

**WDC Youth & Young Adult Services Committee Meeting**

**Agenda**

**March 22, 2016**

**9:30 a.m. – 11:00 a.m.**

**April Gibson, Chair**

**WorkForce Central  
3650 S. Cedar St, Tacoma  
Classroom 1**

- Eric Hahn, Chair
- Joyce Conner, 1<sup>st</sup> Vice-chair
- Ron Thalheimer, 2<sup>nd</sup> Vice-chair
- Robin Baker
- Michelle Burreson
- April Gibson
- Darci Gibson
- Paul Hogoboom
- Mike Johnson
- Bruce Kendall
- Dale King
- Dave Lawson
- Mark Martinez
- Mary Matusiak
- Wayne Nakamura
- Tim Owens
- Dona Ponepinto
- Patty Rose
- Sheila Ruhland
- James Walker
- Blaine Wolfe

- |  |              |        |
|--|--------------|--------|
| 1. Hello / Introductions   | Dale King    | 5 min  |
| 2. Review Prior Meeting Notes  | Dale King    | 5 min  |
| 3. Budget Discussion   | Linda Nguyen | 15 min |
| 4. Discussion of Regional/Local Plan   | WFC Staff    | 45 min |
| • WIOA Regional/Local Plan Section II.3  |              |        |
| • Workforce Training Board WIOA Populations with Barriers and Proposed Solutions |              |        |
| • WDC Youth & Young Adult Committee Current Goals                                |              |        |
| 5. Other   |              |        |
| 6. Next Meeting Agenda Items   |              |        |
| 7. Thank You/Adjourn   |              |        |

WorkForce Central Staff  
Linda Nguyen, CEO  
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Future Meetings

April 26, 2016 9:30 – 11:00 am

May 24, 2016 9:30 – 11:00 am

June 28, 2016 9:30 – 11:00 am

**Workforce Development Council (WDC) of Tacoma Pierce County**  
**WIOA Committee Membership Planning Document**  
03-18-16

WDC Youth and Young Adult Services Committee		
<ul style="list-style-type: none"> <li>• Committee Chair is member of WDC and appointed.</li> <li>✓ Since all of WDC members are required to serve on a WDC Committee, approximately 4-6 members of the committee will be WDC members.</li> <li>• Vice Chair selected from Committee and must be willing to also serve on Coordinating Committee.</li> </ul>		
Representation	Name, Title, Employer, Email, Phone(s)	WDC Member
Chair of Committee	April Gibson, Administrator Puget Sound Orthopedics <a href="mailto:a.gibson@proliancesurgeons.com">a.gibson@proliancesurgeons.com</a>	✓
Vice Chair of Committee	Dale King Superintendent/COO Tacoma Rail <a href="mailto:dale.king@cityoftacoma.org">dale.king@cityoftacoma.org</a>	✓
1. K-12 Representative	Brandon Ervin, Program Specialist Tacoma Public Schools <a href="mailto:bervin@tacoma.k12.wa.us">bervin@tacoma.k12.wa.us</a>	
2. WA State Department of Social and Health Services		
3. Youth Services/Community Based Organization	Nicholas Bayard, Director The REACH Center <a href="mailto:nbayard@reachtacoma.org">nbayard@reachtacoma.org</a>	
4. Community Based Organization	Kathy Hall, Vice President of Program Services Vadis <a href="mailto:Kathy@vadis.org">Kathy@vadis.org</a>	
5. Business	Michelle Burreson, Workforce Dev. & Integration Sr. Mgr The Boeing Company <a href="mailto:michelle.l.burreson@boeing.com">michelle.l.burreson@boeing.com</a>	✓
6. Business	April Gibson, Administrator Puget Sound Orthopedics <a href="mailto:a.gibson@proliancesurgeons.com">a.gibson@proliancesurgeons.com</a>	✓
7. Business	Tim Owens, Manager Marshalls <a href="mailto:owensbunch@comcast.net">owensbunch@comcast.net</a>	✓
8. Business	Blaine Wolfe, Project Executive Absher Construction Company <a href="mailto:blaine.wolfe@absherco.com">blaine.wolfe@absherco.com</a>	✓
9. City of Tacoma/Tacoma Rail	Dale King Superintendent/COO Tacoma Rail <a href="mailto:dale.king@cityoftacoma.org">dale.king@cityoftacoma.org</a>	✓
10. Labor Representative or Apprentice JATC Representative	Mark Martinez, Executive Secretary Pierce County Bldg & Construction Trades Council <a href="mailto:piercebctc@earthlink.net">piercebctc@earthlink.net</a>	✓
11. Education	Kelly Goodsell, Executive Director - Special Services Puget Sound Educational Services <a href="mailto:kgoodsell@psesd.org">kgoodsell@psesd.org</a>	
12. Education	Michelle Ledbetter, Director Pierce County Skills Center <a href="mailto:mledbetter@bethelsd.org">mledbetter@bethelsd.org</a>	
13. Community Representative	Isa Nichols, CEO/Executive Director Maxine Mimms Academics <a href="mailto:isanichols@maxinemimmsacademy.org">isanichols@maxinemimmsacademy.org</a>	
14. WA State Division of Vocational Rehabilitation	Kady Kilventon, Rehabilitation Counselor WA State Division of Vocational Rehabilitation <a href="mailto:kilvekb@dshs.wa.gov">kilvekb@dshs.wa.gov</a>	
15. WA State Employment Security Department	Erin Blades, Supervisor Employment Security Department <a href="mailto:eblades@esd.wa.gov">eblades@esd.wa.gov</a>	
16. Pierce County Library System		
Workforce Development Council/WorkForce Central Staff	Cheri Loiland, Chief WIOA Transition Officer 253.254.7908; <a href="mailto:cloiland@workforce-central.org">cloiland@workforce-central.org</a> MaryEllen Laird, Director of Adult/Youth & Young Adult Workforce Services 253.448.8283; <a href="mailto:mlaird@workforce-central.org">mlaird@workforce-central.org</a> LaKesha Egardo-Jones, Project Director ResCare Workforce Services 253.573.6682; <a href="mailto:lakesha.egardo-jones@rescare.com">lakesha.egardo-jones@rescare.com</a> Debbie Lean, Executive Assistant 253.414.0141; <a href="mailto:dlean@workforce-central.org">dlean@workforce-central.org</a>	

