

## WIOA Combined State Plan – Operational Elements

### Writing Assignment

#### Instructions:

1. Compose and insert draft content for each of the operational elements below. Draft what you feel should be written in each section *from your program's perspective*. Enter your text in **red** font.
2. Email your completed document to both Gary Kamimura, ESD, and Don Kay, DSHS/DVR, **no later than November 13**.

#### OPERATIONAL PLANNING ELEMENTS

(2) Implementation of State Strategy. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

- (A) ***Core Program Activities to Implement the State's Strategy***. Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

The other core and partner programs under the state plan are as follows:

- Adult Basic Education
- Wagner-Peyser Employment Service/Labor Exchange
- Vocational Rehabilitation (DVR and DSB)
- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance Program Employment and Training
- Trade Adjustment Assistance
- Jobs for Veterans Service Grant
- Unemployment Insurance
- Senior Community Service Employment Program
- House and Urban Development Employment and Training Activities
- Community Services Block Grant
- Reintegration of Ex-Offenders Program

Title I (Youth, Adult, and Dislocated Worker) activities to implement the state's strategies around integrated/streamlined service delivery, technology and

access, business engagement, and performance accountability include and are coordinated with the following partners:

**Youth:**

- Coordination with OSPI/K-12 (Perkins) for YouthWorks and Title I services to In-School Youth
- Coordination with Wagner-Peyser for labor exchange service (Older OSY)
- Coordination with TANF/SNAP for public/food assistance as appropriate
- ??? – ABE, VR, JVSG, TAA, HUD, CDBG, SCSEP, RExO

**Adult:**

- Automatic co-enrollment between Wagner-Peyser and WIOA Adult in some local areas
- Coordination with Wagner-Peyser for labor exchange services
- Coordination with TANF/SNAP on referrals to public/food assistance as appropriate; referrals of TANF/SNAP (also WorkFirst/BFET) clients to WIOA Adult program as priority of service (low-income) customers, as appropriate?
- Coordination with UI for unemployment compensation as appropriate
- Coordination with businesses for work-based learning opportunities.
- ??? – ABE, VR, JVSG, TAA, HUD, CDBG, SCSEP, RExO
- Monster-powered WorkSourceWA.com to afford access to clients of other programs
- Disability is a priority of service criteria for the Adult program (access).

**Dislocated Worker:**

- Coordination with TAA and UI (partner programs) and CTCs to provide integrated service delivery in the form of DW support services and Trade Re-adjustment Assistance (additional UI benefits) and leverage between Worker Retraining funds, respectively.
- Coordination (via Rapid Response) with TAA during TAA-related Rapid Response events and with UI for general Rapid Response events and for Shared Work opportunities for employers as an alternative to layoffs.
- Coordination with Wagner-Peyser for labor exchange services
- ??? – ABE, VR, JVSG, HUD, CDBG, SCSEP, RExO
- Monster-powered WorkSourceWA.com to afford access to clients of other programs

Title I (Youth, Adult, and Dislocated Worker) services to participants include the following (DO OTHER CORE AND PARTNER PROGRAMS SEE CONNECTIONS?):

**Youth Program Elements (Youth Only):**

- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to a High School Diploma or recognized equivalent or recognized post-secondary credential

- Alternative secondary school services or dropout recovery services, as appropriate
- Paid and unpaid work experiences that have academic and occupational education components (summer employment, pre-apprenticeship, internships, job shadowing, OJT)
- Occupational skills training with priority for those that lead to recognized postsecondary credentials aligned with in-demand sectors or occupations
- Education offered concurrently with or in the same context as workforce preparation activities and training for a specific occupation or cluster
- Leadership development opportunities, including community service and peer-centered activities that promote responsibility and positive social and civic behaviors
- Supportive services
- Adult mentoring for the period of participation and for not less than 12 months following participation
- Follow up services for not less than 12 months (includes all allowable youth services and activities)
- Comprehensive guidance and counseling, which may include drug and alcohol abuse and referral
- Financial literacy education
- Entrepreneurial skills training
- Labor market information on in-demand industries and occupations in the local area, including career awareness, career counseling, and career exploration
- Activities that help youth prepare for and transition to postsecondary education and training

#### Basic Career Services (Adult and DW):

- Eligibility determinations
- Outreach, intake and orientation to information and other services available through the one-stop delivery system
- Initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skill gaps), and supportive service needs
- Labor exchange services (job search and placement, info on in-demand industries and occupations, info on non-traditional employment for job seekers; recruitment and other business services for employers)
- Referrals to coordination of activities with other programs and services within or outside the one-stop system.
- Provision of workforce and labor market information (job vacancies, job skills needed, demand occupations with earnings, skill requirements, and career pathways)
- Provision of performance and cost information on eligible providers of training services under all WIOA titles and Carl Perkins.

- Provision of information on local area performance or one-stop system performance
- Provision of information on and/or referral to supportive services or assistance, including child care, child support, Medicaid, SNAP, EITC, TANF, etc.
- Provision of information and assistance regarding filing UI claims
- Assistance in establishing financial aid eligibility for non-WIOA-funded employment and training programs

#### Individualized Career Services (Adult and DW):

- Comprehensive and specialized assessments of the skill levels and service needs, including diagnostic testing, in-depth interviewing, and evaluation to identify employment barriers and employment goals
- Development of individual employment plans (employment goals, achievement objectives, appropriate services, eligible training providers, career pathways)
- Group counseling
- Individual counseling
- Career planning
- Short-term prevocational services (learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct) to prepare for unsubsidized employment or training
- Internships and work experience
- Workforce preparation activities
- Financial literacy services
- Out of area job search and relocation assistance
- English language acquisition and integrated education and training programs

#### Follow-up Services (Adult and DW):

- Counseling on the workplace for not less than 12 months for those placed in unsubsidized employment

#### Training Services (Adult and DW):

- Occupational skills training
- On the job training
- Incumbent worker training
- Programs that combine workplace training with related instruction
- Skill upgrade and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training provide in conjunction with anything above

- Adult education and literacy activities, including English language acquisition and integrated education and training programs, provided concurrently or in combination with services described above
- Customized training conducted with the commitment of the employer(s) to employ the participants upon successful completion of the training.

#### Supportive Services:

- Assistance with clothing, counseling, family/health care, food, housing, tools, union dues, driver licenses, or car repairs to help participants become or stay independent while actively engaged in job search, work activities or training
- Goods in the form of transportation assistance to help participants become or stay independent while actively engaged in job search, work activities or training.
- Need related financial assistance (income support) to eligible adults, dislocated workers, and youth 18-24 in training to enable them to participate in training

#### Employer Services:

- Develop, convene, or implement industry or sector partnerships
- Customized screening and referral of qualified participants in training services to employers
- Customized services to employers, employer associations, or other such organizations, on employment-related issues
- Customized recruitment/hiring events, job fairs, workshops and related services for employers (e.g., targeted hiring, new business openings, seasonal hiring, and safety training)
- Marketing on-line with the support of ESD's Communications Office for occasions such as holiday hiring or major veterans hiring events
- Human resource consultation services (e.g., writing/reviewing job descriptions and employee handbooks; developing performance evaluation and personnel policies; creating orientation sessions for new workers; honing job interview techniques for efficiency and compliance; analyzing employee turnover; or explaining labor laws to help employers comply with wage/hour and safety/health regulations)
- Customized labor market information for specific employers, sectors, industries or clusters
- Increased coordination with WSATC, L&I, labor and business to support and develop pre-apprenticeship and apprenticeship opportunities and providing customized assistance or referral for assistance in the development of registered apprenticeships
- Job order listings and applicant referrals through WorkSourceWA.com, the Monster-based state job matching system to provide a deeper pool of talent for employers to recruit
- Employer Needs Assessment

- Unemployment Insurance Access
- Access to Facilities
- Translation Services
- Developing and delivering innovative workforce investment services and strategies for area employers, e.g., career pathways, skills upgrading, skill standard development and certification for recognized postsecondary credential or other employer use, apprenticeship, and other effective initiatives for meeting the workforce investment needs of area employers and workers
- Assistance in managing reductions in force in coordination with rapid response activities and with strategies for the aversion of layoffs, and the delivery of employment and training activities to address risk factors
- Assisting employers with accessing local, state, and federal tax credits, including Work Opportunity Tax Credit (WOTC) certification
- Local Veterans Employment Representatives outreach to businesses to veterans to employers interested in attracting qualified veterans
- Recruiting and initial screening for participation in WIOA special projects to train for demand occupations, OJTs or customized training
- Increasing rapid response and pursuing National Dislocated Worker Grant funding to serve dislocated workers

Comment [A1]: Title I

The shared vision, values, and principles of collaboration mutually established by Basic Education for Adults (BEa), Washington Workforce Association (WWA), and all core partners reflect the partnership and integration of service delivery that BEa and local Workforce Development Councils (WDCs) intend to carry out through implementation of the Workforce Innovation and Opportunities Act (WIOA).

BEa and the WDCs are partners in the development and operation of a WorkSource one-stop system that meets the needs of all customers, particularly those with significant barriers to education and employment. BEa in collaboration with all core partners is dedicated to providing academic instruction and educational services to adults in order to provide them with the skills and resources needed to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency. The goal of this collaboration is to ensure that clients obtain the job skills training, education, and credentials needed to become full partners in their own educational development as well as the educational development of their children, which leads to sustainable improvement in the economic opportunities for their families. This includes attaining a secondary school diploma or its equivalency and transition to postsecondary education and training along a clearly defined, accelerated, and guided career pathway in order to be placed in a living wage job. The collaboration will engage employers and meet their workforce needs to help communities and the state strengthen their workforces and economies.

BEEdA will demonstrate collaboration and service delivery integration with core partners to assure job seekers with basic skills deficiencies receive quality customer service within the WorkSource system, and will work jointly with employers to maximize the employment outcomes of job seekers. BEEdA commits to sharing resources in a manner that prioritizes the customer's experience and needs as well as acknowledges the responsibilities and expertise of each organization. Title II providers will:

- Participate in a locally driven, fully integrated WorkSource service delivery system;
- Provide staff training, technical assistance and consultation to WorkSource partners on service delivery to individuals with basic skills needs;
- Participate in annual reviews of WorkSource services and resources;
- Assign BEEdA staff at designated co-located WorkSource locations when appropriate, and negotiate any occupancy costs (e.g., office space, equipment, utilities, etc.);
- Support integrated staff and co-located services whenever and wherever possible that move clients to living wage jobs;
- Contribute to the success of the one-stop system by participating in the orientation, referral and joint service delivery to individuals with educational needs;
- Participate in the development and implementation of the local WorkSource Business Plan and delivery of employer services aimed at the employment of job seekers with basic skills deficiencies;
- Contribute to the infrastructure of the WorkSource system costs financially and with in-kind support in proportion to the relative benefits received by BEEdA customers and consistent with federal regulations under Title II;
- Refer and coordinate services for BEEdA clients who are eligible and for whom funds are available so that they receive the Title I and Title II WorkSource and training services needed to achieve their employment goals. Services will be coordinated as described in the local Memorandum of Understanding and local WorkSource protocols; and
- Provide educational testing and placement services in collaboration with the WDCs to BEEdA clients.

Comment [A2]: Title II

Washington State Employment Security Department (ESD) is the State Workforce Agency (SWA) operating Wagner-Peyser (W-P) Act employment services and related merit-staffed programs in addition to WorkFirst (TANF-Job Search pathway) and the Unemployment Insurance (UI) program. ESD retains responsibilities carried forward into the WIOA era from longstanding executive order 99-02 as the administrative lead for Title 1 programs and the overall WorkSource one-stop service delivery system. Thus ESD provides leadership in the implementation of the State's strategies for Wagner-Peyser employment services, and shares leadership for WIOA Title 1-B with the local workforce development

boards. These are four of the six designated WIOA core programs directly in its purview which are increasingly integrated. Accordingly, the department's motto is "Be The Bridge"; its vision: "The right job for each person, every time"; and its mission: "We partner to connect employers and job seekers, supporting transitions to new jobs and empowering careers." These strategic statements are on a poster which depicts the system as a bridge displayed by ES managers in one stop centers. It encompasses both the business and job-seeker customer service and employment assistance scope of Wagner-Peyser, the support aspect of UI benefits during job transitions, and the career pathways and industry sector development orientation of Title 1-B through targeted education and training resources.

The Workforce and Career Development Division (WCDD) operates the Wagner-Peyser-funded labor exchange, Migrant Seasonal Farm Worker and agricultural employer outreach, re-employment and Re-employment Eligibility Assessment (REA/RESEA) grant activities serving UI claimants, Trade Act, Jobs for Veterans State Grant, foreign labor certification, Work Opportunity Tax Credit (WOTC), WorkFirst, and Washington Service Corps. While the general charge to assist job seekers and employers remains the central thrust of the Wagner-Peyser labor exchange and ancillary programs, lean management principles required across all cabinet level departments in Washington State are working continuously to improve WorkSource processes and eliminate waste to deliver results for customers more efficiently and effectively. Wagner-Peyser is a locus for instilling lean WorkSource operations that yield benefits more widely in local areas.

Leaning is also evident at the state agency level. Employment System Administration and Policy (ESAP), a directorate under the UI Division, oversees DOL-funded core programs policy and administration for Title III Wagner-Peyser, WIOA Title 1-B and Rapid Response. ESAP works in consultation with the Washington Workforce Association representing local workforce development boards to administer WIOA Title 1-B fiscal, administrative and program policies, and provides technical assistance. It also shares the lead on WorkSource System policy with the state Workforce Board covering cross-program topics such as coordinated business services, one-stop assessments, data element validation, common measures policy, Priority of Service for veterans/covered spouses, complaint resolution, data sharing and security administration, and more. The department will continue to lead a consortium of local workforce development boards working on more fully aligned and integrated policies and services to include the core programs—WIOA titles I-IV—through such means as functional teams and simultaneous enrollment/co-enrollment.

