



**WORKSOURCE  
OREGON**

**OPERATIONAL STANDARDS  
VERSION 2.0**



## WSO STANDARDS

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## WSO STANDARDS

### OVERVIEW

In 2007, Oregon set a goal for integrated service delivery within WorkSource Oregon (WSO). This would involve: co-location of multiple partners within WSO; and adoption of businesses as primary WSO customers, in addition to jobseekers. In 2013, Governor Kitzhaber issued Executive Order No. 13-08 which strengthened roles and responsibilities for Local Workforce Boards; charged state agencies that administer workforce programs to align themselves in light of reduced resources and a changing economy; and designated the Oregon Workforce Investment Board as an independent advisory body to the Governor to ensure progress and accountability at both the state and local levels.

The Workforce Innovation and Opportunity Act, was signed into law in July 2014. This legislation, in addition to the Governor's Executive Order No. 13-08 and related efforts in Oregon, resulted in a renewed vigor around workforce system redesign. The Oregon Workforce Partnership, in partnership with the Oregon Employment Department and the Higher Education Coordinating Commission Office of Workforce Investments, chartered a project to establish a statewide framework for consistent workforce service delivery throughout Oregon.

In 2017, as part of continued efforts to implement WIOA, the Workforce System Executive Team and the State Workforce Talent and Development (WTD) Board adopted the WSO Standards as a system-wide expectation for service delivery. As a result, partners came together to further integrate Department of Human Services Vocational Rehabilitation and Self-Sufficiency employment and training programs, Oregon Commission for the Blind, as well as Adult Basic Education funded through WIOA title II.

While the Standards support the vision of WIOA and align with the requirements of WIOA, federal and state regulations; this is not a WIOA compliance-related document. WorkSource Oregon Operational Standards provide the minimum-level content/services(s) required to be available at all WSO centers as we work toward development of a seamless customer-facing service delivery system.

While it will take time, partners at both state and local levels should strive to exceed these standards and pursue further integration of: staff, resources, resource management, customer enrollment and service delivery. The standards are based on premise that partners will continually work together to improve the system, engage new partners, and better serve Oregon job seekers, workers and businesses.

### **MISSION, VISION AND VALUES**

WorkSource Oregon is comprised of multiple agencies and organizations. While each of these entities may have their own missions, visions, and values; the mission, vision, and values of WorkSource Oregon have been developed to speak on behalf of the broader workforce system.



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### **MISSION OF WORKSOURCE OREGON:**

To effectively respond to workforce challenges through high-quality services to individuals and businesses, resulting in job attainment, retention and advancement.

### **VISION OF WORKSOURCE OREGON:**

Communities where the employment needs of jobseekers and businesses are met by solutions delivered effectively through engaged workforce system partners.

### **VALUES OF WORKSOURCE OREGON:**

- **Inclusiveness.** We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration and the free exchange of ideas. We honor diversity, exhibit fairness, and strive for equity and excellence for all customers.
- **Stewardship.** We value social responsibility and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.
- **Excellence.** We continually pursue excellence by being creative, aspirational, and high-achieving professionals, committed to our communities and team. Our staff is our greatest resource and our customers' success is the essence of our work.
- **Teamwork.** We are a system of effective teams that emphasize high levels of trust, cooperation, and a commitment to excellent communication. We encourage and empower employees to exercise independent judgment in meeting customer needs through professional, values-based behavior.
- **Integrity.** We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment. We demonstrate the highest standards of personal integrity and honesty in our public activities to inspire confidence and trust.
- **Relevance.** We foster an environment of continuous improvement and high performance, utilizing the most current tools and technology to ensure we remain relevant to the communities we serve.

## **ROLES AND RESPONSIBILITIES**

Each WSO partner has roles and responsibilities, purposes and functions as they relate to WSO policy and operations. With WIOA and the addition of other required partners, common operational agreements further clarify roles, responsibilities and the decision-making authority of all entities involved. Any decisions that affect, reflect upon, or impact a WSO center or WSO service delivery will be vetted with the appropriate group. Local Leadership Teams will manage local level topics as they arise. Where impact is greater than one local area, where agreement among local partners cannot be reached, and/or where additional guidance is needed, the WSO Advisory Committee will be consulted and serve as the decision-making body regarding those topics. Any disputes that cannot be resolved among partners at the level of the WSO Advisory Committee will be raised to the Continuous Improvement Committee of the State Workforce and Talent Development Board for consideration and final ruling.



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### **CONTINUOUS IMPROVEMENT COMMITTEE**

**Purpose:** The Continuous Improvement Committee is a subcommittee of the state's Workforce and Talent Development Board. It was developed to ensure Oregon meets its obligations under WIOA and to provide leadership and oversight in the continuous improvement of the workforce system.

**Function and Authority:** The committee discusses and approves priorities for the workforce system, recommends strategies, reviews key performance elements and reviews key elements of sustainability of the workforce system. This committee may hear and weigh in on disputes related to one-stop service delivery in the event that local area partners and WSO Advisory Group members cannot resolve an issue; as needed, and as part of system improvement responsibilities.

### **DEPARTMENT OF HUMAN SERVICES SELF-SUFFICIENCY**

**Purpose:** The Department of Human Services Self-Sufficiency Program (DHS-SSP) provides assistance for low-income families to promote family stability and help them become self-supporting. They provide access to the Supplemental Nutritional Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) and TANF-related programs, Employment Related Day Care (ERDC), Temporary Assistance for Domestic Violence Survivors (TA-DVS), Refugee Programs, and Youth Services Programs. Workforce programs provided by DHS include the SNAP employment and training program as well as the Job Opportunity and Basic Skills (JOBS) program for TANF participants.

**Function and Authority:** DHS-SSP provides eligible Oregonians with access to self-sufficiency employment and training services in Oregon's comprehensive WSO centers and many affiliate WSO sites, as well as at DHS branch locations and contracted partner sites. DHS-SSP providers work with WSO partners to coordinate provision and funding of employment and job training services to shared customers. DHS-SSP is a required partner in the WorkSource Oregon system.

### **DEPARTMENT OF HUMAN SERVICES VOCATIONAL REHABILITATION**

**Purpose:** Department of Human Services Vocational Rehabilitation (DHS-VR) helps Oregonians with disabilities gain and maintain employment through counseling, specialized training and new skill development. This includes helping youth with disabilities transition from the educational system to the workforce as they become adults, helping employers overcome barriers to employing people with disabilities, and partnering with other state and local organizations that coordinate employment and workforce programs to effectively meet the needs of people with disabilities. Employment helps people with disabilities become more self-sufficient, involved in their communities, and live more engaged, satisfying lives.

**Function and Authority:** The VR program insures specialized services are provided by skilled Rehabilitation Counselors who deliver direct client services in VR field offices, local DHS offices, and select WSO sites. Vocational Rehabilitation Counselors conduct comprehensive assessments to evaluate vocational potential, including diagnostic and related services necessary to outline the nature and scope of services necessary for people with disabilities to gain and maintain employment. Vocational counseling and guidance builds on the assessments and clearly identifies appropriate career goals and



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career paths to obtain those goals. WSO partners often assist VR Counselors with shared clients to insure access to these career paths and goals. VR is a core partner in the implementation of WIOA and is committed to improving access to the Workforce System for Oregonians with disabilities.

### HIGHER EDUCATION COORDINATING COMMISSION

**Purpose:** The Higher Education Coordinating Commission (HECC) is a state agency/commission that develops and implements policies and programs to ensure that Oregon's network of colleges, universities, and pre-college outreach programs are well-coordinated to foster student success. It is responsible for policy development and program oversight of workforce development initiatives funded under WIOA titles I and II, contributing leadership and resources to increase the skills, knowledge and career opportunities of Oregonians. The HECC provides staffing to the Oregon Workforce Investment Board.

**Function and Authority:** On behalf of the Governor, the Office of Workforce Investments (OWI) implements and oversees Oregon's WIOA title I implementation, compliance, and funding distribution. The Office of Community Colleges and Workforce Development (CCWD) oversees and supports WIOA title II adult education and literacy programs, investments, and activities; as well as post-secondary career and technical education authorized under the Carl D. Perkins Vocational and Technical Education Act.

### LOCAL LEADERSHIP TEAMS

**Purpose:** Local Leadership Teams (LLTs) are convened by Local Workforce Boards and are the mechanism used to manage the implementation of the local WSO system. This includes coordination of services, programs, funding streams, processes and initiatives among WSO partners to ensure accountability and alignment in support of a seamless public system.