**WDC Youth & Young Adult Services Committee Meeting**

**NOTES**

**February 23, 2016**

**9:30 – 11:00 a.m.**

**WorkForce Central  
3650 South Cedar St, Tacoma  
Classroom 1**

**Attendees: Dale King, Tim Owen, Kathy Hall, Nick Bayard, Kelly Goodsell**

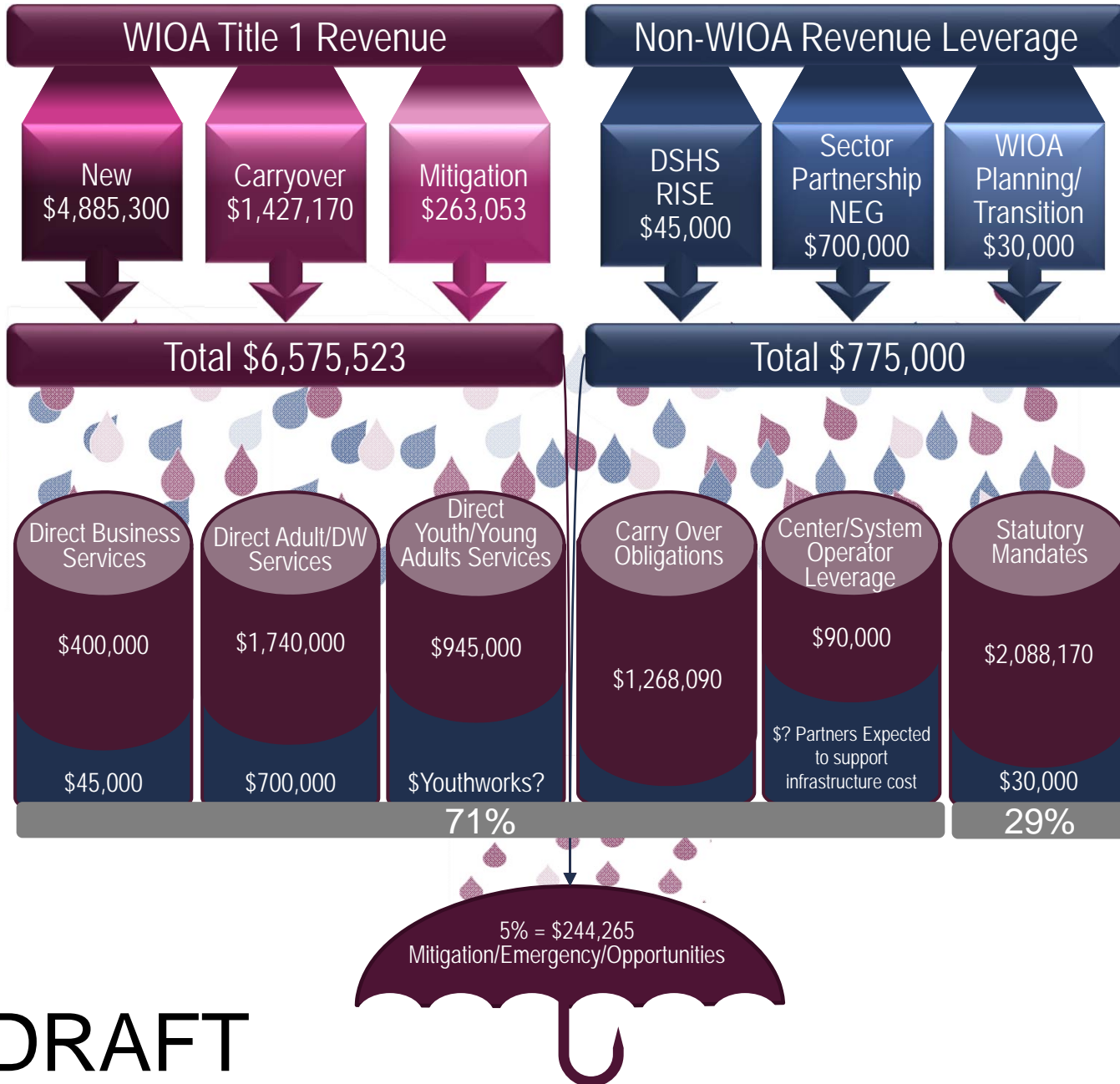
**WFC Staff: Linda Nguyen, Cheri Loiland, MaryEllen Laird, LaKeshia Egardo-Jones, Shellie Willis and Debbie Lean**

AGENDA	NOTES	ACTION ITEMS
<p><b>1. Welcome/Introductions (Dale King)</b></p>	<ul style="list-style-type: none"> <li>• Vice Chair Dale King called the meeting at 9:35 a.m.</li> <li>• Roundtable introductions were made.</li> </ul>	
<p><b>2. Review Prior Meeting Notes (Dale King)</b></p>	<ul style="list-style-type: none"> <li>• Prior meeting notes were accepted as prepared.</li> </ul> <p>Keep the top two focus areas for this committee in the fore front Top two focus areas: System of navigation and advising (including navigators and advisors)</p> <ul style="list-style-type: none"> <li>▪ Career interest, pursuit – video format and use of technology</li> <li>▪ Motivate and show realistic progression and what it takes to succeed</li> <li>▪ Navigate family – not just students</li> </ul> <p>Engage family along with young adults</p> <ul style="list-style-type: none"> <li>▪ Help us help parents message the importance of post secondary training and other options</li> <li>▪ Use family centered multi-generational service delivery model (Kellogg studies)</li> </ul> <ul style="list-style-type: none"> <li>• Membership List:               <ul style="list-style-type: none"> <li>○ Linda asked the committee that if they have relationships with people appropriate to serve on this committee to reach out for us and share what we are doing and that we would love to have their voice and perspective. If they want to we can sit down and tell them what it takes. We can then go through the nomination process and get them on board.</li> <li>○ Debbie advised that Jarret McGill was promoted and is no longer able to participate on the committee. Linda will ask for a DSHS presence on this committee when she talks to Carmen Cook.</li> </ul> </li> </ul>	

<p><b>3. Puget Sound Educational Services Presentation (Kelly Goodsell)</b></p>	<ul style="list-style-type: none"> <li>• Kelly shared a presentation on Puget Sound Educational Services District (PSESD) and focused mostly on the postsecondary success work because it is tied so closely to workforce development.</li> <li>• PSESD keeps really close progress measures on all of their work. There are targets for every year in advance and then the actual. They have the early warning work that is happening across Pierce County. They work within the colleges right now helping to staff and manage navigators who are helping low income students who are may be a little off track to make sure they stay on track.</li> <li>• PSESD looks really close at the College Bound sign ups. It is a huge opportunity for kids to go to college and have much of it covered. College Bound needs to get done at the middle school level (8<sup>th</sup> grade). A regional campaign could help capitalize on the opportunity.</li> <li>• PSESD did an analysis of the adjusted 5 year graduation rate and looked at the FAFSA applications which are absolutely essential. Students filing for FAFSA before they graduate they are more likely to directly enroll in college. Interested in partnering around regional strategies across all of Pierce County.</li> <li>• College presidents and superintendents are driving this and moving forward some of the recommendations related to work are curriculum alignment opportunities, increased opportunities for early college credit, dual credit, data sharing, increased financial literacy (FAFSA, College Bound sign up). Creating a real process that is doable across the region.</li> <li>• Linda shared that the two focus areas the committee declared align with the work of PSESD and with their local K12 system work and need to figure out how to articulate that into the local plan.</li> <li>• Kelly shared that the goal after some hashing of the strategies is to have someone from WorkForce Central on the team. Linda shared that as WFC restructures there will be a Manager of Youth Services. Once that person is on board, it would be great to have that voice on that team. Maybe consider someone from this committee as well.</li> <li>• Whatever strategy we have to not only think about the student but also the parent. Half of the FAFSA is the parent. One of the committee priorities is to engage family along with young adults.</li> <li>• Some ideas: <ul style="list-style-type: none"> <li>○ Campaign that is approachable and doable for this next year would be those kids that we have a worksites could we have a FAFSA 2 hour time where there was a volunteer to assist families to get it done and filed. So are some of the things that are happening across Washington that are producing success.</li> <li>○ Linda shared that we have Summer 253 and have seniors that come through. Maybe something that can be incorporated in toward the end of the program where families are invited in to help with FAFSA.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Figure out a way to have small centers in each of the schools. It would be partners that care about this work rotating them in to be there for the students and parents and help them navigate to all of the opportunities. If we are serious about the work that we talked about here, this is our chance.</li> <li>○ Part of the strategizing is the normalizing of it and the people who are going to touch the parents and the students have to believe.</li> <li>○ Nick shared that Reach helps with FAFSA completion for free for families that are under a certain income.</li> <li>○ There are places that do taxes that help families with FAFSA</li> <li>○ LaKesha believes the idea of a center is brilliant. We could staff it with community members that care and want to help us push this initiative forward. From her experience families feel that schools are a trusted resource.</li> <li>○ Kelly shared there are community based organizations that receive grants or this is their sweet spot. We have a long way to go but the resources are out there .</li> <li>○ Kelly shared that there are FAFSA events across the state. Volunteers sign up to help in this area. Not sure who in Pierce County is. She will figure out the Pierce County events with the state and who helps to organize them in this county and where they will be held.</li> <li>● Linda: knowing that this committee picked the two priorities that seem to mesh very well with what ESD’s mission and goal and work has been. She would like to have you think about how can WIOA and its Youth Works support you guys are doing. It is the same end goal.</li> <li>● Kelly shared that John Hickey staffs the higher ed team and will see if he can come to the next committee meeting.</li> <li>● Kelly shared the other thing that was talked about is direct employment with apprenticeship, etc. and a host of work specific to youth with disabilities. Some kids need to go to work or they need the 6-10 week on ramp and then enroll. That is a win as well.</li> <li>● When we talk scope of all of our resources, don’t think it is only Title IB youth money. We are talking system. Part of what WIOA is saying is you have to figure out how to get all of the players on the same page and they have to bring their resources with them. There is a lot of money out there but we have to have a viable plan.</li> <li>● In the workforce system, we don’t focus on those middle school kids and this is our chance to get partners on and support that as they traverse through.</li> <li>● Nick likes the idea of aligning what our plan is going to be with some national initiatives. Wouldn’t want us to come up with a great plan and then realize that it is going this direction when funding is going another way.</li> <li>● We need to be clear in what our goals are. Long term and short term and how we are going to know that we are succeeding well in this county.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• How do we maximize the re-engagement centers across Pierce County with WIOA services? Are we doing that and how do we know? Whenever possible all of the different entities in Pierce County that are funded through Open Doors, are we maximizing the opportunity for them to receive WIOA services.</li> </ul>	
<b>4. Work Plan Results to Prepare for Big Meeting</b>	<ul style="list-style-type: none"> <li>• Linda shared that the big meeting is about the accumulation of all of the work all of the WDC committees have done to identify the priorities, priority services the system will support and deliver. It will be informative and interactive. Facilitated by Sally Perkins. All of the committees did great thinking about what those services are for job seekers, workers and business. We got over 450 responses from the survey and confirmed the committees got it right.</li> </ul>	
<b>5. Next Meeting Agenda Items</b>	<p>March 22<sup>nd</sup> meeting:</p> <ul style="list-style-type: none"> <li>• Budget Discussion</li> <li>• Local Plan Section III.14</li> <li>• John Hickey (UPS) to share what the Higher Ed Committee has done and where we can fit (Kelly Goodsell will check availability)</li> </ul>	
<b>6. Thank You / Adjourn</b>	11:03 am	