The essence of Wagner-Peyser is facilitating the public labor exchange. To improve operations the department is implementing a new job match website with the assistance of contractor Monster Government Solutions. WorkSourceWA.com will replace the aging Go2WorkSource.com by mid-PY15. The new system will allow for semantic-based job match technology benefitting employers and job seekers. In addition, it will provide integration across self-service and staff customer management platforms. The aging SKIES management information system (from which most performance information is derived for exits and subsequent Wagner-Peyser and other program and common measures reporting) is being replaced at the same time with the Effort To Outcome (ETO) proprietary staff customer management information system. SKIES accounts have been transferred to the new system. When new self-service customers establish their account on WorkSourceWA.com, account creation will occur in ETO thereby expediting staff-assisted services.

Comment [A3]: Title III

The Department of Services for the Blind (DSB) is the designated state agency for Title IV Vocational Rehabilitation services in Washington State for residents who experience functional vision loss as a barrier to finding employment, keeping a current job, or promoting within a career. Eligible participants often have multiple co-occurring disabling conditions that are addressed by agency staff in tandem with issues of blindness/visual impairment in order to move the individual towards greater independence, inclusion, and economic vitality. The agency provides vocational services statewide with approximately 80 FTE staff in seven office locations. Vocational and blindness rehabilitation services are provided in participant home and work locations, and each eligible participant has access to the in-house staff services of an inter-disciplinary team including a vocational rehabilitation counselor; a rehabilitation teacher, low vision specialist and orientation & mobility specialist; an adaptive technology specialist; and a rehabilitation technician. If more intensive (daily) adaptive skills of blindness training are required by an individual, they can be available through the agency's residential training center. If vocational or training services are required beyond those provided by in-house staff, the agency collaborates with community resources and/or contracts with external vendor service providers. DSB activities are strongly aligned with implementation of the State's strategies.

**DSB activities towards State Strategy: High skills/High wages**

The DSB will leverage its existing success towards contributing to the State's strategy of **High skills/High wages**, and will create new pathways to greater self-sufficiency for DSB participants through deeper collaboration among core and partner programs.

The DSB will continue to provide the comprehensive, participant-centered, individualized vocational and blindness rehabilitation services that have consistently made the Rehabilitation Services Administration's rating of the agency's outcomes the strongest among all national vocational rehabilitation agencies – blind or general - in quality of employment achieved and wages earned. The DSB will continue to provide highly professional and informed counseling and guidance services to assist the participant through issues of adjustment to disability, vocational and skill gap-assessment, career matching, and integration into the workplace. The DSB will continue to make use of client-centered tools, such as deep practice of Motivational Interviewing, to assist the participant to identify the pathways of change that fit best for the individual. The DSB will continue to provide the services that assist an individual who has had a change in vision to keep the high paying job they are skilled at, and will continue to assist individuals require supports to expand and challenge their current work circumstances through promotional opportunities. The DSB will continue to develop, refine, and provide relevant job readiness and entrepreneurial exploration workshops for participants to refine their self-marketing skills and explore self-employment as an option. The DSB will continue to provide the highest quality blindness rehabilitation skills assessment and training which are essential to creating an equal footing among non-disabled peers and within the community and workplace. The DSB will continue to provide cutting-edge adaptive skills assessment, tools matching and training that are critical to developing the technical access, efficiencies and competencies that meet business workforce needs. The DSB will continue to provide vocational and academic training, work experience, and paid internship opportunities that bring the participant the technical and professional skills needed by business, broaden the participant perspective on workplace culture and expectations, and help a workplace recognize the talent of the individual blind participant through active demonstration of value to the business. The DSB will continue to partner among DSB staff, the participant, and employer to provide on-site workplace evaluations for accessibility recommendations and tools. The DSB will continue to refine its message and outreach methods to inform potential eligible participants, business and partners of our comprehensive services. The DSB will continue to refine facilitation of services for historically underserved communities such as non-native-English speaking communities, co-occurring disabilities such as mental & behavioral health, and youth.

Under the Combined State Plan, the DSB expects the new relationship among core group and partner programs to genuinely address the development of pathways for access that allow blind, low vision and deaf blind individuals to also engage in the

workforce activities that enhance and increase their opportunities towards the State's strategy of High Skills/High Wages. This access to workforce activities is currently aspirational, as our agency blind participants have been largely denied access to the benefits of the greater workforce system since the 1998 WIA implementation. Future success of equal participation in these workforce activities will depend on the WIOA partners' active awareness and belief that individuals who are blind are viable participants within the workforce, and that the DSB is a valuable collaborator among workforce partners. Access and navigation issues must be addressed with highest priority among all partner programs.

The DSB expects blind, low vision and deaf blind participants to become fully engaged in the greater array of workforce services. The DSB expects our counseling staff to be active and equal partners among the regional and local Business Service Teams, where the talents of agency participants can be more effectively matched with business needs through sharing of sector strategy and real time labor market information. The DSB expects staff will enter agency participant information into the shared profile mechanism that is developed among the core and partner programs, schedule appointments to meet with agency participants at One-Stop centers, and connect agency participants to the array of wrap-around services they are eligible for. The DSB expects partner programs to identify shared core-participant job readiness skill needs, and to work with all partners to develop common-need trainings - and share presentation efforts where applicable - to strengthen the skill sets of our agency participants through access to all. The DSB expects that the new partnership will make our staff and agency participants more informed beneficiaries of relevant targeted workforce vocational training and apprenticeship opportunities towards gaining higher skills that match an individual's aptitude despite visual disability, and thereby securing higher wages and greater self-sufficiencies. The DSB expects to explore bridges among the partner Department of Labor Youth programs to fully engage blind youth in integrated and competitive work experience opportunities that fit individual need.

#### **DSB activities towards State Strategy: Business Engagement**

The DSB will work towards the State's strategy of increased **Business Engagement** by developing the agency's array of services that businesses may require or desire of us, thereby facilitating the employment of qualified individuals who are blind, low vision or deaf blind. The agency will deepen collaboration with core and partner programs in order to better connect our blind participants' aptitudes to the skills training and business connection pathways that work best for business needs.

A DSB-offered array of services for business includes many components. One component is to increase awareness among business of the agency's range of services, in order to provide an easy pathway for business to retain a talented employee whose work performance may be impacted due to a change in vision. Another aspect is the ability to fulfill business recruitment needs through connecting the business with the talents of job-ready and skilled agency participants, and to offer the ability to create individualized and low-risk opportunities for the business so that a participant might best showcase their ability and potential value to the workplace. The DSB will provide guidance on issues of disability in the workplace, including education around the Americans with Disabilities (ADA) Act; information on how to benefit from federal and local incentives for hiring of individuals with disabilities, and offer supports to the business for successfully meeting required mandates for hiring of individuals with disabilities. The DSB will offer workplace accommodation recommendations and supports, and education and guidance on making the workplace a disability-friendly and inclusive environment. The DSB will connect business to disability-related resources, training and/or education available in the community at large. The DSB will engage business in identifying supply chain needs, and will assist in establishing entrepreneurs and small businesses that might best fulfill that supply chain need.

Due to the small size of the DSB customer base and agency staffing in comparison to other workforce partner programs, the agency and its eligible participants will benefit from the broader infrastructure that state plan partners develop and nurture towards increased business engagement. The DSB alone cannot fully provide the amount of skilled talent business requires, and the DSB as a separate entity cannot efficiently engage business statewide. The DSB will rely on active inclusion of its staff in the One-Stop Business Services Teams, and depend on the accessibility of workforce programs for agency participants, in order to meet the broader engagement of business in a manner that works best for business – through a seamless single point of contact. DSB counselors develop relationships with local business partners, and will guide those relationships (as applicable) into the greater workforce system in order to best fulfill the business needs.

**DSB activities towards State Strategy: Access and Technology**

The DSB views the State's strategy for **Access and Technology** as the highest priority for the success of our agency participants to connect to and benefit from core group and partner program services which prepare and provide a pathway to them meeting the workforce needs of business.

The Workforce Innovation and Opportunity Act makes accessibility a more prominent expectation for workforce partners, and the DSB will gladly champion universal accessibility among the core group and partner programs, in particular for potential beneficiaries of the workforce system array of services and programs who are blind, low vision or deaf blind.

The DSB has helped workforce partners to broaden their understanding of what universal accessibility means beyond basic architectural access, and DSB has assisted the workforce partners in codifying universal access as an element in the One-Stop certification process. The DSB will continue to remind partner programs of the potential costs of not providing accessible electronic and programmatic services, and will continue to provide technical assistance and referral for procurement, testing and maintenance of electronic data systems and processes that are accessible and usable by adaptive technology users.

The DSB will be active in assisting with the recruitment of local and state advisory boards for access and technology in order to provide useful guidance to state and local workforce systems on developing and refining greater universal accessibility to communities with barriers to employment.

#### **DSB activities towards State Strategy: Youth Opportunities**

The DSB will leverage existing success towards contributing to the State's strategy of **Youth Opportunities**, and will create new pathways for youth to gain essential experience and pathways towards the world of work.

The DSB will continue to provide its array of workshops, programs and paid work experience to students and youth with visual disability. The DSB will continue to provide short-term summer workshops in Seattle and Spokane that provide pre-employment transition services to students with visual disability, and will expand those group services to more locations around the state and more frequently throughout the year. The DSB will fund the two-week summer program that provides individual eligible students vocational assessments and experience exploring the world of work through informational interviews and job-shadowing. The DSB will continue to organize and manage the summer six-week paid work experience program for eligible students age 16+, and will expand the program and staffing to provide more paid work experience and pre-employment transition service opportunities in a year. The DSB will continue to nurture the relationships with business that support these work opportunities for blind youth. The DSB will continue to organize and manage the summer university transition program to prepare students for the self-advocacy skills needed for the adult world of higher education. The DSB will continue to support fifth year students who require

intensive adaptive skills training through the Washington School for the Blind before transitioning into adult pathways of higher education or work. The DSB will continue to build relationship and participate in IEP meetings with school districts, teachers of the visually impaired, students and families throughout the state. The DSB will continue to present at events such as the Pacific Northwest Association of Educators of Rehabilitation (PNWAER) to inform families and educators who work with students who might be eligible for vocational rehabilitation services.

The DSB will explore methods for supporting work experience for students with visual disability more locally across the state and more broadly throughout the year other than summer. The DSB is in discussion with the Washington School for the Blind and other partners to assist in more consistently identifying and enrolling students with 504 plans who are eligible for vocational rehabilitation services. The DSB is working with the Washington State School for the Blind to co-fund a new Business Specialist position housed at the school which will be responsible for securing and supporting work experience for students both at the school and through the agency. The DSB is in discussion with the Washington State School for the Blind on how to best promote work experience for students while simultaneously acknowledging competing pressures and tight timelines of academic requirements. The DSB is exploring with other partners new methods for providing pre-employment transition services to students with visual disability, focusing in particular upon the adaptive and soft skills necessary to succeed in an adult workplace culture.

#### **DSB activities towards State Strategy: Performance and Accountability**

The DSB will work with core and partner programs to develop systems that enhance the State's strategy of **Performance and Accountability**. The DSB is working towards inter-agency agreements that will allow the agency to provide second and fourth quarter employment and wage data. The DSB will need to develop systems among partner programs to track training achievements of agency participants after exit from program. The DSB will collaborate with core and partner programs to track and share performance data around business engagement activity.

**Comment [A4]:** Title IV - DSB

The Core Programs will implement a model of integrated service delivery within the one-stop system that is comprised of the following components:

**Intake.** The first interview will: evaluate the individual's immediate needs and career interests; compile education and job history; gather information on barriers to employment and ability to access education and training, and screen for eligibility for services, funding and other resources. When possible, the intake interview will also include working with the customer to identify potential effective

learning modalities (learning styles, modes of instruction and training) or successful prior learning experiences.

Triage and Follow-up. Based on intake information, a brief evaluation will be conducted to determine an individual's need for services from one or more of the core programs as well as other one-stop partners. This will provide the gateway for an individual's enrollment in to a single program or co-enrollment in to multiple programs.

Assessment. Individuals may enter a career pathway at whatever stage that makes sense for them, depending on their career readiness, while also taking advantage of multiple entry and exit points as they develop new skills. Assessment of their needs may vary, and can include standardized tests, criterion referencing, personal interviews, hands-on skill trials, and portfolios. Assessments will be tied to a credentialing process recognized by a targeted industry. The state approved basic skills assessment Comprehensive Adult Student Assessment System (CASAS) aligns with the state's community and technical college system and many other service providers. This saves customers time and potential frustration that come with multiple tests. With CASAS, customers complete only one assessment before they begin basic skills training. A key piece of this assessment is determining whether an individual faces barriers to employment, and then identifying the services needed to reduce or eliminate those barriers.

Career and Education Exploration and Guidance. All customers, but especially those with little or no work experience, need sufficient information to make informed career decisions and education choices. By fully exploring their career and education options, customers are able to choose a career pathway based on their interests, needs, and capabilities. Career pathway exploration includes timely information about a wide range of occupations and whether they are in demand by local industry, connections to apprenticeship programs, and encouragement to consider non-traditional occupations for both women and men.

Customer Pathway and Outcome Plan. Every individual will develop a Customer Pathway and Outcome Plan with clear and measureable outcomes leading towards their employment goal. This plan will be developed within a single core program when an individual requires only those services, or jointly among multiple core and other programs when an individual requires multiple services. Core program staff will facilitate the development of an individual's career pathways and outcome plan, and provide necessary information and guidance along the way. These plans are considered "living documents," subject to change as customers learn more about new career and education options and discover new areas of interest and capacity.

