA Title I-B "individual training accounts." The measures used for these standards will be consistent with the measures required under the Act.

The Workforce Board is currently collecting data on training provider performance and by the middle of the second plan year will have two years of data for most providers. This data will serve as baseline information for the setting of standards. Training providers that meet the standards and want to place a course of study on the list of eligible providers will apply to the local council for approval. The local council may require performance levels that are in addition to the state criteria. The Workforce Board and ESD will ensure the dissemination of the state list of eligible providers.

**Grievance procedures** - During the first year of this plan, grievance procedures for training providers denied eligibility to be on the state's list for WIA Title I-B Individual Training Accounts (ITAs) shall be the same procedures used under the Job Training Partnership Act. A new state policy on ITA grievance procedures will be developed in the subsequent year.

**Consumer Report System** - By July 1, 2000, the state will have in place a "consumer report system" of training provider progress and results as well as course descriptions, etc.. This information will be presented in an electronic format that is easy for customers to access and use. The website with the consumer report information will be hosted by the state's electronic labor information system—Washington's Interactive Labor Market Access (WILMA).

The state's WIA Title I-B Customized Assessment-Based Individual Training Account "draft" policy is described below:

WIA Regulations at Part 663, Subpart D, indicates the following parameters for Individual Training Accounts:

**Individual Training Account ("draft"):** The ITA is established on behalf of a participant. WIA Title I adult and dislocated workers purchase training services from eligible providers they select in consultation with the case manager. Payments from ITA's may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments may also be made incrementally, through payment of a portion of the costs at different points in the training course.

**Limitations:** The local WDC may impose limits on ITA's such as limitations on the dollar amounts and/or duration of training.

Limitations established by local WDC policies must be in a manner that does not undermine, but maximizes customer choice in the selection of an eligible training provider.

**Exceptions:** Contracts for services may be used instead of ITA's only when one of the following three exceptions applies:

- When the services provided are on-the-job training (OJT) or customized training.
- When the local Council determines that there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITA's.
- When the local Council determines that there is a training program of demonstrated effectiveness offered in the area by a community-based organization (CBO) or another private organization to serve special participant populations that face multiple barriers to employment. Special populations that face multiple barriers to employment are populations of low-income individuals that are included in one or more of the categories noted below:
  - Individuals with substantial language or cultural barriers
  - Offenders
  - Homeless individuals
  - Other hard-to-serve populations.

Local WDCs must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to the special participant population to be served. The criteria may include:

- Financial stability of the organization.
- Demonstrated performance in measures appropriate to the program including program completion rate; attainment of the skills, certificates or degrees the program is designed to provide; placement after training in unsubsidized employment and retention in employment.
- How the specific program relates to the workforce investment needs identified in the local plan.

Based on individual assessment, each local area shall establish the criteria and process under which an Individual Training Account is awarded.

When awarding an Individual Training Account consideration must be given to labor market demand in the local area or the area to which the trainee intends to relocate.

An Individual Training Account can only be issued for certified courses published in the statewide Training Providers List.

When issuing an Individual Training Account the enrolling WDC assumes full (program) financial responsibility for the participant, even when training is provided in another WDC jurisdiction local area. This local area will be designated as the 'area of enrollment' for anyone in training, thereby identifying the source of future ITA funding for the trainee, regardless of where the training is provided.

Comments were raised during the plan review that the state plan include a mechanism for ITA reciprocity with border states. WIA Title I-B administrative staff have initiated discussions with Oregon staff and with Idaho staff regarding establishment of a state level reciprocity agreement. The discussions to date have raised questions about the relative value of a state agreement versus local workforce development agreements. Washington will add clarification to this plan once agreement has been reached among the states involved and the effected local workforce investment areas that have the need for reciprocity agreements. It is anticipated that state level agreements or guidance on local area agreements will be in place by July 1, 2000.

The financial responsibility of the enrolling WDC or 'area of enrollment' extends to supportive services. When the 'area of enrollment' is different than the area in which the training is provided, support services needs are the responsibility of the enrolling area. Emergency job or program counseling services may be provided in either the area of enrollment or the area in which the training occurs. This may be an area for incentive consideration (the non-enrolling area providing emergency counseling or other support).

### **III.B. 3d.**

**What is your State's current capacity to deliver high quality employment statistics information to customers—both job seekers and employers—of the One-Stop system?**

The current capacity to deliver high quality employment statistics information to customers of the WorkSource system is excellent. The Labor Market and Economic Analysis Branch of ESD has been both innovating and improving for the WorkSource system in the past several years. Below are lists of six current priority products and services and of seven secondary products. The State's Current Employment and Statistics Information report is attached to this plan and describes the following in detail:

#### **Employment Statistics Information Products and Services**

- Long-term Projections
- Short-term Forecast
- ALMIS Database: continue to populate the ALMIS Database with State data
- Expand access to labor market information to all customers

- Delivery of information to assist in targeting job search, including identification of high growth industries and occupations
- Increase outreach of labor market information, particularly in rural labor markets.

### **Secondary Products and Services**

Wage Records, Consumer Reports, System Building, Inter-State Research and Development, Licensed Occupation Information, Geographic Information Systems, Provide Occupational Employment Statistics/Alien Certification survey wage information.

#### **III.B. 3e.**

**Describe how the work test and feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all Unemployment Insurance claimants are met. How is information provided to the Unemployment Insurance agency regarding claimant registration, claimant job referrals, and the results of referrals? (§112(b)(7).)**

Most Unemployment Insurance services have migrated to Unemployment Insurance TeleCenters and Adjudication Centers. These Centers are physically separated from the WorkSource system and Wagner-Peyser Act services. However, Washington State has made concerted efforts to ensure the continuing connection between Unemployment Insurance claimants and the reemployment services that are available through the WorkSource system. In addition to statistical profiling of Unemployment Insurance claimants, data linkages have been developed and implemented to ensure that reemployment services and job opportunities information remain conveniently available to Unemployment Insurance claimants. Data linkages are also in place that allow for the automated registration of Unemployment Insurance claimants and referral to WorkSource.

Staff at the WorkSource Centers administer the work test during the course of providing reemployment services to Unemployment Insurance claimants. The WorkSource system incorporates a variety of notification processes that inform most all UI claimants of reemployment services creating a significant opportunity to administer the work test. ESD automatically registers nearly all UI claimants for reemployment services at the time of the initial claim. Other than the 20 percent of UI claimants that are generally not required to look for work, all registered claimants are notified electronically of potential job openings in their field of work through the Job Hunter program. When claimants respond to the electronic notification by reporting for a possible job referral, an opportunity for conducting a work test is presented. New UI claimants who are not attached to the labor market are issued job search logs at the time of claim filing along with notification of work search requirements. In addition, they are informed of reemployment services available through the WorkSource centers.

Currently, 15 percent of all claimants are required to report to a WorkSource site and demonstrate their work search during weeks 6 to 11 of their claim and a work test is administered. Work search efforts are verified with 10 percent of those reporting claimants. In addition, many WorkSource centers contact 50 to 100 percent of profiled claimants and inform them of available reemployment services. Approximately 50 to 60 percent of directly contacted claimants report for some level of service, creating an opportunity for a potential work test.

When staff detect a significant issue that could potentially deny benefits to a Unemployment Insurance claimant, they file a report with the appropriate Unemployment Insurance Adjudication Center using an EMS 10320, Report of Potential Issue form. The completed forms are either faxed or mailed to the Adjudication Center. Adjudication staff follow up with the claimant to resolve the issue. This activity may also occur at WorkSource Affiliates and WorkSource Connections if necessary and appropriate.

A new Guide Security Profile has been created for WorkSource staff. It allows authorized WorkSource staff unlimited inquiry access to select Unemployment Insurance system screens, but limits their ability to input information. The GUIDE Security Profile is the coding system established by ESD's UI Division to determine clearance for appropriate staff to have view only access to UI screens. The point is that those WorkSource staff who are "authorized" have unlimited inquiry access to select UI system screens. Having access to these screens allows WorkSource staff to be able to serve and assist UI claimants. The system for reporting potential or identified issues is described above.

All claimants that are not attached to the labor market are required to seek work and document their work search efforts. Twenty percent of claimants are not required to seek work if they are on stand-by with their usual employer, are partially employed, are attached to a full-referral union, or have been approved for Commissioner Approved Training (CAT). The selection process for work search reviews and verification is described above.

### **III.B. 3f.**

**Describe how the Wagner-Peyser Act staff participate in the conduct of the Eligibility Review Program reviews. Describe the follow-up that occurs to ensure that Unemployment Insurance eligibility issues are resolved.**

The Unemployment Insurance Division provides funding to each WorkSource Center to support Eligibility Review Program reviews (aka Job Search Reviews). Staff that are also supported by Wagner-Peyser participate in conducting the reviews in order to provide integrated, coordinated services to unemployment insurance claimants.

Claimants who are required to conduct and document their work search efforts are notified to attend a Job Search Review. At that appointment, they are informed of the services that are available to assist them back to work. If a claimant demonstrates a need for service as evidenced by a poor work search, they are either directed or invited to participate in the variety of services available.

By having Wagner-Peyser Act staff participate in these reviews, claimants receive seamless service and accurate, timely and necessary reemployment information that will help speed the claimant's return to work.

A system has been developed toward the resolution of eligibility issues that are detected during reviews. Staff will complete appropriate issue paperwork and forward to the adjudication units within the UI Division of ESD. Staff at the Adjudication Centers, contact claimants as well as additional parties as needed in order to resolve the identified issue based on appropriate and applicable unemployment insurance laws. Even if issue resolution should result in a disqualification from receipt of benefits, the claimant has at least become aware of the reemployment services that are available through the WorkSource Center.

### III.C.

#### Assessment of Strengths and Improvement Opportunities.

- i. **In sum, how closely aligned is your current system to your vision? Assess your current system's ability to meet the customer and economic needs identified above.**

Page 92 and 93 in Chapter 5 of the State Strategic Plan for Workforce Development describes the obstacles in our path to achieve our state's vision and goals and outlines the strategies that workforce development partners in Washington State plan to employ to overcome the obstacles and enhance services to customers.

Washington is in an extremely good position to realize the vision described earlier. We have:

- One-Stop Centers in place in many areas.
- A long history of coordination and cooperation with business, labor, education and other major partners.
- A Governor actively involved in the directing the integration of our Workforce system.
- Experience in developing skill standards, high quality LMI, and internet based self service tools.

This state WIA Title I-B and Wagner-Peyser Plan is written to be consistent with the State Strategic Plan for Workforce Development.

Furthermore, the local area Operations Plan for WIA Title I-B will be consistent with the local area Strategic Plan and the State Strategic Plan for the Workforce Development.

At the state level, the Workforce Board provides policy, planning and performance oversight. See Section III.B.1.a.iv. of this plan for a listing of the Workforce Board's WIA functions.

The EPC continues to serve as the operational board for the WorkSource system. The EPC supports local operations, removes state level barriers to integrated services and provides technical assistance on a variety of levels.

There is exemplary labor market information access through WILMA and ORCA. The consumer report system is under development with a beta version expected by late spring.

At the local level strong and viable local Partnerships are in place and committed to an integrated delivery system. Those Partnerships have local business plans in place, training for staff has been undertaken, and thirteen WorkSource Centers have been validated. Presently, there are also four validated Affiliate sites in the state. Oversight will be transitioning to the local WDCs over the course of the spring. The background and experience of the Partnerships will assist the Councils to develop a strong WorkSource delivery system.

The current WIA service delivery system, WorkSource, has a number of organizational structures in place which can benefit the customer and local labor economies in relation to strategic policies, local delivery systems, a progressive economic statistics system, and a sophisticated state performance management system. Washington State is adapting administrative systems and functions so as to meet the requirements of the law in the areas of fiscal and participant reporting, monitoring and auditing, and grants management based on final regulations and policy guidance from Department of Labor on related policies. There are solid foundations for the implementation of WIA required components of the WorkSource system. Youth programs are being rethought and redesigned given the opportunities for improvement suggested by WIA.

State and local level partnerships have been building working relationships over a number of years. There is now opportunity for improvement in the blending of resources and services while ensuring the statutory missions and priorities of individual programs and the Governor are met.

The system has more immediate improvement challenges in aligning what has been developed to date to what will meet the requirements of WIA Title I-B and Title III Wagner-Peyser changes e.g. development of policies and procedures, providing assistance to local areas on technical changes, etc.

WDCs need to be supported in creating opportunities to provide leadership to their communities and assisting in identifying opportunities for trying new partnerships to meet the goals established for the state.

WorkSource needs to be supported at the administrative and operational level. Technical development support, training and ongoing workgroups to share best practices and administrative system improvements will to continue to be a main focus of state activity.

Continued support for the development of the WTAS is critical. A system that allows for a state level reporting system that can encompass a range of information from a variety of funding streams has been planned for during the past several years. Testing of Beta I of the WTAS will occur by July 2001. The Interagency efforts will continue during program year 2000 and beyond to fully develop and implement all client tracking and management information systems.

There are numerous Governor proposed legislative outcomes under consideration in the 2000 state legislative session that present important opportunities for Washington State to achieve its vision and goals for the workforce development system:

Three initiatives relating to workforce development strategies in our State Unified Plan were presented at the 2000 Legislature by Governor Locke. House Bill 3077 was signed into law on February 7, 2000. The measure provides up to \$140 million over six years in additional training benefits to laid-off timber, fish, aerospace, and other dislocated workers who are enrolled in retraining programs for high-demand fields. ESD estimates that 20,000 dislocated workers will benefit from extended benefits that help them afford retraining programs.

The Governor has also proposed two workforce related budget enhancements that are still being considered by the Washington State Legislature:

- (1) An additional \$2.4 million universities to provide training for high-demand information technology jobs.
- (2) \$1.2 million to create industry skill panels o partner with education to develop training programs that meet industry needs.

### **III.C. 2.**

#### **In moving your current workforce development system towards your vision, what are your State's priorities? (§§111(d)(2), 112(a).)**

In answer to this question, the state's priorities for its workforce development system are charted on pages 93 and 94 and further detailed on pages 95 through 124 in Chapter 5 of the Strategic Plan for Workforce Development.

In addition, areas of focus for the WorkSource service delivery system include:

- State level coordination of resources and investments and administrative barrier removal.
- Development of the WorkSource Tracking and Accountability System (WTAS) to serve as a client tracking and information management system for partners in WorkSource.
- Improve services to employers, thus creating support for WorkSource and the workforce development system generally.
- Local system improvements. During the validation process for WorkSource Centers, local areas were asked to identify areas for improvement. The local areas did quality assessments that identified opportunities for improvement that were unique to different locations. Some of the "opportunities for improvement" included: customer market focus, employer services and relations, development of models for customer activities around initial greeting and assessment of client needs, customer satisfaction, management of quality of processes, process to achieve performance outcomes collectively across partner agencies, consistent communication by leadership, information and data to meet user needs.

WorkSource Centers and Affiliates will repeat the quality assessment at least once a year. Local plans to address "Opportunities for Improvement" will be developed based on the assessments.

The State will be working with local Councils and partners to support their efforts at quality improvement. The State will also further build the capacity of the system and continuously improve the WorkSource delivery system through technical assistance, training, and workgroups for sharing best practice information.



Adequate funding to sustain the system will be needed from a number of resources in addition to WIA Title I and Wagner-Peyser Resources. Possible solutions are (1) obtaining state funding; (2) a change in the federal regulations related to administrative money; (3) contributions from programs within the workforce development system (as provided in the example in Sec.IV.A.1. below); (4) obtain funding from the private sector through fee for service activities; and (5) seek resources from private philanthropic organizations.

## **IV. Strategies for Improvement:**

### **IV.A.**

#### **Leadership.**

**How will you overcome challenges to align your current system with your vision? How will the State implement WIA's key principles of local flexibility and a strong role for local WDCs and for businesses? In your discussion, you must address the following required elements:**

#### **IV.A. 1.**

**Describe the steps the State will take to improve operational collaboration of the workforce investment activities and other related activities and programs at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.).**

The State provided a WIA planning block grant to local areas to assist them in the development of their local unified plan. Vocational Rehabilitation, Carl D. Perkins Vocational and Applied Technology Act, and WIA funds were made available through the grant. In addition Wagner-Peyser Act funds were also available for planning efforts.

The Governor appointed the Secretary of the Department of Social and Health Services and a county commissioner to serve as advisors to the Workforce Board to assist in the state's WIA planning and implementation.

The EPC, which includes private sector representation, will continue to provide a partner approach to operational issue identification and resolution. It will be critical to the smooth functioning of the local WorkSource Centers to have the state agencies and other partner organizations in alignment on carrying out field activities and resolving issues that create barriers to integration.

The EPC will provide regular reports on its activities to the Workforce Board and work directly with ESD in carrying out directives related to support of the WorkSource system. Joint agency projects to provide technical assistance and training opportunities bringing local provider partners together are being planned. A two day conference to be held in March 2000, has registered over 700 participants from a broad range of service providers, particularly front line staff. The state hopes to continue such events in the future.

A state level memorandum of understanding is being developed to formalize the Partnership among the organizations and agencies coming together to implement the WorkSource development system. Specific steps for linking operational issues with the WDCs and the statewide WorkSource system will continue to be developed.

The Workforce Board, in coordination with ESD, will explore opportunities to award incentive grants to Workforce Development Councils who have shown improvements in local coordination.

**How will the State Board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2), 112(b)(8)(A).)**

The collection of data and sharing of information across programs is a significant barrier. The development of the WorkSource Tracking and Accountability System (WTAS) infrastructure will go a long way to creating a state level reporting system that can encompass a range of information from a variety of funding streams. This will contribute to the vision of implementing an accountability system of core indicators across systems. Testing of Beta I of the WTAS will occur by January 2001. The Interagency efforts will continue during program year 2000 and beyond to fully develop and implement all client tracking and management information systems.

Continuous communication is vital to identify and eliminate barriers existing at the state level as WIA is implemented. This will be accomplished through diligent effort among state and local partners and through the Governor's leadership. The ultimate extent to which barriers are reduced is the perception of our customers. We are developing measures to check this. The ultimate test of the extent to which barriers are reduced is the perceptions of our customers. We are developing performance measures to check this.

The State is examining the feasibility of collecting survey information from customers on the perceived degree of seamlessness they experience in WorkSource Centers. Once such data are available, and a benchmark can be established, we will consider awarding incentive funds based on the responses.

Ways in which the State will pursue continuous improvement with local areas is described on pages 60 and 88-89 in Chapter IV of the Strategic Plan for Workforce Development.

In addition, ESD is working with local area executives and the U.S. Department of Labor Region Office to have national experts train local program staff to become "quality coaches." This initiative will enhance ongoing efforts of continuously improve services to customers.

**IV.A. 2.**

**Describe how the State will assist local areas in the evolution of existing local One-Stop delivery systems. Include any statewide requirements for One-Stop systems, how the State will help local areas identify areas needing improvement, how technical assistance will be provided, and the availability of state funding for One-Stop development. Be sure to address any system weaknesses identified earlier in the plan. Include any state level activities that will assist local areas in coordinating programs. (§112(b)(14).)**

The EPC will continue to serve as the state Partnership body to hear and resolve issues related to the implementation of the WorkSource delivery system. The intention of the state is to build on the work already in place and to advance the system forward. The policies that have been implemented are:

- Common data elements
- Core services
- Employer Services Board
- Marketing standards
- Outcome measures
- Quality assessment requirements
- State administered technology system
- WorkSource Center and Affiliate validation.

It is expected that local WDCs will build on the above policies and products. The EPC and workgroups of the EPC will provide support and technical assistance as necessary and appropriate to the WDCs.

ESD will be identifying additional policies to meet federal program requirements. For example, workgroups have been addressing numerous issues related to WIA program administration and operation. There is a demand for training on fiscal and participant reporting requirements and regulations, performance and data collection requirements, and other areas that the U.S. Department of Labor has not issued final guidance on by the end of 1999. These will take precedence in terms of technical assistance implementation. Some policies will necessitate technical modifications to the current JTPA fiscal and MIS systems until the WTAS for WorkSource is fully operational.

Staff of the Workforce Board, ESD, or other professionals with recognized expertise will provide technical assistance and support to local areas.

ESD is taking initial steps to involve state and local partners in planning a conference for front line service delivery staff that will take place in March, 2000. The conference, entitled "Building Skills," will feature how programs are being integrated through WorkSource at the local level and will include workshops on techniques and skills for use by case managers. This will enable local workforce development and employment providers to take advantage of learning about models and best practices being used throughout the state by local WorkSource systems, WDCs, and numerous partner programs participating in implementation of WIA Title I-B. The conference will also provide information on the state's progress toward developing technology tools such as the new WTAS.

A description of how the state will pursue continuous improvement with local Workforce Development Councils is provided on pages 60 and 88-89 of the State Strategic Plan for Workforce Development.

**IV.A. 3.**

**How will your State build the capacity of local WDCs and their youth advisory councils to develop and manage effective programs? (§§111(d)(2), 112(b)(14).)**

During the planning process, state staff have met with local WDCs members and their staff to provide assistance in strategic planning. In the beginning part of the year 2000, local WDCs will have been certified by the Governor and the WDCs will have established their advisory Youth Councils. Staff of ESD and staff of the Workforce Board will research the primary needs of the state's 12 WDCs. Technical assistance, training session, forums for exchange of best practices and management techniques will be considered for both council staff and youth council staff based on priorities they identify. State-local workgroups, interagency workgroups, the Workforce Executives of Washington Association, and regional partnership liaisons will help build local capacity. The state may also provide regional forums for sharing information and best practices of interest to local council members, service providers, and WIA administrative staff.

**IV.A. 4.**

**Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (§§189(i)(1), 189(i)(4)(A), 192(a).)**

Washington intends to apply for Work-Flex status to give the Governor the authority to grant waivers to local areas of statutory and regulatory provisions of WIA. Possible areas in which waivers may be requested include:

- Application of Individual Training Accounts
- Adjusting reporting requirements to allow for greater pooling of resources, particularly in the area of core services.

Waivers would be accepted by the Governor either as a part of the plan modification process, or as a separate request from the Chair of the local Workforce Development Council and the Chief Elected Official. Initial review of the waiver applications would be the joint responsibility of the staff of the Workforce Board and ESD.

The formal application for Work-Flex, will follow a public comment period, as specified in TEGl #6-99. This process will also allow us to have the request reviewed by the DOL regional office.