Current Year WIOA Mandatory Partners Total Investments

ESD

- \$4,665,310 this Program Year (PY15/FY16)
- 3,110 people served

DVR

- \$5 million (FY14)
- 2,000 people served

ABE

- \$1,079,767
- 4,244 people served

DSHS

- 

Library (not mandatory)

- \$31 million
- 21 municipalities covered with 560,000 in population
- 324,350 active card holders
- 2.3 million visits (door counts)
- 2.1 million web visits



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# **BUDGET PRIORITIES FOR WIOA TITLE 1B**

Program Year 2016/Fiscal Year 2017

(July 1, 2016-June 30, 2017)

March 17, 2016

# Priority #1: Direct Services

## Job Seekers, Businesses, Job Center Operator

- Adult and Dislocated Worker Direct Services – Request for Proposals on the street currently
- Business Services – Request for Proposals on the street currently
- Youth/Young Adult Services – Rescare is the current service provider; in second year of their contract
- WorkSource Job Center, Affiliate and Connection Sites Operator – “Mall Manager”

## Priority #2 Statutory Mandates

- WIOA fundamentally changes the way we, in Pierce County, have historically operated since 1982.
- Mandates specific priorities that the local board and chief local elected officials need to do and emphasizes strategic leadership
- Prior to WIOA, investments focused toward direct service delivery
- With no increase in WIOA Title 1B funding anticipated, less funds will be invested toward direct service delivery to support statutory mandates

## Priority #2 Statutory Mandates

1. Implement and oversee a local 4 year regional unified plan
2. Conduct workforce research and regional labor market analysis – new focus and scope of work
3. Convene, broker and leverage stakeholders and assets
  - Convene and Broker discussions and actions with stakeholders:
  - Leverage assets
4. Lead employer engagement
5. Lead career pathways development and implementation with secondary and post secondary partners – very new scope of work
6. Lead efforts to identify and promote proven and promising practices – very new scope of work

## Priority #2 Statutory Mandates

7. Develop technology based strategies for service access, engagement and delivery
8. Oversee the local service delivery system and programs
9. Negotiate local performance accountability
10. Select one stop operator(s) and provider(s)
11. Select youth provider(s)
12. Identify eligible training providers
13. Ensure consumer choice
14. Coordinate with education providers
15. Approve and oversee budget and comply with federal/state/local laws and regulations in the administration of WIOA

## Priority #3

- Mitigation Hold Back 5% - Rainy day/emergency/opportunity fund
  - Used to mitigate any reduction in funding the following year and/or take advantage of opportunities that we did not anticipate

## BUDGET PRIORITIES FOR WIOA TITLE 1B

Program Year 2016/Fiscal Year 2017 (July 1, 2016-June 30, 2017)

March 8, 2016

**Priority #1: Direct Services** – WIOA Title 1B funding provides services and support to specific target populations (youth/young adults, adults and dislocated workers) to prepare them for in demand family wage careers that offer advancement opportunities and to assist businesses in finding a sufficient number of qualified talent they need to remain globally competitive. As part of the overall workforce service delivery system, WIOA Title 1B funds are intended to serve a job seeker population experiencing multiple barriers to employment. As a result, intensive guidance and support is needed, which requires a higher cost per person served and limits the total number of job seekers these investments can support.

- **Adult and Dislocated Worker Direct Services** – A contract for two years will be awarded. The estimated funding is \$2,430,000 for PY16/FY17. Of this total, \$1,730,000 will be invested from WIOA Title 1B Adult and Dislocated Worker funding stream and \$700,000 from National Emergency Grant. Leveraging WIOA Title 1B funds with non WIOA funds is a standard practice to maximize available funds and maximize the number of job seekers we can serve.

The estimated funding for PY17/FY18 is \$1,730,000. At this point, the National Emergency Grant will have been all spent down and we do not yet have additional non WIOA funds. Should additional non-WIOA funds be awarded to support direct service delivery for these two targeted populations, the WDC may increase the award. In total, the estimated investment for the two-year period (July 1, 2016 – June 30, 2018) is \$4,160,000.

- **Business Services** – A contract for two years will be awarded. The estimated funding is \$445,000 for PY16/FY17. Of this total, \$400,000 will be invested from WIOA Title 1B and \$45,000 from Department of Social and Health Services, RISE. Similar to job seeker direct services operation, leveraging WIOA Title 1B funds with non-WIOA funds is standard practice.

The estimated funding for PY17/FY18 is the same as in PY16/FY17 because the leveraged funds will be available. In total, the estimated investment for the two-year period (July 1, 2016 – June 30, 2018) is \$890,000.

- **Youth/Young Adult Services** – RESCARE is the current WIOA Title 1B youth/young adult service provider and is operating in the second year of their contract. Under the Workforce Investment Act of 1998, the WDC Youth Council went through a competitive process to identify a service provider. The award to RESCARE eliminated a consortium approach to service delivery. An extension of RESCARE's contract through PY16/FY17 will ensure stability of services to our youth/young adults as the WDC goes through a competitive process to identify an adult/dislocated worker service provider and a business services provider. An estimated \$945,000 will be invested in PY16/FY17. \$200,000 of this total is anticipated as leverage.

- **WorkSource Job Center, Affiliate and Connection Sites Operator** – Given that the US Department of Labor will not issue the final WIOA regulations until June 2016 (one full year after WIOA implementation), and given that we have a one-year extension to fully implement the Memorandum of Understanding and Resource Sharing Agreement, we are holding off on releasing the Request for Proposal. We need to see how US Department of Labor defines this operator role vs. the “system operator”, which is a role that the WDC has and should continue to be responsible for, as leaders of the workforce system.

In anticipation of needing to fund the awarded center/affiliate/connection site operator in PY16/FY17, \$90,000 of WIOA Title 1B will be earmarked to leverage with mandatory WIOA partners and non-mandatory partners to support this role for the local service delivery system.

**Priority #2 Statutory Mandates** – The Workforce Innovation and Opportunity Act of 2014 fundamentally changes the way we in Pierce County have historically operated since 1982. WIOA mandates specific priorities that the local board and chief local elected officials need to do and emphasizes strategic leadership. WIOA mandates the procurement of all direct service delivery and center operator functions/roles, dissuading local boards to take on these roles as allowed under the Workforce Investment Act of 1998.

Prior to WIOA, our chief local elected officials and WDC have prioritized focus and investments toward direct service delivery. With no increase in WIOA Title 1B funding for PY16/FY17 and beyond anticipated, less funds will be invested toward direct service delivery because investments need to support the following statutory mandates.