Customer Navigation & Case Management. Core program staff will provide guidance and mentoring to help customers who are often unfamiliar with the overall workforce system. For many, individual support is key to achieving success.

All one-stop career center sites and affiliates will provide system navigation services.

For individuals with barriers to employment, or any customers who need more intensive support, career counseling and case management will be provided as they move through each stage of their career pathway. Core program staff will provide guidance and continuity, while offering encouragement and acknowledging successes.

Support Services. Core program staff will help customers overcome employment barriers by connecting them with needed support services, when needed. For many individuals, career pathway success is directly linked to their ability to overcome significant barriers. A variety of social, medical, behavioral, economic, and other support services can help individuals overcome employment obstacles. These services, in tandem with occupational skill development and other career pathway components, enable individuals with barriers to land a job, and keep a job.

Integrated Basic Education and Skills Training (I-BEST). Day-to-day living calls for literacy and numeracy skills, as do careers. Basic skills are needed across all occupations, both in landing a job and progressing within a career. Basic skills are also required for more advanced career-specific education and training. Evidence shows that I-BEST education, pioneered by Washington's community and technical college system, improves and accelerates the attainment of important learning outcomes. This model, which blends basic skills training with occupational training, has been replicated and expanded in several other states.

(Contextualized) English Language Acquisition. English proficiency, including speaking, reading, writing, math, listening, and solving problems in technology-rich environments are required to enter and progress within most occupations. Because evidence clearly indicates that contextualized English Language Acquisition improves and accelerates the attainment of desired learning outcomes, this is considered an optimal instruction method.

Work Readiness Instruction and Assessment. Work readiness measures an individual's preparedness for getting a job and keeping a job. With work readiness training, customers learn about the structure and culture of the workplace, and about what makes a valuable employee—beyond job-specific skills. Topics typically include communication skills, decision-making and problem-solving, team building and teamwork, following instructions, healthy relationships with authority figures, leadership skills, personal growth, stress management, health and hygiene, and dealing with difficult people and situations.

Development of Knowledge, Skills, and Abilities for Job Entry. Skill development in this model refers not just to those skills needed to enter the field, but building skills that allow individuals to advance within the field. Wherever possible, skill development activities will be integrated with work and may include project-based

learning in the classroom, online coursework, industry guest lecturers, or direct workplace experience, including job shadows, mentorships, internships (paid or unpaid), clinicals, cooperative learning models, and apprenticeships. Paid work experience or earn-and-learn models are optimal, but understandably the most difficult to achieve and sustain. Where possible, industry credentials will be integrated into job-entry programs, demonstrating competencies and reducing hiring costs for business partners. Skill development activities will be appropriate to the learning styles, interests and capabilities of each customer. Early intake and assessments will help determine the appropriate pathway and point of entry for each customer.

Skills Upgrading for Occupational Advancement. Skills upgrading refers to development of skills beyond entry-level (first employment during program participation). Skills upgrading will be tied to an industry-recognized credential, whenever possible. Industry credentials include college credits so individuals can more readily add and build on their education to help them move up the career ladder.

Business Engagement, Job Development, and Placement. Successfully connecting individuals with jobs requires working with businesses to determine which jobs are currently available, or projected to become available, along with the skill requirements for these jobs. Engaging businesses and sharing labor market data will better inform curriculum development, support work-integrated activities, enhance program offerings, and assist in evaluating the effectiveness of the program in meeting industry need. Core program staff responsible for job development and placement, and faculty responsible for curriculum development and delivery, will work closely with industry representatives to ensure skill development curriculum and materials are directly applicable to the workplace, and that participants are adequately prepared to meet the needs of business once on the job. This is an ongoing, fluid process. Curriculum may need to be modified or enhanced as new jobs become available or if individuals are unable to perform effectively on the job.

Post-Job Placement Support for the Individual and Employer. Landing a job is often just the first step for individuals, even if they have benefited from effective pre-placement services. Once on the job they may struggle with child or elder care, transportation, interpersonal issues, family difficulties, medical needs, basic skills development, and court involvement. Or, an individual may require additional skill development in specific areas to improve job performance or to keep pace with industry changes. Support services for program participants and the businesses who hire them may involve: periodic contact, information and referral for necessary services, and, when necessary, advocacy for the individual on the job.

Comment [A5]: Title IV - DVR

Use state employment and local offices to orient UI claimants to the services offered across all programs. Ensure all those that administer programs that can touch a UI claimant have the basic understanding of eligibility requirements

including being able and available for all suitable work and making an active search for work. Work closer with training programs, community and technical colleges, Labor and Industries (apprenticeships and other back to work programs), Human Services (WorkFirst and DVR), The Washington Labor Council, along with various other programs and co-enrolling where a good fit is determined. This can be done by reaching out to claimants and assessing their needs.

Comment [A6]: UI

#### Disabled Veteran Outreach Program (DVOP):

1. Provide intensive services and facilitate placements to meet the employment needs of veterans, transitioning service members (TSMs) and eligible spouses
2. Case manage veterans, TSMs and eligible spouses to help overcome significant barriers to employment (SBEs) and place in living wage career positions
3. Outreach to community events, activities and organizations to locate and assist veterans with SBES
4. Prioritize services to veterans in accordance with 38 USC Chapter 41
5. Manage and document caseload activities

#### Local Veterans Employment Representative (LVER):

6. Conduct outreach to employers to assist veterans in gaining employment, including employer seminars, and job search workshops/groups
7. Facilitate employment, training and placement services furnished to veterans under the local service delivery model
8. Coordinate with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans
9. Inform Federal contractors on process to recruit and retain veterans
10. Coordinate and participate with partner agencies and entities, internal and external, on business outreach
11. Coordinate, plan and orchestrate hiring events to promote the hiring of veterans

Comment [A7]: JVSG

Trade Act funding is restricted to participants who are dislocated from their jobs due to foreign trade affecting their employer. Those employers must be granted petition certification by the DOL in order for their employees to be eligible for Trade benefits. Trade Act benefits can include tuition, books, tools, and transportation/subsistence needs that a participant in classroom training might have. Additionally, Trade can assist in covering a portion of long distance job search costs and most of the cost of relocation for a new job outside the commuting area. Trade also offers on-the-job training and for workers over 50 there is a program that provides "income support". Participants in training are usually eligible for unemployment based income support

while they are in training and maintaining satisfactory progress. These benefits for Trade Act participants can help ease the potential strain these dislocated workers might put on other programs who provide similar services, such as Worker Retraining at the colleges and the Dislocated Worker program.

Comment [A8]: TAA

[Nothing to contribute from the state CSBG perspective. These activities are determined at the local level by the CSBG grantee.]

Comment [A9]: CSBG

The state Community Development Block Grant program, administered by the state Department of Commerce, awards funds to rural local governments for locally-prioritized activities, such as economic development, construction, and public services activities.

Comment [A10]: CDBG

The Title V Senior Community Services Employment Program (SCSEP) is a job training and employment placement support program: defined in the Older Americans Act as amended in 2006 which provides the following definition, and outlines the SCSEP eligibility criteria:

As defined under the Older Americans Act Title V, Section 502(a) (1) "...unemployed low income person who are age 55 or older, particular persons who have poor employment prospects.

Eligible candidates for the program are:

- individuals 55 years year and older
- unemployed
- have a total family income of less than 125 percent of the Federal poverty level
- Have low employment prospects
- Are unable to find employment through the WOIA workforce system
- Homeless or at Risk of Homelessness
- Veterans and qualified spouses
- Have Limited English proficiency
- Have low literacy skills
- Have a Disability

SCSEP is:

- Authorized by Congress in Title V of the Older Americans Act of 1965 to provide subsidized, part-time, community service work based training for low-income persons (125% of federal poverty level) age 55 or older who have poor employment prospects. Poor employment prospects means unemployed at the time of application to SCSEP, and not job ready, in other words, have a need for training in order to become more marketable to employers in the community.

During the enrollment process the individual applicant works with the Employment Coordinator, and/or Participant Coordinator in developing an IEP (Individual Employment Plan) based upon the individuals preferences for future employment. During this process the individual is provided with job market opportunities (both

present and future trends) which are made available through the State Economic Services Division, the local WorkSource offices, via internet information. Based upon the individuals plan the individual wherein the participant is placed in a part time subsidized job training position at a site (Host Agency) in the community that is a 501(c) 3 or a governmental entity for the purposes of gaining work experience. These subsidized positions are intended to be temporary job training placements wherein the individual can develop, acquire, re-acquire the skills and abilities through which an individual can become successfully employed.

During the time an individual is engaged in the work training positions being offered by the SCSEP programs. Historically the job training positions focused on community service positions at senior centers, and social service entities. Though these types of training positions are still available to those that choose that employment path many of the positions now are focusing on such marketable training positions as Participant Co-Coordinator/Employment Coordinators, Administrative Assistant with IT and computer skills; IT and data base support staff positions and recently SCSEP providers have supported individuals becoming certified to provide in home health, and Certified Nursing Aid positions. Individuals are encouraged to be engaged in additional education and training opportunities available through the WIOA Core Programs, and other continuing education opportunities available in the community. Historically the program has focus on community service types of positions and placements within community service organizations.

In recent years there has been a shift to develop training and education opportunities beyond the community services field. As technology continues to have a greater influence the job market and life in general there has been an increased effort for SCSEP providers to support the aging worker in gaining these skills and knowledge. Hence the efforts and expectations for individuals to be co-enrolled with appropriate WIOA Core Partner programs; increased training opportunities beyond the basic computer classes to include hands on IT and Data base computer training positions; administrative assistants training via the Microsoft academy and WorkForce Development/Worksource trainings, engaging with local community colleges towards certifications in the Home Health and Certified Nursing Aid programs.

Grantees or local projects will collaborate with local workforce development and economic development councils in both urban and rural areas in order to provide education on the exceptional qualities that older adults bring to the workplace, to learn about potential employment growth opportunities, to discuss where older workers could add value to growth areas, and to increase job opportunities.

Grantees will facilitate enrollee skill and professional development that matches the needs of industries and occupations critical to regional economic success.

Enrollees will be encouraged to pursue certifications and sub-grantees will facilitate on-the-job employment (OJE) opportunities that place them within view of and consideration by these industries and occupations. This can include internships;

apprenticeships and registered apprenticeship opportunities based upon the individual's personal preferences and IEP.

Grantees or local projects will review regional employment data to identify employment opportunities with established career ladders and that have annual vacancies suggesting that they can benefit from an ongoing relationship with the SCSEP program.

Grantees or local projects will pursue partnerships with these entities in conjunction with other partnership development activities and learn what their needs are and how the SCSEP program can serve them.

Enrollees will be encouraged to consider these industries in their IEPs, training, and job search activities via supportive counseling and facilitated access to supportive services.

It has been proposed that in the coming years that job training sites will be able to be developed in the for profit sector. This reflects what we have been witnessing in terms of the trends of candidates applying for the SCSEP program. An increasing number of candidates have enrolled in the program with higher education and work/career experiences. As such we are witnessing an increasing demand for training opportunities that extend beyond the traditional community services placements.

It also is being proposed by DOL that new performance measures be developed to include continuing education expectations, and levels of engagement in certification/credentialing training programs that lead to career pathway outcomes for the individual participant.

The Washington State DSHS/ Aging and Long Term Support Administration's Employment Program Manager designated by the Governor of Washington to be the responsible party for the SCSEP planning and implementation process in the State. In addition to the eleven (11) Sub-grantees contracted by DSHS/ALTSA there are also Four (4) other National Grantees operating within Washington State. These are AARP, Goodwill Industries, and the National Asian Pacific Council on Aging and the National Indian Council on Aging. Currently there are in effect Five (5) different SCSEP. The State Manager is working closely with the National Grantees in creating unified and streamlined efforts towards increasing collaboration and partnerships with the WIOA Core Service Partners.

During the forthcoming years the strategy will entail seeking to develop more formal partnerships between the SCSEP programs to share a new cooperative strategy to better connect the SCSEP Program, the WIA Title I-B Employment and Training Programs, Wagner-Peyser labor exchange services and entail the following systems.

- DSHS Aging & Long Term Support Administration (the state SCSEP grant administrator)

- National SCSEP contractors operating within the state, currently:
- AARP Foundation (a current national SCSEP contractor)
- Tacoma Goodwill (national SCSEP contractor)
- Washington Workforce Association
- Workforce Development Councils
- Employment Security Department (Employment and Career Development Division)
- Employment Security Department ( Workforce Standards and Integration Division)
- Workforce Boards (State and Local)
- Other interested workforce development system stakeholders
- Such as the employment Pipeline Program developed by Economic Services Administration
- Division of Vocational Rehabilitation
- DSHS partner agencies (Developmental Disabilities Administration, Behavioral Health Services Integration Administration, Economic Services Administration, Health Care Authority, Rehabilitation Administration)
- State Program Manager is a member of the WIOA Combined State Plan workgroup, and the DSHS WIOA and Employment Services Steering Committee.

A component of the strategy will be to insure that each of the SCSEP Grantees operating within a local WorkForce Development Council area will be signatories of the local plan. Additionally it will be highly encouraged that at least one SCSEP staff will be available to be on site at the local One-stops in order to provide information and resources on the program; support the local WorkSource staff team, and provide information and technical assistance on working with the aging workforce.

Grantees will access Washington State Employment Security Department data and relevant regional/local analyses from Washington Workforce Explorer at [Washington State Workforce Explorer](#). This data can assist grantees and local projects in targeting employers as potential partners and support participants in understanding how to use the data in considering occupation opportunities.

Grantees will also meet with local workforce and economic development councils and WorkSource Centers to learn their perspective on regional employment opportunities, how best to serve local employers, and potential partnership and program leveraging opportunities with industries and occupations that are critical to the success of the regional economy.