**Function and Authority:** The LLTs address both systems and operational topics related to service delivery issues and improvements; implementation of programs, process and current initiatives; center activities such as workshop offerings, customer flow (discrete resource room activities), and staff coordination/coverage; program and center performance; sector strategy implementation; business recruitment services; and implementation of local area strategic plans as they relate to center functions. The LLTs also serve as a communication mechanism between regional, local area and center levels.

The structure of LLTs may vary across local workforce areas. Some local areas may have more than one LLT or varying levels of LLTs. Some may have a regional/strategic leadership team that manages some or all LLTs responsibilities and/or some local areas may have operational teams that manage some responsibilities in regard to operations of a specific WSO center. In these instances, it may be a different group (regional LLT or board sub-committee) designated to oversee performance, compliance monitoring, best practices identification and system improvement, sector initiatives development, and strategies for service delivery. Regardless of the local structure, LLTs responsible for oversight and strategy development will consist of local board staff (conveners), OED Managers, representatives from Department of Human Services Self-Sufficiency and Vocational Rehabilitation programs, and title II Adult Basic Education program representatives. Local teams may also include One-stop Operators or representatives from other engaged partners and stakeholders. Where program services are delivered



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by contracted service providers, provider management and staff may also be included on LLTs, as appropriate. In these instances, LLTs will ensure that provisions for preventing conflict of interest are in place.

### **LOCAL WORKFORCE DEVELOPMENT BOARDS**

**Purpose:** Local Workforce Development Boards (LWDBs) are designated to develop local workforce plans, and to direct and prioritize funding toward workforce development activities, and help shape how services are delivered in the local WSO System. They convene economic development and other partners to create resources for workforce development activities in response to the needs of jobseekers and local business. The LWDBs, as neutral independent brokers of workforce services, purchase contracted workforce services that are provided through the WSO centers to support talent development, job creation, income progression, business competitiveness, and expanded opportunities for citizen prosperity. The LWDBs certify WorkSource Oregon centers.

**Function and Authority:** Local Workforce Development Boards provide a convening table for labor, economic development, elected officials, community colleges, K-12 education, workforce development and human service providers to create community-based solutions to workforce challenges and efficiently address local labor market needs and statewide priorities. They lead employer engagement to promote business representation, develop linkages, implement effective strategies and ensure that workforce investments support the needs of employers. They expand private-public partnerships with an integrated workforce system to ensure WSO centers meet the needs of the community, and they partner with the Governor's Regional Solutions Teams to identify and leverage opportunities to expand job creation and incent job growth. They negotiate local title I performance measures and conduct program oversight to ensure appropriate use, management and investment of workforce resources.

### **OREGON COMMISSION FOR THE BLIND**

**Purpose:** The Oregon Commission for the Blind (OCB) is a state agency/commission that assists Oregonians who experience vision loss to develop independent living skills and achieve positive employment outcomes. OCB works with businesses to help them increase diversity, develop assessable worksites and obtain/retain talented employees.

**Function and Authority:** OCB provides individuals who experience vision loss with services including, although not exclusive to, counseling and skills training that allow them to obtain, retain, or further employment goals. Individuals may access services at any OCB office and/or work with a counselor/instructor in another location including a WorkSource Oregon center. OCB works with other agencies from which the client is obtaining services when appropriate.

### **OREGON EMPLOYMENT DEPARTMENT**

**Purpose:** The Oregon Employment Department (OED) provides a public labor exchange connecting job seekers with employers. The OED supports economic stability for Oregonians and communities during times of unemployment through the payment of unemployment benefits, serves businesses by recruiting and referring qualified applicants to jobs, provides resources to diverse job seekers in support of their employment needs, and develops and distributes quality workforce and economic information to promote informed decision making.



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**Function and Authority:** OED provides a large portion of staffing and physical infrastructure for the WSO system, and is the primary delivery mechanism in the aligned service delivery model.

### **WORKFORCE AND TALENT DEVELOPMENT BOARD**

**Purpose:**

The Workforce and Talent Development (WTD) Board mission is to advise the Governor on workforce policy and plans, and contribute to the economic success of Oregon by aligning state workforce policy and resources with education and economic development; promoting a proactive, flexible and innovative talent development system; and, by holding the workforce system accountable for results, to ensure Oregonians develop the skills they need to sustain rewarding careers and businesses have the talent they need to be competitive.

**Function and Authority:**

The WTD Board advises the Governor on workforce policy and plans, and contributes to the economic success of Oregon by aligning state workforce policy and resources with education and economic development. The board also provides strategic, investment recommendations on workforce and talent development. The board promotes a proactive, flexible and innovative talent development system to ensure Oregonians develop the skills they need to sustain rewarding careers and businesses have the talent they need to be as competitive as possible.

### **WORKSOURCE OREGON ADVISORY TEAM**

**Purpose:** The WSO Advisory Team is the oversight body of the WSO service delivery system. It is comprised of at least two members from each of the following WSO partners: Oregon Employment Department; Department of Human Services (self-sufficiency and vocational rehabilitation programs); Higher Education Coordinating Commission (title I and title II representatives); Oregon Commission for the Blind; and Local Workforce Development Boards. Staffing for this team may change over time and will be decided and unanimously agreed upon by its members.

**Function and Authority:** The team is responsible for regularly reviewing the WSO Standards and ensuring they are kept current and aligned with applicable laws and regulations. The Team is responsible for vetting and approving any decisions, topics, or recommendations that affect WSO. Decisions affecting WSO may require input from additional stakeholders, such as LWDB Directors or WSO partners that are not currently represented in the WSO Operational Standards. It will serve as a group to vet and help resolve any local disputes regarding WSO service delivery, that cannot be resolved among local partners. The Team will also oversee implementation of WSO Standards, monitor ongoing implementation progress and ensure that necessary supports are in place for front-line staff success in implementation of the WSO Standards.



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### **SYSTEM REQUIREMENTS**

#### **CO-LOCATION**

In order to be designated as a WorkSource Oregon center, OED Wagner-Peyser employment service offices must be co-located with title I one-stop centers. Title II Adult Basic Education, DHS-SSP employment and training services, OCB, and DHS-VR will seek opportunities to co-locate; and will have representation in every WSO center and participate in WSO standardized service delivery no later than July 1, 2019. Plans will be developed and transitions in progress for all communities no later than July 2018. Exceptions to this must be approved by the WSO Advisory Team, in consultation with the respective LWDB.

#### **ALIGNMENT OF SERVICES**

In order to be designated as a WorkSource Oregon center, services among Wagner-Peyser and title I staff will be aligned resulting in seamless provision of services to customers. Total staff resources across both funding streams will be allocated collectively to ensure all services are delivered in accordance with the requirements of these operational standards. All operational functions, including supervision and management where appropriate, will be taken into consideration when developing a functional staffing plan for each center. Contributions to alignment of service efforts by other required programs (DHS-SSP, title IV DHS-VR, OCB, title II Adult Education and Family Literacy) within each WSO center will be determined by LLT representatives and local WSO Memoranda of Understanding and cost-sharing agreements. Any contributions to alignment of services must comply with specific program provision requirements of each program's respective fund source and oversight agency.

#### **BRANDING**

WorkSource Oregon (WSO) is the accepted brand for WorkSource Oregon centers, in accordance with the Oregon Workforce Investment Board decisions from September 2007 and December 2008. All WSO centers certified as comprehensive or affiliate sites where title I and title III staff are located will adopt and execute this brand. Partner and specialized sites where both title I and title III staff are not present may not be branded as a WSO center. These sites may identify as a "Partner of WorkSource Oregon."

The brand is applicable to all signage, center décor, lobby/resource room kiosks, brochures, print materials, marketing materials, nametags, web and social media presence, business cards, e-mail signature blocks, telephone protocols, and other related applications for all WSO-funded activities and functions provided through the WSO centers. Branding standards may not apply to programs for which WSO is not the primary location for service delivery, or where these standards do not comply with a policy of a parent organization of a WSO partner. In these instances, the LLT for the center will develop a solution that ensures compliance with these standards and ease of use for customers.

In addition to WorkSource Oregon, each WSO center must post language on the physical structure as follows: "WSO is a proud partner of the American Job Center network." In addition, the partners/programs present within a center should be posted in a common entrance area or entrance door. The WSO Branding Guide will be used to implement any associated federal requirements.



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Each LLT will establish protocols to ensure that physical structures are kept clean, neat, professional, and reflective of an aligned and integrated environment. Additionally, LLTs will develop center/local area-specific professional standards which include expectations for acceptable work apparel. All staff and sub-contractors providing WSO-funded services within the centers must comply with these branding standards and any additional local protocols established by LLTs.

### **TECHNOLOGY INFRASTRUCTURE**

All WorkSource Oregon centers will maintain a standard level of technology to ensure comparable access to automated services for customers. A gap analysis of technology needs across the state will be completed, and all centers equipped with standardized technology infrastructure.