**IV.B. Services:**

**How will you meet the needs of each of the major customer groups identified in Sec. III? How will the State implement WIA's key principles of streamlined services, empowered individuals, universal access and improved youth services? In your discussion, you must address the following required elements: (§§111(d)(2), 112(b)(10), 112(b)(17)(A)(iv), 112(b)(17)(B)), 112(b)(18).) Describe the types of employment and training activities that will be carried out with the adult and dislocated worker funds received by the State through the allotments under WIA Sec. 132. How will the State maximize customer choice in the selection of training activities? (§§112(b)(17)(A)(i), 132, 134.)**

All required activities and services carried out with adult and dislocated worker funds received under WIA Title I-B will be in accordance with the Act and the Regulations. The funds will be used to further develop a WorkSource delivery system and to provide core services through the WorkSource delivery system listed in Section 134(d) and adopted by the EPC as listed below.

Core Services include the provision of information about all required programs including the availability of early intervention and rapid response services offered under the state and local WIA Dislocated Worker Program. Worker Profiling, initial assessment and more in depth assessment will be used to identify the needs of individuals seeking work for the first time compared to those who have been employed and are being dislocated. In its rapid response policy, the State has asked local areas to identify strategies and activities for initial assistance during layoffs in the local area and how coordination will take place between local and state efforts in responding to WARN notices and local events. Further information on website access to these services is available.

| <b>Core Service</b> | <b>Description of Core Services</b>   |
|---------------------|---|
| Initial Assessment  | Begins with intake and an initial assessment that sorts for customer needs and available options. A focus will be on determining customer's job readiness, including workforce skills, and available appropriate services.  |
| Job Counseling      | Either individually or in group sessions that help job seekers make the best use of the information and services available.   |
| Job Referral        | Services that are tailored to the needs of specific employers and job seekers. Both workers and employers may also choose to post job announcements and resumes on an electronic system that is open to all.  |
| Employer Services   | Access to labor market information; recruitment, screening, and referral of qualified applicants; assisting employers with regulations; access to economic development information and resources; allocating job vacancies; brokering customized job training; connecting firms to One-Stop information; technical assistance on assessment, recruitment, and human resource strategies; advocacy for targeted employers in key economic sectors; assistance with major layoffs and plant closures. |

| <b>Core Service</b>                       | <b>Description of Core Services</b>   |
|---|---|
| Labor Market Information                  | Current and projected occupational supply and demand information; current occupational wage information; occupational skill standards; nonproprietary information on employers; and information on education and training program outcomes, including completion rates, placement rates, and wage rates of graduates. |
| Information and Referral                  | Access to information regarding services needed by job seekers, such as income assistance, housing, food, or medical care. Referrals to off-site services within the system will be made electronically.  |
| Training and Retraining Information       | Access to and information about vocational exploration, basic skills and literacy training, job search skills, self-employment/entrepreneurial training, training leading to the award of skill certificates, work-based learning, and two-year or four year degree programs.   |
| Unemployment Insurance Information        | Phone accessibility to file for unemployment insurance benefits. CDCs are required to have someone on site with knowledge to take claim in person when customer is disabled or unwilling to file their claim by phone.  |
| Translation Services                      | Services to customers in their first language, whenever possible.   |
| Eligibility Determination                 | Include individual program criteria for client self-screening on Website.   |
| Outreach/Intake/Orientation               | Local activity, Website is source of marketing<br>Intake-ability to register for programs<br>Orientation to services-description to state's one-stop services/link to areas   |
| Performance Information on local One-Stop | How the local area is performing on the local performance measures and any additional performance information with respect to the one-Stop delivery system in the local area.   |
| Follow-up Services                        | Including counseling regarding the workplace. Local responsibility - retention services   |

The funds will also be used to provide intensive services to adults and dislocated workers who are unemployed and are unable to obtain employment through core services, who have been determined by the WorkSource operator to be in need of intensive service to obtain or retain employment that allows for self sufficiency. Intensive services, as indicated in the law Section 134(d)(3), may include the following:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—diagnostic testing and use of other assessment tools; and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals.

- Group counseling.
- Individual counseling and career planning.
- Case management for participants seeking training services.
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training.

Training Services are available to eligible participants through certified training providers in accordance with Section 134(d)(4).

Customer choice is maximized in several ways. Information on training programs throughout the state is available on the Internet through the labor market information made available in WILMA. The consumer report system will expand this information to include outcome data related to specific training programs, and will also be available on the internet.

The use of customized assessment and individual training plans will allow those participants selected for training to receive the most appropriate array of training and services available within the guidelines established by the state and local policy guiding the use of individual training accounts.

WIA Sec.134(a)(2) Statewide Employment and Training Activities will include the following required activities:

- Disseminating the state list of eligible providers of training services, including eligible providers of non-traditional training services, information identifying eligible providers of on-the-job training and customized training, and performance information and program cost information.
- Conducting evaluation of workforce investment activities carried out in the state under WIA Title I-B in order to promote, establish, implement and utilize methods for continuously improving the activities in order to achieve high level performance within and high-level outcomes from the workforce investment system activities, provision of capacity building and technical assistance to local areas, WorkSource operators, WorkSource partners and eligible providers, including the development and training of staff and the development of exemplary program activities.
- Providing incentive grants to local areas for regional cooperation among local boards, for local coordination of activities and for exemplary performance by local areas on local performance measures.
- Providing technical assistance to local areas that fail to meet local performance measures.
- Assisting in the establishment of One-Stop delivery systems.

- Operating a fiscal and management accountability information system based on guidelines established by the Secretary of the U.S. Department of Labor. These systems should promote efficient collection and use of fiscal and management information for reporting and monitoring the use of funds made available under Title I-B and for preparing the annual report to the Secretary.

Other funds may be spent on activities listed as allowable in WIA Sec.134(a)(3).

#### **IV.B. 2.**

**How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? Be sure to address how your State will coordinate Wagner-Peyser Act funds to avoid duplication of labor exchange services. (§112(b)(8)(A).)**

The coordination of services provided by each of the required partners in WorkSource will be described in local plans through the inclusion of local memoranda of understanding regarding service delivery elements such as referral as well as One-Stop system support. The required partner programs adopted in policy by the EPC include the list of required federal programs in WIA Sec.121(b).

The required federal programs include:

- WIA Title I-B Youth, Adult, and Dislocated Worker (including early intervention and rapid response) Grants and Programs
- Wagner-Peyser Programs
- Veterans' Workforce Programs
- Welfare-to-Work Programs
- Trade Adjustment Assistance and NAFTA
- Local Veterans' Employment Representatives/DVOP
- State Unemployment Compensation Programs
- WIA Title II Adult Education and Literacy programs including English-as-a Second Language programs
- Vocational education programs funded under the Carl D. Perkins Vocational and Applied Technology Act
- Secondary vocational education program funded under the Carl D. Perkins Vocational and Applied Technology Act
- Senior Community Service Employment Program funded under Title V of the Older Americans Act



- Vocational rehabilitation programs authorized under parts A and B of Title I of the Rehabilitation Act.

Required State Programs include:

- Worker Profiling
- Claimant Placement Program
- Postsecondary Vocational-Technical Programs
- Worker Retraining Program
- WorkFirst (employment services only)
- Labor Market Information
- English as a Second Language Programs.

Other programs encouraged to be a part of the WorkSource system include:

- Literacy Programs
- Apprenticeship Programs
- Local School to Work connections
- Americorps/Washington State Service Corps
- Tech Prep Consortium
- Private Vocational Schools
- Other programs identified by WorkSource Regional Partnerships.

At a minimum the core services in WorkSource will be available electronically in WorkSource Centers, WorkSource Affiliate sites and WorkSource Connections (self-service sites). This is based on the Core Services policy adopted by the Partner programs of the EPC. This will include information about rapid response and early intervention services to dislocated workers as well as other services listed above.

ESD is the agency designated to provide Wagner-Peyser Act labor exchange service in Washington State and, as such, operates what is essentially the WorkSource Washington labor exchange. Labor exchange services are provided at each of the state's WorkSource Centers. Labor exchange services are also provided at WorkSource Affiliates and WorkSource Connections as is necessary and appropriate. This is accomplished using a service delivery model that relies on the sharing of data resources with all of the partner organizations participating in WorkSource Washington. All partner staff have access to and the ability to utilize the labor exchange and its many applications. The degree of access is based on need and is negotiated with individual partners at the local level.

**The following state guidelines apply to the selection of One-Stop operator for local WDCs:**

The state policy is using WIA Section 121(d) and 20 CFR Part 662.400 which state that the WorkSource (One-Stop) operator is responsible for administering the WorkSource Centers and their role may range from simply coordinating service providers in the Center to being the primary provider of services at the Center. The local council determines the role. In areas where there is more than one comprehensive WorkSource Center, there may be separate operators for each Center or one operator for multiple Centers. The State has not established required criteria for selection of operators beyond what the law and federal and state regulations.

**The EPC has established minimum threshold requirements for the validation of WorkSource Centers and Affiliate sites.** Validation is a three-step process:

1. A quality self assessment is used to establish a quality baseline against which annual goals are established to ensure continuous quality improvement. This self-assessment process involves as many people, partners, frontline and management staff in the Center as possible in order to have a balanced appraisal of the quality of the various components of the Center.
2. A validation checklist represents the threshold criteria of what is necessary for a local office in a partnership to be validated as a WorkSource Center. The validation of the WorkSource Centers is a responsibility of the regional partnership using a process led by the business and labor representatives of the partnership. The business and labor representatives lead the local process and when the checklist is satisfactorily completed, those representatives sign off on the validation.
3. The signed commitment to utilize the regional partnership's adopted quality system to continuously improve quality with special attention to areas of need as identified in the self-assessment completes the validation.

The WorkSource validation process will be in effect until local councils implement a new and different process.

**The state's process to work with local WDCs and local chief elected officials to certify existing one-stop operators.**

The WorkSource validation process is one part of a package of WorkSource products that will be provided to local councils and local chief elected officials to be used as tools in the further enhancement of the WorkSource development system.

Currently, the state has 13 validated WorkSource Centers and three Affiliate sites. It will be up to the local WDCs to confirm the validation of those Centers and Affiliates and also any additional Centers and Affiliates, but it is expected that Centers and Affiliates will continue to engage in a quality assessment at least once per year. The state is prepared to provide assistance as needed.

#### **IV.B. 3**

**Describe how the funds will be used to leverage other federal, State, local and private resources (e.g., shared One-Stop administration costs). Specify how the State will use its 10 percent funds under Sec.7(b) of the Wagner-Peyser Act. Describe and provide examples of how these coordinated and leveraged funds will lead to a more effective program that expands the involvement of businesses, employees and individuals. (§112(b)(10).)**

Some examples of opportunities for leveraging of resources include:

- Use of state funded (and other) programs to enhance core services (e.g. Claimant Placement Program offering workshops).
- WIA planning resources enhanced by Vocational Rehabilitation and Wagner Peyser funding.
- State resources that help ESD and Workforce Board to fund critical research.
- Cost sharing agreements worked out at the local level to fund WorkSource Centers.
- WorkSource system drawing on expertise of others in areas such as technology enhancement, employer involvement, marketing, designing resource rooms, contracting and many others.

WIA funds will be used at the state level to leverage other state resources in administration of the Board's activities, particularly in the area of performance accountability. JTPA transition funds for planning were supplemented by other state and federal funds to provide grants to local areas so they could prepare unified plans for their workforce investment areas.

In the local strategic plans councils were asked to describe how they might leverage the resources of other programs, local employers, labor and others in order to address specific goals, objectives and strategies established for their workforce investment area.

As partnerships and the statewide WorkSource system mature there will be increasing opportunity at the state and local level to make the most effective use of combining resources and gaining new commitments from the business community to support the improved results and service delivery that will continuously improve the system's ability to meet current and emerging needs and priorities.

It is expected that the WorkSource delivery system will result in substantially improved productivity.

WorkSource Centers are charged with the responsibility of expanding access but with very siloed and limited funds. All partners are committed to the integration of services to the extent that can be achieved while at the same time maintaining the specific program accountabilities that funding sources require.

There will be some opportunity for local fee-for-service but by the nature of the funds, this will be limited. It would be short sighted to assume that the costs will reduce or that additional funds will appear. Funding will continue to be a challenge and will require all partners to operate a peak capacity. Adequate funding to sustain the system will be needed from a number of resources in addition to WIA Title I and Wagner Peyser.

Other possible solutions are (1) obtaining state funding; (2) a change in the federal regulations related to administrative money; (3) contributions from programs within the workforce development system (as provided in the example in Section IV.A.1 below); (4) obtain funding from the private sector through fee for service activities; and (5) seek resources from private philanthropic organizations.

Over the past two years Washington's Governor has requested that the Wagner Peyser 10 percent funds be used to strengthen ESD's service delivery capacity to provide leadership to local WorkSource partnerships and to fund activities in support of local WorkSource models. The Governor indicated these funds will continue to be used for purposes that are consistent with the Wagner-Peyser Act, and in a manner that best supports WorkSource Washington.

#### **IV.B. 4.**

**Describe how the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, public assistance recipients, women, minorities, individuals training for non-traditional employment, veterans, and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking ability, and people with disabilities) will be met. How will the State ensure nondiscrimination and equal opportunity? (§112(b)(17).)**

A variety of assessment and evaluation tools are being designed and introduced that will support a customer receiving service at a level commensurate with that customer's need. At the same time, to maximize service effectiveness and minimize cost, all customers are encouraged and supported in their efforts to achieve functioning levels of self-sufficiency within the model. All of the groups listed above will have varying degrees of assistance needs that cannot necessarily be determined by classification such as dislocated worker or minority status. Informational orientations, triage-style assessment activities, referral services and other methods will be heavily utilized to help sort and direct customers to the level and type of service that will most efficiently and effectively respond to their expressed and identified needs and for which they are eligible.

Universal access and customer choice is emphasized. The electronic labor exchange is used to provide a direct connection between job seekers and employers. Resource rooms are structured in such a way as to be at least minimally user friendly to persons with disabilities. The modules in the JobHunter Workshop Series (see the answer to question IV.C. 2 for information about JobHunter) are used to provide group job search assistance in an efficient and effective manner to all job seekers.

Core level job search services can be accessed directly upon entrance into the system as well as at completion of a more intensive service or as a result of self-identifying need after interacting with electronic or other levels of self-service or facilitated self-service. Group core level job search assistance also includes a structured job club that serves customers independently or as part of a guided, continuing element of service. One-on-one intensive services are available for all customers who need them.

The needs of multiple barrier veterans and recently separated veterans with military occupational specialties that are not readily transferable to the civilian workforce are case managed on a case-by-case basis. Services may include a combination of self-service, facilitated self-service, group services and/or referral to supportive services. Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program specialists case manage those Veterans with severe barriers to employment and in need of intensive one-on-one services. This is done irrespective of agency or program affiliation. In addition, staff working for the Local Veterans' Employment Representatives and Disabled Veterans' Outreach Programs act as liaisons to ensure that other WorkSource staff are aware of the peculiar needs and priorities of Veterans.

Finally, the model encourages and supports local innovation, flexibility, and creativity in meeting the needs of all customers in a non-discriminatory manner and with equal access for all of the above identified customers. This includes coordinating with and otherwise involving all local partners and the services they offer at all service delivery levels. Services to displaced homemakers, individuals in non-traditional training and older workers will continue to be enhanced in the WorkSource delivery system among local partners. The system lends itself well to nondiscrimination and equal opportunity responding to individual client need, regardless of what those needs may be.

Local Councils will be developing local strategies to meet the needs of these target groups as well in developing local program service strategies. These include locally developed policies for managing Individual Training Accounts and guidelines for determining eligibility and priority for WIA services (funded under the WIA Title I-B adult grant) consistent with federal and state policies.

It is the policy of WorkSource Washington to develop and promote employment opportunities for persons with disabilities. This includes particular and special attention service in the areas of testing, auxiliary aids for effective communication, reasonable accommodation, and discrimination prevention. Labor Exchange includes priority service in the areas of job referral, employment, job development, etc. while retaining the Wagner Peyser labor exchange services commitment to retaining appropriate veterans preferences. It is the policy of the labor exchange services provided by Wagner Peyser to provide priority service as follows:

- Special Disabled Veterans
- Disabled Veterans
- All Other Veterans and Eligible Persons
- Persons with Disabilities
- UI Claimants, Agricultural Workers, MSFWs, and Food Processing Workers
- All Others.

Veterans and eligible persons are provided service in accordance with WIA; and Title 38, USC, Chapters 41 and 42 and pertinent regulations. Special emphasis is placed upon those Veterans traditionally disadvantaged, homeless, military separatees, and economically disadvantaged Veterans. The automated job matching system has the capability of file searching solely by Veteran status. While all WorkSource staff provide service to Veterans, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program specialists are available to serve the needs of this customer group.

Persons with disabilities are provided service in accordance with WIA; the Wagner-Peyser Act, Sec.8(b); the RCW 49.60 and 50.12.210; and the Americans with Disabilities Act. While all WorkSource staff provide service to persons with disabilities, local Disability Placement Specialists are also available to serve the needs of this customer group.

The state ensures non-discrimination and equal opportunity. The state will assure that it will fully comply with the nondiscrimination and equal opportunity provisions of Section 199 of the Workforce Investment Act and its implementing regulations at 29CFR Part 37. These regulations prohibit discrimination because of race, color, religion, sex, national origin, age, disability, or political affiliation or belief in both participation and employment. Operations policies on Equal Employment Opportunity and Complaint and Grievance Procedures are being developed. The State will adopt any necessary modifications to the policy based on the final regulations published by the Civil Rights Center.

Unemployment Insurance claimants are provided service in accordance with WIA; Public Law 103-152; the Social Security Act, Sections 303(a)(10) and 303(j); the RCW, Chapters 50.62 and 50.24, and Sec.50.20.010 and 50.20.011; and the Washington Administrative Code, Chapter 192.23.019.

Agricultural Workers, MSFWs, and Food Processing Workers are provided service in accordance with WIA; and 20 Code of Federal Regulations, Part 653. While all WorkSource staff provide service to Agricultural Workers, MSFWs, and Food Processing Workers, MSFW Outreach Workers are also available to serve the needs of this customer group.

Agencies involved in the delivery of services to public assistance recipients have been involved at the state and local level in developing service delivery design and service strategies for this population within a one-stop system. The Employment Services portion of the State's WorkFirst initiative is a mandatory partner program represented by Employment Security. Staff of the Department of Social and Health Services who provide direct service to TANF clients have increasingly been involved. The priority service policy will require even closer coordination in terms of assessment, referral and leveraging of resources in local areas. The Welfare-to-Work program which will continue to be delivered through Workforce Development Council providers is a key partner involved in the planning and implementation of service strategies to this target group as are local contractors for community jobs program funds administered by the Department of Community Development and Trade.

Making this a progressively better service delivery system is paramount to attaining the visions set forth for WorkSource. In the certification of local centers continuous quality improvement was addressed. This included ways in which customer satisfaction would be measured and ongoing quality processes would be used to improve service.

In accordance with Sec.134(d) (4) (D) (I), local training activities may include occupational skill training, including training for non-traditional employment. Sec.129(c)(1)(A) and (B) discuss youth assessments which include interests and aptitudes for non-traditional jobs, as well as service strategies which may include, in appropriate circumstances, nontraditional employment.

The Governor has indicated the State is committed to working in partnership to create a skilled workforce that reflects the diversity of the State's population and promotes the development of communities. The report, "Studies in Industry and Employment," highlighted apprenticeship programs in Washington stating they are effective but underutilized. There are several steps the Governor and ESD, as administrator of WIA I-B programs, have taken at the state level to make individuals being served by the WorkSource System more aware of the availability of apprenticeship programs. We will also be looking at ways to further promote the participation of women e.g. displaced homemakers, women receiving welfare assistance, and other women with significant barriers or lack of information about more non-traditional employment opportunities.

On February 3, 2000, Governor Gary Locke issued Executive Order 00-01 to promote apprenticeship utilization in public works projects. State agencies under the authority of the governor shall require participation of WSATC registered apprentices in all public works. The executive order provides voluntary workforce diversity goals. There is a voluntary goal to have 18 percent of the apprentice hours performed by minorities and 15 percent of the apprentice hours performed by women. The executive order particularly encourages the Workforce Board and ESD to be involved in the following specific ways:

Access to apprenticeship. The State Apprenticeship Council shall work with the Employment Security Department to expand access to apprenticeship programs within each service delivery area of the state employment and training system. The point of access shall be through WorkSource, the state's one-stop system, and shall include a convenient means for individuals to apply for apprenticeship programs.

Expanding apprenticeship opportunities. The State Apprenticeship Council shall work with the Workforce Training and Education Coordinating Board to inform parents, educators, and students about opportunities in apprenticeship."

ESD has directed staff to increase involvement in Apprenticeship and Apprenticeship preparation. Staff will concentrate on coordinating with the Washington Apprenticeship Training Council at the State level. They will assist in building the capacity of WorkSource centers to provide information and linkages, to enhance awareness of, preparation for or participation in apprenticeship programs in local communities. In local communities linkages among business, labor, state and community agencies will be promoted.

Staff are developing apprenticeship preparation activities (which are not duplicative of existing programs) for WorkFirst, Washington's TANF initiative, and low-income individuals to enter apprenticeships in the Puget Sound region. Staff will work with labor representatives, private business, community based organizations, WorkSource and others to increase access to apprenticeship. The state will encourage local efforts to use the WorkSource system to contribute to awareness and utilization of opportunities by women for non-traditional employment.

The performance section of the plan describes the process for training providers to qualify to become eligible training providers in the state and thus eligible for individual training accounts used by eligible participants of WIA Title I-B funds. As stated in section 134 of the Act these occupational training services include training for non-traditional employment. The consumer report system will provide extensive demographic, content, and outcome data on training programs. Easy accessibility to this information over the internet will give participants a new way of accessing and evaluating non-traditional training opportunities. This is certain to increase the awareness of career opportunities which provide wage progression and attainment of highly skilled, highly paid work. As in JTPA, WIA reporting requirements include the tracking of women in non-traditional activities.

As mentioned elsewhere in this plan the State will be implementing the WorkSource Tracking and Accountability System (WTAS) which will serve as the reporting system for both WIA I-B programs and Wagner Peyser. This system will provide a management information system that will collect all data required to meet legal reporting requirements, including data related to monitoring equal employment opportunity statistics. It will also continue the collection of information about occupations in which participants are placed and whether participants were placed in non-traditional employment. This includes the reporting of relevant demographic information in relation to non-traditional employment. This is a feature of the current management information system which will continue to be used, with any necessary modifications to meet USDOL reporting requirements for WIA Title I-B, prior to implementation of WTAS.

Washington's training institutions have a successful history of providing non-traditional training through local training providers. WIA Title I-B funds may be used to support eligible WIA customers in certified non-traditional training programs and can also assist them in preparing themselves to enter non-traditional training and employment opportunities.