Grantees will be expected to continue to refer SCSEP participants to all WIOA programs that the individual may be eligible to engage in. Additionally the SCSEP grantees have an approach of sharing information cross programs whether it be accepting all WIOA program assessments and/or providing any relevant information to the partner programs in order to foster streamlining of services and minimizing duplication of efforts. Co-enrollment continues to be encouraged to maximize and leverage the trainings, workshop, resume preparation and employer referrals

available through the WIOA programs. Grantees within the state will be encouraged to participate regularly in WDC partnership meetings. During the past year, the SCSEP State Manager has been fostering collaboration efforts both locally and at the state level in terms of partnership with DVR.

Comment [A11]: SCSEP

**(B) Alignment with Activities outside the Plan.** Describe how the activities identified in (A) will be aligned with programs and activities provided by mandatory one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

**Registered Apprenticeship and Pre-Apprenticeship:**

- Locally, Title I youth, adult and dislocated worker programs partner and coordinate with labor, business, public community and technical colleges, apprenticeship training centers to develop pre-apprenticeship and registered apprenticeship opportunities for Title I participants.
- At the state level, the State Workforce Development Board (WTECB), State Workforce Agency (ESD), and State Board for Community and Technical Colleges are ex-officio members of the Washington State Apprenticeship & Training Council (WSATC), which also includes ties to the state Department of Labor and Industries' Office of Apprenticeships
- Mutual goals of fostering the apprenticeship training system in the state by developing and monitoring registered apprenticeship programs, promoting apprenticeships as a skills development system for employers as well as a postsecondary training choice for individuals with the goal of expanding apprenticeship training opportunities and recruitment of employers who hire apprentices for traditional and non-traditional programs.
- The Governor and Legislature seek yearly General-Fund state appropriations to support the Registered Apprenticeship Program.

**Workforce Education (State Board for Community and Technical Colleges):**

- Definite coordination between the Title I Dislocated Worker program and the state's Worker Retraining Program
- Probable coordination between Title I local boards and various Centers of Excellence depending on the connection to key industry sectors and/or industry skill panels.
- Possible coordination between Title I and the state's Job Skills Program and Customized Training Program
- At the state level, WTECB and ESD are ex-officio members of the SBTC Workforce Training Customer Advisory Committee (CAC)

**Entrepreneurship and Self-Employment:**

- [RCW 50.60.030](#) requires local boards to establish a plan for expending WIOA adult and/or dislocated worker funds on self-employment training at a rate commensurate with either customer demand or the rate of self-employment in the WDA. This is captured in state [WIOA Title I Policy 5608](#) (Self-Employment Training).
- [RCW 50.20.250](#) established the Self Employment Assistance Program that allows UI claimants profiled as likely to exhaust their UI benefits to participate in an approved entrepreneurial or self-employment training program without a work search requirement so long as the individual makes satisfactory progress.
- Some local boards have been involved in the Ice House entrepreneurial training project.

**Local non-profit workforce development activities:**

- Title I programs have coordinated with various and sundry local non-profit organizations to leverage resources and funding to help at-risk youth, low-income adults (especially veterans) and dislocated workers acquire the skills and training needed to obtain and keep nonsubsidized employment.

**Public Libraries:**

- Increasing partnership between local Title I boards and public libraries as the latter have “brick and mortar” sites and electronic accessibility to host one-stop connection sites.

**Business Groups:**

- Local board directors frequently sit on the boards of local economic development councils, chambers of commerce, and county/city economic development advisory bodies.

**Comment [A12]:** Title I

BEa will demonstrate alignment with activities outside of the plan in the same way that alignment will occur with core programs, which is designed to assure that job seekers with basic skills deficiencies receive quality customer service within the WorkSource system. BEa will also work jointly with employers to maximize the employment outcomes of job seekers. [See (A) above]

**Comment [A13]:** Title II

ESAP and WCDD continually look to align with activities beyond the elements which directly address program services under the Wagner-Peyser Act and WIOA amendments to realize strategic opportunities benefitting employers and workers and the overall quality of life in Washington State. The department envisions closer collaboration and utilization of Registered Apprenticeships as job-driven strategy, enhanced adult education and literacy program partnerships, transitioning service

members to civilian life, offender re-entry support in terms of bonding and employment services, continued linkages with homeless prevention and rapid rehousing, and similar collaboration that can bridge dislocated or disadvantaged job seekers to higher skills, employment and support resources.

Employment Security reports on registered apprenticeship activities quarterly to the Washington State Apprenticeship and Training Council staffed by the Labor and Industries Department—the State Apprenticeship Agency. Promotion of registered apprenticeship openings or preparation such as through the King County partner program Apprenticeship and Non-Traditional Employment for Women (ANEW) is a regular part of making career services more accessible and increasing middle-income employment.

A statewide initiative is underway to increase awareness of one stop job prep and job search assistance for the thousands of vocational program graduates of the state's 34 community and technical colleges each year. Through at least PY16, the Employment Security Department is investing in a cadre of 12 Career Pathway Navigators to support pathways and placement for workers upskilling to pursue mid-level careers. Coordinated activities between the college workforce education departments and these Wagner-Peyser staff encompass local college career and technical education students preparing to enter targeted growth industries and industry sector opportunities identified by local Workforce Development Councils (WDCs).

Another area where Wagner-Peyser assets will continue to be leveraged is in partnering more with diverse community based organizations. Referring to or, in some cases, partnering with organizations providing food banks, English Language Learning, housing and energy assistance, financial counseling, and specialized job search such as for military families, offender families, ex-offenders, homeless individuals and families, and recent immigrants expands the value of WorkSource to communities. Under WIOA there is a new emphasis in Washington State for core programs including Wagner-Peyser to conduct outreach to engage these community service providers. Washington State AmeriCorps technology volunteers, Goodwill, libraries and some CBOs respond to WorkSource invitations to bring technology workshops and individual assistance to job seekers who need to acquire computer basics and intermediate skills.

Increasingly regional library systems carry on joint activities with one stops. Individuals who frequent libraries and who may not be aware of one stops fall into several categories that can benefit from services. Among underserved groups that can be reached at libraries are women with children entering school who want to

return to the workforce; discouraged workers who have given up on actively looking for work, but who would like to work; drop outs or students of working age; incumbent workers who want a different career, different job or different work shift; workers who have voluntarily left the workforce, but who are considering re-entry; or individuals with various barriers to employment such as homeless youth and adults. Wagner-Peyser staff have joined with WIA Title 1 staff and CBOs to provide outreach at community discovery days in alignment with library efforts to better serve the needs of customers. Staff provide not just program connections and basic information but put a friendly face on the system.

In many aspects ES operations is well-positioned to expand its partnership with the Department of Labor and Industries injured worker Return-to-Work efforts. A pilot project at WorkSource Everett, one of the state's business one stops, has been very successful in helping injured and recovered workers find suitable employment.

Washington State Department of Social and Health Services received a 3-year \$22 million federal grant from the Department of Agriculture to help elevate Supplemental Nutrition Assistance Program (SNAP) recipients to self-reliance. Resources to Initiate Successful Employment, or RISE will involve many Community Bases Organizations and colleges who will serve SNAP recipients who are homeless, veterans, those with limited English proficiency, the long-term unemployed and non-custodial parents with access to skill building and job search assistance. ES RISE project staff will receive referrals to provide intensive job search workshops for many of the 7,000 people in King, Pierce, Spokane and Yakima counties who are selected for RISE.

Comment [A14]: Title III

The DSB engages in activities with the Washington State School for the Blind (WSSB), school districts, teachers of the visually impaired, and families of students with a visual disability. If the student has a co-occurring disability, we advise co-enrollment with our partner agency the DSHS Division of Vocational Rehabilitation (DVR). DSB, DVR and the Office of Superintendent of Instruction (OSPI) have a memorandum of understanding of how all parties support transition youth services.

The DSB engages with the Center for Change in Transition Services (CCTS). The CCTS is a Washington State Needs Project funded annually by federal resources from the Office of the Superintendent of Public Instruction (OSPI). The goal of CCTS is to improve post-school outcomes for students with disabilities in the state. CCTS has provided transition services training, resources and technical support to DSB staff in support of the agency's transition youth services.

The DSB engages with the Blind Youth Consortium, a quarterly meeting of partner agencies (DSB; Washington State School for the Blind; Washington Sensory

Disability Services; Lighthouse for the Blind; Washington Talking Book and Braille Library; OSPI Educational School Districts; the Department of Early Learning; the Department of Health; Seattle Children's Hospital; University of Washington) to collaborate and share resources on blind youth issues within Washington State. The group worked to refine coordination of Birth – 3 vision services statewide, and have collaborated in the need to identify and provide services for individuals with either ocular and/or cortical visual impairment at the earliest point.

The DSB engages actively with Public Institutions of Higher Education. DSB and DVR have entered into a formal agreement with the Public Institutions of Higher Education in Washington. This agreement facilitates collaboration for our participants with disabilities who are attending Higher Education schools in Washington State. One of the primary components in the agreement concerns cost sharing for certain high cost accommodations.

The DSB engages with the Washington Assistive Technology Act Program (WATAP) to broaden access and services to adaptive technology for the agency participants. The DSB and WATAP have an interagency agreement to facilitate equipment loans, technology assessment services and trainings. The DSB informs agency participants of funding mechanisms for adaptive technology through the Washington Access Technology Fund, and works with the Deaf Blind Equipment Program to coordinate technology assessment and training.

The DSB engages in activities with tribal vocational rehabilitation programs, meeting quarterly in each region of the state with the eight partner tribal programs and the DVR, and all partners meet annually to refine the memorandum of understanding on how we will partner on service delivery.

The DSB engages with the Vocational Rehabilitation and Employment program through the Veteran's Administration (VA), and the agency has entered into a memorandum of understanding among the DVR and the VA on how all will partner to provide services among potentially shared customer base.

The DSB engages with the Washington Sensory Disability Services (WSDS). DSB staff partner with WSDS in providing referrals and services to children who are deaf or hard of hearing, blind or visually impaired, or deaf-blind, by providing training and other support to families and service providers. They are a strong partner within the Blind Youth Consortium.

The DSB engages with the Office of the Deaf & Hard of Hearing (ODHH). ODHH is a state agency that provides resources for our Deaf Blind participants, including telecommunication-related services, reasonable accommodations to access DSHS

services and human services via regional service centers of the deaf and hard of hearing. ODHHS manages the funds for the Deaf Blind Service Center, which provides information, referral and Support Service Providers for environmental interpretation.

The DSB engages with the Helen Keller National Center (HKNC). The Helen Keller National Center is a resource for DSB on Deaf-Blind resources and can provide contracted services to DSB participants as well as trainings for DSB staff for working effectively with DSB Deaf Blind participants.

**Comment [A15]:** Title IV - DSB

The vocational rehabilitation portion of the Combined State Plan describes in detail how the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, aligns its activities and services with mandatory and optional one-stop partners as well as an array of other programs outside the one-stop system to jointly serve eligible individuals with disabilities. These activities are identified through cooperative agreements and tailored to the needs of an individual through the Individualized Plan for Employment developed by each DSHS/DVR customer. That plan specifically identifies all of the services required by an individual to achieve their chosen employment goal, including which one-stop partner or other provider will jointly serve the individual to assist them in reaching their goal.

**Comment [A16]:** Title IV - DVR

Align with the \*Reemployment Service and Eligibility Assessment (RESEA) program provided by ESD merit system staff who will provide a comprehensive assessment on employment and UI eligibility. These staff should be given cross training into various other program requirements to ensure each claimant has recommendations that are individualized to meet his/her specific needs and ensure strong well balanced performance across the programs and broad range of UI activities with the flexibility to incorporate program integrity. Those with specific UI issues will have access to speak with the claims center which will involve having direct line chat feature available to those claimants who utilize the WorkSource offices and are in need of assistance on their claims. Each claimant will be given an orientation to WorkSource services, followed by a one-on-one interview to complete an individualized employment plan which includes a provision of labor market information, a comprehensive assessment of the claimants skills and abilities related to employment needs and unemployment eligibility, each claimant will be given specific reemployment/career service referrals. This could be enhanced further by up to two additional interviews. Activities are monitored for compliance, and reported as necessary.

\* RESEA is our UI reemployment orientation which are those connected to the federal requirement to profile workers to identify those most likely to exhaust and need reemployment services (WPRS) and our Reemployment and Eligibility Assessment (REA) program rolled up into 1 activity instead of two separate groups as we have customarily done in the past.

**Comment [A17]:** UI

DVOPs routinely co-enroll case managed clients with other programs to provide the widest possible range of eligible services. These programs include: WIOA, Trade Adjustment Act, WorkFirst, and Labor Exchange. They also partner with local community organizations that provide services to veterans.

LVERs partner with other WorkSource programs, as listed above, to locate veterans with employment needs that may be participating in such programs, as LVERs address employment needs of all veterans, regardless of whether they have SBEs. LVERs partner extensively with business services staff, chambers of commerce, and other employer-related organizations. They also work extensively with apprenticeship programs to secure opportunities for veterans.

**Comment [A18]:** JVSG

When co-enrolling participants with other programs, Trade Act counselors coordinate with program partners in the community to ensure there is no duplication of services. Trade Act can provide retraining after extensive assessment and research to ensure the participant is suitable for that training and the training is in demand. Trade Act counselors encourage co-enrollment in programs which will assist the participant to be successful in getting back to work.

**Comment [A19]:** TAA

The state Community Services Block Grant (CSBG), administered by the Department of Commerce, awards funds to local community action agencies to provide services to low-income households at or below 125% of the federal poverty level (FPL). CSBG Grantees determine how funding will be used to support allowable CSBG activities, such as employment and training activities. These funds may be used to provide actual services to individuals, or they may be used to support the administration of allowable services and activities funded through a different source. When the CSBG grantee elects to use CSBG funding to provide workforce development employment and training services to individuals, those services will be required to align with the State's WIOA strategies and be coordinated with the local one-stop center.