- Develop a 4-year regional unified plan – while the plan will be done by July 1, 2016, we need staff to oversee the implementation of this plan and update as appropriate with partnership input.
- Conduct workforce research and regional labor market analysis – This is a new focus and scope of work for the WDC and includes the following:
  - Monthly labor market reports to be disseminated to all stakeholders
  - Sector specific reports
    - Healthcare
    - Advanced manufacturing
    - IT/cybersecurity
    - Construction
    - Transportation/logistics and warehousing
    - Military
  - Dissemination of sector and labor market reports via community convening, presentations to associations and individual stakeholder groups, social media, outreach collateral, etc.
  - In demand jobs in priority sectors for Pierce reports weekly or monthly
  - Middle skills jobs: gaps and opportunities report and dissemination
  - Workforce needs of small businesses evaluation and report
  - State of the Workforce Annual report and post on website and disseminate broadly
  - Customized research and reports as needed from Chief Local Elected Officials, WDC and stakeholders

- Convene, broker and leverage stakeholders and assets
  - Convene and Broker discussions and actions with stakeholders will include:
    - Labor market and workforce news/report related
    - Youth/Young Adult related – continue to pull all partners together to map out partners/services and continue to strengthen coordination/integration
    - Specific workforce development related issues like low completion rate of high school graduates, low access to financial aid, low retention and completion rate of postsecondary students, high unemployment rate of 16-24 year olds, business challenges with inter generations
  - Leverage assets
    - Partnership convening and strategizing will naturally result in leveraged assets
    - Jointly pursue funding and other resources with partners to increase workforce development investments in Pierce County – build on EarnAbility grant writing group
- Lead employer engagement
  - Establish sector partnerships for all key sectors in as much collaboration with the Economic Development Board's (EDB) work plan for 2016-2020 as feasible
  - Maintain relationship with EDB and other economic development organizations, Chambers, World Trade Center, Tourism Bureau, municipal economic development departments by providing a single point of contact/bridge to the workforce development system to address businesses' workforce development related needs/concerns
  - Establish a system wide approach to coordinating internships, work experience, on the job training, incumbent worker training, and presentations, using career link as one venue/tool
  - Locally track and benchmark employer engagement and increase number of employer engagement level with our local service delivery and workforce system
- Lead Career pathways development and implementation with secondary and post-secondary partners – This is a very new scope of work for the WDC to lead and in partnership with our educational partners
  - Identify career pathways in key sectors – issue collateral – (show the diverse careers in each sector, i.e. auto mechanics in healthcare, agriculture loan agent from Columbia Bank)
  - Work with Centers of Excellence and WA State's efforts to date
  - PC3 dual credit and Puget Sound Educational Service District efforts to bridge secondary and post-secondary education
- Lead efforts to identify and promote proven and promising practices – This is a very new scope for the WDC to lead
  - Research best practices and evidence based practices and put in place a communication plan to push out information to influence adoption of best practices throughout our workforce system – track such impact
  - Prioritize research and efforts by specific populations, sector work, issues etc.

- Develop technology based strategies for service access, engagement and delivery
  - Build on what the Pierce County Library System has in place and connect to the larger WorkSource system and network
  - Identify other technology solutions; possibilities are DSHS one stop site, United Way 211
- Oversee the local service delivery system and programs
  - As the workforce system strategic leader, the WDC is responsible for the following:
    - Review current local one stop system to identify changes needed
    - Develop criteria and process for credentialing Job center, affiliates, connection sites
    - Review and develop tool/process for review and implement Continuous Quality Improvement
- Negotiate local performance accountability
  - Work with WA Workforce Association, WA Workforce Training and Education Coordinating Board to negotiate local federal performance measures
  - Work with WIOA core and required partners to identify non-federal local performance measures
- Select one stop operator(s) and provider(s)
  - Request For Proposals were released in February 2016 and contracts will be awarded April/May 2016
  - Oversee performance, provide technical assistance of direct service operators ongoing
  - Work on identifying the new American Job Center with core 6 leadership team
  - Jointly develop a request for proposal and jointly go through the request for proposal process for a permanent job center
  - Negotiate and implement a Memorandum of Understanding and Resource Sharing Agreement no later than June 30, 2017; modify along the way when needed
  - Monitor annually as required
- Select youth provider(s)
  - Modify ResCare contract for one more year then determine if a new request for proposal needs to go out
  - Oversee performance and provide technical assistance ongoing
  - Annual monitoring required
- Identify eligible training providers
  - Conduct a thorough review of existing training providers and develop a local process to add/delete
- Ensure consumer choice
  - We must be intentional with our messaging, policies, etc. to include this value/expectation
  - Develop and modify policies as needed
  - Technical messaging community wide

- Coordinate with education providers
  - Engage K-12 and post-secondary education partners on multiple efforts that include sector strategies, career pathways, career link, tool center, cohort training, system development etc.
- Approve and oversee budget and comply with federal/state/local laws and regulations in the administration of WIOA
  - February 2016 begin discussion on new year investments for Title 1B and how to fold in mandatory partners' budgets as well
  - Show the big picture investment of our system and investments moving forward along with outcomes of importance to the WDC
  - Ensure local system and operations comply with all laws and regulations

**Priority #3**

- Mitigation Hold Back 5% - These funds are used to mitigate any reduction in funding the following year and/or take advantage of opportunities that we did not anticipate.

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## **WIOA Regional/Local Plan**

**II.3 Regional Component of Plan: Regional Service Strategies.** Based on the regional analysis, identify and describe which populations and/or service strategies and/or services will be developed on a regional basis to affect a challenge or opportunity. Please use the Regional Service Strategies Framework (**Attachment B**) to describe the current status and anticipated next steps during the planning period. The completed framework will serve as the regional cooperative service delivery agreement once the plan is approved.

## WIOA Populations with Barriers and Proposed Solutions

<b>WIOA BARRIER POPULATION</b> <i>see § 3(24), et seq.</i>	<b>POTENTIAL BARRIERS TO ACCESS</b> <i>What is the nature of the barriers themselves?</i>	<b>IMPLICATIONS OF BARRIER</b> <i>How do these barriers inhibit success?</i>	<b>BARRIER SOLUTIONS</b> <i>What can our system do to address the barrier?</i>
<b>(A) Displaced Homemakers</b>	<ul style="list-style-type: none"> <li>No recent work experience.</li> <li>May have recently divorced so may have unreliable housing, transportation.</li> <li>Limited recent/relevant work experience.</li> </ul>	<ul style="list-style-type: none"> <li>Not considered “job ready” (no recent work experience or work skills not current to labor market) so may require longer training/education time.</li> <li>Less likely to secure living-wage jobs due to lack of experience and recent work experience.</li> </ul>	<ul style="list-style-type: none"> <li>Access to education and/or work-based education, On the Job training.</li> </ul>
<b>(B) Low-income individuals</b>	<ul style="list-style-type: none"> <li>Cost of tuition.</li> <li>Lack of appropriate clothing or wardrobe.</li> <li>Transportation.</li> <li>No recent work experience.</li> <li>Poor soft skills.</li> <li>Poor executive functions.</li> <li>Housing.</li> <li>Domestic violence.</li> <li>Childcare (including children w/ special needs).</li> <li>Lack of GED/HSD.</li> <li>Poor personal hygiene and grooming.</li> <li>For individuals living in generational poverty situations, they <i>may</i> have limited access to such things as positive role models (e.g., neither parent has ever worked), limited access to learn correct speech patterns and appropriate social interactions, finances to pay for drivers education (and no one they know owns a car that has insurance for use on the driving test), and lack of trust in public systems, e.g., WorkSource and education providers.</li> <li>Literacy issues.</li> <li>Social services involvement (potentially multiple systems with multiple and confusing requirements).</li> <li>Difficulties accessing medications and/or support they need to address disabilities.</li> <li>Costs in general, ranging from transportation, childcare, access to technology at home and on the go (computers, smartphones, other electronic options).</li> <li>The “benefit cliff”: <a href="http://www.theguardian.com/money/2014/jul/20/benefit-cliff-minimum-wage-increase-backfire-poverty">http://www.theguardian.com/money/2014/jul/20/benefit-cliff-minimum-wage-increase-backfire-poverty</a></li> </ul>	<ul style="list-style-type: none"> <li>Full-time attendance is difficult to manage with other commitments.</li> <li>Lack of wardrobe leaves low-income candidates unable to make a good impression in interviews.</li> <li>Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, other issues, such as domestic violence. With DV may also have safety issues.</li> <li>Inability to travel to WorkSource, hiring events, job search, interviews.</li> <li>Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains.</li> <li>Not considered “job ready” (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time.</li> <li>Difficulty w/ social interactions (soft skills) so may not actively engage or be engaged in training.</li> </ul> <p>Examples: Less likely to compete for livable wage jobs; lack of trust in public institutions and assistance; lack of self-confidence; lack of trust they really can make positive life changes; lack of driver’s license (which impacts job opportunities); increased risk of having a criminal record; likely to struggle with transportation; more likely to have health issues that impact work; present less favorably and therefore are less competitive in the interview; and have a much smaller even non-existent reliable support network, e.g. friends and family.</p> <ul style="list-style-type: none"> <li>Difficulty navigating complex system requirements and or understanding of available resources.</li> <li>Any costs can add a tremendous barrier. Example, an ORCA LIFT card reduces the bus fare to \$1.50 per trip (could be as</li> </ul>	<ul style="list-style-type: none"> <li>Cost of tuition solutions.</li> <li>Partner with community organizations and businesses to provide a stock business-appropriate wardrobe in various sizes for low-income job seekers, “scholarships” to upgrade wardrobes.</li> <li>Flexible participation requirements; part-time, extended, hours, able to easily reschedule, independent modules.</li> <li>Strong collaboration with state and community support service resources to stabilize housing, childcare, domestic violence, transportation. Referring, leveraging resources.</li> <li>Availability of supportive services funding, partnerships with Community Based Organizations (CBOs), provision of online WorkSource services and resources.</li> <li>DSHS co-location for referrals and support services.</li> <li>Reach out to local public transportation or CBOs to coordinate transportation.</li> <li>Flexible onsite ABE/GED/HSD classes with open enrollment and smaller classes sizes. Also 1:1 assistance.</li> <li>Soft skill classes.</li> <li>Use of executive function strategies by staff and taught to participants. Provide tools such as calendars.</li> <li>Pair participants with staff trained and barrier specific experience.</li> <li>Have mentors or navigators who have successfully completed the programming while living with some of these barriers.</li> <li>Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with folks.</li> <li>Workshops to address typical intergenerational behaviors; financial assistance with daycare and transportation; assistance with creating a reliable support network; access to practicing new positive behaviors on the job, e.g. internships; access to medical assistance for health issues, e.g. chronic as well as for glasses; encouragement; access to positive role models.</li> <li>Partner with DSHS social services agencies in addition to DVR/DSB.</li> <li>Provide support services initially for immediate needs <i>and</i> connect jobseekers quickly and efficiently to existing services</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