### **SERVICES**

Services provided through the WSO centers will be customer-centered to ensure value to each customer experience as close to the front of the customer flow as possible and at each point along the continuum of services. There is no required sequence of services in WSO centers. Rather, there are Exploratory Services, Career Services, Training Services and Business Services which may be accessed at any time based on individual customer needs. For the purposes of categorizing services offered in the WSO model, any services that are not defined as Exploratory, Training or Business are now categorized together as Career Services. This section describes the foundations of service delivery that are to be in place for the delivery of *all* WSO services, and establishes the standards for each specific service provided within Exploratory, Career, Training, and Business Service categories.

### **ACCESSIBILITY**

WorkSource Oregon is an equal opportunity program and does not discriminate in employment or the provision of public services on the basis of race, color, religion, sex, national origin, citizenship status, age, disability, political affiliation or belief. The following services are available free of cost, upon request: Auxiliary aids or services, alternate formats, such as Braille, large print, audio CD or tape, oral presentation, electronic format to individuals with disabilities, and language assistance to individuals with limited English proficiency. For more individualized accommodations, go to <http://www.worksourceoregon.org/accessibility/equal-opportunity>.

In accordance with WIOA requirements, all WSO centers are assessed by LWDBs annually for compliance with the Americans with Disabilities Act. This assessment is also required as part of the center certification processes conducted by LWDBs no less than every three years. Local LWDBs should be contacted for information on specific center assessments, contact the appropriate LWDB.

### **FOUNDATIONS OF SERVICES DELIVERY**

As defined in WIOA and OWIB policy, there are three levels of access within WSO centers. "Access" to programs and services means having:

1. Program staff physically present at the location; or
2. Partner program staff physically present at the One-Stop Center appropriately trained



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- to provide information to customers about the programs, services, and activities available through partner programs; or
3. Making available a direct linkage through technology to program staff that can provide meaningful information or services.
    - a. A “direct linkage” means providing direct connection at the One-Stop Center, within a reasonable time, by phone or through a real-time web-based communication to a program staff member who can provide program information or services to the customer.
    - b. A “direct linkage” cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials.

In addition to the actual services provided to customers, there are foundational elements that crosscut and underlie the provision of WSO services. Those elements and the standards for the use are outlined below.

### **Continuity of Services**

All WSO centers will execute a viable collaborative-service system as a basic principle of the customer-focused model. The goal is to provide the best customer-focused service possible through a continuity of services that are not dependent upon a customer returning to the same staff person. Centers will focus on the development of organizational, not individual, relationships in order to seamlessly coordinate services in a way that meets the business requirements as well as addresses customer needs in a timely and value-added manner. For customers engaged in Career and/or Training Services, staff will adequately document customer interactions to ensure continuity of services for customers regardless of which staff provides assistance. Due to use of multiple data systems among workforce system partners, LLTs will discuss where these activities are documented and ensure staff are trained accordingly.

Though documentation may assist with outcomes tracking, the purpose of engaging in collaborative-service delivery is not to focus on performance, but rather the customer experience. Any person working within the WSO center is expected to be able to determine where customers left off on their last visit and/or to get them to the right resource according to what their current need is. They should know what services are available within the WSO center and which staff provide access to those services. The essence of continuity of service is to create value for participants in each interaction and to help them along to their next step. Staff working within the WSO center will help customers navigate among available services by connecting them to appropriate staff if a customer requires assistance from a specific program, or has been identified with an ability to benefit from a specific program. When common customers are identified, staff will work together to leverage resources and better serve customers.

### **Leveraging Resources to Serve a Common Customer**

Because customers may be served concurrently by multiple programs within WSO centers, Local Leadership Teams will work to ensure the best use of center staff resources to ensure that multiple staff are not providing same services unnecessarily and that any redundancy is intentional. Some examples of areas of focus for leveraging resources may be Unemployment Insurance (UI) connectivity, service to



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specialized populations (such as vocational rehabilitation or public assistance recipients), Integrated Education and Training (IET) models, and provision of business services. Protocols should be included in local Memoranda of Understanding.

### **Serving a Common Customer**

At a comprehensive WSO centers, services must be access (via one or more methods of access defined in 1 through 3b, above) for any and all of the required programs and activities that are carried out in the local area in real time (via email, text phone, etc.). In the event that a customer is handed off from one staff to another in order to access a program or service, it is preferred that this handoff occur prior to the referring staff moving on to assist another customer. In the event this is not possible, the handoff must occur in-person, via phone or email, and no later than the end of the work day. Staff receiving a communication will acknowledge receipt of the contact and attempt to contact the participant within one working day of the contact. Local Leadership Teams will periodically evaluate how the direct technological access is being implemented to ensure these standards are being met. Examples of the access to services can be found on the Oregon WIOA policy site: [www.WIOAinOregon.org](http://www.WIOAinOregon.org).

### **Feedback Mechanisms**

All centers will develop feedback mechanisms as described in the services sections below to ensure that services are driven by and are meeting business needs, and to ensure that internal communication among teams are operating on the same information and striving to meet the same local expectations. Feedback mechanisms will be documented and locally tracked to ensure effectiveness of service provision.

### **Labor Market Information**

Labor Market Information (LMI) will inform sector strategies, career planning, training decisions, business engagement and placement services. Staff will demonstrate use of quality data and LMI to inform decisions and provision of core center services and activities. Staff will explain the uses and benefits of LMI-related resources, assist jobseekers in accessing and interpreting tools and data in order to make informed career and education decisions, and will use LMI to coach job seekers toward higher wages.

LMI will include information on in-demand industry sectors identified by LWDBs, and non-traditional employment; information relating to job vacancies; career pathways; job skills necessary to obtain jobs; and local in-demand occupations including the earnings, skill requirements, and opportunities for advancement in such occupations.

### **Sector Strategies**

The terms used in industry sector or cluster strategies are often used interchangeably. *Industry cluster* typically describes the entire value chain of a broadly defined industry from suppliers to end products. *Sector* is a term more widely used in workforce development, defining an industry primarily by common workforce needs and occupations.

Local Workforce Development Boards will identify targeted sectors as part of the planning process. The LWDBs will develop service priorities and dedicate resources based on local plans and investment



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strategies. Strategies by LWDBs will focus on demand-side aspects including connections to economic development and regional priorities, and the engagement of employers and industry groups while strategies by WSO will focus on the supply-side elements of a sector strategy, utilizing sector-based career pathways and training programs to prepare and connect qualified jobseekers and workers to high-demand sector-based occupations and careers.

### **EXPLORATORY SERVICES**

Exploratory Services are provided to determine where customers are on their journey to employment and/or training and where they want to be in the future. The intent is to listen to customers' needs and guide them toward their next steps based on individual needs rather than a one-size-fits-all approach of requiring formal assessments and processes for all customers coming into the center. At least one Exploratory Service will be provided to each customer at each visit, resulting in all customers receiving a value-added service prior to their departure.

All WSO centers will have adequate staff capacity at reception to listen and guide all customers toward a value-added service; and to ensure that all customers required to register or interested in pursuing Career and/or Training Services are engaged in a customized one-on-one meeting with staff within 15 minutes of their greeting. Centers will utilize technology to expedite Exploratory Services for participants whenever possible and as resources allow.

### **Greeting**

All customers entering a center will be greeted within one minute. Greeters will query/probe customers about their reason for coming into the center (What brought you in today? How can I help you? What are your needs?). After greeting and listening to customer needs, staff will inform customers of available services and propose options/guide customers toward next steps. This may be access to the resource room, a referral to a partner agency, or queued for a customized one-on-one conversation with the next available staff.

### **One-on-One**

Customers needing to register with the labor exchange system, or interested in pursuing Career or Training Services will be provided a customized one-on-one engagement no more than 15 minutes after the initial greeting.

At the one-on-one, staff will review, assist with, or conduct basic registration; provide additional information about available services; listen to customer needs; and provide guidance on next steps based on needs and interests. Registration information for customers engaging in services will be provided just-in-time based on what is required at any given time rather than all customers going through the same registration process as a first step coming in the door. At the one-on-one, next steps will be articulated and documented.

### **Next Steps**

Each time customers engage in services, appropriate registration elements are collected and next steps are planned and scheduled. Staff provides LMI and referral to appropriate resources and partner services.



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### **CAREER SERVICES**

Career Services are those services that assess a person's readiness to work and provide employment statistics information to inform career goals and opportunities for advancement in occupations. Key values provided to jobseekers through provision of Career Services are to ensure they know their skills, know how their skills match the labor market, and know which tools are available for them to acquire the skills needed to be competitive.