**Comment [A20]:** CSBG

If a rural local government applies for and receives CDBG funding for a job creation activity, the business will be required to coordinate job recruitment and hiring with the regional WorkSource/one-stop center. If a local government applies for and receives CDBG funding for job training services, the training program (in most cases a community action program) will align with the State's WIOA strategies. Any CDBG funded construction activities must comply with the Davis Bacon Act, including registration with the federal Department of Labor or DOL-recognized State Apprenticeship Council when apprentices are employed. CDBG funded contracts must comply with Section 3 of the Housing and Urban Development Act of 1968.

**Comment [A21]:** CDBG

The transition from WIA to WIOA has the potential for the SCSEP Grantees to have significant impacts on a variety of levels. One of the most significant changes is that the SCSEP Grantees are moving towards taking on a more unified voice at both the state and the local levels. One of the key strategies includes shifting the SCSEP Four Year State plan from a stand-alone state plan to that of being a part of the Four

Year WIOA Combined State Plan. This promotes SCSEP being of more of a member partner of the WorkForce community throughout the state. Being involved with the combined state plan includes the commitment to better support the WorkForce Development systems and being with and in alignment with the services, increased streamlining of information and data sharing, co-enrollment with partner programs, and sharing of resources (employment, education, social services, and supportive services).

The SCSEP State Manager's role with SCSEP, and concurrent role as the Employment Program Manager for the DSHS Aging and Long Term Support Administration allows for that position to have not an increased presence at the State Planning level, but also in promoting additional opportunities for SCSEP Grantees and the state WorkForce Development Council in providing resources beyond employment and education for individuals enrolled in employment and education programs. This can also prove beneficial for employers striving to hire disadvantaged and individuals with disabilities.

There are significant changes to federal and state legislation as to the focus on enhancing opportunities for individuals with disabilities to become not just employable, but towards increased access and opportunities for career paths and beyond living wage jobs. Some of these changes have been addressed with the revisions to the Rehabilitation Services Act, changes with the Center for Medicaid Services criteria for services which increases the opportunities for individuals receiving Medicaid services to include supported employment. In Washington State the Governor has engaged the Committee/TaskForce on improving employment opportunities for individuals with disabilities; and for the hiring of individuals with disabilities in state government positions.

Starting in October of 2013 AL TSA has engaged with employment service staff and partners from the DSHS family of agencies to explore collaboration and partnership opportunities to expand employment service opportunities for Washington State. The DSHS agencies represented from the Developmental Disabilities Administration; Behavioral Health Services Integration Administration, Juvenile Justice Rehabilitation Administration; Employment Security, Healthcare Authority

The aforementioned DSHS partners have also initiated discussion with the Washington State Centers for Independent Living Council; Washington State Rehabilitation Council; and Traumatic Brain Injury Council and Veterans Administration to explore options for enhancing opportunities for the SCSEP program and other employment and education providers and interested stakeholders.

We will continue to develop Overviews of the SCSEP program on a minimum of an annual basis and provide to the aforementioned and required organizations; as well as making this available to other community stakeholders and potential partners. (Such as the Washington Business Leadership Network; the Community

Employment Alliance; Center for Continuing Education in Rehabilitation; WISE (Washington Institute for Supported Employment).

These are elements critical to developing additional partners and other sources of income towards sustaining and enhancing the opportunities for the program.

We are in the process of developing an increased presence in the WorkSource system by engaging with Aging Forums in a number of counties around the State; providing presentations on issues facing the Aging Workforce, to individuals receiving services through the Worksource systems in an effort to both market SCSEP and also in regards to providing additional opportunities for collaboration between the organizations and systems.

In fulfilling the obligations of the Older American's Act (OAA) six of the SCSEP state sub grantees are Area Agencies on Aging. Area agencies on Aging have a long history of collaborating with different entities to facilitate comprehensive service support systems for older adults. Their public planning processes include analyses of local trends and needs. In Washington State, this facilitation extends to adults with disabilities, family caregivers of persons of all ages, including children with developmental disabilities and in-home care agencies for persons with developmental disabilities. Washington's AAAs are both providers of direct services and funders of community service providers. They maintain close relationships with their partnering subcontracted providers to ensure that services are provided in conformance with their area plans, state and federal requirements, and consumers' individual choices. The non-AAA SCSEP sub grantees coordinate closely with the AAAs for understanding community service needs and facilitating cross-referrals.

The AARP Foundation and Goodwill Industries also coordinates with the local Area Agencies on Aging to understand available services and assist participants to link up with services for which they may be eligible. These relationships also assist individuals determined ineligible for SCSEP, but in need of help to navigate the aging & disability network. The AARP Foundation has been a long-time national partner with the Administration on Aging for improved services for older adults, including family caregivers and older workers.

The Area Agencies on Aging are continually working via government to government relationships with tribes located in their planning and service areas (PSAs), including those that receive funding under Title VI of the OAA. This is a work in progress with ongoing improvement and refinement.

With the advent of the Affordable Care Act during the past year many more it will be important to be aware of and engage in discussions as to options for potential service opportunities (healthcare, and employment) that may now be available to participants.

The Social Security and entitlements (Federal, State and Veterans) can be very complex and difficult to understand and navigate. Many individuals decide not to work or work fewer hours based upon the misperceptions that they will lose their benefits (medical and financial) if they go to work. As such we are in the process of developing partnership efforts with the Washington State Benefits Planner Networks, The Maximus Ticket to Work WIPA program, the Division of Vocational Rehabilitation and others in an effort to provide individuals with access to these resources. This is in addition to the Affordable Care Act and the Healthcare for Workers with Disabilities (HWD) or Medicaid Buy In program.

The SCSEP providers that are Area Agency providers have established relationships with organizations providing services to older adults and persons with disabilities. These include, but are not limited to, aging information & referral/assistance (I&R/A), transportation, family caregiver support, kinship caregiver support, nutrition, legal services, and in-home care. All but a few of the AAAs provide aging I&R/A directly. As the I&R/As transform over the next few years into Aging and Disability Centers (ADRCs) their knowledge and collaborative efforts will expand via relationship-building with disability-related service systems, including independent living centers, Labor and Industries, and Ticket-to-Work programs. The SCSEP programs will be natural partners with the ADRCs as one ADRC goal is to connect consumers with workforce options.

Local 2-1-1 development and implementation has also provided impetus for relationship-building and coordination. In the arena of private employers, AAAs have established relationships with healthcare organizations and business-related services. Because of these established and emerging relationships, AAAs are well-positioned to coordinate within their communities to build strategic alliances on behalf of older workers. The combination of AAA and workforce-related entities among the state's sub grantees results in a dynamic opportunity for creative and successful private/public partnerships.

SCSEP providers use other public and private agencies as part of their community outreach. Recruiters visit public places older people frequent such as senior centers, faith-based centers, senior apartments, job fairs, food stamp and Social Security offices. Project directors will leverage relationships with Vocational Rehabilitation, Veterans Affairs, disease groups and March of Dimes to help with physical barriers to employment.

NAPCA seeks partnership and information resources in local ethnic communities which can help AAPI older job seekers with special needs or disabilities. The partnership with local ethnic organizations is very important due to many participants' limited language capacity.

Comment [A22]: SCSEP

**(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and mandatory and**

**optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.**

System-wide referral of veterans with significant barriers to employment (SBE) to the Employment Security Department's Disabled Veterans Outreach Program (DVOP). Line staff in all of the core and partner programs under Washington's Combined State Plan will be educated as to the definition of SBE in order to more readily identify such veterans when they present themselves and those line staff will also be availed of contact information and directions for the nearest WorkSource (one-stop) center(s) to facilitate a front-end assessment and staff referral to DVOP.

An on-line Division of Vocational Rehabilitation (DVR) assessment tool has been built into WorkSourceWA.com so that WorkSource (one-stop) customers who disclose a disability can determine if they are potentially eligible for DVR services. If the on-line survey indicates such, a follow up contact with a DVR representative is initiated to facilitate a formal eligibility determination.

Washington issued state [WIOA Title I Policy 5602](#) (Supportive Services and Need Related Payments).

Comment [A23]: Title I

Washington State's Adult Education Advisory Committee provides guidance in the development of system one-stop operations to provide the following core services:

- Use of CASAS as the state-wide assessment for Educational Functioning Level (EFL and educational gain)
- Adult Education and ESL instruction to clients in need of retraining
- High school equivalency or HSC preparation for clients in need of retraining
- All educational services for WorkFirst clients
- Navigational and support services to adult education students

In collaboration with the local Workforce Development Councils (WDC), local providers work together to provide literacy services to adult learners, parents, and their children. Staff from one-stop centers and/or partnering agencies, along with community college and community based organization providers, have been cross-trained in CASAS assessment and data collection to provide targeted support for Washington's college and career readiness pathways.

Programs across the state, in collaboration with local WDCs and the SBCTC Workforce Division, are piloting the *Start Next Quarter* initiative to connect current and potential students with services and programs in Washington State.

This is a free online eligibility screener for employment and training programs at participating agencies and community colleges. Eligible students may then apply for funding and learn the steps to start a training program.

In partnership with the Workforce Training and Education Coordinating Board (WTECB) and Washington Workforce Association (WWA), SBCTC collaborated to create the *I-BEST Program* Information website. This interactive online tool provides partners from the workforce development system, including WorkSource, Labor and Industry, WorkFirst and others with accurate I-BEST program information that can be accessed quickly and easily. This allows all agencies and systems to work together more effectively to create education/employment plans for shared clients and to coordinate resources that result in the skilled workers that Washington employers need. At the same time, the site addresses the needs of college and CBO staff such as advisors, faculty, volunteers, program directors, SBCTC staff, and students in locating I-BEST programs being offered across the state.

This tool provides real-time information about what types of I-BEST programs are being offered on each college campus and provides a contact name, phone number and email for further inquiries. It also indicates when a student can enroll in an I-BEST program and links directly to the college's Web page. Students and agency partners can search for I-BEST programs by institution, career pathway, program name, county, or quarter the program will be offered.

This tool leverages power from two perspectives:

1. **Within the system** – Provides the ability to engage potential students, advisors, instructors, etc. in order to guide students into the programs that address their needs and goals, keep programs vital, and fulfill the college's role to meet the dual demands of employers and soon-to-be skilled workers.
2. **Outside the system** – Provide partners from the Workforce Development System, the WorkSource System, Labor and Industry, WorkFirst and others with accurate information that can be accessed quickly and easily and allows them both to create specific education/employment plans for their clients and to access the required funding that allows clients to become I-BEST participants and skilled workers.

Comment [A24]: Title II

In accordance with section 8(b) in the Wagner-Peyser Act, local comprehensive centers and affiliates have assigned disability specialists. The ES staff serving in this role receive training on serving individuals with disabilities and on accessible computer work stations. Also, they are often involved in local efforts to enhance employment and training access for individuals with disabilities. When there are special grants such as the Disability Employment Initiative (DEI), core program staff will be equipped to direct referrals for assessment and program services.

Some centers have co-located vocational rehabilitation counselors with the Division of Vocational Rehabilitation in the Department of Social and Health

Services. Co-location of VR staff increases referrals from Wagner-Peyser and other co-located staff and vice versa. Coordination between core and other programs is better so that persons with disabilities can get more help to compete for and enjoy high quality employment through acquiring the necessary skills while receiving any necessary supports. Under WIOA Title IV, VR staff outreach to disabled youth graduating from the K-12 system will encourage more young people to pursue assistance from WorkSource to begin career pathways toward self-support through viable avenues. Many ES-staffed one stops have taken the initiative to invite high school teachers of students on IEPs to make field trips fostering a sense of comfort in approaching WorkSource.

Wagner-Peyser staff are on the front lines and have skills to triage customers. When learning deficits are indicated, staff may refer to specialized program services, but always attempt to first include customers in group services and one-on-one services. Staff often deploy the career safety net by strongly recommending ESL, GED preparation or high school completion through contracted education providers or the local college even if their previous jobs didn't require any basic level of educational attainment.

Individuals participating in TANF WorkFirst program pathways are often jointly served by two or more partner providers. For instance, parents participating in *community jobs* work experience can receive job search preparation assistance at the local WorkSource. Some offices even serve as work experience sites. Likewise, TANF mandated work participation rates are increased by involvement across multiple partners whenever possible. Case staffing for particular individuals on TANF who are struggling, or in some locations, Department of Social and Health Services staff engagement with parents at one stops has improved TANF participation performance and outcomes.

Alignment and coordination across federal, state and local programs for veteran employment and training is mandated by the Jobs for Veterans Act and regulated by 20 CFR 1010, as well as joint DOL VETS and ETA formally issued guidance and WorkSource system policy. Locally operated DOL programs, including Wagner-Peyser and TAA under the direct oversight of ES management, and other programs identified in the regulation must provide Priority of Service to covered persons as mandated. Qualified disabled veterans may receive a referral to a Disabled Veteran Outreach Program (DVOP) specialist if they meet at least one of the DOL VETS disability or disadvantaged veteran criteria. Some areas have many more options for veterans and their families such as opportunities available through The Serve Center in Everett, Washington. The Serve Center is located with WorkSource Snohomish County at Everett Station. Co-located veteran program partners include

the VA, Veteran Employment Services Office; Washington Department of Veterans Affairs, Homeless Veterans Reintegration Program; Local Veterans Employment Representative (LVER) and DVOP specialists; Volunteers of America, Catholic Family Services, and others serving transitioning military members, veterans and their families.