In particular, non-traditional employment opportunities for women will be enhanced through the WorkSource system with the improved information available. A good consumer report system, when coupled with training decisions relative to employment and wage prospects of various occupations. This will also increase available referral information.

Resources on the internet to assist customers, including women, includes information on local labor markets and local economies: on occupational and skills in demand which can be considered throughout one's career path from entry level to progressive opportunities providing for increased responsibilities and wages. There is also extensive information on career and training opportunities through customer choice and self-service which women would not necessarily have been exposed to previously. This includes information on training programs, outcomes, wage information, and characteristics of populations using the training.

In addition to WIA Title I-B providing employment and training opportunities to those who can benefit from, and who are most in need of, such opportunities, efforts shall also be made to develop programs under WIA Title I-B which contribute to occupational development, upward mobility development of new careers and opportunities for non-traditional training and employment.



Recent passage of a data sharing bill will allow information to be shared within strict confidentiality parameters is going to be a significant step forward in eliminating barriers to services as it will decrease the need for clients to repeat information for every service provider they come in contact with.

During the validation process for WorkSource Centers, local partners were asked to identify “opportunities for improvement” unique to their area. Examples of opportunities for improvement shared by local partners include: customer market focus, employer services and relations, development of models for customer activities around initial greeting and assessment of client needs, customer satisfaction, management of quality processes, process to achieve performance outcomes collectively across partner agencies, consistent communication by leadership, and information and data to meet user needs.

#### **IV.B. 5.**

**Describe the criteria developed by the State for local WDCs to use in determining that WIA Title I-B adult funds are limited and that priority of service applies. Describe the guidelines, if any, the State has established for local councils regarding priority when adult funds have been determined to be limited. (§§112(b)(17)(A)(iv), 134(d)(4)(E).)**

Refer to the State WIA Policy for Eligibility and Priority Services attached to this plan. This policy describes state criteria to be used by local councils, in consultation with local chief elected officials, in establishing enrollment eligibility and priority guidelines for intensive services and training services funded under WIA Title I-B Adult Employment and Training Grant.

The policy should be taken in the context of the following observations: A common intake process is a goal of the WorkSource system. Many local areas have designed intake processes for the WorkSource Centers. The proposed technology system will incorporate case management functions that will connect all partners throughout the system in the future.

The Priority policy will not discriminate. Each program is monitored for its compliance for its own eligibility requirements and the actions it takes for additional eligibility or duplication of services. It is also monitored for compliance with the requirements of when other services are not available. A good example is the Welfare to Work program that has a requirement to provide services including supportive ones only when they are not available under the TANF provisions.

Disability specialists in WorkSource Centers or affiliates provided by the Wagner-Peyser are available for advice. The partnership of the Division of Vocational Rehabilitation also ensures access to all eligible participants across all programs.

#### **IV.B. 6.**

**Describe how the needs of employers will be determined in the local areas as well as on a statewide basis. Describe how services (e.g., systems to determine general job requirements and list jobs), including Wagner-Peyser Act services, will be delivered to employers through the WorkSource system. How will the system streamline administration of federal tax credit programs within the WorkSource system to maximize employer participation? (20 CFR part 652.3(b), §112(b)(17)(A)(i).)**

The WorkSource EPC recently approved a WorkSource Employer Advisory Board. The Governor's Executive Order No. 99-02 designates ESD as the administrative lead agency for the WorkSource System. The purpose of the WorkSource Employer Advisory Board is to:

- Assist the EPC and ESD in developing core sets of services that will be provided to employers throughout WorkSource Centers across the state.
- Work with the EPC and ESD to assure core services and programs are implemented and efficiently provided in all WorkSource Centers.
- Assist the EPC and ESD in identifying gaps in services, reasons for their existence, and propose solutions.
- Assist the EPC and ESD with the establishment of a continuing measurement/evaluation system to ensure accountability to employers.

Additionally, the EPC recently approved a WorkSource Interagency Employer Team comprised of the state level staff leads for employer services from the respective partner agencies. The purpose of the state level interagency team is charged to support the work of the Employer Advisory Board. By convening the interagency group, which represents all of the state partners in the WorkSource System, so that the work of the EPC Employer Advisory Board can be in concert with the full scope of partners deploying the WorkSource system in order to meet the needs of this primary customer group in an integrated employer outreach effort.

The state level work with employers is intended to support the work of the partnerships in establishing an integrated employer outreach and the achievement of a single point of contact for each business doing work with the WorkSource System.

The guiding principles adopted by the EPC Employer Advisory Board and ESD administrative lead agency are as follows:

- Employers are a major investor and a primary customer.
- Business needs are reflected in performance measures.
- Business will be involved as workforce development policies are developed.
- Market only what can be delivered.
- Work towards a single point of contact marketing approach.
- Agency leadership role is to support local staff to meet local business needs.
- Identify best practices and celebrate successes.

At the local level most all of the twelve regional partnerships through the currently validated WorkSource Centers have initiated employer services design teams which include employer representatives. The work of these teams is to locally design, implement and measure employer customer satisfaction, services and meet employer related performance measures required by the local WDCs who are ultimately responsible for meeting the WorkSource employer customers needs. Local employers have created partnership teams with WorkSource Centers to assist in the implementation of a locally integrated employer engagement strategy that meets business needs.

An important feature of these efforts is to deliver Wagner Peyser Act services electronically to employers within the self-service/facilitated self-service environment.

The needs of employers are being determined in partnership with employers and all the agencies that provide services to employers. WorkSource is arranging a system that operationalizes an integrated employer engagement plan, which is in concert locally and at the state level.

As described in the answer to question IV.B.2. of this plan, ESD operates what is essentially the WorkSource Washington labor exchange. While this includes accepting and servicing the more traditional type of job orders where all employer identifying information is suppressed, a major emphasis is now placed on encouraging direct contact between employers and job seekers through the use of electronic technology (self-service and facilitated self-service). See the answer to question IV.C.2. for additional information.

Operational administration of the federal tax credit programs will be carried out as follows:

A group approach will be used to provide services for both employers and job-seekers. Program improvement strategy training will be provided by Labor Exchange Unit training staff for participating agencies, while the training of employer groups will be provided by Work Opportunity Tax Credit staff. This approach is necessitated by the fact that 70 percent of the 4,800 employers who take advantage of the federal tax credit programs use third party employer representatives.

Group training will also be provided by participating agencies (Department of Vocational Rehabilitation, Services for the Blind, and WorkSource) agencies upon request due to the fact that more extensive efforts are limited by the availability of funding at this time.

Administration of the tax credit programs is centralized in ESD which receives and processes applications from employers. The use of technology including the internet and e-mail receipt of applications have maximized efficiencies in time of significantly reduced federal funding for these federal programs over the past few years.

#### **IV.B. 7.**

**Describe the reemployment services you will provide to Worker Profiling and Reemployment Services claimants in accordance with Sec.3(c)(3) of the revised Wagner-Peyser Act. (§112(b)(7).)**

ESD provides early intervention reemployment services to “new” Unemployment Insurance claimants who have been identified by the profiling system as being most likely to exhaust their regular Unemployment Insurance benefits. This includes older workers. However, this is accomplished without compromising ESDs commitment to universal access and customer

choice. There will be a greater emphasis on self-service, facilitated self-service and group services; the use of Electronic Labor Exchange (ELX) technologies; information and data sharing between Unemployment Claims TeleCenters and the Labor Exchange system.

Most services are provided utilizing a group service approach consisting of the six modules in the JobHunter Workshop Series and cover the following job search topics: goal setting, skills identification, job search techniques, resume and application completion, job market information and interviewing skills. These modules support customer movement to self-service in a variety of ways. Typically the modules teach or encourage skills that empower participants to operate independently within the electronic labor exchange environment. This modular workshop concept is currently being piloted at eight local sites, two in each ESD region. The concept is expected to be implemented statewide in March or April of 2000. The same workshop modules are also used as a part of the WorkSource Washington labor exchange and will be available to serve all job seekers at the group level.

In addition, ESD is currently developing a universal Job Club that will continue support of job seekers in their job search activities regardless of which intensive or group level service in which they have previously participated. Any interested individual is allowed to participate in the workshop modules and staff in partnership programs are encouraged to refer their customers to the workshop modules whenever such referral would benefit customers. In fact, other program staff are encouraged to become presenters. Utilizing partner staff as presenters does not impinge upon WIA requirement that Wagner-Peyser services be delivered by merit system employees. In fact, sharing the responsibility for workshop delivery allows Wagner-Peyser staff the opportunity to provide intensive level services; thereby making the most efficient use of limited federal funding. Additional workshop modules will be developed as needed.

ESD has also merged the power of computers with the convenience of the telephone to build a service that is also referred to as Job Hunter. During the night, Job Hunter searches ESDs database of thousands of job opportunities to find an opening that matches a UI claimant's skills and interests. When a possible match is found, the claimant is automatically notified on the Benefit Hotline, during their regular weekly call to file for unemployment benefits.

This matching process is available to any Unemployment Insurance claimant who has a work history registration in JobNet (the labor exchange system). Through an information data exchange between JobNet and GUIDE (the Unemployment Insurance system), over 99 percent of claimants are registered with a work history and available for Job Hunter job matches within 24 hours of filing their Initial Claim for unemployment compensation.

The current six Job Hunter training modules are:

- Orientation and Assessment
- Skills Identification
- Job Search Techniques
- Employment Applications and Résumés

- Knowing Your Labor Market
- Interviewing Skills.

#### **IV.B. 8.**

**Specifically describe the Wagner-Peyser Act-funded strategies you will use to serve persons with disabilities. (Wagner-Peyser Act §8(b), WIA 112(b)(7).)**

As described in IV.B. 4. and IV.B. 7., the inverted pyramid service delivery system design creates a flowing and dynamic strategy that serves all customers based on individual need and, by nature, is non-discriminatory and provides equal opportunity. Persons with disabilities will have access to all services offered within all tiers of service offerings. Resource rooms, where there is access to all electronic systems, are built to be at least minimally user friendly to persons with disabilities. In addition, through home or other public computer access stations, persons with disabilities will be able to access electronic labor exchange systems such as America's Job Bank (AJB), the internet and labor market information.

Persons with disabilities will have access to group level job search assistance through the Job Hunter job search workshop series and on-site job clubs. As individual needs dictate, they will receive intensive services such as one-on-one employment counseling and job development, referral or access to training assistance and all partner or community offered services.

All labor exchange staff serve persons with disabilities. However, there is a statewide Disability Placement Coordinator in ESD and local Disability Placement Specialists and backups at each of the WorkSource Centers. Specialists and backups are also located at WorkSource Affiliates and WorkSource Connections as is necessary and appropriate. Staff are currently funded by the Wagner-Peyser Act.

The statewide coordinator maintains a written working agreement with the Department of Social and Health Services Division of Vocational Rehabilitation and oversees and coordinates the activities of the specialists and their backups. The specialists and their backups oversee and coordinate all Disability Placement Services at the local level; develop and maintain positive working relationships with all other organizations in the local area that serve persons with disabilities, including local Department of Social and Health Services Division of Vocational Rehabilitation staff; and directly serve persons with significant employment barriers due to disabilities. Staff from these agencies and the Governor's Committee on Employment and Disabilities will continue to explore and develop better ways to share Wagner Peyser and other pertinent workforce-related information.

#### **IV.B. 9.**

**How will Wagner-Peyser Act funds be used to serve veterans? How will your State ensure that veterans receive priority in the One-Stop system for labor exchange services? (§112(b)(7).)**

Veterans will also receive labor exchange services through the inverted pyramid design that offers self and staff assisted electronic services, group, and intensive services consisting of one on one case-management and or counseling. Types of services can be referenced in Section IV.B. 4. and IV.B. 7 of this plan. The WorkSource approach presents a broad range of reemployment services that were not always easily accessible to veterans who visited Job Service Centers.

WorkSource recognizes that the veteran customer is no different from any other primary customer in the respect that this customer expects to receive a mix of services that are appropriate to each individual's needs. Toward that end, all WorkSource staff serve Veterans. This includes Wagner-Peyser Act funded staff. As described in the answer to question IV.B. 2., ESD operates what is essentially the WorkSource Washington labor exchange. ESD has always provided first priority to Veterans regarding labor exchange services and continues to do so in the WorkSource system. This includes ensuring that Veterans, particularly Disabled Veterans, are served in accordance with the applicable provisions of Title 38, USC. In regard to "how" veterans will be identified to receive priority labor exchange services, local service delivery areas have been charged with initiating designs that are responsive to their communities. These designs will reflect the prioritization of services and how they will be offered and delivered to local veteran customers.

#### **IV.B. 10.**

**What role will Local Veterans' Employment Representatives/Disabled Veterans' Outreach Program staff have in the One-Stop system? How will your State ensure adherence to the legislative requirements for veterans staff? How will services under this plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs?**

All WorkSource staff serve veterans. The role of the Local Veterans' Employment Representatives is to functionally supervise the provision of services to eligible Veterans and eligible persons, and to ensure that such services are provided in accordance with the applicable provisions of Title 38, USC. They maintain regular contact with community leaders, employers, labor unions, training programs, and veterans' organizations for the purpose of keeping them advised of eligible veterans and eligible persons available for employment and training. They also keep eligible veterans and eligible persons advised of opportunities for employment and training.

Local Veterans' Employment Representatives work closely with appropriate Department of Veterans' Affairs personnel engaged in providing counseling or rehabilitation services under Title 38, USC, Chapter 31. They also cooperate with employers in identifying Disabled Veterans who have completed or are participating in vocational rehabilitation training and who are in need of employment.

The role of the Disabled Veterans' Outreach Program specialists is to perform only those duties directly related to meeting the employment needs of eligible Veterans in accordance with Title 38, USC, and the special provisions contained in the Special Provisions of the Disabled Veterans' Outreach Program/Local Veterans' Employment Representatives Grant. They provide case management services to eligible veterans, including but not limited to, the development of outreach programs in cooperation with appropriate Department of Veterans' Affairs personnel engaged in providing counseling or rehabilitation services under Title 38, USC, Chapter 31.

They also cooperate with educational institution and employers in order to ensure maximum assistance to Disabled Veterans who have completed or are participating in vocational rehabilitation. They provide outstationed services at selective Transition Assistance Program sites, including workshop facilitation and outreach activities. They also provide outstationed services at appropriate Department of Veterans' Affairs facilities.

An agreement has been developed to ensure coordination and avoid duplication at the WorkSource Centers. The agreement extends the historical preferential precedents for veterans and other eligible persons. In administering Veteran Programs under Title 38, U.S. Code, Chapters 41 and 42 and the Special Provisions of the Disabled Veterans' Outreach Program / Local Veterans' Employment Representatives Grant, ESD has agreed to maximize services to veterans.

#### **IV.B. 11.**

**Describe how the State will provide Wagner-Peyser Act-funded services to the agricultural community--specifically, outreach, assessment and other services to migrant and seasonal farmworkers, and services to agricultural employers. How will you provide equitable services to this population in the One-Stop system? (20 CFR part 653, §112(b)(7).)**

All WorkSource staff serve the agricultural community; providing them access to a broad range of programs and services. Through the inverted pyramid service delivery model all agricultural employers, agricultural workers, migrant and seasonal farmworkers (MSFWs), and food processing workers are provided services based on customer choice and universal access. The following areas have been identified to ensure delivery of equitable services:

- Consideration for the special needs of agricultural workers and employers.
- Spanish speaking, culturally sensitive staff to meet the needs of MSFWs.
- Training to increase WorkSource and TeleCenter staff awareness of MSFWs' cultural, educational, and employment needs.
- A marketing plan for agricultural workers and employers regarding WorkSource and TeleCenters.
- Information and assistance to agricultural workers and employers on the use of new technologies.
- Labor market information available for agricultural workers and employers.
- A survey of agricultural workers and employers regarding their service needs.
- Monitoring standards for performance and customer satisfaction.
- State and local partnership wherein the responsibility for serving agricultural workers is coordinated and shared.

Statewide, 10 WorkSource sites have been designated as significant bilingual MSFW service delivery sites. Each site has a MSFW Outreach Worker. Staff in these areas are currently working with the Spanish-speaking media to market WorkSource Washington and the TeleCenters.

In addition, group level job search services will be made available in Spanish. The Job Hunter Job Search Workshop Series has been developed with Spanish language materials in two versions that are responsive to the job search needs of MSFW's. There is an expectation of a future plan to incorporate education that will prepare migrant and seasonal farm workers to become self sufficient within an electronic labor exchange environment. Having an understanding of and access to electronic systems will significantly improve this customer groups ability to compete in today's post-industrial economy.

#### **IV.B. 12.**

**Describe how Wagner-Peyser Act funds will provide a statewide capacity for a three-tiered labor exchange service strategy that includes (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service. Describe your State's strategies to ensure that Wagner-Peyser Act-funded services will be delivered by public merit staff employees. (§112(b)(7), §§3(a) and 5(b) of the Wagner-Peyser Act.)**

The new service delivery model provides multiple points of entry for service including self-service, facilitated self-service, and group services as well as one-on-one services. The new model also emphasizes universal access and customer choice. Refer to IV.B.4 for details.

As described part IV.B.2. of this plan, ESD is the agency designated to provide Wagner-Peyser Act labor exchange service in Washington State. Because ESD is a state government agency, all staff providing Wagner-Peyser Act-funded services are public merit staff employees.

#### **IV.B. 13.**

**Describe how your State will provide rapid response activities with funds reserved under WIA Sec.133(a)(2), including how the State will use information provided through the WARN Act to determine when to provide such activities.**

##### **a. Identify the entity responsible to provide rapid response service.**

WIA Dislocated Worker Unit within the Washington State ESD is the entity responsible for providing state level Rapid Response service. This unit has a number of major functions. It administers the statewide WIA dislocated program including maintenance of administrative policies and procedures to support Rapid Response assistance.

The DWU is composed of knowledgeable, professional JTPA Title III and TAA/NAFTA staff with direct client and business experience. Staff with rapid response contact responsibility have the capability to evaluate the need for and appropriateness of emergency, rapid response assistance and to provide resource materials and information on available programs and services.

*Trigger Event:* The DWU receives all the Worker Adjustment and Retraining Notification Act (WARN) notices. In most instances, the WARN letter triggers the first step in rapid response. A lead staff, or rapid response specialist, in the DWU is immediately assigned responsibility for the



rapid response. A letter is sent to the company acknowledging receipt of the WARN notice. A copy is then sent to the impacted employee's labor organization (if appropriate) and the appropriate substate grantee. The letter identifies the person assigned to assist the company and the impacted employees.

The WARN notice generally provides sufficient information to begin the rapid response process (such as, number of impacted workers, the location of the layoff, the schedule of layoffs, the company contact person, and, where appropriate, labor unions impacted). Within a short period of time, usually within 48 hours or less, lead staff establish telephone and on-site contact with the employer and employee representatives in order to: Provide information on and facilitate access to available public programs and services; determine the immediate need for emergency assistance adapted to that particular company and impacted workers; and identify contact persons representing the impacted workers, the company and the persons representing the dislocated worker programs.

Telephone contact is made to ensure that state involvement will be acceptable at that time, will not interfere with collective bargaining negotiations, and begin discussions on actual intervention strategies. The rapid response effort will avoid actions that may impact the negotiation process.

The lead staff person notifies the appropriate Substate Grantee(s), ESD Regional Office(s) and/or Job Service Center(s), Community Trade and Economic Development Reemployment Center and other entities, where appropriate, of receipt of the WARN notice.

Labor-Management Committees assist in identifying the assist in coordination of to the dislocation event. An initial meeting is scheduled with the company and employee representatives, and where appropriate, other organizations or entities for sharing information; promoting the establishment of a labor-management committees (or if organized labor is not involved, a steering committee); and planning readjustment services and activities for the impacted workers.

Rapid response assistance is delivered by a community based Rapid Response Team of specialists with representatives, where appropriate, from:

- Substate Grantee(s); ESD Regional Offices and/or WorkSource Centers; and DWU including TAA/NAFTA staff.
- Washington State Labor Council Designee or Local Labor Council designee.
- State Board for Community and Technical Colleges.
- Department of Community, Trade and Economic Development.
- Superintendent of Public Instruction, Local School Districts or Educational Services Districts.
- Governor's Timber Rural Community Assistance Team.
- U.S. Department of Labor, Region X staff.

- Department of Social and Health Services (DSHS), local Community Service Offices (CSOs).
- City or County Officials; Congressional and State elected Officials.
- Community-Based Organizations and others.

It should be noted, in some instances, the DWU will begin the rapid response process before the arrival of a formal WARN notice. Other indicators may trigger acknowledgment of the event, such as, newspaper articles, information provided by labor unions, or information from the WorkSource Center when Unemployment Insurance (UI) claims may precede the formal notice.

The state works with the Washington State Labor Council (WSLC), AFL-CIO to provide technical assistance and rapid response to the Department as well as to provide worker advocacy for both organized and unorganized workers in promoting labor-management cooperation. The contract requires consultation and assistance in response to notice or awareness of potential layoffs or plant closures. The contract also requires consultation in the design and delivery of Title III and Trade Act/NAFTA services to provide early intervention in the event of layoffs or plant closures.

In the event of a layoff or plant closure, the Department may contract with the affected local union or, if unorganized labor, an affected worker, to provide outreach, ombudsman and peer counseling services to the workers.

The Dislocated Worker Unit receives notices as provided by WARN and maintains mechanisms to coordinate and respond to Rapid Response events. An 800 number phone system for the regular exchange of information related to Worker Adjustment and Retraining Notification Act events and potential dislocations will be established. Using a U.S. Department of Labor Grant, the Unit plans to develop and operate a Dislocated Worker 800 number phone system which will interface with the National Call Center. It will also provide information and assistance through a state website. The Unit participates in development and operation of statewide Rapid Response reemployment group orientation and coping sessions, and provides other related statewide activities.

The Dislocated Worker Unit maintains a process to provide baseline and additional emergency assistance to local areas that experience WIA level Rapid Response events. The provision of assistance to local areas will include development of service action plans for addressing local dislocation events. These plans will provide a comprehensive service strategy to take place for a given event.

The Dislocated Worker Unit assists in planning and overseeing program strategies to avert layoffs. This can include pre-feasibility studies to avoid layoffs, incumbent worker training for worker's skill upgrading and linkages with federal, state, and local levels including business retention and recruitment activities. It collects and analyzes data related to dislocations to aid in review and evaluation of Rapid Response activities. It supports program capacity building and quality improvement activities to promote successful best practices.

The Dislocated Worker Unit is responsible for providing funding for the operation costs of labor management or workforce transition committees, training and technical assistance for operation of committees maintaining list of potential candidates for neutral chairpersons or co-chairs, and related assistance.