Career services include: Eligibility determination; orientation; job search; placement assistance; career counseling; the provision of information on in-demand industry sectors and occupations, non-traditional employment and local labor market information. Effective Career Services rely on assessment, development of a focused Individual Employment Plan (IEP), career planning and skills validation. Referrals to and coordination of activities with other programs and services will be provided as they relate to the career service needs of customers.

### **Assessment**

Assessments of skill levels (including literacy, numeracy, English language proficiency, soft skills, hard skills, and transferable skills), aptitudes (including interests and aptitudes for non-traditional jobs), abilities (including skills gaps), career interests, employment barriers, and supportive service needs will be conducted. Assessment should be a customer-centered, diagnostic evaluation of the person's situation and needs related to work and the local labor market, including employment barriers, prior work experience, education, attitudes toward work, motivation, behavior patterns affecting employment potential, employability, and financial literacy. Assessment will include the validation of existing skills. Information should be gathered from multiple sources, including: observations, personal interviews, and assessments already conducted by partner programs. Progressive assessment will be provided, as-needed, to inform provision of services on an ongoing basis; and is not limited to a specific point in time or program participation. Assessment processes underlie the development of an Individual Employment Plan (IEP), which serves as a participant's road map to services.

### **Career Planning**

Career planning is an ongoing process through which jobseekers explore their interests and abilities, and plan their career goals. It is the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans for participants, and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

Staff will assist jobseekers with accessing, interpreting and implementing appropriate career planning tools to help them make informed decisions about career pathways, and in an effort to make sure they are successful and their expectations are realistic. Every center must provide career planning services and be able to help jobseekers identify and reach career goals. Career planning will include career exploration, interest and skill assessments, and provision of occupational and training information that inform current trends in the job market. Career planning efforts will align with LMI and local sector strategies. Centers will provide career planning workshops and/or individual assistance.



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Jobseekers unsuccessful in defining a clear career goal or in need of help outside the scope and resource availability of the center should leave with a tangible resource or referral.

One outcome of career planning is an Individual Employment Plan (IEP). It is developed to identify employment goals, appropriate achievement objectives, and the appropriate combination of services needed for the customer to achieve the identified employment goals; including information on eligible providers of training services, and career pathways to attain career objectives. The IEP includes next steps for job search, skill development, training and accessing resources.

The IEP is largely based on the outcomes of assessment processes including the assessment of occupational skills (soft skills, hard skills, transferable skills), career interests, financial need (personal budget), and employment barriers. It will include training options research (eligible training providers, CIS content, QualityInfo.org, and LMI), next steps for training, and resources; and will be used as a tool in job search efforts.

### **Job Search**

Job search includes the use of all appropriate techniques for finding and accessing employment opportunities. Staff will teach customers the job search process—providing them with tools and knowledge so they are equipped to search for jobs in today’s market using the most thorough methods and strategies available, including: social media, online job boards, and networking in hidden and non-traditional job markets. Staff will assist with application processes and documentation—résumés, cover letters, employment applications, and effective interviewing techniques. Customers should be directed to WSO talent development workshops, as appropriate.

Staff will gain and maintain familiarity with local employment needs in order to provide relevant job search support and assistance to jobseekers. Job search assistance will be customized, customer-centered and may be provided individually or in workshop/group settings. Job search is not an activity that occurs in isolation nor is it a linear process. Job search is a continuous process that results in next steps at each engagement and occurs until a jobseeker is placed in employment. Staff assisting jobseekers must be strategic and take into account a customer’s skills (including skills gaps), experience, and fit. Job search processes should be transformational for customers, not transactional.

### **Skills Validation**

Skills validation is an essential function of WSO, to ensure that customers referred for employment meet business needs and the requirements of jobs to which they are referred. More and more businesses are looking not just for degrees, but for proof of mastery. Prior to referral staff will verify: intent to work/motivation, work history, employer-required licenses, credentials and hard skills, and essential skills/soft skills.

In addition to any employer-defined requirements, centers will implement local processes to validate skills, in collaboration with business and as part of assessment and recruitment efforts, in order to develop “pools” of qualified, work-ready candidates for vacant positions. Skills validation processes will comply with WSO Operational Standards Skills Validation Criteria included here as Appendix A.



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### **Placement Assistance**

Placement assistance is person-centered and customized job-getting assistance for customers engaged in services and who have identified their career direction and goals. WSO staff will play a direct role in connecting engaged jobseekers with employers—it is a responsibility of staff to place those customers who have engaged with the system, had their skills validated and are considered work-ready.

Staff providing placement assistance will understand the local talent pool available for referrals, and will manage the “pool” of available work-ready jobseekers—prioritizing based on business needs and investment strategies outlined in the local plan. Referral to job openings is a pre-placement activity and staff is expected to refer only quality/work-ready individuals. Skills validation is a critical component of placement assistance activities. Effective job matching requires staff to ensure that skills have been validated through the approved process and that the customer is a good “fit” for the position and workplace environment prior to referral.

Placement activities must include a feedback mechanism between WSO and employers. Employer feedback will be solicited to validate/concur with the readiness/quality of referrals. That feedback will be shared with career development staff to improve the supply and quality of available candidates. LLTs will develop feedback mechanisms, monitor outcomes, and adjust local career and training services based on feedback received.

### **TRAINING SERVICES**

Individuals determined to be in need of training to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment may be eligible to receive Training Services. Local areas may also prioritize training connected to sectors and target populations as part of the local plan and priorities of the Governor of Oregon, and will create opportunities for remediation. In Oregon, individuals with barriers to employment includes those defined under WIOA (see definitions in Appendix C) as well as veterans, unemployed workers, and youth.

The workforce system is expected to increase investment in certifications that help people get jobs, and support the development and documentation of functional skills. There has been growth in the variety of skill building tools including on-line training and credentials, certification of new and existing skills, and work-based learning. All WSO centers are expected to build these types of tools into the menus of available training services and activities.

An IEP is required for all customers accessing Training Services. The IEP will be used to inform training needs, as well as to verify if customers have the skills to be successful in training prior to enrollment into the training program. The IEP must include: clear employment goals, demonstration that selected training is directly linked to employment opportunities in the local area or in an area to which a participant is willing to relocate, timelines attached to the set goals, and a budget that has accurate and clear costs and funding sources for the planned training activities and related costs that support successful completion of training.



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Mechanisms must be in place to monitor the quality and effectiveness of training services both from outcome data and business/customer feedback. The feedback loop established for local areas should be comprehensive processes where: training services communicate the available talent to placement services, placement services seek businesses input regarding the quality of candidates and local training needs, placement services market qualified candidates to targeted business customers and placement and business services inform training content based on the input received from employers. The LWDBs will serve as primary sources of business intelligence to inform center priorities and investment strategies around training services.

Among Training Services available, there are categories of Adult Education and Literacy, Skill Development, Talent Development, and Work-Based Learning. How these services are delivered and made accessible to customers is dependent upon local plans. Training activities provided through WSO must comply with state and federal requirements related to the use of the Eligible Training Provider List (ETPL) and performance of eligible training providers.

Integrated Education and Training (IET) is a core educational strategy for career pathways jointly developed between WIOA partners. It is a strategy across all levels of service delivery in WIOA title II, the Adult Education and Family Literacy Act (AEFLA), and can include a wide variety of WIOA title I career and training services as well as other partners.

### **Adult Education and Literacy**

Adult Education and Literacy activities, including activities of English language acquisition, integrated education and training programs, and workforce preparation activities (as defined under title II) will be available through WSO centers. These activities may be provided concurrently or in combination with other services. The frequency and intensity of the training funded through WSO is dependent upon local plan strategies and customer demand.

### **Talent Development**

Talent development increases capacity for someone to learn and/or demonstrate work-related skills. All centers will offer staff-assisted talent development workshops to teach essential skills for work readiness including (at a minimum): résumé development, basic computer skills, interviewing skills, networking/social media use, and soft skills. Talent development activities will comply with Core Talent Development Criteria included here as Appendix B. Talent Development activities may also include short-term pre-vocational services, including development of study skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct, and financial literacy.

Talent development services are essential to the development of Certified Work Ready Communities, involving attainment of National Career Readiness Certificates (NCRCs) and soft skill assessment. All WSO centers will offer NCRC preparation assistance, and NCRC testing on-site for customers.

Talent development workshops and activities will be required of participants assessed as lacking work readiness skills prior to receiving a staff referral for employment. Local areas will have processes in place to manage this expectation.