Comment [A25]: Title III

The DSB will champion the State's strategy of Access and Technology, which has the express intent of identifying potential barriers to services for the communities identified within the Workforce Innovation and Opportunity Act, and developing ways for addressing those barriers. The success of this strategy will be critical for the ability of blind, low vision and deaf blind individuals to access the workforce array of services and opportunities. If the State's Access and Technology strategy is successful, the DSB will be able to offer a wider array of vocational trainings and opportunities to agency participants, providing stronger and more effective pathways to employment that both meets participant aptitude and business need. The DSB will continue to be a resource to partner programs for technical assistance in creating service delivery systems, processes and tools that are disability-friendly, inclusive, and accessible. The DSB will continue to advocate among partner programs that universal accessibility elements often provide benefit for the general public and will often result in more streamlined, usable services for all.

The DSB as a Title IV Rehabilitation Program has a long history of participant-centered service provision with client-focused concepts such as "informed choice" and "comprehensive and individualized services" incorporated since 1998 into the fabric of our work and services, and the DSB can and will provide technical assistance and unique perspectives among our Combined State Plan partners towards improved customer service provision.

The DSB will work to increase awareness among partner agency staff of the array of services offered through the DSB, and which their customers may also benefit from. The DSB will assist in the education of its own agency staff to the array of services available through our workforce partners that our agency participants might also benefit from.

The DSB expects the State's Workforce Board to fulfill its mandate to provide representation on the agency's State Rehabilitation Council. The State Rehabilitation Council's purpose is described within the Rehabilitation Act of 1973 (as amended) to provide informed advisement toward the agency's successful implementation of the intent of the Rehab Act, and representation on the Council of a member of the State Workforce Board is a legal requirement as defined in the Rehab Act. Without the input from the State's Workforce Board, the agency's

Council lacks the critical workforce perspective that would allow them to fully meet their congressional-defined role. Workforce representation on the agency's Council would aid the agency in meeting the new WIOA mandates for business engagement.

Comment [A26]: Title IV - DSB

The vocational rehabilitation portion of the Combined State Plan describes in detail an extensive array of cooperative agreements that the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, develops with mandatory and optional one-stop partners as well as other programs outside the one-stop system to jointly serve eligible individuals with disabilities. Each of these cooperative agreements includes provisions for co-enrollment and joint service delivery to individuals who require services from multiple programs to achieve their employment goal.

Comment [A27]: Title IV - DVR

Depending on the individuals assessment provide specific reemployment services that could include, co-enrollment into training programs, referrals to other reemployment activities, suitable job matches, provisions of labor market information with one data base so that each person who interacts with an individual will readily see what actions have been taken and what next steps will benefit the claimant. We may have the capability to partner closer in areas connected to training opportunities such as:

- Training Benefits (TB) program, waives work search requirement while eligible claimants train for careers in high-demand fields. Claimants may be eligible to extend the length of time they receive unemployment benefits.
- Commissioner Approved Training (CAT), waives work search requirement while eligible claimants train for careers in high-demand fields. Will not extend unemployment benefits.
- Self-Employment Assistance Program (SEAP), waives work search requirement while eligible claimants can enter into self-employment entrepreneurial training and receive business counseling while collecting unemployment benefits.
- Trade Adjustment Assistance (TAA) helps trade affected workers who become unemployed as a result of increased imports from or shift in production to foreign countries return to suitable employment as quickly as possible. This could include Trade Readjustment Allowances (TRA), Occupational skills training, income support, reemployment services, relocation, job search allowances and Alternative or Reemployment Trade Adjustment Assistance (ATAA/RTAA).

Comment [A28]: UI

System-wide referral of veterans with significant barriers to employment (SBE) to the Employment Security Department's Disabled Veterans Outreach Program (DVOP). Line staff in all of the core and partner programs under Washington's Combined State Plan will be educated as to the definition of SBE in order to more readily identify such veterans when they present themselves and those line staff will also be availed of contact information and directions for the nearest

WorkSource (one-stop) center(s) to facilitate a front-end assessment and staff referral to DVOP.

Comment [A29]: JVSG

Because Trade Act doesn't cover supportive services, Trade Act participants are usually also enrolled in the Dislocated Worker and Veteran programs. Often, workers with families are also enrolled in TANF. Worker Retraining and Dislocated Worker programs at the colleges frequently provide funds for the first quarter of training while the participant is being enrolled in Trade Act and doing training research.

Comment [A30]: TAA

The state Community Services Block Grant (CSBG), administered by the Department of Commerce, awards funds to local community action agencies to provide services to low-income households at or below 125% of the federal poverty level (FPL). CSBG Grantees determine how funding will be used to support allowable CSBG activities, such as employment and training activities. These funds may be used to provide actual services to individuals, or they may be used to support the administration of allowable services and activities funded thru a different source. When the CSBG grantee elects to use CSBG funding to provide workforce development employment and training services to individuals, those services will be required to align with the States WIOA strategies and be coordinated with the local one-stop center.

Comment [A31]: CSBG

The state Community Development Block Grant program administered by the state Department of Commerce awards funds to rural local governments for locally-prioritized activities. If a local government applies for and receives CDBG funding for job training services, the training program (in most cases a community action program) will align with the State's WIOA strategies.

Comment [A32]: CDBG

SCSEP has very specific guideline and enrollment criteria that provide for a niche target population within the overall spectrum of WIOA Core Services in Washington State.

Eligible candidates for the SCSEP program are:

- individuals 55 years year and older
- unemployed
- have a total family income of less than 125 percent of the Federal poverty level
- Have low employment prospects
- Are unable to find employment through the WOIA workforce system
- Homeless or at Risk of Homelessness
- Veterans and qualified spouses
- Have Limited English proficiency
- Have low literacy skills
- Have a Disability

In reviewing the data from DOL it becomes apparent that there are a significant number of individuals enrolled in the program that could most likely benefit from services through a DSHS medical, behavioral health or other entitlement driven service. As SCSEP staff provides this information to potential participants a secondary gain will be the training and education of WorkSource staff as to the social service programs and resources available to enrollees of all WIOA Core Service partners.

The federal guidelines for WIOA list of “individuals with a barrier to employment” and the eligibility criteria for the SCSEP program are virtually identical. Additionally there are SCSEP providers in the Central Washington area that have provided services for migrant and seasonal farm workers (or members of their family), Ex-offenders, individuals who have been on TANF, Single parents and there are two Tribal Nation AAA and the National Indian Council on Aging who serve primarily Native Americans, and the National Asian Pacific Council on Aging and other SCSEP providers that have enrolled Native Hawaiians.

To ensure equitable participation by individuals who meet the federal guidelines for the SCSEP most-in need criteria the SCSEP provider organizations will continue to cultivate cross-referral coordination and recruitment partnerships with local entities serving prioritized individuals are fostered by the state and national grantees and achieved by local projects. Some of these partners include, but will not be limited to:

- Local organizations serving minorities and/or individuals with Limited English Proficiency (LEP), including local translation/interpreter services
- Indian tribes
- Centers for Independent Living, Vocational Rehabilitation, and other disability-related organizations, including those serving individuals with physical, learning, developmental, mental and sensory disabilities
- Home and community-based long-term care social service organizations and providers
- DSHS partner agencies; Community Service Offices; DVR; Area Agencies on Aging; Behavioral Health Care agencies;
- Congregate meal sites and other places where older adults congregate for publicly-funded services
- Information and Referral/Assistance (I&R/A) programs, including 2-1-1, aging I&R/A, Aging & Disability Resource Centers (ADRCs), Family Caregiver Support, Military Family Support Centers, Grandparents Raising Grandchildren programs and Kinship Navigators, Child Resource and Referral, etc.
- Housing and Homeless programs
- Department of Social and Health Services (DSHS) local offices, where staff determine and authorize Medicaid, food-stamps, general assistance and other public programs for low-income individuals

- Faith-based organizations
- Other Employment and Training Programs, including WorkSource employment centers, Ticket – to Work programs, and national SCSEP sponsors
- Local and regional Veterans’ contacts and entities, including the State Department of Veterans Affairs, Veteran medical centers, and the U.S. Department of Veterans Affairs
- In addition, employment newsletters, local newspapers and electronic bulletin boards/Internet job listings, where available, may be utilized to recruit most-in-need enrollees.

Recruitment goals for targeted, priority participants will continue to be met primarily by using the Application for SCSEP services. This application will be used to determine and document participant income eligibility according to revised income definitions, inclusions and exclusions. Once an inquiry has been made to a SCSEP office, staff/participant staff will determine who is eligible and, if there is a waiting list, the priority that will be given to each applicant.

It is the policy and procedure of Aging & Long Term Support Administration (AL TSA) for all SCSEP grantees to serve minorities in at least the same proportion to a service area’s population. Grantees will work jointly to provide enhanced emphasis on training and technical assistance to assist subprojects to improve targeted outreach, recruitment, and identification for persons who meet eligibility and most-in-need criteria.

Comment [A33]: SCSEP

**(D) Coordination, Alignment and Provision of Services to Employers. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, mandatory and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.**

The Title I program will continue to use funds to expand both engagement and participation of employers in the State’s workforce investment system through, but not limited to, the following business services:

- Develop, convene, or implement industry or sector partnerships
- Customized screening and referral of qualified participants in training services to employers
- Customized services to employers, employer associations, or other such organizations, on employment-related issues
- Customized recruitment/hiring events, job fairs, workshops and related services for employers (e.g., targeted hiring, new business openings, seasonal hiring, and safety training)

- Marketing on-line with the support of ESD's Communications Office for occasions such as holiday hiring or major veterans hiring events
- Human resource consultation services (e.g., writing/reviewing job descriptions and employee handbooks; developing performance evaluation and personnel policies; creating orientation sessions for new workers; honing job interview techniques for efficiency and compliance; analyzing employee turnover; or explaining labor laws to help employers comply with wage/hour and safety/health regulations)
- Customized labor market information for specific employers, sectors, industries or clusters
- Increased coordination with WSATC, L&I, labor and business to support and develop pre-apprenticeship and apprenticeship opportunities and providing customized assistance or referral for assistance in the development of registered apprenticeships
- Job order listings and applicant referrals through WorkSourceWA.com, the Monster-based state job matching system to provide a deeper pool of talent for employers to recruit
- Employer Needs Assessment
- Unemployment Insurance Access
- Access to Facilities
- Translation Services
- Developing and delivering innovative workforce investment services and strategies for area employers, e.g., career pathways, skills upgrading, skill standard development and certification for recognized postsecondary credential or other employer use, apprenticeship, and other effective initiatives for meeting the workforce investment needs of area employers and workers
- Assistance in managing reductions in force in coordination with rapid response activities and with strategies for the aversion of layoffs, and the delivery of employment and training activities to address risk factors
- Assisting employers with accessing local, state, and federal tax credits, including Work Opportunity Tax Credit (WOTC) certification
- Local Veterans Employment Representatives outreach to businesses to veterans to employers interested in attracting qualified veterans
- Recruiting and initial screening for participation in WIOA special projects to train for demand occupations, OJTs or customized training
- Increasing rapid response and pursuing National Dislocated Worker Grant funding to serve dislocated workers

First and foremost, Local Workforce Development Boards are, by law, business led, which by definition provides an effective and enduring focus on the needs of local businesses.

WorkSource partnerships of program providers have become a network of support for business customers in league with our critical secondary and higher

education partners. Our operations are retraining seasoned workers and preparing the next generation of skilled workers. We are succeeding in large part because of business, labor and government participation toward full employment for the state's diverse communities. Connecting business and industry representatives so that they have a voice in directing WorkSource resources at the local board level contributes to a prepared, skilled workforce for employers and has the ultimate goal of creating jobs and careers for workers and a stronger economy.

Local boards, while adapted to varying local economic structures and conditions, commonly assign staff to conduct outreach to businesses. Their focus is to represent the local workforce development system and its resources before employers and to inquire about and respond to immediate employment needs that the WorkSource system might be able to fill. Local boards and business outreach staff in one-stop centers strive to build relationships with businesses, and groups of businesses within industry sectors, to assess skill requirements and find ways to quickly respond to labor shortages. WorkSource partners are cognizant of the need to coordinate business outreach within the system at the staff level. At the local board level, the effort continues to coordinate education, economic development, community organizations and agencies to meet workforce needs. ESD state administrative staff provides tools, information, and resources to assist state workforce agency area directors, workforce development councils, and business services specialists to conduct effective labor exchange and affect workforce development.

Linked through the state's WorkSource comprehensive web site are a vast array of local, state and federal workforce development and related resources for businesses and job seekers. Labor market information (LMI) is a particularly rich resource for employers needing workforce information and analysis. The Labor Market and Performance Analysis (LMPA) division of ESD conducts ongoing research and posts regular reports on employment showing which industries and occupations are high-growth and high-demand. Hiring trends, job vacancy rates, career opportunities within the occupations, and other demographic information are readily accessible and used widely.

Washington is committed to helping employers have easy access to workforce information and resources. Businesses, as well as job seekers, have access to the 24/7 self-service WorkSourceWA.com website. The Monster-powered website is a comprehensive, on-line job exchange system that guides employers through the process of posting current job openings, reviewing resumes, and contacting qualified job seeker applicants and scheduling hiring events.

Comment [A34]: Title I

Along with employer advisory boards that work with each community college workforce program to provide guidance to program development, implementation, and assessment, SBCTC's ten Centers of Excellence are flagship institutions that build and sustain Washington's competitive advantage through

statewide leadership. Each Center focuses on a targeted industry that drives the state's economy and is built upon a reputation for fast, flexible, quality education and training programs. A targeted industry is identified as one that is strategic to the economic growth of a region or state.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy.