		<p>high as \$3.25/trip without ORCA LIFT) but it is still cost-prohibitive when there is insufficient funds to meet basic needs as-is.</p> <ul style="list-style-type: none"> <li>Sometimes an increase in income means losing crucial subsidies (childcare, housing, food benefits, medical insurance, utility assistance) that help people out of poverty.</li> </ul>	<p>to meet those needs on a longer-term basis.</p> <ul style="list-style-type: none"> <li>Include the “benefit cliff” in job search strategies. Ultimately, good jobs, with living wages, predictable schedules, and benefits are the best path out of poverty. <a href="http://www.clasp.org/resources-and-publications/publication-1/How-Todays-Safety-Net-Promotes-Work-And-How-To-Do-More-1.pdf">http://www.clasp.org/resources-and-publications/publication-1/How-Todays-Safety-Net-Promotes-Work-And-How-To-Do-More-1.pdf</a></li> </ul>
<p><b>(C) Indians, Alaska Natives, and Native Hawaiians</b></p>	<ul style="list-style-type: none"> <li>Available employment opportunities and job market are saturated.</li> <li>Limited resources for providing education and training are not tied to prospective employment opportunities or markets.</li> <li>Natural resources extraction employment is often cyclical or subject to diminishing resources. Individuals with experience in these areas may only work during specific seasons or periods of availability/abundance.</li> <li>Lack of comprehensive employment planning which takes the totality of an individual’s barriers to employment into account.</li> <li>Individuals without local family support who live in or move to urban centers may not have necessary life skills or resources to maintain a search for employment or develop marketable job skills.</li> </ul>	<ul style="list-style-type: none"> <li>Many new and prospective job opportunities are centered on service industry employment, are filled quickly, and may be filled by tribal members formerly living away from the reservation who decide to return, and therefore do not reduce the number of unemployed.</li> <li>Lacking entry into the job market to begin with, many unemployed do not have the resources to extend their job search activities beyond the reservation or near-reservation areas.</li> <li>Individuals unemployed or under-employed are faced with addressing personal and/or family distress, behavioral health needs, basic subsistence and/or household needs and possible legal obligations in addition to developing employment search and retention skills.</li> <li>Individuals who relocate to more populous areas in search of employment without adequate family or social services support may fail to improve their condition.</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships between employers in need of trained personnel, and specific training provided by the tribe or accessible from the reservation to fill particular avenues of employment.</li> <li>Development of employment opportunities connected with a resource for purposes other than extraction. <ul style="list-style-type: none"> <li>For instance, forestry harvesting to be replaced by wood products manufacture, sales and marketing.</li> <li>Seasonal unemployment due to lack of resource harvesting opportunities replaced by work at sustaining and enhancing the resource.</li> </ul> </li> <li>Identify individuals/populations that may be able to maintain suitable earnings through reduced employment and increase hours available for work opportunities.</li> <li>Partnership with local employers with sufficient work opportunities to justify limited investment in point-to-point transportation provided by the tribe.</li> <li>Pursue governmental contracting opportunities that may provide for work to be performed from reservation and near-reservation areas.</li> </ul>
<p><b>(D) Individuals with disabilities, including youth who are individuals with disabilities</b></p>			
<p><i>Physical Disabilities?</i></p>	<ul style="list-style-type: none"> <li>Transportation can be difficult and services may be located too far away.</li> <li>(<i>Chair-Users</i>): Moving around a cluttered or disorganized environment is difficult, even if technically ADA compliant.</li> <li>On-going treatment or need to address disability related unscheduled events (e.g. flare-ups).</li> <li>Need assistance w/ Activities of Daily Living (ADLs).</li> </ul>	<ul style="list-style-type: none"> <li>Services are too far away for a person with physical disabilities to practically access; public transportation is insufficient/unavailable.</li> <li>(<i>Chair-Users</i>): Physical access to the building is difficult or onerous for chair-users if the environment doesn’t facilitate access.</li> <li>Unable to participate either consistently or full-time.</li> <li>Difficulty w/ ADLs such as using the bathroom, grooming, eating (low blood sugar so may need a snack).</li> </ul>	<ul style="list-style-type: none"> <li>Virtual delivery of online services could eliminate the need for individuals with physical disabilities to travel.</li> <li>(<i>Chair-Users</i>): Ensure ADA compliance, but also be mindful of footprint and room layout to facilitate access.</li> <li>Flexible participation requirements; part-time, extended, hours, able to easily reschedule, independent modules, Internet access.</li> <li>Staff trained on strategies to resolve an issue as it occurs; quick onsite fix of equipment, adjust table, adjust volume.</li> <li>Staff trained on available state and community resources, co-</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>Design of One stop office with multiple locations within the area where individual needs to access services.</li> <li>Lack of Staff awareness and training on best practices of engaging with individuals with disabilities.</li> </ul>		<p>location (DVR, DSHS).</p> <ul style="list-style-type: none"> <li>Partner with social service agencies in addition to DVR/DSB.</li> </ul>
<b>Sensory Disabilities (blind/low-vision, deaf and hard of hearing)?</b>	<ul style="list-style-type: none"> <li>(Blind/Low-Vision): Computer equipment is often inaccessible.</li> <li>Limited staff training and education on the ADA and best practices with assisting individuals with disabilities.</li> <li>(non-ASL speakers) Deaf or hard of hearing individuals do not all “speak” ASL (American Sign Language). Example Deaf individual from Ukrainian who is able to work and need job search assistance and possible initial on the job coaching/support.</li> </ul>	<ul style="list-style-type: none"> <li>(Blind/Low-Vision): Lack of accessible computer equipment makes it difficult to develop resumes and undertake training.</li> <li>(Non-ASL speakers) Non-ASL person cannot use ASL to communicate with job counselors and employers.</li> </ul>	<ul style="list-style-type: none"> <li>(Blind/Low-Vision): Paperless one-stop environment that facilitates access on personal devices.</li> <li>Partner with social service agencies in addition to DVR/DSB.</li> <li>(non-ASL speakers) Establish process to help non-ASL speakers access services at the office and create or develop a group of service providers who can provide language support to non-ASL speakers. Maybe use video conferencing (SKYPE, FaceTime or similar) to make that resource available on-demand.</li> </ul>
<b>Behavioral or Mental Health Disabilities?</b>	<ul style="list-style-type: none"> <li>(Individuals with ADHD): Too much noise and stimuli at the one-stop.</li> <li>(Individuals with Non-Apparent Disability): Lack of understanding/knowledge of their own disability can interfere with appropriate accommodations or services.</li> <li>(Refugees and immigrants): Cultural stereotypes and attitudes prevent many from seeking services to address mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>(Individuals with ADHD): Accessing public spaces such as computer labs can be counterproductive.</li> <li>(Individuals with Non-Apparent Disability): Computer-based assessment tests may not be effective.</li> <li>(Refugees and immigrants): A person may appear to be difficult to work with, anxious, unreliable, but refuses to seek services or gets angry when staff brings up counseling or treatment options.</li> </ul>	<ul style="list-style-type: none"> <li>(Individuals with ADHD): Train staff to recognize need for quiet environment for some job seekers.</li> <li>(Individuals with Non-Apparent Disability): Train staff to recognize signs of different types of behavioral or mental health disabilities and how to connect job seekers with the appropriate supports.</li> <li>(Refugees and immigrants): Provide training to staff to understand cultural sensitivity behavioral and mental health issues. This guide provides good information about this issue: <a href="http://form.jotform.us/form/51666347065157?">http://form.jotform.us/form/51666347065157?</a></li> </ul>
<b>Cognitive Disabilities?</b>	<ul style="list-style-type: none"> <li>Poor executive functions.</li> <li>Diagnosed or undiagnosed learning disabilities.</li> <li>(Refugees): Lack of understanding/knowledge of their own experience can interfere with appropriate accommodations or services.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains.</li> <li>Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training.</li> <li>Cannot learn in classroom setting or the “usual” (whatever that may be) way or setting.</li> <li>(Refugees) Symptoms of trauma (learning difficulties, lethargy, non-responsiveness to tasks or due dates) may be mistaken for cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Curricula/staff able to adjust training to meet the learning style/needs of the participant.</li> <li>Soft skill classes.</li> <li>Use of executive function strategies by staff and taught to participants. Provide tools such as calendars.</li> <li>Access to learning disability testing or vocational testing instruments specific to a particular LD.</li> <li>(Refugees) Staff training in tandem with close connection with refugee resettlement agencies to integrate employment services with resettlement assistance.</li> </ul>
<b>Others? Please specify:</b>	<ul style="list-style-type: none"> <li>(Individuals using a Service Animal): Lack of policy or understanding of service animal’s purpose; obstacles to physical access that inhibit people from using a service animal.</li> </ul>	<ul style="list-style-type: none"> <li>(Individuals using a Service Animal): The service animal may be asked to wait “outside,” even though the individual relies on it for equal accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>(Individuals using a Service Animal): Design policy that is inclusive of service animals, train staff on purpose of service animal.</li> </ul>
<b>(E) Older individuals</b>	<ul style="list-style-type: none"> <li>Uncomfortable with technology.</li> <li>May have physical disabilities.</li> <li>Need assistance w/ Activities of Daily Living (ADLs).</li> <li>Real or perceived decline in workplace skills and ability/interest in learning new skills.</li> <li>Transportation.</li> <li>Focus on Youth in Transition and adults younger than 40 years</li> </ul>	<ul style="list-style-type: none"> <li>Unable to use computers, Internet, printers, faxes so unable to benefit from in-place programming.</li> <li>See physical disabilities.</li> <li>Difficulty w/ ADLs such as using the bathroom, grooming, eating (low blood sugar so may need a snack).</li> <li>Less able to compete for living-wage job.</li> <li>Feeling lost in the One-Stop system with the focus on</li> </ul>	<ul style="list-style-type: none"> <li>Have mentors or navigators who have successfully completed the programming.</li> <li>Partner with another older person.</li> <li>Curricula/staff able to adjust training to meet the learning style/needs of the participant.</li> <li>Physical disabilities.</li> <li>Staff sensitive and able to address any ADL related issues.</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>of age.</li> <li>Stigma of failure to being employed.</li> <li>Challenges of technology expectations.</li> <li>The onset of hearing loss; physical issues.</li> </ul>	<ul style="list-style-type: none"> <li>younger adults.</li> <li>Manifestations of the changes in hearing and physical abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Have a break room with <i>healthy</i> snacks (no pop machine, processed food vending machines).</li> <li>Access to work-based learning, such as on-the-job training and paid work experience, to demonstrate their skills to a potential employer.</li> <li>SCSEP program more engaged with the overall one stop system.</li> <li>Training and education to staff focused on working with the aging workforce.</li> <li>Emotional support/managing stress groups.</li> <li>Partnerships with social services agencies in addition to DVR/DSB.</li> </ul>
<b>(F) Ex-offenders</b>	<ul style="list-style-type: none"> <li>Reduces employability through limiting available labor market.</li> <li>Unaware of bonding.</li> <li>Don't know how to market themselves.</li> <li>Pre-incarceration skills out of date.</li> <li>May not report entire conviction history.</li> <li>No recent work experience.</li> <li>Poor soft skills (perhaps institutionalized behavior).</li> <li>Low-income, cognitive, mental health and behavior (in previous section of this chart). Often, these folks have a number of these issues.</li> <li>Depending on the conviction, limited access to jobs in specific fields, such as health care.</li> <li>Depending on the conviction, limited access to financial assistance for education.</li> </ul>	<ul style="list-style-type: none"> <li>Limited number of employers able <u>or</u> willing to hire.</li> <li>May require more staff assistance.</li> <li>Just not able to get a job due to limited labor market, staff not being aware of conviction history.</li> <li>Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time</li> <li>Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training.</li> <li>Limited access to education and employment. Risk to reoffending if continued limited access to earn a living, which leads to an increased risk of being incarcerated again.</li> </ul>	<ul style="list-style-type: none"> <li>Staff specially trained on local employer requirement for hire, bonding, how to address conviction history in interview.</li> <li>Use any jobs held while incarcerated (kitchen, correctional industries, landscaping) on resumes. Capture these transferrable skills.</li> <li>Get references from supervisors and vocational information from the institution.</li> <li>Run Washington State Patrol background check and check what employers would see if they ran it.</li> <li>Work with pro bono attorneys or others to get records sealed or expunged.</li> <li>Develop pool of employers willing to take a chance on these folks.</li> <li>Strong assessment tool to identify non-apparent or unknown barriers.</li> <li>Specialized career guidance, an opportunity to regain confidence and identify a skill set that can be used in a field the individual is likely to have both immediate and longer term success, and financial assistance with education as necessary.</li> </ul>