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### **Skill Development**

Though types and amounts may vary, all local areas will provide skill development based on structured, written curriculum designed to address gaps, develop new skills and advance toward attainment of industry-recognized and post-secondary credentials. All centers will have online skills development tools available for customers (links to resources) in addition to in-person training, both of which will be delivered by approved providers, including local community colleges. Skill development primarily involves organized programs of study that provide education and vocational skills that lead to proficiency in performing functions required by certain occupational fields at entry, intermediate or advanced levels, or leads to credentials required by employers in the occupational field (defined as Individual Training), and also includes skill upgrades; retraining; entrepreneurial training; and occupational skills training—including training for nontraditional employment. Staff will assist jobseekers with assessing and accessing these services and may be engaged in monitoring and testing to measure customer progress.

### **Work-Based Learning**

WIOA aims to create job-driven centers that focus on work-based learning, industry-recognized/postsecondary credentials, career pathways, and enhanced connections to registered apprenticeship. All centers will make work-based opportunities available to customers in accordance with local area plans and investment strategies.

Work-Based Learning includes On-the-Job Training (OJT), apprenticeship, and work experiences and internships that are linked to careers. Work-Based Learning services may also include job shadows, volunteer opportunities, and career exploration to help customers develop skills, experience and/or exposure to careers or industries based on their interests and competencies. Work experiences that are linked to careers will be provided at all WSO centers.

Work-based learning opportunities should be marketed by both training and business service staff. Staff will pursue opportunities with employers and make appropriate referrals for work-ready jobseekers. Local Workforce Development Boards will coordinate work-based learning opportunities across partner agencies to ensure maximization of employer contact and avoid business-contact fatigue. The LWDBs will research opportunities and develop relationships with local businesses and partners (including apprenticeship programs, training centers, and community college apprenticeship coordinators) to make these training models available to customers. In accordance with standards described under Career Services above, feedback mechanisms between Training Services and placement functions must be in place to ensure that the training being provided is meeting the needs of business.

### **Registered Apprenticeship**

Better connection and integration of Registered Apprenticeship (RA) with WSO is underlined in WIOA, wherein it is categorized as work-based training. WIOA also makes RA programs, automatically eligible for inclusion on the ETPL. Therefore, ITAs and OJTs may be developed for RA training, in accordance with state and local policies, plans and priorities. Registered Apprenticeship program sponsors may also utilize recruitment services offered by WSO. WSO staff should become familiar with local apprenticeship resources, including but not limited to: local apprenticeship programs, apprenticeship



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training centers, apprenticeship services offered by local community colleges, and local apprenticeship representatives from the Bureau of Labor and Industries.

### **BUSINESS SERVICES**

The most important Business Service WSO provides is connecting employers to qualified candidates. Comprehensive Business Services will be offered through WSO centers to ensure that WSO is providing a value-added service to businesses and is supporting local sector strategies and investment priorities. Staff will be knowledgeable and responsive to business and workforce needs of the local area, how these align with local sector strategies, and protocols to access recruitment processes and other services. All WSO centers will provide appropriate recruitment and other business services on behalf of employers, including small employers, in the local area.

WSO Business Services will include, at a minimum:

#### **Recruitment Services**

Recruitment is the primary employer service model for placing qualified jobseekers with employers. Recruitment involves attracting, selecting and referring suitable candidates to one or more jobs through multiple activities that are customized to a specific employer or occupational need. WSO staff conducting Recruitment Services will work closely with staff providing skills validation, training, and career placement functions to access the appropriate talent pool for the position(s) being recruited.

Recruitment Services will support targeted populations and Sector Strategies recruitments. WSO staff will conduct an on-site employer visit prior to the start of the recruitment then send qualified candidates to the employer in a timely manner. Staff may funnel all non-participant applicants through WSO for screening. The WSO referral-to-hire ratio is a target of 5:1, unless otherwise specified by employer.

Placement and recruitment activities must include a feedback mechanism between the WSO center and employers. Employer feedback will be solicited to validate/concur with the readiness/quality of referrals. LLTs will develop feedback mechanisms, monitor outcomes, and adjust local career and training services based on feedback received. Feedback will be shared with LWDB to ensure continuous quality improvement.

#### **Customized Training**

Customized training may be provided, in alignment with local plans, state and federal regulations, and available resources, in order to meet the specific skill needs of local employers. The training is conducted with a commitment by an employer or group of employers to pay a significant portion of the cost of training and to employ trained individuals upon successful completion of the training.

#### **Incumbent Worker Training**

Any LWDB may reserve funds to pay for the federal share of the cost of providing training through an incumbent worker training program. If made available in an area by a LWDB, training will take into account characteristics of participants in the program, relationship of the training to competitiveness of



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participants and employers, and other factors such as number of employees, wage and benefit levels, and existence of other training to support advancement opportunities. The cost will be shared with employers based on employer size. The WSO center will utilize information gathered from business feedback to inform the need for incumbent worker training and will market available opportunities, as appropriate.

### **Job Postings**

WSO staff will provide services to employers for posting vacant positions in the local labor exchange system. Jobs may be entered via automated mechanisms, self-service features, or staff-assisted services.

### **Incentives**

Employment incentives are available through the WSO center and its network of partners, including: Work Opportunity Tax Credit, the JOBS plus program, and the Preferred Worker Program. WSO staff will be knowledgeable about available incentives in order to effectively market them to businesses.

### **Rapid Response**

The ultimate goal of rapid response activities in Oregon is to enable affected workers to return to work as quickly as possible following a layoff or to avoid unemployment altogether. Oregon's rapid response system promotes economic recovery and vitality through LWDBs and their ongoing development comprehensive approaches to identifying, planning for, or responding to layoffs and dislocations; and preventing or minimizing their impacts on workers, businesses, and communities. Each area must have protocols in place to deliver solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment.

All local areas will provide rapid response activities, including layoff aversion strategies and activities, to employers and workers when: a layoff or closure is announced, is occurring, or has occurred; or a disaster (as defined by state or local emergency management policies) results in mass job dislocation; or a Trade Adjustment Assistance petition is filed. Rapid response activities are time-sensitive and LWDBs will develop local protocols to ensure all required rapid response activities are occurring.

## **OUTCOMES AND PERFORMANCE**

WSO partners are responsible for shared system performance, measurements of achievement, and outcomes for service to a common customer. WIOA creates performance measures required for all core programs, including:



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- Percentage of participants in employment during second quarter after exit;
- Percentage of participants in unsubsidized employment during the fourth quarter after exit;
- The median earnings of participants in unsubsidized employment during second quarter after exit;
- Percentage of participants who obtain a recognized postsecondary credential or secondary school diploma (or equivalent) during participation or within one year after exit;
- Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment;
- Percentage of repeat employers using core program services more than once within the previous three years; and
- Percentage of employers using core program services out of all employers in the State served by the public workforce system.

The core performance measures under WIOA apply whether or not participants were employed at date of participation. Core programs are required to report on these common performance indicators. Performance reports for states, local areas, and eligible training providers will be publicly available. Local Workforce Development Boards will regularly monitor and evaluate local program performance. Official WIOA performance reporting to federal oversight agencies for the State of Oregon will be conducted at the state level and is not the responsibility of individual centers or local areas. LLTs will need to discuss and decide how they will consider federal and state performance requirements within the statewide customer-centered model.

### **ACCOUNTABILITY**

The WSO Operational Standards will be incorporated into state monitoring, and local areas (LWDBs and OED) will be held accountable for their successful implementation in every WSO location in the state. Failure to comply with the operational standards will result in corrective action plans, incentives, and/or sanctions.



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### **ACKNOWLEDGEMENTS**

Members of Oregon's Workforce System are to be recognized for their role in developing these standards. They are the result of collaborative efforts among front-line staff, management and organization leadership, including: Dave Allen, Doug Anderson, Teri Berry, Amy Black, Jim Booker, Robert Brown, Heather DeSart, Amy Evans, Marem Flores, Jim Fong, John Gardner, Patrick Gihring, Dan Haun, Shalee Hodgson, Karen Humelbaugh, Clover Ingram, Neil Johnson, Kristin Kahler-Jones, Pete Karpa, Kristina Keeney, Aurora King, Gena Konrad-Cone, Donna Lewelling, Sonia Limon, Andrew McGough, Mandy Mereness, Lisa Nisenfeld, Elaine Pandolfi, Kim Parker, Kristina Payne, Jim Pfarrer, Tom Previs, Cassie Richard, Adalberto Rubio, Stefanie Siebold, Stephanie Smolen, Kurt Tackman, Sue Thompson, and Shannon Wilson. The standards are based on previous work products that received a large amount of staff effort and input. Although contributors to that work are too numerous to mention individually, collectively their work formed a foundation for these operational standards.