The Dislocated Worker Unit coordinates Rapid Response and national emergency grants for Dislocated Workers. With respect to the application for and administration of National Reserve or Emergency Grants the Unit assists local entities with development of U. S. Department of Labor grants applications for additional assistance. It also provides state review of applications in response to requirements prior to submittal to the Department of Labor for consideration. In some cases the Unit may directly administer the Grant or in other cases will provide grant management and oversight functions to other entities.

**b. How will your State's rapid response unit's activities involve the local WDCs and Chief Local Elected Officials? If rapid response functions are shared between your State unit and local areas, identify the functions of each and describe how rapid response funds are allocated to local areas.**

In conjunction with the state level Rapid Response activities mentioned above, the 12 local WDCs are responsible to plan and deliver on-site services for dislocation events with the employer, labor or representatives of the affected workers.

Local functions include:

- Determine the proposed layoff schedule and employer plans to assist the worker, status of any collective bargaining negotiations affecting layoff benefits.
- Assess reemployment prospects for workers in the local community.
- Determine workforce skill background and related information and probable workforce development assistance needs of the affected workers.
- Avert potential layoffs through consultation with Dislocated Worker Unit, local economic development entities and other entities.
- Maintain an inventory of available workforce resources to meet the short and long-term assistance needs of the affected workforce. Determine the need for outreach peer worker support to connect the workforce with the services. Ensure procedures for timely access to WorkSource programs and information on programs such as unemployment compensation, Trade Adjustment Assistance, and NAFTA programs and other necessary services.
- Determine the need for voluntary labor management or a Workforce Transition Committee comprised of representatives of the employer, affected workers or their representatives and other necessary community entities. The committee would assist in planning, overseeing and event specific strategy that supports reemployment of the affected workers.

- WorkSource Dislocated Worker assistance requires full consultation with labor whenever WIA programs serve union members. Affected unions must be provided an opportunity to comment on any proposed WIA program when their members are engaged in similar work. Written labor concurrence is required when a WIA training proposal would be inconsistent with a specific bargaining agreement, unless the union and employer organization concur in writing with respect to WIA activities.
- While staff must carry out their statutory responsibilities, they must be fully cognizant of any ongoing collective bargaining negotiations related to the plant closing or layoff. They must be aware of the impact that the offer of services and resources may have on the negotiation process, especially with respect to financial arrangements related to the provision of severance benefits. Rapid response staff must be cautious and avoid actions to the maximum extent possible that may impact this negotiation process.

Refer to the attached draft State Rapid Response Policy which includes a more definitive matrix of responsibilities for state and local entities

**c. Describe the assistance available to employers and dislocated workers, particularly how your State determines what assistance is required based on the type of lay-off, and the early intervention strategies to ensure that dislocated workers who need intensive or training services (including those individuals with multiple barriers to employment and training) are identified as early as possible. (§112(b)(17)(A)(ii).)**

The state Dislocated Worker Unit of ESD provides assistance to employers and Dislocated Workers which includes: establishment of labor management committees; arranging pre-feasibility studies; determining Unemployment Insurance eligibility; providing core services such as job search , labor exchange and *rapid response* services; and intensive services and training support to eligible individuals. One of the most useful tools used are surveys of impacted employees which take place as soon as possible to get a profile of the workers' education levels, skill levels, individual interests and other information relevant to assessing the type and level of service that will be needed.

The state Dislocated Worker Unit also assists with the identification of strategies and partners for ensuring comprehensive Rapid Response assistance including layoff aversion with economic development entities, prefeasibility studies or incumbent worker training and development of community operational plans that addresses the needs of dislocated workers including displaced homemakers. Local plans should support and maintain local capacity to provide on site contact with employers and employee representatives including consultation to provide comprehensive assistance.

The Dislocated Worker Unit continuously exchanges information with partners in local areas about dislocation events and assist in preparing applications for additional Rapid Response assistance to respond to the needs of the specific event.

As noted in section II.B. the ESD will be contributing to the goals in the state strategic plan by administering WIA I-B rapid response services in ways that support specific priority objectives. The State Board is leading a workgroup developing strategies around the objective to establish a coherent, flexible and accessible dislocated worker service strategy ,which could include examining the various statutory definitions of dislocated workers.

#### **IV.B. 14.**

**Describe your state's strategy for providing comprehensive services to eligible youth, including any coordination with foster care, education, welfare and other relevant resources. Include any state requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Describe how coordination with Job Corps, youth opportunity grants, and other youth programs will occur. (§112(b)(18).)**

Washington State's strategy for providing comprehensive services to youth (age 14 through 21 at the time of application to programs funded through the federal WIA) is broadly described in the Governor's Executive Order (99-02) on Workforce Development. The Executive Order specifically mentions “**disadvantaged youth**, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers” as needing assistance in moving up the job ladder.

ESD will offer direct technical assistance to local workforce investment areas and their associated youth councils. ESD has formed a statewide Youth Policy Workgroup, which has been meeting regularly since August 1999, to offer statewide technical assistance and to coordinate planning and operational issues relating to youth activities. Several of the members of this group have now been named to local Youth Councils, and are assisting state-local coordination directly in this manner.

There are four Job Corps Centers in the Washington State, and Job Corps representatives are serving (where applicable) on local WIA Youth Councils.

There were three applications from local workforce areas for Youth Opportunity Grants in the most recent grant cycle, and the Governor's Office was asked to supply letters of support in two of those instances. In these letters, the Governor specifically charged the Workforce Board and the operating agencies with close coordination and assistance for these grants should they be approved for funding. (Washington State has not received a Youth Opportunity Grant to date, but Native American youth programs have been funded through JTPA Title IV.) The Governor has also opened an Internet homepage to youth programs, resources, and youth employment and training programs in particular throughout the state. The website is titled the Access Washington Resource Directory and can be found at [www.awrd.org](http://www.awrd.org).

In addition to those groups referenced in the Executive Order local areas will provide services which include but is not limited to youth in the juvenile justice system, the alternative high schools, and foster care system as well as teen parents. ESD has a strong connection to juvenile

justice through its Corrections Clearinghouse program. This program offers employment assistance to incarcerated adults and youth in a wide range of institutions throughout the state. Working through networks of organizations, which traditionally provide referrals to employment and training providers in local area, the WDCs will continue to develop approaches for providing services to specific youth populations.

With the assistance of the area WorkSource partners, the local Workforce Development Councils will coordinate services funded under the WIA youth grant with youth services offered by school districts, community and technical colleges, local School-to-Work and Tech Prep initiatives, services offered to youth through regional offices of the Division of Vocational Rehabilitation and the Department of Services for the Blind (administering federal Rehabilitation Act services), and by agencies involved with foster care services.

Community and technical colleges and certain community-based organizations in Washington state provide adult and family literacy services. These state and federally funded adult basic skills programs are available to the public including youth 16 years of age or older who are not in school and do not have a diploma or GED and to individuals 18 years of age or older who are economically disadvantaged or who have limited proficiency in English. For this reason adult basic skills program coordination with school district alternative education services and WIA youth program service providers is important.

Local WIA youth contractors will provide eligible youth an objective assessment to determine service needs of each participant including interests and aptitudes for nontraditional jobs, and development of strategies to identify employment goals, including nontraditional employment.

Youth will have access to WorkSource core services providing them access to wide range of information to help them make informed decisions about training opportunities including opportunities for non-traditional employment.

Washington State will insert into the Special Conditions for Title I-B Youth Grants under WIA the following condition: At a minimum, 30 percent of the funding under this grant agreement shall be used to provide youth activities to out-of-school youth.

The State will also insert into the Special Conditions for youth grants language to the effect that under no circumstance may ITA's be provided to youth enrolled only in the Title I-B Youth Grant. Youth who are 18-21 years old may be co-enrolled or separately enrolled in the Title I-B adult program to receive ITAs and other services available under the adult program.

The State is addressing co-enrollments for 18-21 year old youth dually enrolled in the WIA Title I-B youth and adult programs. This procedure is in draft and will be finalized by April, 2000.

#### **IV.B 15.**

**Describe how your state will, in general, meet the Act's provisions regarding youth program design.**

Maximum local flexibility will be afforded local Councils in developing a design framework for local youth programs. The state requires that each local area WIA Operations Plan include a service design framework for youth that describes how:

- All 10 required services will be available to youth the service area (refer to the draft youth policy attached to this plan).
- All youth will receive an objective assessment and an individual service strategy (ISS) that meets the requirements of WIA Sec.129(c)(1)(B), including identifying a career goal and a consideration of the assessment results for each youth.
- A participant's individual service strategy (ISS) will identify and provide appropriate preparation for post-secondary educational opportunities, employment opportunities, and strong links to the labor market.

ESD, through policy, planning and technical assistance roles has made local areas aware of the Act's provisions regarding youth program design. The Youth Policy Workgroup has drafted recommendation in the areas of designing intake and eligibility system and eligibility verification using a sampling system. It also has adopted recommended operational definitions for the ten essential elements of successful youth programs for use by local areas.

No final guidance on youth program issues will be adopted in final until further review and comment takes place. Also, policy will not be finalized until the Department of Labor publishes final regulations and guidance on reporting requirements.

The State will not include specific requirements to local areas for serving youth in special categories engaged in the youth system other than the policies related to providing services to those with disabilities, persons of color, etc. required under Equal Employment Opportunities legislation and directives from the Civil Rights Center. State staff will also be coordinating with the Governors Committee for Disability and Employment to explore ways to improve access for youth with disabilities. Staff will be working with staff from the Division of Vocational Rehabilitation to enhance coordination of services and share information with local areas. Adult Education linkages are also planned which will provide new models of delivery to those persons with language and literacy barriers to employment and training.

#### **IV.C. System Infrastructure:**

**How will the State enhance the systems necessary to operate and manage your workforce investment system? (§§111(d)(2), 112(b)(1), 12(b)(8)(B).) In your discussion, you must address the required elements listed below.**

Washington State has spent the past few years in developing the business and technology plans to define the type of system it will use that can provide both client tracking and management information functions.

##### **IV.C. 1.**

**How will the locally-operated Individual Training Account (ITA) system be managed in the State to maximize usage and improve the performance information on training providers? How will the State ensure the quality and integrity of the performance data?**

Local areas have been given the flexibility of developing their own Individual Training Account system within the context of the draft Individual Training Account Policy described in Section III.B.3.c. of this plan. This state policy will enable local areas to make use of funds available for training accounts according to a determination of local needs, priorities and policies.

The state policy on eligible training providers for WIA Title I-B Individual Training Accounts is also described in Section III.B.3.c. of this plan. The state system for recording training provider performance information will be a statewide system managed to ensure high quality and integrity of the performance data.

#### **IV.C. 2.**

**How will your State improve its technical and staff capacity to provide services to customers and improve entered employment outcomes in accordance with Sec.7(a)(3)(f) of the Wagner-Peyser Act?**

Washington State is in the process of developing a Workforce Tracking and Accountability System (WTAS). WTAS will be the information system component for labor exchange activities. Also in place are computer stations in the resource rooms that provide access to agency web site job matching services, America's Job Bank, America's Talent Bank, e-mail services, job self-selection and self-referrals, and employer self-entered unsuppressed job orders. Staff assisted activities include suppressed job orders, referral screening, assisted job search, job order referral, and referral to service providers. In addition a voice response system for call-in job search and selection will continue to be in operation.

Marketing materials are being developed for both the job seeker and employer communities to market the advantages of self-service and internet services including availability, and seven-day, 24-hour convenience. Additional links to America's Job Bank, America's Talent Bank, the Washington WorkSource Web Site, and other job search/job entry sites are also being established. Résumés will serve as registrations and employers will be able to search talent banks and local sites. Marketing plans for employers will be finalized in the near future. The goal of these plans may include methods to inform employers of internet services such as advertisements, brochures, business committee meetings, agency and partnership employer outreach activities, and localized Employer Workshop/Open House forums.

#### **IV.C. 3.**

**How will the State improve its employment statistics system to ensure that One-Stop system customers receive timely, accurate and relevant information about local, State and national labor markets?**

Over the next five years the movement to a new workforce information system from the current labor market information system will consist of seven goals. These goals will provide a strategic approach to build on the existing strengths while introducing critical improvements. Refer to the State Improvements State Employment Statistics System (attached to this plan) for more information about the goals listed below.

The goals for a workforce information system provide a strategic approach to build on the existing strengths while introducing critical improvements.



Goal 1: Develop a comprehensive set of accurate and timely data to support workforce investment customers at local, state, and national levels.

The workforce information system must have at its core high-quality local, state, and national data. “High quality” means data that meet statistical standards, and are timely, comparable across states and areas, and relevant to customer needs. The data must be organized in standard database formats to facilitate analysis and delivery.

Achieving this goal requires building on the current federal research and statistical products and systems, and establishing new data collection programs in key areas.

Goal 2: Improve analysis to transform data into useful workforce information.

Analysis adds meaning and contexts to the data in the workforce information system, maximizing its usefulness to job seekers, students, planners, employers, and other users.

Achieving this goal requires improving staff analysis skills, providing analysis tools and methods, and carrying out analysis of key topics, resulting in products that are meaningful and provide added value to customers.

Goal 3: Deliver useful information on a timely basis.

The success of the WorkSource system mandated by WIA, as well as other workforce development services, rests on the timely delivery of information about the labor market, using media and formats that are accessible to customers who have varying levels of expertise and access to technology. These customers must also have access to technical assistance in using workforce information.

Achieving this goal requires providing tools to simplify and speed up data delivery, developing customer-focused delivery systems using the Internet and other emerging technologies, and providing a variety of innovative approaches for universal access to workforce information.

Goal 4: Use local, state, and national customer feedback to continuously improve and enhance the system.

Continuous improvement of the workforce information system depends on input from its customers through a comprehensive customer satisfaction and outreach program.

Goal 5: Conduct research and development activities that continuously improve and create workforce information.

Research and development is needed to improve the quality of workforce information and to add critical new information sources. Research should focus on data collection methods, statistical procedures, and application of technology to reduce cost, increase timeliness, and improve quality. In addition, investments are needed in tools to increase the speed and efficiency and reduce the cost of labor market transactions.

Achieving this goal requires setting priorities, and creating and implementing a research and development plan.

Goal 6: Continuously invest in training, technical support, and capacity building.

The skills of the staff who develop, analyze, and deliver workforce information must be maintained and improved through training in data collection methods, analysis, use of technology, and customer support. Training and assistance must be provided to customers in the uses and limitations of workforce information. Achieving this goal requires expanding the system's capacity and better coordinating existing resources.

Goal 7: Establish local-state partnerships to bridge labor market information to community needs.

While labor market information has been tuned to meet the needs at the federal and state levels, it is less useful at the local level. Data, as well as analysis, will need to be brought down to the community level. Not only does that allow information customers to find out about their own communities; they can explore information about other communities of interest.

## **V. Performance Management:**

Refer pages 60 through 89 in Chapter 4 of the State Strategic Plan for Workforce Development for a comprehensive response to this section. Chapter 4 of the State Strategic Plan covers the following topics:

- Desired Outcomes and Indicators of Performance
- Workforce Development Systemwide Indicators
- Common Program Outcomes and Indicators
- State Core Indicators
- Federal Core Indicators and State Additional Indicators
- Expected Levels of Performance on Core Program Indicators
- Local Area Performance
- WorkSource Performance
- Training Provider Eligibility and Performance
- Performance-based Consequences (at the system level and program level)
- Measuring and Reporting Results
- Continuous Quality Improvement
- Implementation Measures

**V.A. For each of the core indicators identified in Sec. II of these instructions, the customer satisfaction indicator and additional state measures, explain how the State worked with local boards to determined the level of the performance goals.**

**V.B. Does your State have common data system and reporting processes in place to track progress? If so, describe what data will be collected from the various One-Stop partners (beyond that required by DOL), your use of quarterly wage records, and how the statewide system will have access to the information needed to continuously improve. If not, describe the State's timeframe and plans for transitioning from the JTPA to WIA tracking system, your planned use of quarterly wage records, and the projected time frame for the system to be operational. (§112(b)(8)(B).)**

The state is working on selecting a technology system which will enable us to track all of the state performance measures for cross-system measures as well as track the program specific outcomes. Establishment of a state project management plan is in process. Until the system is implemented statewide current reporting systems will continue to be used.

**V.C. Describe the system(s) by which your State measures customer satisfaction for both job seekers and employers (beyond those elements required by the Department). How will customer satisfaction data be evaluated, disseminated locally, and used to improve services and customer satisfaction? Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act or Title 38 (Veterans Employment and Training Programs) that your State will track. If no system is currently in place, describe your State's timeframe and plan to collect this information. (§§111(d)(2), 112(b)(3), 136(b)(2)(B).)**

Each local partnership has in place a customer satisfaction system. In most locations this is a customer card as well as requests for feedback on the computers in the resource areas. The purpose of the local collection is for continuous quality improvement. Each partnership has a process in place for review of the information and for developing plans to address the customer feedback.

At the state level, there is a customer satisfaction survey for both job seekers and employers. This information is used for longer term strategic planning and can be disaggregated to the local WDC level for use.

**V.D. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2), 112(b)(1).)**

Pages 60 and pages 88-89 of the State Strategic Plan for Workforce Development describe the state's continuous improvement initiative.

The EPC will continue to request annual quality assessments from WorkSource Centers and Affiliate sites to ensure continuous improvement. In addition, the EPC will continue an interagency quality-workgroup (this workgroup has representatives from each of the 12 local partnerships) to coordinate quality improvement efforts at the state and local level with the goal of ensure alignment of quality efforts in WorkSource Centers and Affiliates.

**V.E. How will the State and local WDCs evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the local Councils use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), 112(b)(3).)**

Refer to pages 83 through 88 in Chapter 4 of the State Strategic Plan for Workforce Development.

## **VI. Assurances**

This is a modified statement of assurances and certifications in response to the State Unified Planning Guidance, OMB Control No. 1205-0407. It will be used as a monitoring and oversight summary for program administration:

### **WIA Title I/Wagner-Peyser Act/Veterans Programs**

1. The State Board will ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities, including membership and meeting minutes. (§ 112(b)(1))
2. The State assures that it will establish, in accordance with section 184 of WIA, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. (§112(b)(11))
3. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that:
  - A. The State has implemented the uniform administrative requirements referred to in section 184(a)(3).
  - B. The State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4).
  - C. The State has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6)).
4. The State assures that the adult and youth funds received under WIA will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this plan. (§112(b)(12)(B))
5. The State assures that veterans and other preference eligible persons will be afforded a priority service, in accordance with the requirements of chapter 41 of title 38 and 20 C.F.R. 1001, in the One-Stop system for the provision of labor exchange services funded under the Wagner-Peyser Act.
6. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§117(c)(2))
7. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).

8. The State assures that no funds received under WIA will be used to assist, promote, or deter union organizing. (§181(b)(7))
9. The State assures that it will comply with the nondiscrimination provisions of section 188, and its implementing regulations at 29 CFR part 37, including an assurance that a Methods of Administration has been developed and implemented (§188 and § 112(b)(17)).
10. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188, as provided in the regulations implementing that section. (§185)
11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State ESD Administrator.
12. The State assures that veterans workforce investment programs funded under WIA, Section 168 will be carried out in accordance with that section, and further assures veterans will be afforded employment and training services under WIA section 134, to the extent practicable.
13. The State certifies that WIA section 167 grantees, advocacy groups, the State monitor advocate, agricultural organizations, and employers were given the opportunity to comment on the Wagner-Peyser Act agricultural services submission, including any local office affirmative action plans.
14. The State assures that it will comply with the annual Migrant and Seasonal Farmworker significant office requirements in accordance with 20 CFR part 653.
15. The State has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
16. The State assures that funds will be expended in accordance with the requirements of WIA, the Wagner-Peyser Act, chapter 41 of Title 38, the regulations implementing such laws, written guidance issued by the Department of Labor, grant agreements, and other applicable Federal laws.
17. The State certifies that labor exchange activities funded under the Wagner-Peyser Act will be provided by State merit-staff employees. The State assures that it will submit a plan modification to the Department if there is any change in policy regarding the public merit-staffed delivery of Wagner-Peyser Act services in any local workforce investment area.
18. The State Workforce Investment system and entities carrying out activities in the community who are in receipt of assistance from the workforce investment system or from the workforce investment system partners shall comply with the Architectural Barriers Act of 1968, sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.
19. The State assures to include State and local EO officers and advocates for groups protected from discrimination under WIA Section 188 in the planning process in a meaningful way, beginning with the earliest stages.

20. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:

General Administrative Requirements:

- 29 CFR part 97—Uniform Administrative Requirements for State and Local Governments (as amended by the Act).
  - 29 CFR part 96 (as amended by OMB Circular A-133)—Single Audit Act.
  - OMB Circular A-87—Cost Principles (as amended by the Act) Assurances and Certifications.
  - SF 424 B—Assurances for Nonconstruction Programs.
  - 29 CFR part 31, 32—Nondiscrimination and Equal Opportunity Assurance (and regulation).
  - CFR part 93—Certification Regarding Lobbying (and regulation).
  - 29 CFR part 98—Drug Free Workplace and Debarment and Suspension.
21. The State certifies that, in providing an opportunity for public comment and input into the development of the plan, the State has consulted with persons of disabilities and has provided information regarding the plan and the planning process, including the plan and supporting documentation in alternative formats when requested.