Key roles of the Centers include:

- Maintain an institutional reputation for innovation and responsive education and training delivery to their targeted industry.
- Act as a broker of information and resources related to their targeted industry for industry representatives, community-based organizations, economic development organizations, community and technical colleges, secondary education institutions, and four-year colleges and universities.
- Translate industry research into best practices.
- Provide system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems.
- Build a competitive workforce for driver industries in Washington State

Comment [A35]: Title II

Title 1-B programs staff annually serve more than 20,000 businesses. Thousands more have been served through ES business service desks helping to post blind job orders, screen applicants and arrange hiring events to fill job openings. Washington State will establish a baseline and increase the number of businesses utilizing the workforce system. However, with the implementation of the new WorkSourceWA.com public labor exchange system, staff will assist employers to fill openings, provide labor market information etc, but the department has discontinued the blind job order screening process. The new system will score applicants based on applicants' resumes and other documents voluntarily uploaded for view by employers.

Services to agricultural employers are primarily organized in season by, or in coordination with, ES Migrant Seasonal Farm Worker (MSFW) staff. Coordination with section 167 National Farmworker Jobs Program staff is discussed in the Agricultural Outreach Plan (AOP) included in this combined plan.

Coordinated Business Services is well-established WorkSource system policy inclusive of Wagner-Peyser (including ES-operated affiliated programs) and Title 1-B core programs (Policy 1014 rev. 1). The purpose is to ensure Washington's WorkSource System provides business services that connect employers to WorkSource resources with the goal of strengthening and growing businesses, creating jobs and meeting the hiring needs of employers. Workforce Development

Councils in Washington are responsible under this policy for the development and oversight of a locally-coordinated, focused and cost-effective business services strategy that aligns with state strategies. Underlying the need for coordination is simply the expectation businesses have that representatives who approach them under the WorkSource brand should be on the same page. Of course, because the WorkSource system is vast and control decentralized, this expectation is quite difficult to achieve with first impressions.

Given different programs operated by MOU partners, different management, and different grants and contracts to conduct business service activities, coordination is easier required than accomplished. Increasingly businesses are also recruited to participate in employer panels, career fairs or hiring events sponsored externally by agencies, colleges and universities, CBOs, private enterprises and industry associations that intersect with WorkSource business services. In most areas, however, WorkSource business services staffed by ES are being carried out with improved communication between partners, co-branded marketing and shared program staff. In the coming years, providing additional relevant and high quality business services may be easier to achieve than establishing statewide functional supervision of business outreach staff from multiple programs. Coordination will continue with the Wagner-Peyser labor exchange helping to anchor job-driven business services efforts.

State strategies under WIOA potentially enlarge the system of service providers to employers and departs further from the more limited, traditional Wagner-Peyser job order and hiring fair approaches. Innovative linkages by local boards in some workforce development areas such as facilitating employer panels that bring together industry sector employers and job seekers to discuss particular employer needs and hiring practices are very successful at generating interest in career pathways and employment outcomes and are anticipated to engage more local Wagner-Peyser and education partners. Wagner-Peyser will broaden approaches to identify and develop new pools of labor that may not be using the American job center network—older youth, new immigrants, incumbent workers, discouraged workers, dislocated homemakers etc. This strategy is particularly necessary in areas of low unemployment and tight labor markets where employers are struggling to find job ready workers. The department will be focusing on industry sector relationship strategies just as Workforce Development Councils have been establishing for a number of years. Together core programs will seek to lead and coordinate employment and training assets not only at the local level but across economic regions of the state where career opportunities are growing with the clustering of industry sectors.

Comment [A36]: Title III

As stated in response 2(A) above, the DSB will work towards the State's strategy of increased **Business Engagement** by developing the agency's array of services that businesses may require or desire of us, thereby facilitating the employment of qualified individuals who are blind, low vision or deaf blind. The agency will deepen collaboration with core and partner programs in order to better connect our blind participants' aptitudes to the skills training and business connection pathways that work best for business needs.

A DSB-offered array of services for business includes many components. One component is to increase awareness among business of the agency's range of services, in order to provide an easy pathway for business to retain a talented employee whose work performance may be impacted due to a change in vision. Another aspect is the ability to fulfill business recruitment needs through connecting the business with the talents of job-ready and skilled agency participants, and to offer the ability to create individualized and low-risk opportunities for the business so that a participant might best showcase their ability and potential value to the workplace. The DSB will provide guidance on issues of disability in the workplace, including education around the Americans with Disabilities (ADA) Act; information on how to benefit from federal and local incentives for hiring of individuals with disabilities, and offer supports to the business for successfully meeting required mandates for hiring of individuals with disabilities. The DSB will offer workplace accommodation recommendations and supports, and education and guidance on making the workplace a disability-friendly and inclusive environment. The DSB will connect business to disability-related resources, training and/or education available in the community at large. The DSB will engage business in identifying supply chain needs, and will assist in establishing entrepreneurs and small businesses that might best fulfill that supply chain need.

Due to the small size of the DSB customer base and agency staffing in comparison to other workforce partner programs, the agency and its eligible participants will benefit from the broader infrastructure that state plan partners develop and nurture towards increased business engagement. The DSB alone cannot fully provide the amount of skilled talent business requires, and the DSB as a separate entity cannot efficiently engage business statewide. The DSB will rely on active inclusion of its staff in the One-Stop Business Services Teams, and depend on the accessibility of workforce programs for agency participants, in order to meet the broader engagement of business in a manner that works best for business – through a seamless single point of contact. DSB counselors develop relationships with local business partners, and will guide those relationships (as applicable) into the greater workforce system in order to best fulfill the business needs.

Comment [A37]: Title IV - DSB

The vocational rehabilitation portion of the Combined State Plan describes in detail services to employers that the DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, provides in conjunction with mandatory and optional one-stop partners. The activities conducted by DSHS/DVR focus on services to employers that assist in the recruitment, hiring, retention, and promotion of qualified individuals with disabilities, including employment and work-based learning opportunities for students and youth with disabilities.

Comment [A38]: Title IV - DVR

Staff working with claimants and employers will have a basic understanding of UI eligibility requirements and will follow through to make sure only those meeting the qualifications the employer is looking for and is a good match will be referred. Follow up from the employers and claimants will be necessary to ensure those that are not following through as directed are referred to the claims center for adjudication of any issues that arise maintaining program integrity and a high-quality service to the employers. This can also include identifying employers in high wage high demand occupations and connecting them with claimants needing retraining with a cost break to employers willing to enter into these partnerships. Claimants receiving benefits will also be in a pool for random selection to review their job search activities involved in meeting the statutory requirements of RCW 50.20.240. Other programs/activities that could benefit employers and claimants alike.

- Shared Work: offers employers alternatives to laying off workers when facing a temporary decline in business allowing individuals to collect partial unemployment benefits to replace a portion of their lost wages.
- Senior Community Service Employment Programs: community service and work-based job training program for older individuals at least 55 years of age and a family income of no more than 125% of the poverty level.
- Work Opportunity Tax Credit:
  - Employers can reduce their federal business taxes by up to \$2,400 for more eligible hires. Up to \$9,000 over two years for each qualifying welfare recipient; \$5,600 for most military veterans and up to \$9,600 for hiring veterans who have a service-related disability.
  - Eligible workers, people who are on or who received public assistance within 18 months of being hired; needy or disabled veterans; felons hired within a year after leaving prison and those participating in work release; people in state or federal vocational rehabilitation programs that have an employment plan for employment within two years of being hired; adults under 40 who receive food stamps in the six months before being hired; anyone who received Supplemental Security Income (SSI) for any month in the 60 days before being hired.
- Bonding services: any person who has a barrier that could lead employers to question their reliability or honesty and deny them a job.

This could be persons with a criminal background, Workfirst participants, dishonorably discharged veterans, recovering substance abusers (alcohol & drugs), individuals with a poor credit history or economically disadvantaged persons who lack a work history. In general, anybody who needs bonding and can't get bonded through a commercial bonding company would qualify for the fidelity bond as long as they are not self-employed.

- Alternative Trade Adjustment Assistance (ATAA): wage supplement program that covers half the difference between their wages and the wages earned at the time they were laid off. ATAA is for workers 50 and older earning a lesser wage in their new job than they were in their pre-layoff job. New wages cannot exceed \$50,000 per year and can get a maximum of \$10,000 for up to a two year period.
- On the Job Training Programs (OJT) can help reduce employers cost with OJT that helps employers find qualified workers and pays part of their wages during the training period
- H2A (Foreign certification for agricultural jobs) and H2B (Foreign certification for non-agricultural jobs) programs help employers to actively recruit available US workers employed in similar jobs.
- Migrant Seasonal Farmworkers staff coordinate farmworkers between farms to meet growers needs:
  - Employers are contacted about their needs and to recruit workers
  - Workers are contacted where they gather or live to conduct outreach to recruit and refer qualified individuals
- Rapid response:
  - Employers get confidential assistance with planning transition needs for their workers
  - Workers get customized services to meet their specific needs about being laid off including information about unemployment benefits.

Comment [A39]: UI

LVERs work directly with employers and business groups to meet specific employer needs. They assist employers in interpreting qualifications of veterans, TSMs, and eligible spouses, as they apply to the employer's requirements. LVERs coordinate job development activities for veterans, TSMs and eligible spouses to meet business needs. They also conduct workshops and employer functions to assist employers in understanding the advantage of hiring veterans in their workforce. Lastly LVERs plan, coordinate and implement hiring events of all sizes, to assist employers in finding veterans, TSMs and eligible spouses to meet their needs.

Comment [A40]: JVSG

Often, Trade Act counselors work closely with employers who are certified for a Trade Act petition. This can include writing the petition request, holding employee orientations on-site and assisting the employer in determining how best to proceed with layoff process.

Trade Act offers on-the-job training programs where the employer, counselor and participant work closely together to create a training program that will meet both the employer's and participant's needs. This benefit offers participants the chance to obtain a job they might not have been eligible for. The employer has the opportunity to train the employee for a set period of time while receiving reimbursement for a portion of the participant's wages.

Comment [A41]: TAA

[Nothing to contribute from the state CSBG perspective. CSBG activities support services to eligible individuals and households.]

Comment [A42]: CSBG

The state Community Development Block Grant program administered by the state Department of Commerce awards funds to rural local governments for locally-prioritized activities. If a rural local government applies for and receives CDBG funding for a job creation activity, the business will be required to coordinate job recruitment and hiring with the regional WorkSource/one-stop center.

Comment [A43]: CDBG

Grantees or their representatives will meet and strategize with local workforce development and economic development councils, in coordination with local WorkSource Centers to participate in building a unified regional approach to developing and maintaining successful employer partnerships and ensure performance-based successful placements that meet community needs. In addition, grantees will also ensure support for the SCSEP follow-up and satisfaction survey process. Consistent and ongoing communication and follow-up with partners will provide sub-grantees with feedback and understanding on how to better serve both participants and community partners. Participation in a regional approach will provide increased opportunities for recognition and participation in future activities thereby establishing more long-term relationships.

Comment [A44]: SCSEP

**(E) Partner Engagement with Educational Institutions. Describe how the State's Strategies will engage the State's education and training providers, including community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system.**

The state's strategies were developed in close partnership with education and training providers statewide, in particular Washington's system of community and technical colleges. The state Workforce Board also serves as the Washington state administrator for the Carl Perkins Act, and the executive director of the State Board for Community and Technical Colleges is a voting member of the Board.

Comment [A45]: Eric, Terri & Dave W

BEa adult education and literacy activities are integrated with other education, training, and employment programs at the state and local levels. At the state level, the governor-appointed Adult Education Advisory Council (AEAC) is charged with improving partnerships, collaboration and coordination at every

level. Membership in the AEAC includes representatives from the Basic Education for Adults division of the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction (OSPI), higher education, adult education, community based organizations, private sector employers, business, private literacy organizations, economic development councils, library programs, labor programs, corrections education, and the general public.

The council membership meets once each quarter at one of the colleges and, in collaboration with representatives of the State Board for Community and Technical Colleges, organized labor and the Association of Washington Businesses, explores and develops initiatives to improve access to workforce training, to boost local economic development and to expand the services for dislocated workers in the state.

The Workforce Education Council (WEC) consists of the chief workforce education officer from each of the 34 community and technical colleges in Washington State. The WEC is a subsidiary of the Instruction Commission (IC) and the Washington Association of Community and Technical Colleges (WACTC) and works collaboratively with BEdA in the development, implementation, and expansion of Washington's nationally recognized and replicated Integrated Basic Education and Skills Training (I-BEST) initiative to accelerate basic education client's transition into professional-technical, college-level certificate and degree programs in high demand industries.

The Washington State Instruction Commission for Community and Technical Colleges (IC) exists to enhance instruction and library/media services within the community and technical colleges of the State. The Instruction Commission is directly responsible to the Washington Association of Community and Technical Colleges presidents (WACTC) through a liaison appointed by the president of WACTC. The liaison serves as the primary communication link between the Commission and WACTC. The IC also forms a communication link between the following councils, all of which send representatives to the IC: the Council for Basic Skills, the Articulation and Transfer Council, the Continuing Education Council, the eLearning Council, the Library Media Directors Council, and the Workforce Education Council. The Instructional Commission and Student Services Council are also critical partners in the expansion of and educational support services to students in I-BEST programming.

OSPI and BEdA have partnered to create a seamless pathway for Out of School Youth and adults lacking a high school diploma or its equivalent. The Open Doors re-engagement program administered through OSPI and the competency-based High School 21+ programs implemented across the community and technical college system provide students with a seamless pathway to high school completion. As students age out of Open Doors all credits and competencies earned count towards a high school diploma in the HS 21+ competency based diploma program in Washington's community and technical colleges.