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### APPENDIX A: SKILLS VALIDATION CRITERIA

#### OVERVIEW

The WorkSource Oregon (WSO) Operational Standards require Skills Validation services as an essential function of WSO to ensure that customers referred for employment meet business needs and the requirements of jobs to which they are referred. More and more businesses are looking not just for degrees, but for proof of mastery. Prior to referral staff will verify: intent to work/motivation, work history, employer-required licenses, credentials and hard skills, and essential skills/soft skills.

In addition to any employer-defined requirements, centers will implement local processes to validate skills, in collaboration with businesses and as part of assessment and recruitment efforts, in order to develop “pools” of qualified, work-ready candidates for vacant positions.

Placement assistance is person-centered and customized job-attainment assistance for customers engaged in services and who have identified their career direction and goals. WSO staff will play a direct role in connecting engaged jobseekers with employers—it is a responsibility of staff to place those customers who have engaged with the system, had their skills validated, and are considered work-ready.

Staff providing placement assistance will understand the local talent pool available for referrals, and will manage the pool of available work-ready jobseekers—prioritizing based on business needs and investment strategies outlined in the local plan. Referral to job openings is a pre-placement activity and staff is expected to refer only quality/work-ready individuals. Skills validation is a critical component of placement assistance activities. Effective job matching requires staff to ensure that skills have been validated through the approved process and that the customer is a good “fit” for the position and workplace environment prior to referral.

There are two main parts to Skills Validation:

1. Creating a pool of Work Ready Customers, utilizing the Work Readiness Checklist Criteria
2. Referring customers who are in the Work Ready Pool to specific jobs in response to employer recruitment efforts, after conducting additional Skills Validation in accordance with job criteria.

The Work Readiness Criteria gets customers into the pool of preferred candidates, the Skills Validation Criteria qualifies them to get out of the pool in the form of a referral to a well-matched job opportunity. The level of staff engagement for each of these pools is dependent upon center resources and local plans and investment strategies.



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### WORK READINESS CHECKLIST

Work readiness is the level of preparedness of an individual to pursue employment. Customers will be designated as work-ready once assessed by staff that they have: an active registration, a general résumé, application materials and information, addressed barriers to employment and basic needs, demonstrated soft skills, demonstrated interview skills, and networking/social media and basic computer skills appropriate for their career goals. Once customers are determined work ready, they may be included in the available talent pool for the center to be considered for job referrals. Local areas may format the checklist to fit local needs and may create additional criteria. However, at a minimum, all centers must verify the core criteria listed below utilizing the verification method indicated.

1. Registration: Staff verification that customer has an active registration through I-Trac/iMatchSkills.
2. General Résumé: Staff verifies customer has an adequate general résumé by reviewing a hard-copy of the résumé that can be customized for specific job referrals.
3. Application Information and Materials: In an interview with the customer, staff has inquired and verified through customer self-attestation that the customer has gathered and/or has access to the following information for use in completing job applications. Information and materials may include:
  - a. dates of employment,
  - b. reasons for leaving,
  - c. employer addresses and contact information,
  - d. references,
  - e. letters of recommendation,
  - f. certificates,
  - g. hard skills acquired,
  - h. iMatchSkills profile,
  - i. professional email address,
  - j. professional voice mail,
  - k. I-9 documentation
4. Barriers/Basic Needs Addressed: In an interview with the customer, staff has inquired and verified through customer self-attestation that the customer does not have any barriers to successful employment that have not been addressed.
5. Soft Skills Demonstrated: In an interview with the customer, staff utilizes questions aligned with core workshop content to assess and verify that soft skills are demonstrated.
6. Interview Skills Demonstrated: In an interview with the customer, staff utilizes questions aligned with core workshop content to assess and verify that interview skills are demonstrated.
7. Networking/Social Media Skills: In an interview with the customer, staff utilizes questions aligned with core workshop content to assess and verify that the customer has networking/social media skills appropriate to his or her career goals.
8. Basic Computer Skills: In an interview with the customer, staff utilizes questions aligned with core workshop content to assess and verify that the customer has basic computer skills appropriate to his or her career goals.



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### SKILLS VALIDATION CRITERIA FOR EMPLOYER-DRIVEN REFERRAL

Customers referred to employers as part of WSO recruitment activities will go through a process of skills validation. Customers who have been determined Work Ready will be further assessed to ensure they are appropriate for the specific job referral and have been validated against all employer expectations for the position.

Local areas may format materials and checklists to fit local needs, and may add criteria to those listed. However, at a minimum, all centers must validate the core criteria listed below utilizing the verification method indicated.

- Work Readiness Checklist: Staff verification that the customer has been determined work-ready and that a work-readiness checklist has been documented for the customer.
- Work History Checked and Verified: Work history as it relates to requirements of the position will be verified through customer interview, conversations, wage records, iMatchSkills, etc.
- Basic skills Demonstrated: Staff verifies, through customer self-attestation, that he or she holds a high school diploma, GED, or NCRC.
- Interview for Fit: An additional in-person interview is conducted to ensure fit for the position, if required or desired beyond the work-readiness checklist interview.
- Hard Skills: Staff will validate hard skills as requested by the employer for a position (licenses, certs, or other qualifications), and in a manner satisfactory to the employer (on résumé, hard copy certificate, transcript, hard skills test such as Prove It!, etc.)
- Targeted Résumé and Application Materials for the Position: Staff verification through review of hard-copy résumé and application materials customized to the position.



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### APPENDIX B: CORE TALENT DEVELOPMENT WORKSHOP CRITERIA

#### OVERVIEW

The WorkSource Oregon (WSO) Operational Standards require Talent Development services that can increase capacity for someone to learn and/or demonstrate work-related skills. While Talent Development may include online training and assessment resources, or staff-led workshops and instruction; there is a requirement that all centers will offer staff-assisted Talent Development Workshops to teach essential skills for work readiness including (at a minimum): Résumé Development, Basic Computer Skills, Interviewing Skills, Networking/Social Media, and Soft Skills.

Talent Development Workshops and activities will be required of participants assessed as lacking work readiness skills prior to receiving a staff referral for employment. Local areas will have processes in place to manage this expectation.

This document outlines the core (minimum) content areas for each of the required Talent Development Workshops. These content areas are high-level criteria to ensure that all centers in each local area address these core concepts as part of the required workshop(s), within a standardized framework and with standard definitions—where definitions are provided. Local areas may group content into different workshop headings, may choose not to use the term “workshop” to deliver the core content, and may develop and deliver additional content; however, the content elements listed below are required to be provided to customers—as defined—and in alignment with the local area investment strategy. For each of the workshop topics, students will learn

#### RÉSUMÉ DEVELOPMENT

1. Purpose of a Résumé: Customers will be provided instruction regarding the purpose of a résumé, defined here as: To sufficiently summarize skills, abilities and accomplishments that meet the qualifications of the position being recruited, in order for the applicant to secure an interview with the employer.
2. Types and Templates of Résumés: Customers will be provided instruction on various types of résumés including, at a minimum, functional/skills-based, chronological, and combination/hybrid résumés. Workshop content will include instruction on how and when to use each type of résumé.
3. Résumé Components: Customers will be provided instruction regarding the core components of a résumé, including both quantitative and qualitative information.
4. Tailoring a Résumé: Customers will learn how to tailor a general résumé to a job using industry-specific language, based on instruction of why and when each type/template of résumé is appropriate.
5. Formatting a Résumé: Customers will be exposed to tools for formatting the content and style of a résumé to ensure visual appeal.
6. Error-Free General Résumé: Upon completion of the workshop, customers will have an error-free general résumé that can be customized to specific jobs and recruitment activities.



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### BASIC COMPUTER SKILLS

1. Log In and Out: Customers receive instruction on how to turn on and log into a computer; and sign off of and shut down a computer. Instruction includes the importance, use, and management of passwords.
2. Keyboard and Mouse Use: Customers will be provided with general concepts for keyboard and mouse operation required to navigate commonly-used applications for job search and development of job application materials.
3. Document Management: Customers will learn how to create a document in Microsoft Word (at a minimum). Customers will learn how to save a document, as well as how to access a saved document. Instruction will include saving and accessing files using various devices (hard drives, jump drives, discs, etc.).
4. Email: Customers will learn how to write and send an email, with and without attachments, and will be provided information regarding email etiquette both in terms of what is written in the body of an email and the appropriateness of email addresses. For customers without an email address, guidance will be provided on how to obtain an email address as well as how to access an email domain through a public computer.
5. Browser Navigation/Internet Search: Customers will be provided with information on what a browser is, how to access it, and how to navigate and utilize an internet search page(s).