## Revised PY 00 WIA Adult, Youth, and Dislocated Worker Grant Substate Planning Allocations:

|         | <b>REVISED WIA PY 2000<br/>ADULT</b> |                   |  | <b>REVISED WIA PY 2000<br/>YOUTH</b> |                   |
|---------|--------------------------------------|-------------------|--|--------------------------------------|-------------------|
|         | <b>PLANNING ALLOCATION</b>           |                   |  | <b>PLANNING ALLOCATION</b>           |                   |
| WDC/SDA | <u>Amount</u>                        | <u>% of Total</u> |  | <u>Amount</u>                        | <u>% of Total</u> |
| I       | \$ 952,028                           | 5.4756%           |  | \$ 960,457                           | 5.2873%           |
| II      | \$ 1,664,507                         | 9.5733%           |  | \$ 1,764,509                         | 9.7136%           |
| III     | \$ 1,073,871                         | 6.1763%           |  | \$ 1,087,218                         | 5.9851%           |
| IV      | \$ 1,034,848                         | 5.9519%           |  | \$ 1,069,543                         | 5.8878%           |
| V       | \$ 2,800,851                         | 16.1090%          |  | \$ 2,957,305                         | 16.2800%          |
| VI      | \$ 1,567,234                         | 9.0139%           |  | \$ 1,607,581                         | 8.8497%           |
| VII     | \$ 1,100,826                         | 6.3314%           |  | \$ 1,183,889                         | 6.5173%           |
| VIII    | \$ 1,844,820                         | 10.6104%          |  | \$ 1,911,030                         | 10.5202%          |
| IX      | \$ 2,303,571                         | 13.2489%          |  | \$ 2,448,531                         | 13.4792%          |
| X       | \$ 761,277                           | 4.3785%           |  | \$ 786,190                           | 4.3280%           |
| XI      | \$ 926,265                           | 5.3274%           |  | \$ 998,787                           | 5.4983%           |
| XII     | \$ 1,356,792                         | 7.8035%           |  | \$ 1,390,252                         | 7.6533%           |
| TOTAL   | \$ 17,386,890                        | 100%              |  | \$ 18,165,292                        | 100%              |

|         | <b>WIA PY 2000 DIS WORKER</b> |                   |
|---------|-------------------------------|-------------------|
|         | <b>PLANNING ALLOCATION</b>    |                   |
| WDC/SDA | <u>Amount</u>                 | <u>% of Total</u> |
| I       | \$ 952,011                    | 5.6224%           |
| II      | \$ 1,647,432                  | 9.7295%           |
| III     | \$ 1,171,380                  | 6.9180%           |
| IV      | \$ 1,178,270                  | 6.9587%           |
| V       | \$ 3,013,951                  | 17.7999%          |
| VI      | \$ 1,437,546                  | 8.4899%           |
| VII     | \$ 1,197,554                  | 7.0725%           |
| VIII    | \$ 1,884,432                  | 11.1291%          |
| IX      | \$ 1,849,713                  | 10.9241%          |
| X       | \$ 602,743                    | 3.5597%           |
| XI      | \$ 891,710                    | 5.2663%           |
| XII     | \$ 1,105,683                  | 6.5300%           |
| TOTAL   | \$ 16,932,424                 | 100%              |

(Referring to policy development activities described in WIA State Operations Plan Section III.B.1.e)

Revision No. 1  
Effective Date: June 30, 1996

JTPA PROVISION NO. 1401 - Procurement and Selection of Service Providers

References:

JTPA, Sections 164, 107, 141(f), and 141(d)(3)(a)(b)  
20 CFR 627.420  
20 CFR 627.422  
20 CFR 627.435  
20 CFR 627.500(c)  
29 CFR 34.20  
29 CFR 97.34  
29 CFR 98

- I. This provision is applicable to the procurement of property and services obtained through funds provided under the Job Training Partnership Act (JTPA). Individuals and organizations should adhere to the procurement requirements as set forth in Section 164 of the Job Training Partnership Act as amended in 1992 and the applicable regulations (20 CFR 627.420) dated September 2, 1994. In the selection of service providers funded by JTPA, individuals and organizations should adhere to Section 107 of the Job Training Partnership Act as amended in 1992 and the applicable regulations (20 CFR 627.422) dated September 2, 1994.
- II. Procurement standards shall ensure fiscal accountability and prevent waste, fraud, and abuse in JTPA programs.
- III. The state shall follow Revised Code of Washington and the Washington Administrative Code for procurement provided no conflict with the JTPA law and regulations exists. (See RCW 39.29 for personal services, RCW 43.19 for purchased services, and RCW 39.34 for interagency agreements.)
- IV. SDAs and subrecipients shall establish procurement policies and procedures in accordance with their applicable state or local laws, rules and regulations, provided no conflict with JTPA exists.
- V. SDAs and subrecipients shall not use JTPA funds to duplicate facilities or services available in the area from federal, state or local sources, unless it is demonstrated the JTPA-funded alternative services or facilities would be more effective or more likely to achieve goals.
- VI. Awards are to be made to responsible organizations possessing the demonstrated ability to perform successfully.
- VII. Procurement systems shall provide maximum full and open competition and avoid restrictive practices, which include:



- A. Unreasonable bidder qualification requirements;
  - B. Requiring unnecessary experience and excessive bonding;
  - C. Non-competitive pricing practices between firms or organizations;
  - D. Noncompetitive consultant retainer contracts;
  - E. Brand name only vs. equal product;
  - F. Overly restrictive specifications;
  - G. Arbitrary action in the procurement process; or
  - H. Organizational conflicts of interest.
- VIII. SDAs and subrecipients must have written procurement procedures, which ensure that each procurement shall (1) contain a clear and accurate description of the technical requirements (including quantities), (2) identify all requirements that bidders must fulfill, and (3) state the evaluation factors to be used.
- IX. SDAs and subrecipients shall have a written code of conduct for procurement, award, and administration of contracts. To the extent permitted by state or local law or regulation, the code of conduct regarding the conflict of interest shall contain penalties, sanctions or other disciplinary actions. The code of conduct shall apply to SDA and subrecipient staff or agents or to awardees or their agents. The code of conduct shall ensure that no one in a decision making capacity shall have a real or apparent conflict of interest in the selection, award, or administration of contracts or subgrants.
- X. A PIC member shall not vote or participate in any decision making capacity on the provision of services by such member (or any organization which that member directly represents) or on any matter that would provide direct financial benefit.
- Neither PIC membership nor receipt of JTPA funds to provide training and related services shall be construed by itself to violate JTPA Section 141(f) or 20 CFR 627.420.
- XI. A conflict of interest arises under Sections IX and X when any of the following have a financial interest or other interest in the firm or organization selected for award:

- A. Individual;
- B. Member of the immediate family;
- C. The individual's partner;
- D. Employing organization; or
- E. Future employing organization.

The officers, employees, or agents of the SDAs or subrecipients and PIC members making the award will neither solicit nor accept gratuities, favors, or anything of monetary value from awardees, potential awardees, or parties to subagreements. SDAs and subrecipients may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value.

XII. SDAs and subrecipients must use one of the following procurement methods:

A. Procurement by Small Purchase

Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not exceed \$25,000 in the aggregate within a program year. SDAs and subrecipients shall not break down one purchase into several purchases merely to be able to use small purchase procedures. SDAs and subrecipients may establish policies and procedures for small purchases in accordance with their applicable state or local laws, rules and regulations. Small purchase policies and procedures established by an SDA or subrecipient should contain the following minimum elements:

Up to \$400 - Purchases may be made based upon buyer experience and knowledge of the market obtained through informal shopping or the use of telephone quotations in obtaining maximum quality at minimum cost.

\$401 to \$2,499 - Documented telephone quotes or written/FAXed quotations shall be secured from at least three sources to assure establishment of a competitive price.

\$2,500 to \$25,000 - Informal written solicitation document shall be used to secure responses from at least three sources. At a minimum the document should include a description of the type of service, supply or property requested, the proposed time schedule, request for qualifications (if appropriate), a request for the cost or fees, and the due date and location for written/FAXed responses to be submitted. The document may be issued as a letter, a memorandum or other format which clearly sets forth the required information.

Documentation regarding the small purchase procurement must be maintained.

## B. Procurement by Sealed Bids

Sealed bid procedures require that the procurement be publicly solicited and result in a fixed price contract. The award shall be made to the lowest cost, responsible bidder. Documentation regarding the sealed bid procedure must be maintained.

## C. Procurement by Competitive Proposal (Negotiated Procurement)

Procurement by competitive proposal is conducted by publicly soliciting competition from an adequate number of qualified sources. The awarding organization shall initiate the procurement process by issuing a procurement document (Request for Proposal (RFP) or Request for Qualifications and Quotations (RFQQ)).

The RFP/RFQQ shall provide a basis for mutual understanding of the awarding organization's requirements. The requirements presented in the RFP/RFQQ should be clear and explicit in order to enhance the quality of proposals submitted. During the proposal evaluation and contractor selection process the RFP/RFQQ requirements play a significant role. Clear and precise requirements allow the awarding organization to establish conclusive baselines upon which sound proposal evaluation criteria can be structured. The awarding organization shall have a methodology for conducting the evaluation of the proposals. The RFP/RFQQ must clearly state the evaluation factors that will be considered in making the contract award and their relative importance. The awarding organization shall determine which proposal(s) is (are) most advantageous to the JTPA program.

Evaluation factors that may apply include, but are not limited to: price, technical expertise, program design, management capability, personnel qualifications, demonstrated performance, fiscal integrity, and bidder references. The contract awarded may be either fixed price or cost reimbursement. Documentation regarding the competitive procurement must be maintained.

## D. Sole Source (Noncompetitive)

Procurement through solicitation from only one source or when competition is deemed inadequate or the funding of a unsolicited proposal. Sole source contracts must be documented and justified. Sole source justifications include:

1. Item or service is only available from a single source (truly unique);
2. Public exigency or emergency (Must have harm to participants or community. Should not last more than three (3) months. Does not include lack of prior planning. Rapid response under JTPA Title III would be a valid sole source justification);

3. For SDAs, state subgrantees and subrecipients, the awarding agency authorizes non-competitive procurement in writing;
4. For states, the noncompetitive procurement is approved through the state's normal sole source approval process;
5. After solicitation of a number of sources, competition is deemed inadequate; or
6. On-the-Job Training contracts (except On-the-Job Training brokering contracts, which shall be selected competitively);

#### E. Procurement of Classroom Training

1. Tuition monies and required books and supplies paid to public community and technical colleges and universities are exempt from competitive procurement and qualify as sole source (Section 141(d)(3)(b)). Public community and technical colleges and universities are presumed qualified to provide classroom training. The tuition charged must be at or below the school catalogue rate and the training must be the same as offered to the general public. Tuition payments paid to public community and technical colleges and universities are not subject to the \$25,000 aggregate in a program year, which requires competition the following year.
2. Monies paid to a private vocational school for commercially available training may be sole sourced without having to demonstrate that other procurement methods are infeasible. The training must be the same as offered to the general public and the cost must be at or below catalogue rate. Each individual referral by a service provider within the SDA to a private vocational school shall be deemed a separate procurement transaction. However, if referrals by an individual service provider within the SDA to a private vocational school for training equal \$25,000 in a program year, then that individual service provider within the SDA must competitively bid the training the following year.
3. Use of a pre-qualified list for the purchase of commercially available training from private vocational schools shall be deemed to be a competitive procurement. SDAs and subrecipients are authorized to use pre-qualified lists, which are current and include enough qualified sources to ensure maximum full and open competition.

Minimum elements for the pre-qualified list for the purchase of commercially available training include:

- a. The list must be advertised at least once a year to inform the vendor community that the list is being created or updated.
- b. A standard application package or procedure must be utilized.

- c. Private vocational schools licensed by the Workforce Training and Education Coordinating Board (WTECB), or comparable agency within another state, are presumed qualified. For all other private non-WTECB licensed vocational schools, the procuring entity must determine that the private vocational school is qualified for inclusion on the list. Elements that may be considered include: financial stability, quality of instructors and administrators, quality of the facilities and training equipment, curriculum, cost, rate of student certification for a trade, job placement, wage rate at placement, and low dropout rate.
- d. When selecting from the pre-qualified list, SDAs and subrecipients may use the following factors for a participant referral: Cost, demonstrated performance, participant preference, geographical location, up-to-date equipment, schedule of classes, hours of instruction, and coordination with other resources. Documentation of the factors which generated the referral should be maintained.
- e. Once a private vocational school is deemed qualified for inclusion on the pre-qualified list, a non-financial agreement may be written. The agreement becomes financial only when the services are utilized (i.e. for classroom training a participant is referred). No services may be performed until a written agreement is in place.

#### F. Pass Throughs

The procurement rules do not apply to pass throughs from any unit of state or local government (or SDA or SSG administrative entities) to other such units. To qualify as a pass through the receiving entity must either pass through the monies to another such entity or procure services in accordance with the procurement rules.

#### G. Integrated Service Delivery Effort

State and local governments, public schools and/or Private Industry Councils may enter into collaborative, financial agreements with one another for the integrated service delivery effort. Each party to the agreement shall bring specific program attributes, which result in a more comprehensive system of local service delivery. The goal of such collaborative agreements shall be the development of one stop career centers in local communities. These agreements shall be based upon comprehensive service plans, which have been approved by the state administrative entity.

- XIII. Cost or price analysis must be performed for every procurement action, including contract modifications, except modifications without monetary impact. The method and degree of analysis depends upon the facts surrounding the procurement and pricing situation.

A. Price Analysis

A price analysis shall be used when price reasonableness can be established on the basis of a catalogue or market price of a commercial product sold in substantial quantities to the general public or based on prices set by law or regulation.

B. Cost Analysis

A cost analysis is necessary when price competition is not adequate or is lacking (i.e., sole source).

C. At a minimum the awarding organization must make independent estimates before receiving bids or proposals.

D. When cost analysis is necessary bidders must certify that cost data are accurate, complete and current at the time of agreement on the price. If the awardee knowingly submitted data that was not accurate, complete or current and the awarding organization relied upon the data, the awarding organization has the right to a cost adjustment.

E. The recipient and subrecipient may only charge costs which are allowable under 20 CFR 627.435.

XIV. Program Income/Profit Considerations

A. Excess program income for government and non-profit organizations is not allowed.

B. Excess profit for private-for-profit organizations is not allowed.

C. If profit or program income is included in the price, the awarding agency shall negotiate profit or program income as a separate element when the procurement had no price competition and in all cases where cost analysis is performed.

D. A determination must be made regarding whether or not the program income or profit is fair and reasonable. Factors to consider are:

1. Risk borne by the awardee;
2. Degree of offeror investment;
3. Amount of subcontracting/subgranting;
4. The quality of the offeror's record of past performance;
5. Standard of industry regarding profit rate in the surrounding geographic area for similar work;
6. Market conditions in the surrounding geographic area; and
7. Complexity of the work to be performed.

- E. Cost plus percentage contracts are prohibited.
- XV. Procurement must be conducted to ensure compliance with JTPA regulations (20 CFR 627.420 standards). Documentation verifying compliance must be maintained.
- XVI. Oversight
  - Recipients and subrecipients shall:
    - A. Conduct and document oversight to ensure compliance with procurement standards, and
    - B. Maintain an administrative system to ensure vendors and subrecipients perform in accordance with the terms and conditions of their award.
- XVII. Transactions between units of state or local governments or administrative entities for SDAs or substate areas must be cost reimbursement. Cost plus type awards are not allowable. However, state university and secondary school tuition charges and entrance fees, which are the same as those charged to the general public, do not have to be broken out by item of cost.
- XVIII. Provisions to be included in the award agreement are dependent upon the types of parties involved.
  - A. ALL award agreements to vendors and subrecipients must provide:
    - 1. Administrative, contractual or legal remedies, including sanctions or penalties as appropriate, for violation or breach of agreement terms;
    - 2. Notice requirements regarding rights in data;
    - 3. Notice of 29 CFR 97.34 copyright requirements;
    - 4. Termination for cause and convenience by the awarding entity, including the manner of termination and the basis for settlement;
    - 5. Notice requirements;
    - 6. Reporting requirements;
    - 7. Audit rights and requirements;
    - 8. Payment conditions and delivery terms;
    - 9. Process and authority for changes and modifications;
    - 10. Prohibition against assignment; and
    - 11. Clearly specify deliverables and the basis for payment.
  - B. In addition to A.(1) through A.(11) above, award agreements to subrecipients must contain clauses that require:
    - 1. Compliance with JTPA regulations; and
    - 2. Assurance of nondiscrimination and equal opportunity pursuant to 29 CFR 34.20.

- C. In addition to A.(1) through A.(11) above, award agreements to vendors must allow the awarding entity, the U.S. Department of Labor, the Comptroller General of the United States and their duly authorized representatives (1) access to the books, documents, papers and written/computer records of the contractor and subcontractor, which are pertinent to the program, to conduct audits and examinations and (2) access to contractor and subcontractor personnel for the purpose of interviews and discussions related to such documents.
- XIX. Awarding organizations must have written procurement protest procedures. Protesting bidders must exhaust administrative remedies before pursuing a protest at a higher level. Violations of law will be handled in accordance with 20 CFR 627.500(c).
- XX. Procurement documentation must be maintained. The documentation required includes:
- A. Rationale for type of procurement utilized;
  - B. Rationale for the type of agreement selected;
    - 1. Cost Reimbursement - Payment of actual costs incurred to the extent prescribed in the award. The awardee is reimbursed for its best efforts to perform up to the total cost and types of costs authorized in the award.
    - 2. Fixed Unit - Payment of a specified price to an awardee for specified deliverables irrespective of the awardee's actual costs incurred, or
    - 3. Hybrid - Training component may be fixed unit, but supportive services would be cost reimbursement.
  - C. Rationale for the selection or rejection of the awardee; and
  - D. Basis for the agreement price.
- XXI. Service providers for Titles I, II, and III must be selected in accordance with JTPA 20 CFR 627.422, 20 CFR 627.420, and JTPA Section 107, except Section 107(d) does not apply to Title IV training.
- A. If the state, state subgrantee, or SDA/Administrative Entity want to provide other than intake and eligibility determination with its own staff, it must make a written determination of demonstrated performance. The documentation shall take into consideration the factors in Section XXI.C. below and may be described in the Job Training Plan, Governor's Coordination and Special Services Plan (GCSSP) or Employment and Training Assistance for Dislocated Workers (ETADW) Plan.
  - B. Service provider selection must be made based upon an organization's demonstrated ability to perform. When comparable proposals are received from an offeror which has



demonstrated performance and a high risk recipient, the award should be made to the offeror which has demonstrated performance.

- C. The selection process for service providers should take the following into consideration:
1. Adequate financial resources or the ability to obtain them;
  2. Ability to meet program design specifications at a reasonable cost and meet performance goals;
  3. Satisfactory record of past performance (in job training, basic skills training, or related activities), including demonstrated quality of training, reasonable dropout rates from past programs; where applicable, the ability to provide supportive services; retention in employment; and earning rates of participants;
  4. For Title II programs the ability to provide services that lead to achievement of competency standards for participants with identified deficiencies;
  5. Organization, experience, accounting and operational controls;
  6. Record of integrity, business skills, and fiscal accountability;
  7. Necessary technical skills; and
  8. Performance measures such as retention in training, training completion, job placement, and rates of licensure.
- D. Community-based organizations, including women's organizations with knowledge about or experience in nontraditional training for women, should be given consideration for the award of a contract. Awards should be made to those which are recognized in the community in which they are to provide services. Where proposals are evenly rated, the tie breaker shall go to the community based organization.
- E. Appropriate education agencies shall be provided the opportunity to provide educational services in the SDA, unless the awarding entity demonstrates that alternative agencies or organizations would be more effective or would have greater potential to enhance the participant's continued educational and career growth. Where proposals are evenly rated, the tie breaker shall go to the educational institution.
- F. Agreements with service providers shall include appropriate amounts for administration and support services.

- G. If a state, SDA or service provider awards additional points to proposals received from minority or women owned business enterprises when awarding other funds, it may do so with JTPA funds as well.
  - H. When awarding II-A agreements to provide services to older individuals, a priority shall be given to national, state, and local agencies and organizations that have demonstrated effectiveness in providing employment and training services to older individuals.
- XXII. No award may be awarded at any tier to any organization or party that is debarred or suspended (29 CFR 98). Organizations are required to self-certify that they are neither debarred nor suspended. The awarding organization is not required to verify the information. 29 CFR 98 Debarment and Suspension requirements apply only to contracts valued at \$25,000 or more.
- XXIII. A lobbying certification must be signed by the contractor if the awarded contract is valued at \$100,000 or more.

## State's Current Capacity Employment and Statistics Information

### ALMIS products

ALMIS One-Stop funds are supplemented with other Federal and State funds for the following DOL-ETA priority products as well as five of the seven the secondary products.

### **PRIORITY PRODUCTS AND SERVICES**

#### **1. Long-term Projections:**

LMEA produces revised long-term industry and occupational employment projections for Washington State, with 1998 as the base year and 2008 as the projected year, in cooperation with the BLS National Projections for the same time period. In addition, LMEA produces similar projections for twenty-five substate areas. The state-level projections are submitted for placement on the ALMIS State Projections Internet site. In addition, the occupational projections information are made available on the LMEA Internet home page and be published in the "Occupational Outlook" tri-folds for all of the major labor market areas of the state. Industry and occupational projections were completed the second quarter of PY 1999. Preparation of the information for the Internet and the "Occupational Outlooks" will continue throughout the program year.

#### **2. Short-term Forecast:**

In PY 1998, LMEA hired an economist to develop and maintain a current Short-Term Projections Model in collaboration with the Short-Term Forecasting Consortium. In PY 1999 LMEA produced short-term state-level industry employment forecasts for base year/quarter 1999:Q4 and projected year/quarter 2001:Q4. For these projections we used both national and state indicators. LMEA is implementing the local analysis software to conduct a review of the industry employment forecasts and develop statewide occupational employment forecasts with a base year/quarter 1999:Q4 and projected year/quarter 2001:Q4. LMEA will create substate industry employment series for twelve One-Stop service delivery areas and develop forecasts for substate short-term industry employment. Using the local analysis software, LMEA will evaluate and adjust the forecasts as necessary.

#### **3. ALMIS Database: continue to populate the ALMIS Database with State data:**

LMEA continues to make significant progress in developing an ALMIS Database and linking it to the Internet home page and Washington's Interactive Labor Market Access (WILMA) delivery system. In addition, the database information is used in the development of the Occupational Researchers Computer Assistant (ORCA). Besides the Internet application, WILMA and ORCA, the database supports GIS applications, EEO products, and various other demographic information products used for program planning and evaluation. Furthermore, crosswalk tables and lookup tables are updated to reflect changes to the data tables and to reflect upcoming changes to coding systems such as the introduction of NAICS.

LMEA continues to update the core products and populate the ALMIS Database with industry and occupation projections for the period 1998-2008, in addition to the 1995-2005 and 1996-2006 data that are already there, at the two and three-digit levels for the state and twenty-five areas. We also populate the analysis table with supply and demand relationships to reflect the most current information.

Washington is also converting its current ALMIS 1.0 format to ALMIS 1.1 and anticipates a major conversion to ALMIS 2.0 within the next year as well. We will also be converting software from MS SQL-Server 6.5 to MS SQL-Server 7.0

#### **4. Expand access to labor market information to all customers:**

LMEA operates a “home page” on the Internet, maintains an “800” number for LMI customers and a special Labor Market Information Center (LMIC) to provide quick and thorough responses to both written and electronic requests. One-Stop Grant money is being used to maintain and enhance those systems and to build on them by refining the quality of the data that is most in demand, and maintaining the system as a dependable source of accurate up-to-date LMI for Washington State. Emphasis will be put on the development of electronic self-service products such as WILMA and LMI-Access. The goal is to increase client use of our home page and make it our principal means of LMI dissemination. For clients who need labor market information in printed form, LMEA continues to publish Occupational Outlook tri-folds and a monthly newsletter highlighting the employment situation in all major area of the state and other reports as needed by local service providers. LMEA also works with the Governor’s Committee on Disabilities and Employment and other national and state representatives to meet the LMI needs of people with hearing, vision and physical disabilities. Resources and standards developed in the state will be examined and national initiatives of the ALMIS consortiums are incorporated, as they become available.

