

Chapter 0: Alignment With College
“How is your unit aligned with the college’s goals?”

College Vision: Transforming Lives Through Learning

The Workforce Development Department “transforms lives through learning” by:

- Meeting people where they are in their career and life development
- Helping individuals move toward new careers, new jobs, and new lives
- Providing workshops (particularly Career Directions, Discover & Market Your Skills, CIS, OLMIS, and MicroSkills) to help people learn about themselves as a first step toward transformation
- Providing career planning and assessment, and working with customers individually to create a life plan to transform their lives
- Providing emotional support, barrier removal, and advising for customers who come to us
- Encouraging customers, through our services, to reach for goals they never thought possible and result in a positive attitude toward life long learning

College Mission:

The mission of the Workforce Development Department is to meet the workforce needs of employers and individuals through partnerships and innovation. Together, we are dedicated to helping individuals prepare for and find meaningful employment and to progress in their careers.

Our mission is aligned with the mission of the college as we:

- Provide access to education for a population that would otherwise not have access
- Provide training in basic skills, soft skills, computer skills, and life skills for retention in school and in employment
- Partner with Continuing Education to offer affordable, basic computer classes
- Provide skill upgrading for customers who need skills to get or retain a job
- Serve as a funnel for hundreds of Lane County residents who want to access retraining and professional/technical programs. We provide

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- academic advising, financial assistance, retention services, and job placement upon completion of training
- Have strong partnerships with all local agencies and collaborate with them to develop and provide a range of services appropriate for citizens of Lane County.
- Facilitate access to a myriad of community services for our customers

Core Values

At a recent In-Service, the WDD staff identified for themselves the core values they believe are fundamental to the operation of the department. They are as follows:

- A strong value on the importance of staff and the belief that staff are always doing their best possible job
- A team environment which creates a nurturing atmosphere and spirit of cooperation and integrity, where decision making by the team is both encouraged and desired, and where staff can feel supported
- Respect for the staff, their work and their time, and a nurturing of good working relationships
- Clear, consistent communications with each other and our customers that are appropriate, timely, inclusive, and respectful
- High quality customer service that is responsive, timely and efficient provided in an atmosphere that is welcoming, comfortable and respectful and informs/instructs the customer clearly and comprehensively
- Customer empowerment based on information and guidance which allows for realistic decision making and the development of personal career and life plans and which leads to a more skilled workforce in Lane County

The work and functions of the Workforce Development Department support the core values of the college as follows:

1. Learning

- a. We work together to create a learning-centered environment
 - “Working together” means working with and including students
 - Our Resource Center staff create a positive gathering place where customers can work on their own, get staff assistance, or be referred to an advisor-on-call (ex. tutorials, on-line tools, skill and interest assessments)

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- b. We recognize and respect the unique needs and potential of each learner
 - Our entire program is learner centered and uses tools and resources to support individualized processes (ex. Career Portfolio, Individual Employment Plans, Self-discovery through workshops and assessment tools)
- c. We foster a culture of achievement in a caring community
 - Our customer surveys show that 85% of customers are satisfied with the services they receive and 65% of customers rate staff as the #1 reason for their satisfaction

2. Diversity

- a. The Workforce Network is driven by “universal access,” and we serve any and all customers who come to us
- b. We welcome, value and promote diversity among the staff, students and our community
 - ***Our staff*** includes people of color, bilingual individuals, and varying ethnicities. The age range is 23 to 66, and varying cultures and different lifestyles are represented. Our staff includes representatives who serve older workers through the National Council On Aging and Vocational Rehabilitation, and we have ADA compliant work stations available
 - ***Our customers*** include disabled clients from Vocational Rehabilitation, teen parents, those from a low socio-economic background, dislocated workers, older workers (NCOA), homeless individuals, and those who struggle with substance abuse issues. We have ADA compliant computer stations available
- c. We cultivate a respectful, inclusive and accessible working and learning environment
- d. We work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
 - We have created workshops and job search materials for Spanish speakers. All signs are in both English and Spanish

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- e. We are developing the capacity to understand issues of difference, power, and privilege
 - Staff is being encouraged to participate in LCC's "Reading Together" project. Staff also regularly discuss how we can improve our services for segments of local population