### INTERVIEWING SKILLS

1. Interview Preparation/Research: Customers will be taught the importance of, and tools for, researching employers and preparing for a job interview.
2. Answering Interview Questions: Customers will be taught the difference between situational and behavioral questions, as well as how to answer them. They may be instructed using a variety of techniques, including the Situation-Task-Action-Result (STAR) approach. Customers will be instructed about which interview questions are illegal and how to respond to them, if asked.
3. Interview Etiquette: Customers will learn about the importance of appearance, hygiene, body language, timeliness, attitude, respect, appropriate follow-up, technology device etiquette, and professionalism as they relate to interview etiquette—what is and is not acceptable.
4. Practice: All customers will be given an opportunity to practice interviewing skills.

### NETWORKING/SOCIAL MEDIA

1. Networking Basics: Customers will learn to identify and access appropriate networking opportunities for themselves; including various approaches and tools for in-person, businesses, civic, and online networking forums.
2. Elevator Speech: Customers will learn about creating and articulating a personal brand.
3. Managing Online Profiles: Customers will learn about appropriate content of online profiles and social media, as well as appropriate usage of online forums.
4. Technology in Networking: Customers will be exposed to concepts of technology-based networking platforms, and how to use them; as well as useful resources and methods utilizing mobile devices.

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### SOFT SKILLS

1. Definition of Soft Skills and their Importance: Customers will learn about soft skills, defined here as: Personal qualities and attributes desired by employers, and that are also used outside the workplace. They do not depend on task-specific knowledge, as hard skills do, and are transferable to all workplace cultures.
2. Proactive Communication: Customers will be instructed on effective verbal and non-verbal communication tools to use with all “customers,” including co-workers, teammates, and supervisors. They will learn the importance, and elements of, collaboration including active listening, asking clarifying question, and responding /contributing when appropriate.
3. Initiative and Reliability: Customers will be taught the importance of not only being proactive, but following-through. They will learn that initiative is the ability to self-start, take ownership of assignments, and use problem solving skills to identify and address problems; and that reliability means exhibiting the dependability to meet responsibilities, and be punctual, as well as have consistency in quality of work. The definitions of these terms and why they are important will be taught.
4. Self-Management: Customers will learn how to identify the personal strengths and limitations of themselves and others. They will be taught the importance of meeting short and long-term goals, and managing personal emotions in the workplace. Instruction will include the concepts and importance of being adaptable to diverse settings, and the meaning and importance of integrity.



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### APPENDIX C: DEFINITIONS

**Alignment of Services:** Staff resources are allocated to support WSO operations and service delivery based on statewide standards, local delivery models and the overall resource pool available; regardless of funding source or employer of record. Through integration WSO staff works together as cross-agency teams, to provide seamlessly coordinated program services that meet the needs of customers and work together to achieve common outcomes.

**Basic Skills Deficient:** The individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

**Career Pathway:** A combination of rigorous and high-quality education, training, and other services that—aligns with the skill needs of industries in the economy; prepares an individual to be successful in any of a full range of secondary or postsecondary education options (including apprenticeships); includes counseling to support individuals in achieving their goals; includes, as appropriate, education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement to the extent practicable; and enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and helps an individual enter or advance within a specific occupation or occupational cluster.

**Career Planning:** Defined in WIOA as the provision of a client-centered approach in the delivery of services, designed a) to prepare and coordinate comprehensive and individual employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and b) to provide job, education, and career counseling, as appropriate during program participation and after job placement.

**Certified Work Ready Communities:** By achieving targeted numbers of individuals earning a National Career Readiness Certificate and the number of businesses supporting it, Work Ready Community status can be obtained. Targets are established locally and may vary from one local area to another. It is an initiative that empowers states, regions and counties to drive economic growth, measure and close the skills gap, and build common frameworks that link, align and match their workforce development efforts.

**Co-location:** WIOA mandates that consistent with section 3(d) of the Wagner-Peyser Act (29 U.S.C. 49b(d)), and in order to improve service delivery, avoid duplication of services, and enhance coordination of services, including location of staff to ensure access to services in underserved areas; the Wagner-Peyser employment service offices shall be co-located with title I one-stop centers.

**Collaborative-Service System/Delivery:** A customer-centric approach that mobilizes team resources across its ecosystem of partners to ensure success in meeting a customer's needs.



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**Continuity of Service:** This occurs when customers can effectively access WSO services, being provided the next value-added service necessary for their progression, without regard for which staff person provides the service, and with absence of great changes or interruptions.

**Equal Opportunity (EO) Requirements:** All WSO services are subject to Equal Opportunity (EO) rules and regulations. Services must be available to participants without regard to their status in a protected class—gender, race/ethnicity, nationality, or religious belief.

**Incumbent Worker Training:** Training provided to eligible employers (determined by the LWDB) to assist workers in obtaining skills necessary to retain employment or avert layoffs.

**Individual Employment Plan (IEP):** A written IEP must be developed for each participant accessing Training Services and must include: clear employment goals, demonstration that selected training is directly linked to employment opportunities in the local area or in an area to which a participant is willing to relocate, timelines attached to the set goals, and a budget that has accurate and clear costs and funding sources for the planned training activities and related costs that support successful completion of training.

**Individual Training Account (ITA):** An ITA is intended to provide opportunities for adults and dislocated workers to gain and sustain skills necessary to keep them employed and competitive in the job market by establishing an account to finance training services for eligible participants. An ITA is the primary method to be used for procuring training services under WIOA.

**Individual with Barrier to Employment:** A member of one or more of the following populations: displaced homemakers; low-income individuals, Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166 of WIOA; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers, as defined in section 167(i); individuals within two years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); single parents (including single pregnant women); long-term unemployed individuals; and such other groups as the Governor involved determines to have barriers to employment. In Oregon, individuals with barriers to employment includes those defined in WIOA, above, as well as veterans, unemployed workers, and youth.

**Integrated Education and Training (IET):** A component of service delivery by title II providers. It is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a



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single set of learning outcomes” (34 CFR §463.37). IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

**JOBS Plus Program:** A subsidized work program administered by the State of Oregon, Department of Human Services. Individuals receiving Temporary Assistance for Needy Families (TANF) can be placed with private or public employers and receive a subsidy for wages paid. Employers are reimbursed by DHS up to the Oregon minimum wage plus employer wage taxes and workers' compensation costs.

**Labor Exchange Services:** Job search and placement assistance, and in appropriate cases, career counseling, including—provision of information on in-demand industry sectors and occupations; and provision of information on non-traditional employment.

**Labor Market Information (LMI):** Data available on a particular labor market, including geographic and industry employment and unemployment estimates, occupational employment projections, wage information, and industrial average hours and earnings data.

**National Career Readiness Certificate (NCRC):** It is an assessment of work-related skills developed by ACT. An individual wanting to earn an NCRC takes a proctored assessment of essential skills (Reading for Information, Applied Mathematics and Locating Information). As a result of the assessment, a level Bronze, Silver, Gold or Platinum certificate is earned.

**Non-traditional Employment:** The term Non-traditional Careers refers to jobs that have been traditionally filled by one gender. The US Department of Labor defines Non-traditional Occupations as occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.

**On-The-Job Training (OJT):** A hire-first program offered through WSO that results in training of a paid participant by an employer while engaged in productive work. The trainee is employed by the company that provides the training. OJT is not subsidized employment. Payments are made to employers to compensate them for the extraordinary costs associated with training participants and lower productivity of the participants during the training period.

**One-Stop Center:** Locations, referred to as American Jobs Centers in the law, designed to provide a full range of assistance to job seekers business under one roof. They have an array of mandated services and federally-required delivery partners. The one-stop system in Oregon is branded as WorkSource Oregon.

**Oregon Workforce Partnership (OWP):** A non-partisan, private/public, statewide association committed to building a more highly skilled workforce to support and expand Oregon's economy. OWP members are Oregon's Local Workforce Boards who invest their resources to better align economic, education and training systems based on the needs of our businesses and communities.

**Preferred Worker Program (PWP):** This program is administered by the Department of Consumer and Business Services. It encourages the re-employment of qualified Oregon workers who have permanent



## WSO STANDARDS

disabilities from on-the-job injuries and who are not able to return to their regular employment because of those injuries. The employer receives 50 percent wage subsidy reimbursement for the preferred worker for six months.

**Progressive Assessment:** Each engagement with a customer results in the gathering of information. This information is utilized by staff to progressively assess customers' service needs and priorities on an ongoing basis, and to guide them toward next steps. Progressive assessment is an important part of the continuity of service in the WSO customer-centered system.

**Registered Apprenticeship (RA):** RA is a unique, flexible training system that combines job-related technical instruction with structured on-the-job learning experiences. Registered Apprenticeship is highly active in traditional industries such as construction and manufacturing, but it is also instrumental in the training and development of emerging industries such as healthcare, energy, and homeland security. Related instruction, technical training or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance and computer-based learning approaches.