#### **5. Delivery of information to assist in targeting job search, including identification of high growth industries and occupations:**

Short-Term industry and occupational forecasts are being produced for all WorkSource (One-Stop) areas to assist individuals in targeting job search efforts. These forecasts will be distributed on disks and added to the LMEA Internet home page. The forecasts will include information on high growth industries and will link them to the occupations that are in most demand as a result of the changes in those industries. Claimant data will be used as an indicator of the competition level for the jobs as the unemployed of previous month are likely to be the job seekers in the current month.

#### **6. Increase outreach of labor market information:**

Throughout PY1999, LMEA has conducted a variety of activities and create promotional products to increase the outreach of labor market information. Customer surveys are used to direct the outreach efforts. A dedicated economist will head up the WorkSource Support Team and serve as the main link between the local one-stops and the LMEA Branch to identify and meet the emerging local area LMI needs under the Workforce Investment Act (WIA). LMEA will produce and distribute a “User’s Guide to LMI” in both printed and electronic forms. LMEA will also use posters and brochures to promote the use of our Internet home page, WILMA and ORCA. As in the previous years, LMEA staff will present an Economic Symposium for

economists, planners, program staff and other LMI data users. The Symposium will highlight recent economic developments and promote LMI as it relates to the Workforce Investment Act and One-Stop Service Delivery. In addition, the Interagency One-Stop Workgroup chaired by Gary Bodeutsch, LMEA Director, will continue to provide external guidance for our One-Stop support efforts and the marketing of LMI products and services. Training for new LMI users will be provided, whenever possible, by an LMI training coordinator working with locally based trainers.

## **SECONDARY PRODUCTS AND SERVICES**

- 1) ***Wage Records:*** LMEA is using UI wage records for a longitudinal study of wage progression. LMEA continues to provide the WorkForce Board access to wage records for performance measurement activities and the state Consumer Report System. LMEA has obtained the permission of a number of states in collecting other-state wage information as well as information from the military and federal personnel records.
- 2) ***Consumer Reports:*** LMEA has contracted with Washington State University for the creation of a consumer reports system. The consumer report system will be tied into the Internet and CD electronic labor market information system (WILMA).
- 3) ***System Building:*** Local level unemployment and short-term occupational employment outlook information is developed and distributed to local service providers in support of One-Stop Service Delivery.
- 4) ***Inter-State Research and Development:*** LMEA will explore, with Oregon State, the possibility of conducting cross-state research and product development in the Portland-Vancouver PMSA (Washington/Oregon).
- 5) ***Licensed Occupation Information:*** In Washington State, information on occupations that requires licensing is currently available in WILMA and on the Internet. To the extent possible, such information will be made available for use in the Licensed Occupations Information System (LOIS) to support America's Career Kit and America's Learning Exchange.
- 6) ***Geographic Information Systems:*** LMEA produces special local area reports of employment and unemployment at the ZIP code area level. We use GIS to identify ZIP code relationships, validate quality of data, and present information in a visual manner in maps and graphs.
- 7) ***Provide OES/Alien Certification survey wage information:*** LMEA uses the latest Survey data to provide local wage information for establishing a prevailing wage for Alien Labor Certification purposes, and for publication on the state's web site.

## State Improvements Employment Statistics System

*Moving from the current Labor Market Information system to a Workforce Information System*

Today's current labor market information system has many strengths, primarily strong data collection systems and standards, new analysis tools being developed, research and development capacity, innovative systems based on the Internet and other electronic technology, and long-standing cooperative Federal-State relationships.

At the same time, many improvements in the data collection programs are needed to improve existing information and fill gaps in the current architecture. There are several critical data collection needs:

- Strengthening local data, especially data on demographic characteristics of the labor force, industry employment and wages, and occupational employment and wage information.
- Improving data quality, consistency and utility, with a focus on administrative record data and state and local labor market projections.
- Improving data timeliness, especially for industry and occupational employment and wages.
- Providing new data, especially on current job vacancies, occupational skills, and fringe benefits at the State and local levels.

Over the next five years the movement to a new workforce information system can be described as consisting of seven components:

1. Data collection to provide the essential information for the rest of the system,
2. Analysis to add value and meaning,
3. Delivery systems to get the information to the users quickly in clear and easy-to-use formats,
4. Research and development to continuously improve and expand the system,
5. Capacity building to increase staff skills, technical support, and responsiveness to changing needs and opportunities,
6. Customer feedback on how well customer needs are being met, and
7. Local partnerships assuring labor market information is bridged to the needs of communities.

The goals for a workforce information system correspond to these seven components, providing a strategic approach to build on the existing strengths while introducing critical improvements.

**Goal 1: Develop a comprehensive set of accurate and timely data to support workforce investment customers at local, state, and national levels.**

The workforce information system must have at its core high-quality local, state, and national data. “High quality” means data that meet statistical standards, and are timely, comparable across states and areas, and relevant to customer needs. The data must be organized in standard database formats to facilitate analysis and delivery.

Achieving this goal requires building on the current federal research and statistical products and systems, and establishing new data collection programs in key areas.

Goal 1 will be accomplished through the following objectives:

- Revise the Occupational Employment Statistics wage program to meet customer needs for accurate current local information.
- Develop a plan and implement improvements to the quality of local labor force estimates using data from the 2000 Census, the American Community Survey, and other sources.
- Improve methods for producing universe employment and wage data for use in providing more accurate and timely county information.
- Improve the system to edit, enhance, and use wage records and other administrative data to provide local employment and wages, consumer reports, performance measures, research, and other local labor market information.
- Improve the system providing “consumer reports,” identifying the track record of training providers for use by individuals in choosing among training options.
- Establish the O\*NET data collection program to complete the database and refresh the data on a regular basis.
- Review and evaluate data collection standards, methods, and technical assistance.
- Continue building longitudinal files for use in analysis of labor market dynamics.

**Goal 2: Improve analysis to transform data into useful workforce information.**

Analysis adds meaning and contexts to the data in the workforce information system, maximizing its usefulness to job seekers, students, planners, employers, and other users. Achieving this goal requires improving staff analysis skills, providing analysis tools and methods, and carrying out analysis of key topics, resulting in products that are meaningful and provide added value to customers.

Goal 2 will be accomplished through the following objectives:

- Identify skills and competencies required of workforce information professionals.

- Evaluate the effectiveness of existing software and products in meeting analytical needs.
- Develop and provide additional or improved software to meet analytical needs.
- Develop occupational analysis products encompassing employment trends, educational attainment levels, wages, job openings, job market conditions, major employing industries, geographic distribution of jobs, and other information.
- Provide skills-oriented information products using O\*NET and other skills research and databases.

**Goal 3: Deliver useful information on a timely basis.**

The success of the WorkSource system mandated by the Workforce Investment Act, as well as other workforce development services, rests on the timely delivery of information about the labor market, using media and formats that are accessible to customers who have varying levels of expertise and access to technology. These customers must also have access to technical assistance in using workforce information.

Achieving this goal requires providing tools to simplify and speed up data delivery, developing customer-focused delivery systems using the Internet and other emerging technologies, and providing a variety of innovative approaches for universal access to workforce information.

Goal 3 will be accomplished through the following objectives:

- Modify data production systems to provide appropriately formatted data and linkages to populate the state's standard database for analysis and delivery.
- Provide an employer name and address list that can be accessed by the public.
- Support America's Learning Exchange, America's Job Bank, and America's Career Information Network.
- Support state-based workforce information delivery systems.
- Support the state operating system to support delivery of services through integrated access to web-based systems, case management, scheduling, and tracking.
- Expand access to web-based systems through community organizations, libraries, and schools.
- Continue to provide toll-free telephone access to workforce information and services.

**Goal 4: Use local, state, and national customer feedback to continuously improve and enhance the system.**

Continuous improvement of the workforce information system depends on input from its customers through a comprehensive customer satisfaction and outreach program.



Goal 4 will be accomplished through the following objectives:

- Analyze current and prospective customer needs.
- Develop customer contact tracking system.
- Develop customer satisfaction standards.
- Develop dedicated customer relations staff.

**Goal 5: Conduct research and development activities that continuously improve and create workforce information.**

Research and development is needed to improve the quality of workforce information and to add critical new information sources. Research should focus on data collection methods, statistical procedures, and application of technology to reduce cost, increase timeliness, and improve quality. In addition, investments are needed in tools to increase the speed and efficiency and reduce the cost of labor market transactions.

Achieving this goal requires setting priorities, and creating and implementing a research and development plan.

Goal 5 will be accomplished through the following objectives:

- Continue the development of occupational supply information, including information on the output of education and training programs, identifying relationships between these programs and occupations, and other topics. Continue to develop data and analysis methods for occupational supply information.
- Consult with state and local educational agencies to meet the information needs of secondary and postsecondary school students.
- Determine local needs for benefits information and methodology for providing it.
- Conduct research that identifies and develops options for meeting customer needs for job vacancy information.
- Conduct research that identifies alternative aggregation approaches, such as industry clusters, as part of enhanced universe employment and wage data efforts.
- Continue O\*NET research, including methods for collecting occupational skills data.

**Goal 6: Continuously invest in training, technical support, and capacity building.**

The skills of the staff who develop, analyze, and deliver workforce information must be maintained and improved through training in data collection methods, analysis, use of technology, and customer support. Training and assistance must be provided to customers in the uses and limitations of workforce information. Achieving this goal requires expanding the system's capacity and better coordinating existing resources.

Goal 6 will be accomplished through the following objectives:

- Explore the appropriate delivery systems for training, including a professional staff of trainers, distance learning, and computer-based training.
- Develop a set of outreach and education materials describing services and products to be provided to workforce information system customers.

**Goal 7: Establish local-state partnerships to bridge labor market information to community needs.**

While labor market information has been tuned to meet the needs at the federal and state levels, it is less useful at the local level. Data, as well as analysis, will need to be brought down to the community level. Not only does that allow information customers to find out about their own communities; they can explore information about other communities of interest.

Goal 7 will be accomplished through the following objectives:

- Continued availability of career information in electronic formats and printed publications.
- O\*NET data and tools incorporated into state workforce information systems and America's Job Network.
- Easy access to state and local workforce information through improved and more widely available electronic systems.
- Seamless access to information and services in the WorkSource centers.
- More understandable state and local workforce information, using formats tailored to different types of users, and more graphics and analysis.
- More timely information, as states use the standardized database system to update their delivery systems more easily and efficiently.
- Better planning, evaluation, and service delivery, as state and local workforce investment boards get the information and help they need.

**SUBJECT:** Title I Youth Eligibility and Intake  
**ORIGINATOR:** Youth Programs Funded by Workforce Investment Act (WIA)

## **BACKGROUND**

The Workforce Investment Act (WIA) Section 101(13), Section 101(4), and Section 129 requires that the state either takes action in defining terms in the eligibility criteria and intake system or delegates those decisions to the Workforce Investment Councils (WDC) and Youth Councils. This policy and procedure is required to clarify those roles with respect to the eligibility criteria and intake system for Title I-B Youth Programs.

## **POLICY & PROCEDURE**

### **Eligibility Criteria:**

- A. In accordance with the WIA 101 (13); an eligible youth is defined as an individual who at time of application:
1. Is age 14 through 21; and
  2. Is low income as defined in the WIA section 101 (25); and
  3. Is within one of more of the following categories:
    - a. A school dropout;
    - b. Deficient in basic skills as defined by WIA at or below a grade level of 8.9 or who is unable to compute or solve problems, read, write, or speak English at a level necessary to function in on the job, in a family, or in society;
    - c. Pregnant or parenting;
    - d. Homeless, runaway, or foster child;
    - e. An offender; or
    - f. Individual (including a youth with a disability) who requires additional assistance to complete an education program or hold or secure employment.
  4. Is a United States citizen or eligible non-citizen; and if
  5. Is a male and has reached his eighteenth birthday, is registered for Selective Service
  6. Meets residency requirement as determined applicable by the WDC.

- B. In accordance with WIA, up to five percent (5%) of youth participants served by youth programs in a local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:
1. School drop out;
  2. Basic skills deficient as defined in WIA section 101 (4) to be 8<sup>th</sup> grade level or lower;
  3. Are one or more grade levels below appropriate to individuals age;
  4. Pregnant or parenting;
  5. Possesses one or more disabilities, including learning disabilities;
  6. Homeless or runaway;
  7. Offender; or
  8. Face serious barriers to employment as identified by a WDC.

### **Intake System**

An eligibility process shall be developed and utilized for all WIA applicants receiving youth services. The eligibility process shall comply with federal and state policies and with the WDC's prioritization criteria for youth services. Local areas shall develop procedures for determining eligibility for youth services and verification of information through methods of documentation and self-certification. The process of determining eligibility will ensure accurate determination of eligibility based on the information provided at time of application and verification of eligibility information including the acceptance of a self-certification as a method of documentation. The eligibility system shall include:

1. The use of an application form to generate all information necessary to determine eligibility and meet reporting requirements.
2. The signature and date of the applicant on an application form attesting that the information on the application is true to the best of the applicant's knowledge and that there is no intent to defraud, acknowledging that such information may be subject to verification, and that falsification of the application shall be grounds for the participant's immediate termination, and may subject the applicant to prosecution under the law.
3. The signature and date of the intake officer on the application form.
4. The maintenance of adequate documentation to ensure the creditability of the eligibility determination, which shall at a minimum consist of:
  - a. A completed application for each applicant.

- b. Copies of documents used to determine and verify eligibility, including the acceptance of applicant statement as self certification, in lieu of other forms of documentation, acknowledging that falsification of the information shall be grounds for immediate termination and may subject the applicant to prosecution under the law.
  - c. A system for securing verification documentation of information contained on the application for a percentage of all applications determined eligible for program services as determined by local councils.
- 5. Eligibility determinations made in compliance with the intake process, whether based upon self-certification or verification, shall not result in liability for the entity determining eligibility or for the local grant recipient.
- 6. Verification of the information provided on the application shall be maintained as part of applicant file. The following verifications maybe used as documentation of information:
  - a. The age of the applicant as verified by (1) birth certificate or hospital record of birth; (2) driver's license or DMV identification; (3) school enrollment; (4) baptismal record; (5) medical coupon or Public Assistance Records; (6) Passport, or (7) any written policies and procedures for documentation and verification established by a local council.
  - b. Citizenship or eligible non-citizen as verified by (1) social security card; (2) birth certificate; (3) Green Card; or (4) any form of documentation as defined by I-9 documentation requirements.
  - c. Family income as verified by: (1) pay stubs; (2) employer verification; (3) award letters; (4) child support records; (5) applicant statement, or (6) any written policies and procedures for documentation and verification established by a local council.
  - d. Selective Service registration of all males who have reached their eighteenth birthday as verified by (1) receipt of registration; (2) on-line confirmation; (3) phone verification, or (4) any written policies and procedures for documentation and verification established by a local council.
  - e. Applicant statement may be used as a form of verification in absence of the availability of other documentation, provided that:

- (1) Information verified through the use of the applicant statement for individuals who are a member of a family require the applicant statement to be attested to and signed by the parent/guardian of the applicant acknowledging that falsification of the information shall be grounds for immediate termination and be subjected to prosecution under the law.
- (2) Information verified through the use of the applicant statement for individuals who are not a family member as verified through a reliable source may accept the applicant statement signed by the applicant acknowledging that falsification of the information shall be grounds for immediate termination and be subjected to prosecution under the law.

**WEBSITE: Available on Internet at [www.wa.gov/esd/1-stop/](http://www.wa.gov/esd/1-stop/)**

**SUBJECT:** Transitional Youth Procurement Option  
**ORIGINATOR:** Workforce Investment Act (WIA) Title I-B, Youth Policy

## **BACKGROUND**

The Workforce Investment Act (WIA) requires that youth activities supported with WIA funding be procured on a competitive basis. The Youth Council is responsible for recommending eligible providers to the Workforce Development Council (WDC) based upon the Local Unified and Operations Plans.

Some Local Areas have indicated that it will not be possible for them to make procurement decisions based on the criteria in the Local Unified and Operations Plans for transitional youth services for the summer component. In Local Areas where the Youth Council and the WDC can not meet timing constraints and issue standard requests for proposals, it will be permissible to use an alternative competitive procurement process only for the summer component during the transitional period.

## **POLICY & PROCEDURE**

1. WIA youth services may be provided by extending existing (or, reissuing expired) contracts for summer youth services that were awarded by a **competitive process** under the Job Training Partnership Act.
2. The WDC has the legal authority to assume the contractual relationships (during the transition period) established by the Private Industry Council (PIC), as determined by mutual agreement or other legal means.
3. Existing service providers have performed at effective levels in the past, as determined by the Youth Council and the WDC.
4. Contracts are modified to comply with the Workforce Investment Act, if necessary. These modifications may include, but are not limited to, contracted guarantees that:
  - a. Services will be available to participants no later than July 1, 2000.
  - b. The available service delivery system meets all other requirements of the Workforce Investment Act, including the availability of the ten required program elements.
  - c. Services are available to eligible youth, as defined by WIA Section 101 (13).
  - d. Modified contracts comply with all other closeout requirements by the Department of Labor. (TEGL-99 and all other subsequent instructions.)
5. The Youth Council and the WDC must review modified contracts to ensure that service providers will provide WIA compliant services.

6. If the PIC provided direct youth services, and the WDC plans to continue to provide services during the transition period, the Council must comply with all requirements as proscribed by law. This may include authorization by the local elected officials and the governor, or a waiver from the governor, as defined in WIA Section 117 (f).



**SUBJECT:** Workforce Investment Act (WIA) Rapid Response  
**ORIGINATOR:** Title I-B

**BACKGROUND:**

The purpose of the Rapid Response policy is to support the delivery of services for Dislocated Workers to transition to new employment following either a permanent closure or mass layoff, approved trade impacted event, or a natural or other disaster resulting in a mass job dislocation. The vision is that rapid response assistance will build and strengthen labor-management cooperation with coherent dislocated worker strategy for Washington's workers and business community. This policy supports the Workforce Investment Act sections 101 and 134 for rapid response required activities and related federal regulations for WIA 20 CFR 665.310, 671.160, and 671.170.

**POLICY:**

Effective July 1, 2000, the state and local Rapid Response policies will guide the operation of the Dislocated Worker programs.

Policy for Local Rapid Response:

The twelve Workforce Development Councils (WDCs) are responsible for the following required Rapid Response activities:

**A. Plan and deliver on-site assistance for dislocation events with the employer, labor or representatives of the affected workers that include activities to:**

1. Determine proposed layoff schedule and the employer plans to assist the worker status of any collective bargaining negotiations affecting layoff benefits. Inform the Dislocated Worker Unit of any information related to severance, separation pay, retirement incentives, and voluntary layoffs so that the Unemployment Insurance administration can review and determine UI eligibility.
1. Assess reemployment prospects for workers in the local community.
2. Determine workforce skill background and related information and probable workforce development assistance needs of the affected workers.
3. Avert potential layoffs through consultation with the Dislocated Worker Unit, local economic development and other entities.
4. Maintain inventory of available workforce resources for on-site meetings to meet the short and long-term assistance needs of the affected workforce.

*Determine the need for outreach peer worker support to connect dislocated workers with services. Ensure procedures for the timely access to WorkSource programs and information such as unemployment compensation, Trade Act (TAA) programs and other necessary services to carry local event action plans.*

5. Determine the need for voluntary labor-management committee or a Workforce transition committee comprised of representatives of the employer, affected workers or their representatives, and other necessary community entities. The committee would assist in planning and overseeing an event specific strategy that supports reemployment of the affected workers.
6. WorkSource assistance requires full consultation when WIA programs will serve union members. Affected unions must be provided an opportunity to comment on any proposed WIA programs when their members are engaged in similar work. Written labor concurrence is required when a WIA training proposal would be inconsistent with a specific bargaining agreement, unless the union and employer organization concur in writing with respect to WIA activities.
7. While WorkSource staff must carry out their statutory responsibilities, they must be fully cognizant of any ongoing collective bargaining negotiations related to the plant closing or layoff. They must be aware of the impact that the offer of services and resources may have on the negotiation process, especially with respect to financial arrangements related to the provision of severance benefits. Rapid response staff must be cautious and avoid actions, to the maximum extent possible, that may impact this negotiation process.

**B. Develop and implement community operational plan strategies and procedures including labor and business consultation and/or concurrence for addressing local expedient events, WIA [(Public Law 105-220, Sec. 101 (38)] required Rapid Response activities for mass layoffs, plant closures, disasters, trade events, or other dislocation events which substantially increase the number of dislocated workers.**

1. Identify strategies and partners for ensuring comprehensive Rapid Response assistance including layoff aversion with economic development entities, prefeasibility studies or incumbent worker training. Development of a community operational plan that addresses the needs of Dislocated Workers including displaced homemakers. Local plans should support and maintain local capacity to provide on-site contact with employers and employee representatives including consultation to provide comprehensive assistance. Provide assistance subject to the availability of federal and state funds for dislocated workers.
2. Carry out local development and administration of the U. S. Department of Labor national emergency grants to provide supplemental Dislocated Worker funds to local boards to respond to the needs in an integrated service delivery approach.
3. Exchange information with the Dislocated Worker Unit about dislocation events and prepare state application for additional Rapid Response assistance to respond to the needs of the specific event to assist with the state and local coordinated response.
4. Prepare local initial Dislocated Worker Employer Event Service Action Plan, usually within two weeks of notification once any labor-management negotiations are completed.
5. Workforce Development Council approves community operational rapid response plan.

6. Coordinate with Unemployment Insurance Telecenter services for dislocated workers.
7. WDC will distribute rapid response funds to support local event service plan including services of peer workers.

**Policy for Employment Security State WIA Dislocated Worker Unit:**

**A. Maintain administrative policies and procedures to support Rapid Response assistance.**

1. Employment Security Department Dislocated Worker Unit, on behalf of the state of Washington, will receive notices as provided by the federal Worker Adjustment and Retraining Notification Act (WARN) and maintain mechanisms such as the 800 system for the regular exchange of information related to WARN events and potential dislocations:
  - Development and operation of statewide reemployment group Rapid Response orientation coping sessions, and related statewide activities.
  - Ensure coordination with Unemployment Insurance program to promote the consistent treatment.
  - Commissioner Approved Training, severance and separation pay.
  - Voluntary layoffs.
2. The Dislocated Worker Unit will maintain a process to provide baseline and additional emergency assistance to local areas that experience WIA level Rapid Response events. The provision of assistance to local areas will include development of a local event service action plan for addressing dislocation events.
3. Assist in planning and overseeing program strategies of aversion of layoffs including:
  - Prefeasibility studies of avoiding layoffs.
  - Incumbent worker training for worker's skill upgrading.
  - Linkages with federal, state, and local levels including business retention and recruitment activities.
  - Collect and analyze data related to dislocations to aid in review and evaluation of Rapid Response activities.
  - Support program capacity building and quality improvement activities to promote successful best practices.
4. Provide funding for the operation costs of labor-management or workforce transition committees, training and technical assistance for operation of committees maintaining list of potential candidates for neutral chairpersons or co-chairs, and related assistance.