<b>(G) Homeless individuals</b>	<ul style="list-style-type: none"> <li>Transportation.</li> <li>No recent work experience.</li> <li>Poor soft skills.</li> <li>Poor executive functions.</li> <li>Housing.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, DV. With DV may also have safety issues.</li> <li>Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains.</li> <li>Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time.</li> <li>Difficulty w/ social interactions (soft skills) so may not actively engage or be engaged in training.</li> <li>No mailing address or voice mail – also no access to phone or stamps.</li> </ul>	<ul style="list-style-type: none"> <li>Flexible participation requirements; part-time, extended, hours, able to easily reschedule, independent modules</li> <li>Strong collaboration with state and community support service resources to stabilize housing, childcare, DV, transportation. Referring, leveraging resources.</li> <li>DSHS co-location for referrals and support services (clothing, hygiene products, transportation vouchers).</li> <li>Reach out to local public transportation or Community Based Organizations to coordinate transportation.</li> <li>Flexible onsite ABE/GED/HSD classes with open enrollment and smaller classes sized. Also 1:1 assistance.</li> <li>Soft skill classes.</li> <li>Use of executive function strategies by staff and taught to</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>• Domestic Violence (DV).</li> <li>• Childcare (including children w/ special needs).</li> <li>• Lack of GED/HSD.</li> <li>• Poor personal hygiene and grooming.</li> <li>• No physical or mailing address.</li> <li>• Unaddressed physical or mental health needs.</li> </ul> <p>*Homeless folks should not be stereotyped so some of these may not apply.</p> <ul style="list-style-type: none"> <li>• Potential lack of a variety of necessities when seeking employment, such as address, phone number, reliable food source; potentially extreme trauma-based reactions; potentially living in constant state of fight or flight; potentially limited to no child care; potentially limited to no transportation; potentially limited to no hope for the future; lack of medical assistance; lack of work clothes; lack of sense of security and self-confidence; potential domestic situations they were fleeing; and the need for money is so immediate there may be limited time/access/ability for necessary education/certifications.</li> <li>• Lack of documentation required for eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong assessment tool to identify non-apparent or unknown barriers.</li> <li>• Stress and trauma-induced behaviors at both WorkSource and on the job/during interview; lack of access to present as professional as necessary for interviews; lack of childcare if/when finds a job; lack of medical assistance for chronic or other needs; extreme fear and distrust.</li> <li>• Cannot prove age, selective service, eligibility to work in the U.S., home address.</li> </ul>	<p>participants. Provide tools such as calendars.</p> <ul style="list-style-type: none"> <li>• Pair participants with staff trained and barrier specific experience.</li> <li>• Have mentors or navigators who have successfully completed the programming <i>while</i> being homeless.</li> <li>• Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with folks.</li> <li>• Specialized career guidance, including opportunities to immediately earn money/access to work-based learning, required close working partnerships with homeless programs, financial access for medical, food, shelter, transportation, trauma-sensitive workshops and staff.</li> <li>• Acceptance of self-attestation, navigation, or referral to appropriate agencies to secure documentation.</li> </ul>
<p><b>(H) Youth who are in or have aged out of foster care</b></p>	<ul style="list-style-type: none"> <li>• Lack of proper/appropriate interview clothing.</li> <li>• Lack of positive role models who work.</li> <li>• Homelessness.</li> <li>• Hygiene issues.</li> <li>• Lack of experience of having to follow a regular schedule.</li> <li>• Transportation.</li> <li>• Lack of cell phone or a consistent contact number.</li> <li>• Lack of "soft skills" or knowledge of professionalism.</li> <li>• Criminal history.</li> <li>• Location.</li> <li>• Low education level or mental disability.</li> <li>• Vital documents.</li> <li>• Low self-esteem/confidence.</li> <li>• Verbal skills/appropriate language and vocabulary.</li> <li>• Living in a foster home that is too restrictive.</li> <li>• No career training before entering college.</li> <li>• Biological parents are not supportive to young person's plan.</li> <li>• Not graduating from high school.</li> <li>• The number of regular meetings that youth need to attend to maintain resources.</li> <li>• Difficulty with people in authority position.</li> <li>• Parenting.</li> <li>• Low level of life skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Without proper work attire the employer may think that the individual is not invested in a job.</li> <li>• Don't feel the need to work as it has been role modeled to live off government funding.</li> <li>• Difficult to search and maintain jobs while couch surfing.</li> <li>• Hard to maintain hygiene when not accessible to products or showers. Hygiene issues cause employment issues.</li> <li>• Do not have experience developing or following their own schedules. This makes it hard to follow through/commit to being somewhere at a specific time.</li> <li>• No means of a way to get to a job.</li> <li>• Difficult to hold a job if you cannot be reached or contact an employer if needed. The person is seen as unreliable.</li> <li>• Without knowledge or ability to communicate or be social in the appropriate settings can limit opportunities.</li> <li>• Criminal history can cause a barrier in the application process.</li> <li>• Employment is limited in rural areas.</li> <li>• May lack the intellectual knowledge and/or ability needed to hold down a job and could lose the job for not understanding.</li> <li>• Without proper documents young people will not be able to gain employment.</li> <li>• Do not feel good about themselves or feel good enough to</li> </ul>	<ul style="list-style-type: none"> <li>• More programs like Goodwill that includes job training and interview and work wear-Provide trendy clothing that appeals to a younger audience.</li> <li>• 1) Provide job shadowing 2) Provide job mentors 3) Develop realistic job fairs that target young people's job interests and have younger professionals manning the booths.</li> <li>• Develop rental program that will assist with first month and security deposit for newly hired employees.</li> <li>• 1) Provide a variety of free hygiene products 2) Provide locations that will allow free and daily showering and laundering.</li> <li>• Create a trial work program that can ease individuals into the work force.</li> <li>• 1) Have funding available to reimburse foster parents or other caregivers 2) Offer incentives-taxi rides, gas vouchers or fuel cards so they can provide to those who can provide a ride to work 3) Free bus passes for working individuals.</li> <li>• Provide free cell phones for job seekers and employed individuals.</li> <li>• Education classes related to the importance of these soft skills or one-on-one support.</li> <li>• 1) Clarification of what needs to be addressed on an application and in an interview for a criminal offense, both juvenile and adult 2) Record sealing made readily available 3)</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>• Difficulty with time management.</li> <li>• No personal references.</li> <li>• Employer biases.</li> <li>• Lack of advocacy skills.</li> <li>• Not aware of resources or understanding that the message is target for them.</li> </ul>	<p>apply for work.</p> <ul style="list-style-type: none"> <li>• The use of the wrong language can make it less likely to hired.</li> <li>• May not be allowed to access work due to rules of the foster home.</li> <li>• Having a hard obtaining employment even after graduation from college due to not having skills to be employed.</li> <li>• Are not able to plan for work if their support systems are discouraging their plans to succeed.</li> <li>• Cannot access jobs without high school completion.</li> <li>• Requirements to meet with providers to maintain active status to receive benefits and supports. Various meetings require less availability to work.</li> <li>• Difficult to parent and hold a job. May have to call in more often to meet the child's needs.</li> <li>• Not being prepared for work can cause not arriving on time or be ready to work once they are at work.</li> <li>• Being late for work is viewed as unreliable and may be dismissed if it occurs too often.</li> <li>• Without references the job application is incomplete and may not be hired.</li> <li>• Foster care is seen by society as a negative and an employer may discriminate.</li> <li>• Cannot articulate and respond in an inappropriate way and may lose jobs.</li> <li>• Do not know what is available and will not seek the support that is needed to obtain a job.</li> </ul>	<p>identify more jobs that will hire with criminal convictions.</p> <ul style="list-style-type: none"> <li>• Outreach with rural areas and/or assistance in finances for transportation.</li> <li>• 1) Increase case management and/or provide intensive training for a particular skill or job 2) Provide "crisis support" when mental health interferes with ability to do the job.</li> <li>• Obtain documents prior to exiting foster care. Create a process and provide funding for replacing lost vital documents after exiting foster care.</li> <li>• Create confidence workshops and provide empowerment opportunities.</li> <li>• Provide more exposure to young professional environments.</li> <li>• 1) Training for caregivers to teach ways to be supportive towards work ready 2) Provide job readiness skills in high schools.</li> <li>• Provide job training during high school and again in college.</li> <li>• Develop mentoring programs for job readiness.</li> <li>• Offer a variety of support programs that will assist with completing schooling requirements.</li> <li>• 1) More flexibility meeting program requirements 2) Create flexible work exceptions when the individual is required for other day time obligations.</li> <li>• 1) Trainings on how to work with authority figures 2) Provide engagement trainings to employers.</li> <li>• Affordable childcare that is accessible and open for extended hours.</li> <li>• On-the-job life skills training.</li> <li>• On-the-job trainings on time management.</li> <li>• Ensuring youth have connections to significant people.</li> <li>• Employer trainings on the culture of foster care.</li> <li>• 1) Provide leadership skill building at college settings and work settings 2) provide work mentors.</li> <li>• 1) Marketing campaign that reaches out to young people 2) Systems collaboration-end silos (education, child welfare, mental health, employment).</li> </ul>
<p><b>(I) English Language Learners, individuals with low levels of literacy, individuals facing substantial cultural barriers</b></p>	<ul style="list-style-type: none"> <li>• Getting assistance in their primary language is difficult or impossible in a given location.</li> <li>• Illiteracy in both English and their native language.</li> <li>• Cannot communicate in English (Oral, written or both).</li> <li>• Lack of English-language computer knowledge.</li> <li>• WorkSource is set-up to utilize computer-based job search techniques and teach clients job search skills.</li> <li>• Cultural understanding (both on behalf of the client and the WorkSource staff).</li> </ul>	<ul style="list-style-type: none"> <li>• The language barrier can be impossible to overcome and drive the participant away.</li> <li>• LEP clients need one-on-one individualized assistance to apply for jobs.</li> <li>• Without a full cultural understanding of all the immigrant cultures (i.e., opposite gender interaction, religious customs, means of communication, time management), assistance can be unproductive or occasionally offensive.</li> <li>• Lack of English understanding makes it very difficult to provide assistance by someone who does not speak the same language.</li> <li>• Most LEP clients cannot use computers nor computerized</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure front-line/intake staff are trained in cultural sensitivity, can use "emergency" translator tools like Google Translate.</li> <li>• Provide cultural competency training for all WorkSource employees.</li> <li>• Hire bilingual, bi-cultural ethnic case managers based upon the population groups in the area.</li> <li>• Allocate staff time based upon needs of clients, and LEP clients will need greater staff time per client.</li> <li>• Offer greater hands-on assistance with applications and basic computer skills training.</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>• LEP clients require very individualized, labor intensive services.</li> <li>• ELL populations avoid WorkSource office in general due to lack of services and communication barriers.</li> <li>• (Refugees &amp; Immigrants) many are resourceful at surviving on very little and it is difficult for them to move out of that comfort zone into an unknown future.</li> </ul>	<p>systems to apply for jobs in English.</p> <ul style="list-style-type: none"> <li>• LEP clients need translation assistance at the job interviews and to understand the job requirements. This would require WorkSource staff to frequently be out of the WorkSource center.</li> <li>• Need classes offered in client’s primary language (in areas with multiple languages for LEP, will require many classes space will be an issue).</li> <li>• ELL jobseekers are turned away at the counter with either expressed or implied message that they can get better services at a community based organization (CBO) that serves their population. These CBOs have language and cultural support for ELL jobseekers but they have a smaller capacity to serve individuals and may have less access to potential job opening available through the Employment Security Department.</li> <li>• (Refugees &amp; Immigrants) may limit opportunities they seek or turn down good opportunities out of fear of the unknown but the job counselor may misunderstand the motivation behind these decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer on-site ESL classes.</li> <li>• Bring more employers into WorkSource who will hire LEP clients.</li> <li>• Flex staffing to allow LEP case workers to assist clients at interviews outside of WorkSource.</li> <li>• Increase group room space to allow classes to be taught in native language.</li> <li>• Translation is just a starting point to effective service to ELL jobseekers. Staff also requires cultural knowledge and sensitivity to address all jobseekers, ELL or not, that the customer is important and will be treated equitably.</li> <li>• (Refugee &amp; immigrants) train staff to look beyond the surface, build trust with the jobseeker and help the jobseeker see possibilities beyond their comfort zone.</li> </ul>
<p><b>(J) Eligible migrant and seasonal farmworkers</b></p>	<ul style="list-style-type: none"> <li>• Low literacy levels in both Spanish and English.</li> <li>• Limited English Proficient.</li> <li>• Limited Spanish Proficient.</li> <li>• Low level of technological skills and knowledge.</li> <li>• Mobility (migrant farmworkers).</li> <li>• Not aware of services available to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to read in native language, and possibly not at all in either Spanish or English.</li> <li>• Unable to communicate with monolingual WIOA providers, which limits access.</li> <li>• Many MSFWs are indigenous from very remote areas of their native country and speak only in their own dialect.</li> <li>• Limits their access to online options, resume writing, other technological options that are accessible by more tech savvy customers.</li> <li>• Migrant farmworkers travel from city to city, and, usually, from state to state. They are not in an area long enough to enroll and benefit from training programs, and don’t build relationships with labor exchange providers as easily as farmworkers who live in one area.</li> <li>• Can’t access WIOA services if they are not aware of what’s available either because they don’t come into the office, or staff are not making the proper referrals or informing them of their options.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide English as a Second Language classes. Also, Spanish classes would be helpful. Research shows that people who are proficient in their native language can apply the concept of reading and language acquisition to learning a second language.</li> <li>• Provide interpreters and more bilingual staff in areas with large numbers of MSFWs. Also, provide information in all forms, i.e. written, spoken, online, in Spanish.</li> <li>• Seek out interpreters or staff that speak dialects in areas of high concentration of indigenous MSFWs.</li> <li>• Offer basic computer classes with bilingual instructors. Teach information and strategies specifically related to the need, such as resume programs, online job search, application completion, using the Internet. Also, use programs like KeyTrain for those MSFWs who have some English proficiency. Most importantly, expose them to technology and get them used to it.</li> <li>• Create a network so that WIOA program staff can coordinate with providers in different areas and states. Help the MSFWs make connections with staff in other offices and states. Is it possible under WIOA to provide services to the same participant in two different states for continuity?</li> <li>• Conduct outreach to farmworkers, preferably in coordination with WIOA 167 staff to educate them on training and job service options. Train WorkSource center staff to provide information to MSFWs about the full array of services available to them.</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