3. Innovation

- a. We support creativity, experimentation, and institutional transformation
 - We have brought partners from Co-op Education and Sponsored Accounts into our physical space
- b. We are responsive to environmental, technological and demographic changes
 - We use multiple modalities to deliver services (ex. Our "Introduction To Services" is available both in a group setting and electronically at individual computer stations)
 - We are leaders in providing access to state-of-the-art technology and computer training
- c. We anticipate and respond to internal and external challenges in a timely way
 - Our Rapid Response services are delivered by a well developed team, with a strong focus on timely service delivery
 - An internal "Career Group" is studying how we can provide seamless career and employment services to students
 - We have developed a scholarship process in response to budget reductions and other program issues
- d. We act courageously, deliberately and systematically in relation to change
 - We have worked for the past few years to create a workforce system that is responsive to change and customer needs. This change process is ongoing.
 - The nature of our work requires that we constantly conduct external scans of the labor market to ensure appropriate retraining for our customers

4. Collaboration and Partnership

- a. We promote meaningful participation in shared governance
 - A consortium manages the Workforce Network. Decisions are made by consensus at monthly meetings. Also, program decisions are made in collaboration with our partners
- b. We encourage and expand partnerships with organizations and groups in our community
 - The Workforce Network is delivered by an alliance of workforce organizations including: Department of Human Services, Lane Workforce Partnership, Oregon Employment Department, Vocational Rehabilitation Services. We also have working relationships with National Council On Aging, Looking Glass, Goodwill, Catholic Community Services, St. Vincent de Paul, South Lane School District, Womenspace, Food For Lane County, Centro Latino, and varying businesses and industries.
 - We conduct internal outreach/marketing efforts by making presentations to LCC classes and staff from departments across campus

5. Integrity

- a. We foster an environment of respect, fairness, honesty, and openness
 - We hold bi-monthly staff meetings where information is shared and responses and dialogue are encouraged
 - We engage in open-ended e-mail conversations that ask for feedback and concern
 - Department leaders schedule open office hours to be easily accessible for staff
 - We utilize team involvement in redesigning program processes and procedures
- b. We promote responsible stewardship of resources and public trust
 - We have created fiscal and program systems that match college finance audit requirements as well as federal DOL and state laws and regulations, and local agency requirements

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- We have created a scholarship system for distributing WIA training funds in a fair, consistent and equitable manner
- We authorize support service and training expenditures under well-developed and consistent guidelines and policies

6. Accessibility

a. We strategically grow learning opportunities

- We try to meet the needs of Spanish speakers

b. We minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

- Financial – as appropriate, customers are given money for tuition, educational supplies, etc
- Geographical – services are offered on the main LCC campus, in Cottage Grove, and at four DHS offices. We have provided easy access to all services
- Social – services are offered to anyone who wants them – most services are free of charge
- Linguistic – we have created a Career Portfolio and other materials in Spanish, we have special workshops in Spanish, signage is all in both English and Spanish

Learning Centered College Principles

Learners receiving services through The Workforce Network are referred to as customers. The work we do can best be described as providing student services rather than as providing instruction.

We create processes to accomplish our goals within our mandated legislation. We do not have the autonomy to operate independently and are accountable to federal and state regulation as well as to our contractor, Lane Workforce Partnership.

1. Creates substantive change in the learners

2. Engages the learner as a full partner

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- Customers are expected to attend workshops and participate with their advisor in developing their own career plan. Customers from DHS are encouraged to become full partners in their life planning, as opposed to being victims of a system

3. Creates many options for learning

- We offer tutorials for individually paced learning
- Many instruments are accessible in both workshop settings and as individual (self-serve) activities. Some are also available as one-on-one services

We are continually striving to meet our customers “where they are.” We frequently offer services on-site when an employer lays staff off. We meet the teen parents at the local high school. We have two locations (OED and LCC) where customers can choose based on their comfort level. We meet the customers at their place of work.

4. Assists learners to participate in learning activities

5. Defines the role of the learning facilitator

- We offer advising/coaching/problem solving for as long as customers are in training. We may intervene for them and advocate with Financial Aid, Student Services, faculty, etc
- We offer follow-up services to customers who go to work and need ongoing training

6. Success occurs when improved and expanded learning can be documented for the learner

- Workshop evaluations include a self report from customers on how much they learned
- Our learning is documented indirectly by the number of customers who get jobs, benefits, family wages, etc.