Comment [A46]: Title II

**(F) *Leveraging Resources to Increase Educational Access.* Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).**

Washington’s guided pathway for BEdA clients allows students in levels 1-3 Adult Basic Education (ABE) and English Language Acquisition (ELA) to participate in On-ramps to I-BEST at a \$25 dollar per quarter fee, which is waived for students unable to pay. BEdA’s five on-ramp program options include:

- A competency-based high school completion on-ramp. HS 21+ awards credit for prior learning and military and work experience;
- An I-BEST at work on-ramp which works with incumbent workers in the workplace. The teaching team is comprised of a basic skills instructor and a trainer from the company;
- An ELA on-ramp, Integrated Digital English Acceleration (I-DEA) targets the lowest 3 levels of ELA and provides students with 50% of the instruction online, a computer, and 24/7 Internet access to learning;
- On-ramps contextualized in employability skills and college readiness; and
- Career specific on-ramps that are contextualized to a specific career pathway like healthcare or welding.

When students are ready, most often at Level 4 ABE and Level 5 ESL, they can move into quarter one of I-BEST with tuition funded by the Washington State Opportunity Grant and Washington’s State Need grant that allow students without a high school diploma or an equivalency to earn the six college-level credits required to transition onto Ability to Benefit and federal financial aid in their second quarter of I-BEST.

Beginning in their second quarter in I-BEST, students move on to federal financial aid under the Ability to Benefit option if eligible. Upon receiving a 2-year degree in Washington, students without a high school diploma or GED® can check a box and receive their high school diploma.

They then can then use those same funding sources (with the exception of Opportunity Grant) to transition into a CTC applied baccalaureate program or transfer to a 4 year university.

Comment [A47]: Title II

**(G) *Improving Access to Postsecondary Credentials.* Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.**

Washington's Integrated Basic Education and Skills Training Program (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can earn postsecondary credentials and degrees and move through school and into living wage jobs faster.

Pioneered by Washington's community and technical colleges, I-BEST uses a team-teaching approach to combine college-readiness classes with regular, credit-bearing academic or job training classes. I-BEST challenges the traditional notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap.

I-BEST was named a Bright Idea by Harvard's John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as one of the most significant, national innovations. I-BEST is being replicated and implemented across the country.

Research conducted separately by the Community College Research Center and the Workforce Training and Education Coordinating Board found that I-BEST students outperform similar students enrolled in traditional basic skills programs. I-BEST students are:

- Three times more likely to earn college credits.
- Nine times more likely to earn a workforce credential.
- Employed at double the hours per week (35 hours versus 15 hours).
- Earning an average of \$2,310 more per year than similar adults who did not receive basic skills training. According to a December 2012 report by the Community College Research Center, I-BEST benefits are well worth the costs.

Comment [A48]: Title II

**(H) *Coordinating with Economic Development Strategies.* Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.**

Title I engages at both the state and local levels with the state Department of Commerce's Office of Economic Development and Competitiveness, which encompasses a number of key sectors: aerospace, clean technology, information and communication technology, life science and global health, maritime, military and defense, and forest products. At the state level, the State Workforce Development Board (WTECB) and State Workforce Agency (ESD) coordinate with partners at the state Department of Commerce in sector strategy projects. Locally, Local Workforce Development Boards engage economic development, business, labor, and education partners around key sector strategies, industry skill panels, and two-year training-curriculum focused Centers of Excellence.

The Employment Security Department (ESD) is an ex-officio member of the [Community Economic Revitalization Board \(CERB\)](#), which provides funding to

local governments and federally-recognized tribes for public infrastructure (e.g., domestic and industrial water, storm water, wastewater, public buildings, telecommunications and port facilities) that supports private business growth and expansion. One provision in CERB guidelines is that employers that benefit from CERB investments must use WorkSource for recruitment, screening, and hiring for the new jobs created. Local Title I boards are kept abreast of CERB developments so as to be aware of workforce needs of CERB-related employers.

Local Workforce Development Boards continue to be involved in local economic development strategies and often have seats on economic development councils and chambers of commerce. Conversely, economic development council, public port, and chamber of commerce directors often hold economic development seats on Local Workforce Development Boards. The objective is to increasingly recognize that the availability of a skilled and educated workforce is critical to economic development.

In the recent past, the Governor's WIA 10% discretionary funds have been used to leverage the training and education needs of private sector employers targeted through state-supported economic development projects. It is anticipated that the Governor's WIOA 10% discretionary funds will be used, to some extent, in a similar fashion.

Comment [A49]: Title I

Title II local programs across the state are working with local Workforce Boards to align their comprehensive guided college and career pathways and training and program meta-majors to the needs of the key industry sectors identified in each planning region. This will target the needs of business in each region. BEdA's elements of the WIOA State Operational Plan were developed with guidance from the Governor's appointed Adult Education Advisory Council (AEAC) in support of Governor Jay Inslee's Results Washington initiative, the Higher Education Coordinating Board's *Strategic Master Plan for Higher Education*, the State Board for Community and Technical Colleges' *System Direction and Mission Study and Policy Focus and Dashboard*, and the Workforce Training and Education Coordinating Board's *High Skills High Wages* plan.

In addition, Washington's Community and Technical College system plays a critical role in the development of a well-educated citizenry essential to a growing knowledge based economy. Community and technical colleges are expanding capacity consistent with the state's strategic industries to:

- Increase and retool workforce education programs, especially for anchor occupations, high demand occupations and strategic industries.
- Develop new mechanisms for business and industry partnerships and expand customized training.
- Use Centers of Excellence to strengthen programs, share best practices, and develop transitions and pathways for working people.

- Increase participation in and contribution to state and local economic development strategies, focused on providing skilled and knowledge workers for the economy.
- Leverage resources and coordinate initiatives with local and regional economic development efforts.
- Leverage resources and coordinate initiatives with state level economic development plans.
- Serve more adults by identifying and mitigating access barriers for adults, especially for underserved populations such as people of color, people with disabilities, children leaving foster care, low wage workers and other working adults.
- Offer educational building blocks with multiple entry, re-entry, and exit points.
- Ensure all courses lead to diplomas, certificates and degrees, and all associate degrees lead to bachelor's degrees, including Tech Prep-like pathways that transition students into certificate programs and applied bachelor's degrees.
- Expand integrated instruction models. Increase I-BEST and develop more models for integrating basic and professional/technical skills. Expand models that integrate college level academic and professional/technical education.
- Provide a system for prior learning credit for competencies, knowledge and skills gained from professional development and continuing education courses.
- Enhance student success through retention and transition strategies aimed at targeted groups of students, including working adults, low-income adults, first generation college students, people without high school diplomas, and adults with limited English fluency.
- Integrate instruction and student services efforts that increase flexibility for students to customize their education.
- Make courses, programs and services more accessible for working people. Distance learning, evening/weekend classes, on-site business and industry classes, and new funds for Opportunity Grants and customized training provide venues to try new approaches.

Comment [A50]: Title II

The Washington State Department of Commerce is the lead for Governor Jay Inslee's economic development agenda focusing on keeping Washington a great place to grow a business and the best place to live and work. The State's sector-based economic development strategy identifies the importance of ensuring career readiness and expanding workforce training. In the big picture this is particularly vital for skills in science, technology, engineering and math to maintain comparative advantages in sectors like advanced manufacturing (exemplified by the sizeable aerospace industry in the region), information technology/online retail, biotech and healthcare sectors. The opportunity under WIOA is to reinvent how the state

supports workforce development so that every Washingtonian will have a chance to earn a living wage, and every employer will have access to enough skilled workers. To ensure statewide progress on coordinating education and training with workforce and economic development for job-driven expansion of opportunity, the state board has set a goal to have at least one sector partnership in development in each workforce region.

The flexibility under Wagner-Peyser allows ES to support career readiness through triage and initial assessment of skill gaps for referral to a range of suggested learning and training options. Training options may range from registered apprenticeship to formal online or classroom coursework offered by eligible education and training providers. Thus ES front line staff market economic opportunities. They work with one stop partners and other in identifying candidates to fill immediate job openings and to get established on pathways to jobs in growth industries. A number of ES managers participate on college CTE advisory committees and some work closely with economic development councils, chambers of commerce, and their local boards. ES staff serve all employers, but with limited resources the department is willing to devote more resources for supporting recruitment efforts when the job seeker inventory matches, when targeted job seekers can get a step up to self-supporting wages, and when small and medium businesses can get the recruitment support they depend on. Reinventing workforce development will include further integrating Wagner-Peyser assets to support economic development projects and programs such as Work Start. This strategic reserve funding coordinated through WDCs and often with colleges provides workforce training tailored to the specific needs of the eligible, target industry employers. Wagner-Peyser staff help recruit for such projects. Having access to the large pool of UI claimants is an advantage in identifying and outreaching to potential applicants.

Comment [A51]: Title III

The DSB activities should be well-aligned with Washington's economic development strategies, if agency participants have access to core group and partner services and programs.

Blind, low vision and deaf blind users of the workforce system have typically been left unserved in the good work of the state's sector industry strategies. In addressing the business needs for identifying and developing targeted training to fill workforce gap needs in the key sector industries, Washington State's workforce system has a stellar reputation, but those with visual disability have not typically benefited from the programs, apprenticeships and opportunities. With the new partnership through the Workforce Innovation and Opportunity Act, the DSB expects the needs of its blind and low vision customer base to also be served in the workforce

programs supporting key sectors of aerospace, agriculture, information and communications technology, clean energy, rural economic development, and life sciences.

The DSB and its Workforce Innovation and Opportunity Act partners are the key players in Washington State economic strategy for workforce development, and the DSB encourages and supports science, technology, engineering and mathematics (STEM) employment goals and vocational and academic training for all eligible participants who have aptitude and interest, and look to collaborate with the Washington School for the Blind and other partners to develop workshops and programs that will encourage interest in STEM activities at a young age.

The DSB will continue to identify eligible participants with aptitude for entrepreneurialism, and continue to support start-up opportunities of small business as an important means for blind, low vision and/or deaf blind individuals to join in on the key Washington State economic development strategy of encouraging small business. Blind business owners often become employers themselves, helping drive the state's workforce engine.

**Comment [A52]:** Title IV - DSB

The DSHS Division of Vocational Rehabilitation (DSHS/DVR), as a core program, will engage actively with mandatory and optional one-stop partners to coordinate and contribute to economic development strategies across the state. Specifically, DSHS/DVR will:

- Increase the number of DSHS/DVR customers who attain credentials in STEM and other in-demand occupations so they can contribute to filling the skills gap that Washington businesses face today.
- Encourage a larger segment of DSHS/DVR customers to pursue and achieve self-employment goals to launch new businesses that contribute to the vitality of local economies.
- Assist newly located and start-up businesses in successfully recruiting and hiring qualified employees with disabilities, particularly businesses that are federal contractors or subcontractors and have a contractual obligation to employ individuals with disabilities.

**Comment [A53]:** Title IV - DVR

Not much integration here, though UI can probably utilize its training activities and various programs better.

**Comment [A54]:** UI

DVOP and LVER activities are integrated into local service delivery models, ensuring that they directly support respective Workforce Development Councils and Economic Development Councils in their areas. LVERs partner closely with business

entities, which are a representation of the local economic growth team. They routinely attend chamber of commerce meetings and other functions that promote local economy development efforts.

**Comment [A55]:** JVSG

Trade Act does not directly coordinate with Economic Development Strategies. Trade Act could be in dialog with economic development entities to help develop strategies to steer dislocated workers in the direction of strong employer needs and provide training in those areas.

**Comment [A56]:** TAA

[Nothing to contribute for CSBG]

**Comment [A57]:** CSBG

The state Community Development Block Grant program administered by the state Department of Commerce awards funds to rural local governments for locally-prioritized activities. Grant applications for economic development activities must be consistent with local economic development strategies and will be more competitive if aligned with regional and state economic development strategies.

**Comment [A58]:** CDBG

During the coming year(s) the SCSEP Grantees (State and Nationals) will continue to move towards a cohesive and collaborative partnership. The efforts have taken on a new sense of urgency with the implementation of WIOA. Additionally the efforts have been taken on with a greater sense of opportunity to provide a more effective integrated and holistic approach through the fostering of increased levels of partnership across the continuum of employment; education and the social services. The process will enhance the existing collaborative efforts both between both the State and National Grantees as well as in conjunction with the WorkForce Development Councils, and State and local economic development entities.

The goal is to develop more formal agreements between the State and National Grantees in order to expand upon the strengths, capabilities and resources of the individual grantees. These formal partnerships and working agreements will be of benefit not just to the SCSEP provider organizations, but also for the benefit of the spectrum of WorkForce employment and education programs.

The State Program Manager has approached DOL about implementing changes to the Grantee contracting to process in order to achieve greater collaboration and cohesion for the SCSEP program within the State of Washington. Beyond the DOL contracting process the state manager is exploring the development of MOUs between the State and the National grantees in order to create cohesion of the program; develop formal agreements with the Division of Vocational Rehabilitation; potentially data sharing agreements with State entities; accessing the DSHS and or WDC Ticket to Work EN network for reimbursement for the services provided by the grantees (with the exception of Goodwill Industries which already is a EN).

Some of these agreements would prove beneficial on many levels in terms of; minimizing the current confusing aspects of 2 or more SCSEP Grantees operating within the same county, and/or the same local WorkForce Development Council area; streamlining engagement for information and referral supports; involvement

of all SCSEP grantees in local WDC partnerships and for inclusion in all development and problem solving aspects involved for the system.

Additionally the SCSEP grantee staff and participants can bring perspective, and training resources to the WorkForce system regarding the Aging workforce.

In order to develop strategies for overall grantee success in serving participants and the community, local projects will work with their grantees within local economic regions to systematically help participants become well matched with their community's high-growth industry recruitment criteria. The following possible strategies will be available to assist them in this process:

**Comment [A59]:** SCSEP