<p><b>(K) Individuals within 2 years of exhausting lifetime eligibility under TANF</b></p>	<ul style="list-style-type: none"> <li>Lack of resources and supports to engage in an active job-search.</li> <li>Could be barriers similar to low-income, single participants – please see above.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of childcare, transportation, work-hour options makes the necessary training and education for employment a daunting task.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>(L) Single parents (including single pregnant women)</b></p>	<ul style="list-style-type: none"> <li>Transportation.</li> <li>No recent work experience.</li> <li>Housing.</li> <li>Childcare (including children w/ special needs).</li> <li>Lack of GED/HSD.</li> <li>Time and resource need to participate in job search and training.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing.</li> <li>Not considered “job ready” (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time.</li> <li>Single parents have to take care of many demands on their own. This means they may be in a job search class and must get to the school to take care of their child who just had a medical issue. They may also need transportation to the school either on the bus or buy fuel for an aging car. Since most support services are aimed at employment-related activities, they may not qualify for either support if they are trying to reach their child. Moreover, each time they make a choice between job search and family, they may be seen as unreliable because of missing important appointments to take care of children.</li> </ul>	<ul style="list-style-type: none"> <li>Flexible participation requirements; part-time, extended, hours, able to easily reschedule, independent modules.</li> <li>Strong collaboration with state and community support service resources to stabilize housing, childcare, DV, transportation. Referring, leveraging resources.</li> <li>DSHS co-location for referrals and support services.</li> <li>Reach out to local public transportation or CBOs to coordinate transportation.</li> <li>Flexible onsite ABE/GED/HSD classes with open enrollment and smaller classes sized. Also 1:1 assistance.</li> <li>Have mentors or navigators who have successfully completed the programming <i>while</i> living w/ some of these barriers.</li> <li>Customize job search support to help single parents so they can meet needs for their family and themselves.</li> </ul>
<p><b>(M) Long-term unemployed individuals</b></p>	<ul style="list-style-type: none"> <li>Could be barriers similar to low-income, single participants – please see above.</li> <li>Lack of up to date credentials and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Cannot navigate current job search/application environment, cannot successfully compete for an appropriate job.</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to industry recognized short term training, population specific workshops offered at WorkSource locations, one-on-one counseling to improve motivation and esteem and assistance with job search (TIME)</li> </ul>
<p><b>(N) Other groups as the Governor determines?</b></p> <p><b>Please Specify:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b><u>UNIVERSAL BARRIERS TO ACCESS</u></b> <i>What barriers to access effect all populations?</i></p>	<ul style="list-style-type: none"> <li>Lack of co-location of services in any one location.</li> <li>Appropriate physical accommodations and technology.</li> <li>“Inside jargon” that confuses the public.</li> <li>Inability to navigate the complex web of employment, training, and support services available.</li> <li>Distrust of sharing personal/private information in unfamiliar environment.</li> <li>Lack of support systems.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of co-location can be particularly burdensome in rural areas, where WorkSource centers may be geographically distant from each other; populations with barriers may be discouraged from accessing geographically disparate services (or unable to access).</li> <li>motivation, lack of skill gain/progress Unable to participate either consistently or full-time, poor.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual service delivery can help address the co-location of services issue; we need to also improve the way we communicate the concept of a “comprehensive one-stop” and not give false expectations that every service may be available at every service location (satellites and affiliates).</li> <li>Strong collaboration and with state and community support service resources- perhaps there’s a faith-based organization or support group that can provide support and encouragement.</li> </ul>