**B. Coordinate Rapid Response and national emergency grants for Dislocated Workers.**

1. Assist local entities with the development of the U. S. Department of Labor grant applications for additional assistance.

2. Provide state review of applications for responsiveness to requirements prior to submittal to the U. S. Department of Labor for consideration.
3. Coordinate grants with the Trade programs.
4. Review and approve the Dislocated Worker event services Action Plan.

**References:** Workforce Investment Act, Sec. 101 (38) Rapid Response Activities  
Sec. 134(a)(2)(A) Statewide Rapid Response Activities

### *Washington State Local Rapid Response Activity Matrix*

| <b>Washington State Local Matrix Rapid Response (RR) Activity</b>  | <b>State DWU</b> | <b>State DWU For Major Layoff</b> | <b>DWU DOL 800 (WEB)</b> | <b>WDC</b> | <b>WIA Title I DW Service Provider</b> |
|--|------------------|-----------------------------------|--------------------------|------------|--|
| State to make appropriate Rapid Response resources available to WDC service providers based upon submitted requests for local Rapid Response, including Peer Worker  | X                |                                   |                          |            |  |
| Work with employers, labor and business organizations in promoting labor-management cooperation  | X                | X                                 | X                        | X          | X                                      |
| Operate a monitoring, reporting and management system for effective program management, review and oversight   | X                |                                   |                          | X          | X                                      |
| Provide technical assistance, capacity building, and advice to local partners, special projects, CQI   | X                | X                                 |                          | X          | X                                      |
| Exchange information and coordinate programs with appropriate economic development agencies, state education and training and social services programs   | X                |                                   | X                        | X          | X                                      |
| Statewide coordination with the unemployment insurance system, the Federal/State employment service, Trade Adjustment Assistance program and other related programs, provide RR orientation coping sessions                | X                |                                   | X                        |            |  |
| State to receive advance notice of plant closures and mass layoffs as provided in the Worker Adjustment and Retraining Notification Act (WARN)   | X                |                                   |                          |            |  |
| State will notify the appropriate WorkSource grantees following a WARN, mass layoff, disaster or NAFTA certification in order for local RR to start services as soon as severance negotiations are completed               | X                |                                   |                          |            |  |
| Fully consult with union organizations where their members are to be served, labor concurrence to prevent any inconsistency with their bargaining agreement or interfere with ongoing collective bargaining negotiations   | X                | X                                 | X                        | X          | X                                      |
| Written labor concurrence is required when a WIA training proposal would be inconsistent with a specific bargaining agreement, unless the union and employer organization concur in writing with respect to WIA activities | X                | X                                 | X                        | X          | X                                      |
| Disseminate, throughout the state, information on the availability of services and activities for Dislocated Workers   | X                |                                   | X                        |            | X                                      |
| Assess the background and probable skill needs of the affected worker's skills, including reemployment prospects   |                  |                                   |                          |            | X                                      |

| <b>Rapid Response (RR) Activity (continued)</b>  | <b>State DWU</b> | <b>State DWU For Major Layoff</b> | <b>DWU DOL 800 (WEB)</b> | <b>WDC</b> | <b>WIA Title I DW Service Provider</b> |
|--|------------------|-----------------------------------|--------------------------|------------|--|
| State may provide limited amounts of immediate financial assistance, including assistance for labor-management committees according to WDC Rapid Response operational plans  | X                | X                                 |                          |            |  |
| Disseminate and exchange information on the Dislocated Worker program activities to assure that major employers, organized labor, and groups of employees not represented by unions are aware of the availability of Rapid Response services   | X                | X                                 | X                        | X          | X                                      |
| Consider the use of Rapid Response funds to conduct a preliminary assessment of the advisability of a comprehensive study to explore the feasibility that a company or group, including workers, purchase the plant and continue operations in lieu of an impending mass layoff or plant closures or provide incumbent worker training | X                | X                                 |                          |            | X                                      |
| Immediate contact with employer and employee representatives when notified by DWU or public notice of a current or projected permanent closure or layoff, or NAFTA disaster event, to provide information on and facilitate access to DW programs and services   |                  |                                   |                          |            | X                                      |
| Provide emergency assistance to local areas adapted to the needs of the disaster, NAFTA, particular plant closure or layoff including early intervention services and other forms of immediate assistance upon request and review  | X                | X                                 |                          |            |  |
| Provide a list of individuals from which to select labor-management committee chair  | X                |                                   |                          |            |  |
| Provide assistance in the selection of employee representatives of labor-management committee if no union is present and training the membership   | X                |                                   |                          |            | X                                      |
| Provide ongoing contact and assistance to labor-management committee, either directly or through committee chairperson or co-chairs  | X                | X                                 |                          |            | X                                      |
| Prepare Local Rapid Response Operational Plan for local WorkSource activities with partners including expedient events   |                  |                                   |                          | X          | X                                      |
| Ensure ongoing liaison between LMC and locally available resources for addressing the dislocation  | X                |                                   |                          |            | X                                      |
| Collect information related to economic dislocations and all available resources within the state for serving Dislocated Workers   | X                |                                   |                          |            |  |
| Plan for Incumbent Worker training activities  | X                |                                   |                          | X          |  |
| Implement innovative Incumbent Worker training programs with Rapid Response funds  | X                |                                   |                          | X          |  |

| <b>Rapid Response (RR) Activity (continued)</b>   | <b>State DWU</b> | <b>State DWU<br/>for Major<br/>Layoff</b> | <b>DWU DOL<br/>800<br/>(WEB)</b> | <b>Local WDC</b> | <b>WIA Title I<br/>DW Service<br/>Provider</b> |
|---|------------------|---|----------------------------------|------------------|--|
| Provide or obtain appropriate financial and technical advice and act as liaison with economic development agencies and organizations to assist in efforts to avert worker dislocations. Notify ESD Telecenter of Rapid Response event | X                |   |                                  |                  |  |
| Coordinate Rapid Response events with ESD Telecenters and Unemployment Insurance program  | X                |   |                                  |                  |  |
| Assist the local community, LWDC and CEO in developing its own coordinated response and in obtaining access to State economic development assistance and LWDC National Emergency Grants   | X                | X   |                                  | X                | X  |
| Prepare Monthly Rapid Response Report   | X                | X   | X                                | X                | X  |
| Obtain layoff plan and schedule from the employer   |                  |   | X                                |                  | X  |
| Prepare a Local Initial Employer DW Event Service Action Plan, usually within 2 weeks of notice   |                  |   |                                  |                  | X  |

**WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD**

**WORKFORCE INVESTMENT ACT  
TITLE I-B ELIGIBILITY AND PRIORITY FOR SERVICE  
POLICY**

The Workforce Board and ESD are jointly responsible to develop recommendations to the Governor regarding state policies for “eligibility” and “priority selection” for intensive and training services funded by the WIA Title I-B Adult Employment and Training Grant.

The Board and ESD are also jointly responsible to develop recommendations to the Governor regarding state policies for “eligibility” for intensive and training services funded by WIA Title I-B Dislocated Worker Grant. This state policy for eligibility for intensive services and training services funded under WIA Title I-B grant is covered in a separate document.

The Board and ESD developed a policy draft and jointly distributed the draft for review and comment on August 23, 1999. The policy draft was broadly shared (by electronic e-mail and otherwise) with over 184 individuals and groups. The policy draft builds upon WIA rules and U.S. Department of Labor regulations (Interim Final Rule 20CFR Part 652; Part 660 et. al.) and proposes state policy and local WDC policy responsibilities.

The draft policy emphasizes local flexibility in order to reflect economic, demographic, and resource differences between areas.

The Board and ESD received positive comments on the draft including comments and advice from JTPA Service Delivery Area Directors. Their useful suggestions were incorporated in the final policy draft.

The Board reviewed the draft policy at the October 18, 1999, Board meeting. The Board adopted the following policy, with amendments, on November 10, 1999.



## **WIA Title I-B Participant Eligibility and Priority Selection State Policy**

### Eligibility for Intensive Services Funded Under the Workforce Investment Act (WIA) Title I-B Adult Employment and Training Grant

At a minimum, adults (18 years of age and older) must receive at least one WorkSource core service, such as an initial assessment or job search and placement assistance, to become eligible to receive intensive services funded by WIA Title I-B Adult Employment and Training Grant. There is no federally-required or state-required minimum time period for participation in core service before receiving intensive services funded under WIA Title I-B Adult Employment and Training Grant.

There are two categories of adults who are eligible to receive intensive services funded under WIA Title I-B Adult Employment and Training Grant:

1. Adults who are unemployed, have received at least one core service and are unable to obtain employment through core services, and are determined by a One-Stop operator to be in need of more intensive services to obtain employment.
2. Adults who are employed, have received at least one core service, and are determined by a One-Stop operator to be in need of intensive services to obtain or retain employment that leads to “self-sufficiency.” Self-sufficiency (in this context) must be defined in writing by the WDC.

Being determined “eligible” for intensive services funded under WIA Title I-B does not entitle an individual to receive WIA Title I-B intensive services.

The eligibility determination for intensive services shall be made on a case-by-case basis at the local level depending upon the needs and individual circumstances of the participant and local economic conditions. The local area WIA Title I-B Operations Plan must describe the WDC’s criteria for: (1) managing case by case decision-making on individual eligibility for intensive services, including how the decision-making process will be equitable and result in priority populations being served to the extent identified by the WDC; and (2) managing the amount of time during which participants receive services so that services are provided efficiently and effectively, without undue delays in service completion.

### Eligibility for Training Services Funded Under WIA Title I-B Adult Employment and Training Grant

At a minimum, an adult must receive at least one WorkSource intensive service, such as development of an individual employment plan with a case manager or individual counseling and career planning, before the individual is eligible to receive training services funded by WIA Title I-B Adult Employment and Training Grant. The case file must contain a determination of need for WIA Title I-B training services as identified in the individual employment plan, comprehensive assessment, or through any other intensive service received.

There is no federally-required or state-required minimum time period for participation in intensive services before receiving training services funded under WIA Title I-B Adult Employment and Training Grant.

Training services, funded under WIA Title I-B Adult Employment and Training Grant, may be made available to employed and underemployed adults who:

- (A) Have met the eligibility requirements for intensive services, have received at least one WIA Title I-B intensive service, and have been determined to be unable to obtain or retain employment through such services. The eligibility determination shall be made on a case-by-case basis at the local level depending upon the needs and individual circumstance of the participant and local economic conditions. The local area WIA Title I-B Operations Plan must describe the WDC's criteria for: (1) managing case by case decision-making on individual eligibility for training services, including how the decision-making process will be equitable and result in priority populations being served to the extent identified by the WDC; and (2) managing the amount of time during which participants receive services so that services are provided efficiently and effectively, without undue delays in service completion.
- (B) After an interview, evaluation or assessment, and case management, have been determined by a One-Stop operator or One-Stop partner, to be in need of WIA Title I-B training services and to have the skills and qualifications to successfully complete the selected training program.
- (C) Select a program of training that is directly linked to the employment opportunities either in the local area or in another area to which the individual is willing to relocate.
- (D) Are unable to obtain grant assistance from other sources to pay the costs of training as described in 20 CFR 663.310(a)(4).

Being determined "eligible" for training services funded under WIA Title I-B does not entitle an individual to receive WIA Title I-B training services.

#### Priority Selection for Intensive Services and Training Services funded under WIA Title I-B Adult Employment and Training Grant

The Act requires that in the event that funds, available under WIA Title I-B Adult Employment and Training Grant, are limited, priority shall be given to recipients of public assistance and other low income individuals for intensive services and training services. The U.S. Department of Labor has determined that WIA funding is limited, therefore, policies directing priority service to low income and welfare recipients in the area must be developed.

The WDC shall ensure that recipients of public assistance and other low income individuals are given first priority enrollment for intensive services and training services funded under WIA Title I-B Adult Employment and Training Grant. Second priority shall be given to individuals with income under 175 percent of poverty. These policies must be in writing. For example, the

WDC might target a certain percent of funds budgeted for intensive services and a certain percent of funds budgeted for training services for public assistance recipients and other low income individuals. Establishing such a policy does not mean that only public assistance recipients and other low income individuals may receive intensive services and training. A decision to prioritize additional groups beyond those prioritized in this state policy is a decision that is made by the WDC in consultation with chief local elected officials.

The WDC shall describe, in the local area WIA Title I-B Program Operations Plan, the priority policy and describe the combined planning efforts made among WorkSource partners to address the intensive and training services needs of job seekers including low income and Temporary Assistance for Needy Families (TANF) recipients in the Workforce Investment Area taking into consideration all available local, state, and federal training resources. The funds budgeted by the local WDC for WorkSource intensive services and training services out of WIA Title I-B Adult Employment and Training Grant represent only a part of this funding equation.

Enrollment decisions in the process of selecting individuals for WorkSource intensive services and training services funded through WIA Title I-B Adult Employment and Training Grant should follow locally established policies based upon this combined planning effort to coordinate the use of Wagner-Peyser (including services to Veterans), TANF WorkFirst, TANF Welfare Savings fund, Welfare-to-Work (WtW), Re-Employ Washington's Workers Program, Food Stamps, Employment and Training Programs, state and federal adult basic education grants, vocational rehabilitation services, WIA Title I-B Adult Education and Training Grant, WIA Title I-D Migrant Seasonal Farmworker Programs, WIA Title I-D Native American Programs, and many other training resources and financial aid grants.

Note: Policies regarding service priority for WIA Title I-B Adult Employment and Training Grant do not apply to individuals served through WIA Title I-B Dislocated Worker Grant.

#### Future Revisions to this State WIA Title I-B Policy No. 1

The Workforce Board and ESD will evaluate this state WIA Title I-B policy as it is implemented. The Workforce Board and ESD may modify this state policy (either statewide or affecting certain Workforce Investment Areas); for example, adverse impacts for low income and welfare recipients.

WDCs and Chief Local Elected Officials may revise their local area priority policy for intensive services and training services funded under WIA Title I-B Adult Employment and Training Grant by submitting a modification to their WIA Title I-B Operations Plan for state approval.

**Consultation Process for Developing the Carl D. Perkins Vocational and Applied Technology Education Act State Plan (consistent with U.S. Department of Education plan instructions)**

**I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**

The Workforce Training and Education Coordinating Board is the policy setting agency for the workforce development system in Washington State. Its mission is to bring together business, labor, and the public sector to shape the strategies to best meet the workforce training needs of all of Washington's students, workers, and employers in order to sustain a high-skill, high-wage economy. The workforce development system is a broader set of programs than defined by state statute as the state's training system. When referring to the state's system for the purposes of this plan the following programs are included:

- Programs and courses of secondary vocational and technical education
- Community college vocational and technical programs and courses
- Technical college programs, private career school and college programs and courses
- Employer-sponsored training
- Adult basic education programs and courses
- Programs and courses funded by the Workforce Investment Act, including Adult Basic Education programs
- Programs and courses funded by the Carl D. Perkins Vocational Education Act
- Publicly funded programs and courses for adult literacy education
- Apprenticeship
- Programs and courses offered by private and public nonprofit organizations that are representative of communities or significant segments of communities and provide job training or adult literacy services
- The Job Skills Program
- Vocational rehabilitation work-related training programs
- Worker Retraining programs
- Activities funded under Wagner-Peyser Act
- The WorkSource one-stop system for employment-related services

**A.**

**1. You shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, and parents), an opportunity to present their views and make recommendations regarding the State Plan.**

The Workforce Training and Education Coordinating Board, also referred to as the Workforce Board, sought public input through a variety of strategies.

a. Public Hearings on the Perkins Plan were conducted in coordination with solicitation for input on the *Washington State Unified Plan for the Workforce Development System*. The state's unified plan is comprised of four component plans:

**State Strategic Plan for Workforce Development  
State Plan for Adult and Family Literacy  
Carl D. Perkins Vocational and Applied Technology Education Act State Plan  
Workforce Investment Act Title I-B and Wagner-Peyser State Plan**

Publicity for the Public Forums began with announcements in local newspapers, on the Workforce Board's web site, and in the Workforce Board's Newsletter. The announcement on the web site began on January 6, 2000, and the Newsletter was published on January 4, 2000, with a distribution to 642 interested stakeholder groups and individuals.

The newspaper announcements occurred as follows:

**Public Hearing Notice**

On \_\_ (date) \_\_, the Workforce Board will conduct a PUBLIC FORUM in \_\_ (city) \_\_ to obtain testimony regarding the State's Unified Plan for the Workforce Development System. The Unified Plan has four Component State Plans:

- 1. Strategic Plan for Workforce Development**
- 2. Plan for Adult and Family Literacy**
- 3. Carl D. Perkins Vocational and Applied Technology Education Act Plan**
- 4. Workforce Investment Act Title I-B and Wagner-Peyser Plan**

The forum will be held from 5:30 p.m. to 8:30 p.m. at:

Place:

Address:

The Unified Plan (and other public forum times and locations) can be found on the Workforce Board's web site at [www.wa.gov/wtb](http://www.wa.gov/wtb) or you may contact Barbara Mix at (360) 586-3322 or [bmix@wtb.wa.gov](mailto:bmix@wtb.wa.gov). Individuals requiring special accommodations should contact Barbara Mix at least 7 days prior to the hearing date.

Individuals may submit written comments by January 28, 2000.

Mail to: Workforce Board  
P.O. Box 43105  
Olympia, WA 98504-3105

## Announcement Schedule

|             |   |
|-------------|---|
| Spokane     | <i>The Spokesman Review</i><br>January 6 and 7, 2000  |
| Vancouver   | <i>The Columbian</i><br>January 13 and 14, 2000   |
| Seattle     | <i>The Seattle Times</i><br>January 16, 2000<br><i>Post Intelligencer</i><br>January 16, 2000 |
| Bellingham  | <i>The Bellingham Herald</i><br>January 16 and 17, 2000                                       |
| Tacoma      | <i>The Tacoma News Tribune</i><br>January 16 and 17, 2000                                     |
| Yakima      | <i>Yakima Herald Republic</i><br>January 16 and 17, 2000                                      |
| Pasco       | <i>Tri-City Herald</i><br>January 17 and 18, 2000   |
| Wenatchee   | <i>Wenatchee World</i><br>January 19 and 20, 2000   |
| Walla Walla | <i>Union Bulletin</i><br>January 20 and 21, 2000  |

On December 21, 1999, invitations from the Governor to participate in the Public Hearings were sent to key stakeholders with announcements to the following list.

Local Workforce Development Council/Private Industry Council Members  
Community and Technical College Presidents  
WorkSource/Job Service Center Directors  
Chambers of Commerce  
Local Elected Officials  
Industry Associations  
Washington Association of Vocational Administrators  
Washington Association for Career and Technical Education  
Washington State Labor Council and Central Labor Councils  
State Board of Education  
Vocational Skills Centers  
Washington Federation of Private Career Schools and Colleges  
Economic Development Councils  
Adult Basic Education Advisory Council  
School-to-Work Coordinators  
Tech-Prep Coordinators  
State Board for Community and Technical Colleges

Office of Superintendent of Public Instruction  
 Washington Association of Occupational Educators  
 Washington State Senate and House of Representatives  
 Legislative Staff  
 Community Action Agencies and other Community-based Organizations  
 Washington State Parent Teacher Association  
 Washington Education Association  
 Washington Federation of Teachers  
 Vocational Technical Council Directors  
 National Association of Independent Business  
 State Administrators of Workforce Development Programs  
 Division of Vocational Rehabilitation Regional Administrators

The state unified plan and component parts were posted on the Workforce Board's web site on January 6, 2000, at [www.wa.gov/wtb](http://www.wa.gov/wtb). Hard copies or e-mail versions of the plans were available by request. A notice of the posting and a reminder of the times, dates, and places were sent to all individuals and groups originally invited by the Governor. The unified plan with its component parts was also available at the Public Forums and at the videoconference sites listed below.

| <u>Date and Time</u>                              | <u>Location</u>  | <u>Address/Room Number</u>   |
|---|--|--|
| <b><i>January 13, 2000</i></b><br>5:30 to 8:30 PM | <b><i>Spokane</i></b> <b><i>Spokane Falls Community College</i></b>        | 3410 W. Fort George Wright Dr.<br>Spokane, WA 99204<br>Senate Chambers SUB #17                                   |
| <b>Attendees: 24</b>                              |  |  |
| January 20, 2000<br>5:30 to 8:30 PM               | Vancouver  | Clark County Vocational Skills Center<br>12200 NE 28 <sup>th</sup> St.<br>Vancouver, WA 98682<br>Conference Room |
| Attendees: 23                                     |  |  |
| <b><i>January 25, 2000</i></b><br>5:30 to 8:30 PM | <b><i>Seattle</i></b> <b><i>Seattle Public Schools – Mercer Middle</i></b> | 1600 S. Columbia Way<br>Seattle, WA 98108<br>Mercer Middle School Cafeteria                                      |
| Attendees: 23                                     |  |  |
| January 27, 2000<br>5:30 to 8:30 PM               | Pasco  | Columbia Basin College<br>2600 N. 20 <sup>th</sup> Ave.<br>Pasco, WA 99301-3379<br>West Dining Room              |
| <b>Attendees: 26</b>                              |  |  |

January 26, 2000  
Wednesday Evening  
5:30 to 8:30 pm

Tacoma  
Bellingham  
Walla Walla  
Wenatchee  
Yakima

Videoconference Sites

**Attendees:** 30

Input was also solicited at regular meetings of key stakeholder groups. Groups included Washington Association of Vocational Administrators, Regional Associations, and Washington Association of Occupational Educators.

b. Written comments were invited by either direct mail or e-mail to the addresses listed below. A survey form (available on January 6, 2000) facilitated making comments. The survey was available either on the Workforce Board web site or by calling the Workforce Board.