**Sector Strategies:** Industry sector is a term used widely in workforce development. These strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market.

**Skill Development:** Structured, written instruction provided to address technical skills gaps, develop new technical skills and advance toward attainment of industry-recognized and post-secondary credentials. Skills development training may be online or in-person, and is provided by approved providers.

**Skills Validation:** Customers referred to employers as part of WSO recruitment activities will go through a process of skills validation. Customers who have been determined Work Ready will be further assessed to ensure they are appropriate for the specific job referral and have been validated against all employer expectations for the position, including required work history, hard skills, certifications and licenses, and basic skills.

**Talent Development:** Talent Development increases capacity for someone to learn and/or demonstrate work-related skills. It may include online training and assessment resources, or staff-led workshops and instruction.

**Value-Added Service:** A component of a production philosophy called *lean* that considers the expenditure of resources in any aspect other than the direct creation of value for the end customer to be wasteful, and thus a target for elimination. Value-added service is the contribution of any action or process that a customer would be willing to pay for.

**Work Opportunity Tax Credit (WOTC):** A Federal tax credit available to employers who hire individuals from eligible target groups with significant barriers to employment.



## WSO STANDARDS

**Work Readiness:** The level of preparedness of an individual to pursue employment. Customers will be designated as Work Ready once assessed by staff that they have: a general resume, demonstrated soft skills, demonstrated interview skills, addressed barriers to employment, acquired necessary application information and materials, networking/social media and basic computer skills appropriate for their career goals. Once customers are determined Work Ready, they may be included in the available talent pool for the center to be considered for job referrals.

**Workforce Preparation Activities:** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training or employment.

**WorkSource Oregon (WSO):** A statewide network of public and private partners working together to ensure businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry; connect businesses with the resources they need to grow their workforce and their business; and provide the resources to help Oregon's employed, unemployed and underemployed get connected with the employers that are right for them, find the jobs they're looking for and get trained for jobs they want.



## WSO STANDARDS

### ATTACHMENT A-TOOLS AND RESOURCES

#### EXPLORATORY SERVICES

- Community resource lists
- Next Steps document
- Online Job Seeker Resources
- (<http://www.worksourceoregon.org/job-seekers/additional-resources>)
- Qualityinfo.org

#### CAREER SERVICES

##### Career planning

- Community College websites
- Career Pathways
- Community resource list/referral
- Industry Trade Journals
- Prosperity Planner
- Self-Sufficiency Calculator
- <http://www.myworksourceportfolio.org>

##### Assessment

- Oregon CIS
- WIN Way Software
- Interest assessment
- Labor market assessment
- Skill assessment
- Financial review
- Training Plan

##### IEP

- Budget Worksheet
- Assessment Data (see Assessment above)

##### Job search

- CAREERS Publication
- Industry Trade Journals
- Informational Interviews
- Online Job Boards



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- Online Job Seeker Resources
- (<http://www.worksourceoregon.org/job-seekers/additional-resources>)

### Skill validation

- Accuvision
- Prove It
- Job Fit
- Talent Link
- STARR
- Oregon CIS
- WIN Way Software

### Career Placement

- Assessment/Skill Validation Information
- Job Development Tools

### TRAINING SERVICES

- WIN courseware
- Workshops
- Classroom and Individual Instruction
- ABS/ABE
- ESL
- Short term pre-vocational training
- Financial Resources
- Federal Financial Aid (FAFSA) (Pell Grants, Loans, Oregon Need Grants, Scholarships, Military/Veterans)
- TANF (Program info and referral based on federal/program requirements)
- TRA (Program info and referral based on federal/program requirements)
- Apprenticeship (Information and referral, Program requirements)
- Other Scholarships (Links to college-specific aid, Information and referral)
- Group/Cohort Training--(Short-term courses (40 hours or less in length) that provide career exploration and skill development in a specific occupation. May follow local high growth/high demand industry need(s).)
- Accuvision
- Train Oregon
- <http://myworksourceportfolio.org>



## WSO STANDARDS

### BUSINESS SERVICES

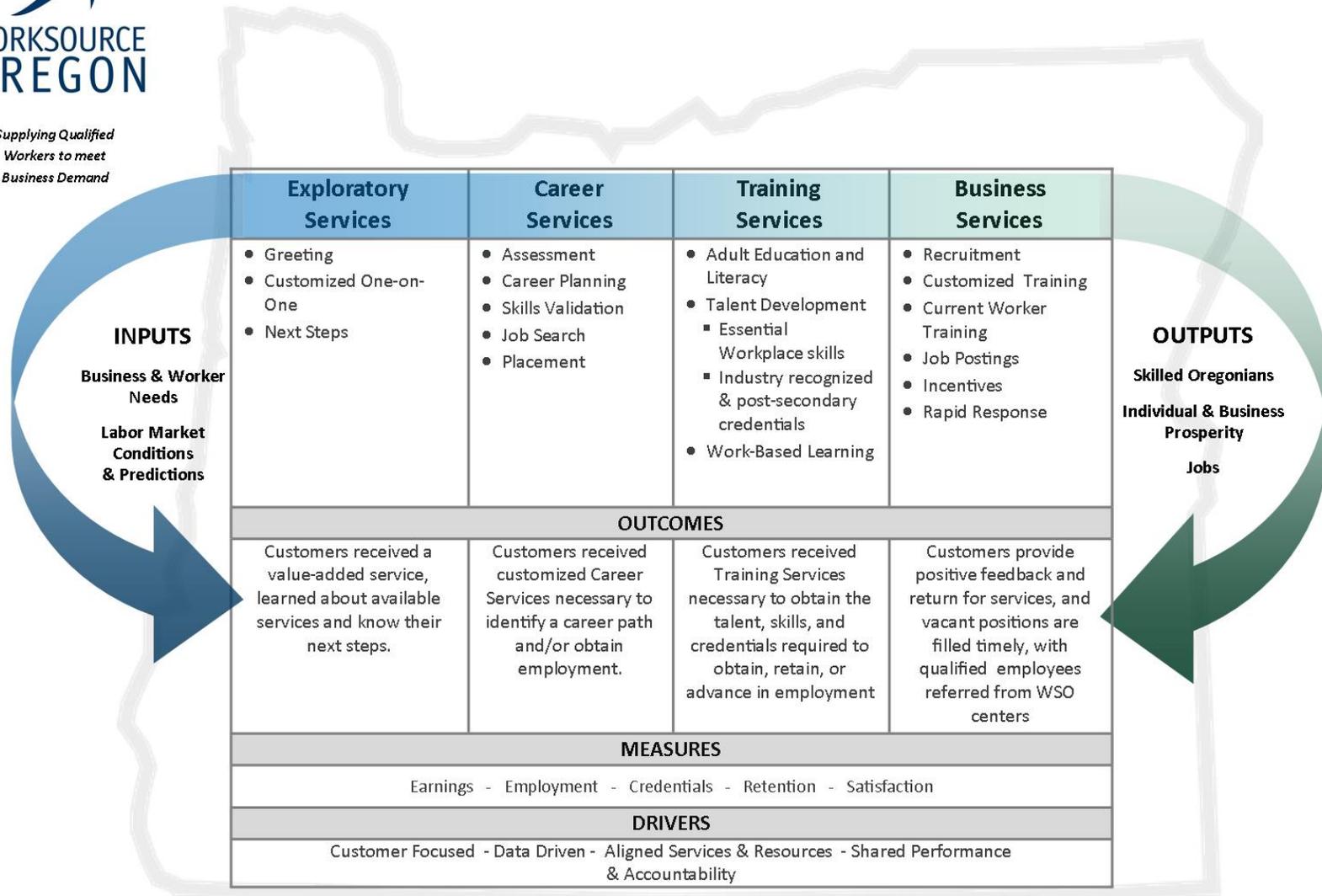
- Customized business/employer packets
- Job Fairs
- Job Placement Internships
- Layoff Aversion
- Mini Recruitment Events
- Offer/Arrange interview space (Varies by local area)
- Oregon Employer Council Trainings (for businesses)
- QualityInfo.org
- Recruitment events
- Regional Economists
- Screen the WSO talent pool

**Electronic Tools Guide:** TEN 25-14 - *CareerOneStop Updates* has been added to the ETA Advisory database and is now available at [http://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=8445](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8445).



Supplying Qualified  
Workers to meet  
Business Demand

## Oregon's Public Workforce System



### INPUTS

Business & Worker Needs  
Labor Market Conditions & Predictions

### OUTPUTS

Skilled Oregonians  
Individual & Business Prosperity  
Jobs