## WIOA Populations with Barriers and Proposed Solutions

	<ul style="list-style-type: none"> <li>Inexperienced staff, high rate of staff turnover, staff pressure to meet goals resulting in “cherry picking” of customers and/or lack of attention/service.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of co-location even in non-rural areas is burdensome as WS staff can serve thousands upon thousands of individually annually, and they cannot be expected to be experts in serving all populations. Co-location would mean population-specific experts would be located within the same building, at least occasionally, and in addition to providing direct client services, he/she could offer suggestions for improved access, provide staff training, and hopefully have access to resources to provide specialized equipment/resources/tools/software.</li> <li>Poor outcomes, bad public relations/poor reputation of WorkSource, wasted resources, continued unemployment/under employment.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate events (e.g. Job Club) where participants get to know each other and develop supportive relationships.</li> <li>Use of mentors.</li> <li>Better pay rates, online training resources in addition to in person sessions, recognition/benefits for attaining Certified Workforce Professional designation, better defined leadership roles in WorkSource sites (hard to manage expectations and responsibilities for myriad partner agency staff).</li> </ul>
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## **WDC YOUTH & YOUNG ADULT SERVICES COMMITTEE**

### **TOP TWO AREAS FOR COMMITTEE FOCUS**

#### **System of navigation and advising (including navigators and advisors)**

- **Career interest, pursuit – video format and use of technology**
- **Motivate and show realistic progression and what it takes to succeed**
- **Navigate family – not just students**

#### **Engage family along with young adults**

- **Help us help parents message the importance of post secondary training and other options**
- **Use family centered multi-generational service delivery model (Kellogg studies)**