Written comments on the plans were submitted to:

State Strategic Plan  
Martin McCallum  
Workforce Board  
PO Box 43105  
Olympia, WA 98504-3105  
(360) 586-0151 (phone)  
(360) 664-3669 (fax)  
E-mail [mmccallum@wtb.wa.gov](mailto:mmccallum@wtb.wa.gov)

WIA Title I-B and Wagner-Peyser Plan  
Leslye Miller  
Employment Security  
PO Box 9046  
Olympia, WA 98507-9046  
(360) 438-3268 (phone)  
(360) 438-4660 (fax)  
E-mail [lmiller@esd.wa.gov](mailto:lmiller@esd.wa.gov)

Adult and Family Literacy  
Israel David Mendoza  
SBCTC  
PO Box 42495  
Olympia, WA 98504-2495  
(360) 753-3662 (phone)  
(360) 664-8808 (fax)  
E-mail [imendoza@sbctc.ctc.edu](mailto:imendoza@sbctc.ctc.edu)

Carl D. Perkins  
Marlene Coplen  
Workforce Board  
PO Box 43105  
Olympia, WA 98504-3105  
(360) 753-5680 (phone)  
(360) 664-3669 (fax)  
E-mail [mcoplen@wtb.wa.gov](mailto:mcoplen@wtb.wa.gov)

Comments were accepted until January 28, 2000.

**2. A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State Plan.**

Included in this section is a summary of comments made on the state's unified plan. Responses to recommendations for vocational-technical education are included at the end of the section.

#### Apprenticeship

- A premier model. It works. It's proven. No need to re-invent.



- Wage progression – offering a “family wage” with benefits.
- Industry verifies the skills and their standards.
- Non-traditional opportunities – has recruitment goals.
- Money for more coordinators could help to grow the number of apprenticeable trades. The trust fund cannot pay for apprenticeship preparation.
- A cooperative of high schools in northwest Washington has articulation agreements for apprenticeship preparation.
- Apprentices are employed compared to other unemployed adult students who face economic/program time limits while attending school.

### **Rapid Response**

- We must have the capability to respond much earlier – at the first signals. Example: A business kept from closing when a union connected the employer to a Department of Commerce ISO 2000 grant. Employers have no idea of available resources.
- Peer to peer counseling to help discouraged – proven model.
- Government training rules and UI rules should be unified, not competing.

### **Adult Basic Skills**

- Some immigrants are highly skilled/intelligent, but lack certain basic skills. Recommendations lace basic skills/ESL with higher-level course instruction. Be culturally sensitive.
- If the goal is high skill jobs while we have adults functioning at a fourth grade level, we will be working at cross purposes, unless high-end and low-end (ABE) “siloes programs” are more integrated.

### **Teachers – Recruitment/Retention**

- Teachers in high demand trades are leaving for better pay in industry. How do we attract others? We need teacher incentives and employers subsidizing part of their wage.
- Teachers need more industry worksite exposure
- Teachers need updated equipment (industry partnerships help).
- Teachers need help with assistive technology.
- Adults recruited from industry to teach need teacher training.
- Counselors need to be brought up to date on employment options/opportunities and real facts about demand occupations and wages.

### **WorkSource**

- Our workforce training partners (for WorkSource) work together easily, but when we get to money and funding, we come right up to a wall. Community Colleges don’t have money to put into the system. Provisions should be made for WorkSource funding.

- There are millions of dollars coming into the system through the Department of Social and Health Services (DSHS). Why aren't welfare savings used to support WorkSource? A pilot project ought to be tried where DSHS contributes funding to help pay for the WorkSource Center.
- Retention and wage progression can really only be tackled if employers know that WorkSource exists. They don't.
- The plan is vague about the distribution of funding in WorkSource and other areas. It should be more specific.
- WIA lists mandatory partners. Many organizations are not direct partners. They are feeling excluded from the process. The key to WorkSource success is the partnership. We aren't there yet.
- Locals should get creative around WorkSource funding and not make it a barrier. The state can help by removing funding barriers ("silos") when they can.

### **Workforce Training Funding**

- Pleased to see information on skill standards in Chapter 5 of the Strategic Plan. We must make resources available to translate the standards into curriculum. That concept is important. Goes back to DACUMs, which sat on shelves.
- Send money.
- There are still too many funding silos.

### **WorkFirst**

- WorkFirst functions in a parallel universe (different planning meetings addressing the same populations and employers).
- More attention needs to be paid to retention issues with welfare people.

### **Rural/Urban Washington**

- Recognize the unique challenges in rural Washington.
- The plans need to address the rural/urban economy problem. There are few good jobs in the "other Washington." The Workforce Board can take a role by supporting rural economic development, education, and linking people to jobs. It is important that people in rural areas have better access to education, like distance learning.

### Additional Comments

- We heard people at each site congratulating the strategic plan.
- OSPI has the mandate role for education; the Workforce Board should have a supporting role, not a governing role regarding performance standards, etc.
- Comment on Chapter 5 – "This is a great start. It identifies strategies, but stops there. What's the next step?"
- Cross-state reciprocity agreements for WIA training vouchers need to be worked out. (This was repeated in more than one site.)

- Age discrimination – it’s out there, folks.
- K-12 system does not have adequate MIS tracking – we need to know more about student outcomes.
- Customized training should not be too job-specific or else adults cannot make lateral moves – cross training is a key job retention strategy.
- A Call to Parents is a powerful message to parents. We need more of this (two sites commented on this).
- Lots of the plan speaks to concern about pushing in performance areas to bump up wages. But we don’t have the jobs or the educational infrastructure.
- Liked Chapter 5 with the exception of one area. The Westat study says that people shouldn’t be trained for low-income jobs. Many of these jobs, adult care, early childhood education, etc., require training – and these are good career beginners for some and career choices for others.
- Strategies should be developed to help ex-felons find and retain employment.

### **Comments Related to Vocational Education**

- Washington Assessment of Student Learning (WASL) requirements and pressure for passing the test will result in shifting more resources to academic classes at the loss to vocational education and work-based learning opportunities. After a child is informed they failed the fourth grade WASL and the seventh grade tests, without work-based opportunities to motivate and connect them with their future, they will drop out sometime in high school. What will the post-certificate of mastery be? What role will vocational education have in it?

While this comment relates to an issue larger than the Perkins Plan, it is an issue of great concern for vocational education in general in Washington State. The Workforce Board at its February 18, 2000, meeting discussed its recommendation to the State Board of Education regarding a new set of high school graduation requirements that are consistent with the state’s education reform efforts. The Workforce Board is an advocate for the preparation of secondary students with foundation workplace skills needed in today’s knowledge-based economy. The Board supports career pathways, student proficiency in general workplace skills, personal education plans, work-based learning opportunities, individual student portfolios, culminating projects, and the revision of secondary vocational-technical education program standards to include “exploratory” and “preparatory” vocational-technical programs. These standards include incorporating workplace skills into the definition of “exploratory” courses. While this is still a work in progress, these decisions by the State Board of Education will mold the answers to the questions regarding the definition of high school beyond the certificate of mastery, and thus, the future role of vocational education.

- Recommend that the Workforce Board adopt the federal Perkins Indicators as the only indicators of performance for secondary vocational education as it relates to Perkins funds.

Since 1991, the state statutes have included programs and courses of secondary vocational education in the definition of the state training system. Also contained in state statute is the mandate for the Workforce Board to develop a comprehensive state plan (now the state’s unified plan), and common core data and standards for the operating agencies of the state’s

training system (now included in the state's Strategic Plan, as part the state's unified plan). An interagency group of accountability representatives have met regularly since 1994 to develop these common indicators and standards and to develop the state core indicators, measurement strategies, and levels of performance.

The Workforce Board adopted the state core indicators for performance November 10, 1999.

- Recommend that the Workforce Board doesn't attempt to evaluate both Perkins and Workforce Investment Act with the same criteria.

The same state statute referenced above guides the Workforce Board in developing performance measures that are as consistent as possible across all workforce development programs that are part of the identified training system of the state. The performance measures for Workforce Investment Act programs and the Perkins vocational-technical programs have much in common with the state core indicators. Specific required indicators for both Perkins and WIA will be evaluated.

- Recommend that the Workforce Board develop a plan, in partnership with OSPI and SBCTC, that defines how each of the federal Perkins indicators will be measured, including any associated costs.

The Workforce Board has developed the plan in partnership with OSPI and SBCTC, including the development of the Perkins indicator measures and adjusted levels of performance, additional state core indicators, methods of measurement, and adjusted levels of performance. The plan for the assignment of any additional associated costs is still a work in progress, but will continue to be in a partnership mode.

- Recommend the Workforce Board revisit its role as a support agency to assure that you are assisting and complementing OSPI and SBCTC in achieving their performance goals.

The Workforce Board continues to support OSPI and SBCTC is achieving their performance goals. OSPI and SBCTC are members of the Interagency Committee (IC) and the Performance Management for Continuous Improvement (PMCI) group. The IC is a group of workforce development agency representatives that help guide the work of the Workforce Board to assure that it is complementary and supportive of their individual agency efforts. The PMCI is a group of workforce development agency accountability representatives who have worked together since 1994 on the development of the state's common performance indicators, the core state measures, and performance goals.

- The following terms should be changed:
  1. "Pre-apprenticeship" should be changed to "apprenticeship preparation" to help individuals understand the distinction between an application to a Joint Apprenticeship Training Committee and the preparation for that opportunity.

2. “High wages” should be defined to include benefits. The term “family wages and benefits” should be substituted for clarification of what is to be included in calculations across programs.

The terminology has been changed throughout the plan, except when referring to other source material where the terms “pre-apprenticeship” or “high wages” have been used.

|  |
|--|
| <p><b>3. You shall develop the State Plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult with the Governor of the State with respect to such development.</b></p> |
|--|

a. The Workforce Board, as the eligible state agency, has used a consultative process in the development of the State Plan for Perkins funds from the very beginning. Activities included: approval of the work plan and time schedules for the development of the Transition Plan and the state unified plan; selection of discussion topics; approval of policy issues, oversight of coordination of Perkins with the state’s Strategic and Unified planning processes; and approval of stakeholder input strategies. The Workforce Board is itself a key stakeholder group with representation from the state’s education and training delivery systems, statewide business and labor organizations, targeted populations and statewide social service delivery systems, and from local elected officials. The Board’s chair represents the Office of the Governor.

In addition, the state’s development of local workforce development councils, as created by the Workforce Investment Act, define and require a broad range of partners working with local elected officials at the local level. All partners are to participate in the development of interagency agreements on methods of operation and coordination. These agreed-upon roles and responsibilities are called Memorandum of Agreements (MOAs) and are included as part of the local application for certification that the Workforce Board reviews and makes recommendations on certification by the Governor. Draft certification requests were due on February 1, 2000, and Final Plans were due by March 15, 2000.

b. The process of involving key stakeholders in the development of the plan began with an introduction to the new Perkins Act. The Workforce Board, in cooperation with SBCTC and OSPI, held a workshop on January 7, 1999, to present the newly enacted federal law for vocational-technical education. The workshop was designed to provide an overview of the new legislation, including:

- How Perkins III differs from Perkins II
- What are the state’s policy-making issues
- What are the accountability requirements
- What are the required uses of funds
- Who needs to be involved

The invitee list included a broad range of individuals and organizations that need to be familiar with the requirements of the new law:

Adult Basic Education Program Directors and Advisory Council Members  
Washington Association of School Administrators  
Association of Washington Business  
Workforce Training and Education Coordinating Board members and staff  
Community Action Agencies and other Community-based Organizations  
Community and Technical College Presidents and Vocational Directors  
Central Labor Councils  
DSHS Community Service Vocational Rehabilitation Office Directors  
Economic Development Councils  
Education Service District Superintendents  
Governor's Small Business Improvement Council Members  
Workforce Development Interagency Committee  
Journeyman and Apprenticeship Training Committees  
Joint Council of Teamsters Members  
Washington State Labor Council Vice Presidents and Education Committee Members  
One-stop Contacts and Workgroup Members  
Private Industry Council Chairs and Service Delivery Area Directors  
Regional Workforce Alliance  
School-to-Work Coordinators, Tech-prep Coordinators, and Vocational Directors  
School Superintendents  
Washington State Apprenticeship Coordinators and Training Council Members  
Washington Vocational Association Board Members  
Washington State PTA Board Members  
Washington Federation of Teachers  
Washington Education Association  
Vocational Student Leadership Organizations  
Corrections Alliance Members  
Washington Association of Vocational Administrators  
Workforce Investment Act Workgroup Members

Ellen O'Brien Saunders, Executive Director of the Workforce Board, welcomed the attendees. She then introduced the Executive Director of the National Association of State Directors for Vocational and Technical Education Consortium, Kimberly Green, as a guest speaker.

Ms. Green's presentation described the historical context of the Congress and Administration from which the new legislation sprang. The Act provides states with: (1) more flexibility while at the same time requiring increased accountability, (2) fewer regulations, (3) increased opportunities to coordinate with other workforce preparation efforts, and (4) support to improve vocational education programs within the realm of on-going state education reform efforts. She encouraged the state to fully embrace the intent as well as the letter of the new law as we developed our implementation strategies and plans. Workforce Board staff walked through the requirements of the new law and highlighted the policy issues the Board will be discussing over the course of the year. Areas within the new law where significant changes were made included accountability requirements, required uses of funds, services for special populations, equity activities, corrections, and tech-prep.

Following the overview, the over 100 attendees selected one of three breakout sessions (secondary, postsecondary, general) that best matched their program/area of interest. Staff from the Workforce Board, SBCTC, and OSPI facilitated discussion in each of the breakouts. The primary purpose of the breakout sessions was to gather questions and comments from practitioners and interested parties. Some common themes that emerged from these sessions were:

Without specific setasides and emphasis on special populations, how are we going to assure that service issues are addressed?

How are Community-based Organizations and other stakeholders going to be involved at the local and state level?

What will be the connection to Workforce Investment Boards and Unified Planning?

How will career guidance information come to the locals? From where?

What about assessments and accountability measures? What will they be? How will they be quantified?

The comments and questions from each of the breakout sessions were presented to the entire group and formed the basis for future Perkins III planning and policy discussions and decisions for the Workforce Board and within the secondary and postsecondary systems.

c. Multiple interagency staff sessions were held over a period of 18 months during the planning process and the implementation of Perkins III. Attendees included key staff representatives from the OSPI, SBCTC, the Workforce Board, and the state's Corrections Alliance. In some instances the representatives were fiscal staff, in other instances program staff, including program staff working with targeted populations. Staff reached agreement on how the changes relating to Perkins III would impact the state and how they could best implement the new law and best support the state efforts of education reform, skill standards, articulation, and accountability for continuous improvement.

d. OSPI, SBCTC, and the Employment Security Department (ESD) - Corrections Clearinghouse, provided opportunities for secondary, postsecondary, and corrections local service providers to consult on issues that impacted their respective systems.

**4. You shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in [Sec.122(b)(1)] to participate in State and local decisions that relate to development of the State Plan.**

a. Workforce Board staff provided background and solicited input as the Plan was being developed and as key policy issues were being discussed, including:

Core State and Federal Performance Measures

Adjusted Levels of Performance

State Priorities

Leadership Strategies

Distribution of Funds to Secondary and Postsecondary

Ten Percent Reserve  
Nontraditional Setaside  
State Institution Setaside  
Unified Plan Connection

Background information and status reports on progress were provided to a broad range of interested stakeholders on the Workforce Board's web site and through the agency newsletter and stakeholder group newsletters. Workforce Board staff and staff from SBCTC and OSPI took every opportunity to make presentations, have conversations, and solicit input from stakeholder groups. Included in these groups were teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, representatives of labor, and the Office of the Governor. Opportunities ranged from large statewide and multi-state regional conferences to small in-state groups and teleconferences.

Examples include:

Summer Conference for Vocational-Technical Educators  
Work Now and in the Future Conference  
Washington Association of Vocational Educators  
Community and Technical Colleges' Vocational Technical Councils  
State Regional Groups  
Inter-agency Work Groups

b. The Workforce Board conducted a survey on stakeholder agreement with the Strategic Plan goals, objectives, and strategies, and to provide a method to gather input for incorporation into the state's unified planning process. The surveys were available at each of the public hearings, accessible on the Workforce Board's Home Page, and accompanied each requested copy of the state's unified plan. The survey and result are included here and show overwhelming support for the Strategic Plan goals, objectives, and strategies.



### Consultation Process for Developing the State Plan for Adult and Family Literacy

In August of 1997, the Adult Education Advisory Council (AEAC) acted on the recommendations of both the Workforce Training and Education Coordinating Board and the Office of Adult Literacy and authorized a new long-range plan for adult and family literacy. The Council noted that federal legislation authorizing a five-year plan would likely pass in the next session of congress, but determined to undertake a very state-focused process immediately. With planning as one of their legally mandated functions, the Council's mission is to work to ensure the availability and quality of adult and family literacy services. The AEAC, appointed by the governor, is composed of leaders uniquely able to oversee this task. They include representatives of:

- Community Trade and Economic Development
- Department of Social and Health Services
- State Board for Community and Technical Colleges
- Office of the Superintendent of Public Instruction
- Tribal Education
- Department of Corrections
- Employment Security
- Community Based Organizations such as Yakima Opportunities Industrialization Center, Washington Literacy and Tacoma Community House
- Business
- Labor

After reviewing the 1992 State Plan for Adult Education and Literacy and annual reports to the Department of Education, the AEAC determined that a new plan should be devised which would serve as a working document for the entire state – above and beyond what might eventually be mandated federally. Input and broad support from providers, partners and the public were identified as key issues in the formation of the new plan. Therefore, the Council authorized a large-scale public participation process. Through this effort, key issues and areas of concern were identified and the groundwork for the plan was laid.

During April and May of 1998, public forums were held at nine sites around the state. Six interactive teleconference sessions allowed more communities to participate. Invitations were sent to agency and interested group leaders at the state level through counterparts of the AEAC and the State Board of Community and Technical Colleges. Local agencies, organizations and interest groups were approached directly by program directors throughout the state. Those invited included representatives from:

- Adult education providers (teachers and staff)
- Community Trade and Economic Development
- Early Childhood Education and Assistance Programs and Head Start
- Department of Corrections
- Employment Security
- Department of Social and Health Services
- The Office of Superintendent of Public Instruction and local school district superintendents
- Libraries
- Small and large business owners
- Private Industry Councils
- Labor representatives
- Job training and workplace training managers, including representatives of Job Training Partnership Act and Workplace Literacy projects
- Refugee organizations
- Tribal education leaders
- Public service organizations, e.g., United Way
- Adult basic skills and literacy students
- Local media
- The general public and local leaders

In addition to the forums, interviews were conducted with agency heads and elected officials. Board meetings were used to survey Vocational Education Directors, Deans of Instruction, program advisory committees, and community based/volunteer organizations. In a specific effort to include learner voices, AmeriCorps members held about 30 focus groups with adult and family literacy students, concluding their discussions with written surveys. Students' written and oral comments were also submitted in their native languages. More than a hundred additional written surveys were received. In all, nearly 1000 residents of Washington State participated.

The information gathered through these activities was compiled and presented to the Adult Education Advisory Council. In addition, the Council conducted a needs assessment, reviewed strengths and weaknesses of the present adult education system, and carried out a scan of the political and economic environment of Washington State. As a result, **Cornerstone** themes were identified and priority areas for system redevelopment were determined. Strategies for addressing these areas, many of which came from the field, were examined. Based on this information, a first draft of the Plan was created.

The first draft was circulated for public comment in November 1998. Once again, the state process was broad and inclusive. Public forums, interactive teleconferences, focus groups, the Internet, and written surveys were all offered as pathways for public comment. While numbers of active participants declined, those closest to the system reported general satisfaction and made specific suggestions for improvement.

Response to the first draft of the plan was presented to the AEAC and recommendations were made for an additional draft. As a result, the system **Building Blocks and Goals** were drafted. After approval by the Council, the second draft was circulated in early January 1999. It was sent to the individuals and organizations that had participated in the process to date. In order to best accommodate the schedule of the Workforce Training and Education Coordinating Board, it was simultaneously submitted to this body for review as mandated by state law.

In March 1999, the Workforce Training and Education Coordinating Board (which will become the Workforce Investment Board under 1999 state legislation) approved the plan. The same month, the State Board for Community and Technical Colleges, the agency with oversight of the Office of Adult Literacy, approved the plan for submission to the Department of Education. In April 1999, the Governor's Office reviewed the Plan, giving strong support for its implementation. The Governor's comments on the Plan can be found in "Appendix O" of this plan in a Letter of Support. Throughout this process, the Plan was presented to a wide range of state, regional, and local stakeholders and partners for comments and endorsements in the same appendix.

## Public Input to State Plan for Adult and Family Literacy

| Type of Participation   | Number   | Representation   |
|---|--|--|
| <p style="text-align: center;"><b>Initial Public Input</b></p> <p style="text-align: center;">–</p> <p><b>Spring 1998:</b></p> <p><b>9 Public Forums</b><br/>6 with IVT connections</p> <p style="text-align: center;"><b>Written Surveys</b></p> <p><b>30 Student Focus Groups</b></p> <p style="text-align: center;"><b>Business Focus Group</b></p> <p><b>2 Community College Advisory Council Meetings</b></p> <p><b>SJTCC and Sub 3 – WorkFirst Cabinet Meetings</b></p> | <p>Nearly 600 people attended forums.</p> <p>375 surveys sent in</p> <p>259 participants.</p> <p>18 business and 2 labor representatives, plus 26 CTC administrators</p> <p>12 participants</p> <p>15 participants</p> | <ul style="list-style-type: none"> <li>• ABE/ESL/Family Literacy teachers, both CTC and CBOs</li> <li>• ABE/ESL/Family Literacy students</li> <li>• CTC and CBO program directors</li> <li>• Corrections education managers and teachers</li> <li>• DSHS case managers, DVR, WorkFirst directors</li> <li>• Community Action Council reps</li> <li>• Tribal and Indian College reps</li> <li>• Business – GTE, Boeing, small business</li> <li>• Labor</li> <li>• ABE teacher training reps</li> <li>• School district superintendents</li> <li>• ESD reps</li> <li>• Library reps</li> <li>• PIC</li> <li>• Urban League</li> <li>• Vocational Institutes</li> <li>• Substance abuse counselors and program directors</li> <li>• OSPI</li> <li>• WTECB</li> </ul> |
| <b>TOTAL PARTICIPATION</b>  | <b>Approximately 1000</b>  |  |
| <p><b>First Draft Input – Fall 98</b></p> <p><b>5 Public Forums</b><br/>1 IVT connection</p> <p style="text-align: center;"><b>Written surveys</b></p> <p><b>SBCTC Website</b></p> <p style="text-align: center;"><b>Business focus groups</b></p> <p style="text-align: center;"><b>Council for Basic Skills</b></p>   | <p>600 invitations and first drafts sent out.</p> <p>50 attended forums.</p> <p>11 surveys sent in.</p> <p>8 business and 2 labor reps</p> <p>40 program managers and 20 additional local instructional leaders</p>    |  |
| <b>Total Participation</b>  | <b>Approximately 140</b>   |  |