Strategic Directions

1. Financial Stability

- We are a self-supporting department. We work for financial stability of the college by contributing revenue in the form of indirect each year. We contribute to the college approximately \$100,000/year.
- The Workforce Network system pays out approximately \$700,000/year in tuition, fees, books and supplies
- Students funded by WIA grants and contracts have generated approximately 400 FTE a year, increasing LCC's annual revenue by approximately \$960,000 a year through the state reimbursement for FTE

2. Building organizational infrastructure

- We engage in ongoing self-study through our G-Stars customer tracking system, workshop evaluations and reports, and quarterly performance reports from the state

3. College Climate

- Student Retention – Every student has an advisor for as long as their education takes
- We also subsidize students with child care, bus passes, etc

Core Abilities

- We hope that our students enrolled in general education are developing the core abilities as we believe that are extremely necessary for successful employment
- Part of our process is to have customers explore all possible majors to determine their best plan. They do informational interviews and meet with their advisors until a major is selected
- Self awareness is an integral part of our process

Chapter 1: Unit Description

“Who are you?”

Department Mission

The mission of the Workforce Development Department is to meet the workforce needs of employers and individuals through partnerships and innovation. Together, we are dedicated to helping individuals prepare for and find meaningful employment and to progress in their careers.

Catalog Description

- A. The Workforce Network** is an alliance of Lane County workforce organizations:

Department of Human Services
Lane Community College
Lane Workforce Partnership
Oregon Employment Department
Vocational Rehabilitation

The Workforce Network provides state-of-the-art resources for the community. The following is an outline of services offered – all at no cost:

- **Businesses**
 - Qualified, pre-screened job applicants to open positions
 - Assistance with out-placement should that become necessary
 - Opportunity to use our facilities for interviewing
- **Job seekers and those facing layoff**
 - Individualized and group support
 - Skills assessment
 - Career exploration
 - Skill upgrading
 - Resume preparation
 - Job search strategies
 - Information on the local labor market and job openings
 - Information on community resources
 - Internet access to employment and training resources
 - Community voice mail

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The no-cost services are also available to anyone seeking career advancement or a better job. Workshops are scheduled regularly and are offered throughout the year. Employers are encouraged to call with job openings for confidential assistance. The phone number for both businesses and job seekers is (541) 463-5223.

B. Welfare Reform JOBS program

In the service of welfare reform, Workforce Development has formed a partnership with Department of Human Services and Lane Workforce Partnership to administer and present a program to improve the life skills and job readiness of welfare recipients in Florence and in Reedsport. Employers in the Reedsport and Florence areas are encouraged to call with job openings. The program will provide confidential preliminary screening and refer qualified candidates.

Teen parents are served in a special program which teaches parenting skills and enables them to complete their GED at LCC in Cottage Grove.

C. Employment Retention Assistance (ERA) Program

The ERA Program is a pilot project designed by Manpower Demonstration Research Corporation in Washington D.C. The program provides services to newly employed TANF (welfare) clients. The purpose is to assist them in maintaining their employment and in working towards career advancement. Program staff is stationed within the local Department of Human Resources offices.

History/Significant Events

From its inception, the department has been known as the Training and Development Department. During the construction of our new building, the department changed its name to the Workforce Development Department.

Our function has been to serve the workforce through job search services, specialized short-term trainings, and retraining. For over twenty years we have offered these services and received national recognition for our excellent support to laid off workers from declining industries, as well as the rest of the workforce.

We have survived legislative changes from CETA to JTPA to the current WIA legislation. Each legislation has focused on assisting dislocated, low income and

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incumbent workers. Legislative changes also required that we change processes and procedures to meet federal standards.

The department has administered \$28,641,154 in grants and contracts since 1989, generating \$1,125,860 in Indirect for LCC. Students funded by the grants and contracts have generated approximately 400 FTE a year, increasing LCC's annual revenue by approximately \$960,000 a year through the state reimbursement for FTE.

The broad based history of the department reflects the commitment to streamline services and meet the needs of the customers. During the decline of the wood products industry, the department served approximately 1200 customers a year. There were huge demands for specialized training and job search services. The department partnered with employers and new industries to develop appropriate training. When some training programs were established, they were transitioned to other departments on campus to administer.

Some of the programs that have been offered over the years include:

- STARTech – high-tech, employer specific training
- OAST Program – Office and Administration Skills Training
- RV Tech Training
- Call Center/Customer Service Training
- Manufacturing Tech Program
- Pharmacy Tech Program
- Printing and Publishing Training
- Computer/Technical Training
- Non-traditional Jobs for Women – Carpentry

When the department attracted national attention for its ability to adjust to the needs of workers, the college as well as the community benefited from the acclaim. Listed below are some of the awards and recognitions the department has earned:

- National Award for Excellent Job Search Services – A model for the nation
- Innovation of the Year Award for STARTech – a high-tech, short-term training in cooperation with local employers
- RV Technician training pilot project later established as an accredited program at LCC

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Many people in public service have recognized the important work we do and support our endeavors:

- Congressman Peter DeFazio, a strong supporter of our program, has consistently been involved and attended yearly events including our gatherings and picnics. He was highlighted as our guest speaker at the open house for our newly constructed building. Additionally, he has made a personal financial contribution since 1991 to fund scholarships for dislocated workers. The WD department has been helping to provide those scholarships to recipients for over thirteen years.
- Bill Clinton visited in Fall of 1992 and met with several dislocated workers including one of the recipients of the Peter DeFazio Scholarship.
- Senator Ron Wyden has visited our center many times and has provided written support for our grants.
- We have consistently drawn the attention and support of local and regional political representatives, and were influential in LCC's bond measure being approved by the local population.
- The department and its programs have been the focus of a multitude of media stories in such prestigious publications as the Wall Street Journal and the Washington Post. We have also been the topic of a story on the McNeil-Lehrer Report, and have had articles about our programs published in The New York Times, Newsweek Magazine, Horizon Air Magazine, and Oregon Business Magazine. We have been featured in a story for Japanese Public Television, and have garnered attention from all of the local newspapers and television stations.

Department/Programs/Services

The Workforce Development Department currently has three primary programs:

- A. The Workforce Network/Workforce Investment Act** which serves Dislocated Workers and Low Income Adults
- B. JOBS** (Job Opportunity and Basic Skills) which serves Teen Parents and welfare recipients
- C. ERA** (Employment Retention Assistance) which serves welfare recipients who have entered the workforce

A. The Workforce Network/Workforce Investment Act (WIA)

The function of this program is the delivery of workforce development services to adults and dislocated workers in Lane County through a one-stop career center system. The system is called The Workforce Network. Our goal is twofold: 1) to assist individuals in finding gainful and satisfying employment, and 2) to help build a skilled and educated workforce that can meet the needs of the contemporary workplace.

The Workforce Network utilizes a consortium approach and is an alliance of Lane County workforce organizations. Each organization makes it's own contribution to the system. At the LCC site, we have representation from Vocational Rehabilitation, as well as the National Council on Aging and Experience Works. Additionally, we have very strong partnerships with Lane Workforce Partnership and the Oregon Employment Department and we work with them on an on-going basis to develop, implement, and monitor program delivery.

Key components of The Workforce Network include:

- A one-stop approach which integrates separate workforce organizations into a larger, unified system to streamline services and information
- Universal access to no-cost services for the general public
- Customer choice of services and training providers
- Greater accountability through expanded performance standards

The contract budget for this year is \$1,216,261. Indirect from both contracts equals \$86,269 and the contracts supports 14.5 FTE. This year's budget reflects a significant reduction. We experienced large cuts in our operations and services revenues, primarily due to a large holdback at the state level. As a result, we lost a total of 6.9 FTE from the staff this year. As always, the challenge is in continuing to provide quality services to customers without overburdening the staff or the system.

The program provides a wide array of services for both job seekers and businesses, which include the following:

1) For Job Seekers: outreach and orientation, individualized and group support, skills assessment, career development (research, advising, planning), skill upgrading, resume development, staff assisted job search (instruction, strategizing, job referrals), labor market information and resources, job openings,

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information and referrals for community resources, referrals to other agencies, internet access to employment and training resources, community voice mail, workshops, specialized job search activities (Job Finders Club, WorkNet, Employer Visits), supportive services, follow-up/retention.

2) For Businesses: qualified, pre-screened job applicants for open positions, assistance with out-placement services, facilities for interviewing, rapid response services during layoffs or company closures.

The Workforce Development Department has served 15,000 people since 1983, and on average, The Workforce Network at LCC serves 1400 people per month and 70 people per day.

During the last full program year (7/1/02 - 6/30/03), The Workforce Network at LCC served 2500 people, served an average of 8 new customers a day, provided computer resources to 55 users per day, and served 17 people per day in workshops.

During that same time period, the LCC site exited 290 people to jobs and the average wage was \$13.00/hour.

B. JOBS (Job Opportunities and Basic Skills Program)

In the service of welfare reform, the Workforce Development Department has formed a partnership with the Department of Human Services and Lane Workforce Partnership to administer and present a program to improve the job skills and life skills of welfare recipients in Florence and Reedsport, and of Teen Parents in Cottage Grove. The department has administered JOBS contracts since 1988.

This year has seen significant re-structuring at the DHS, both at the state and local levels. Last year's local programs were extended through a three month interim contract to allow for service levels to continue during the program changes. Our interim contract for both the Florence Adult program and the Cottage Grove Teen Parent Program was \$50,650 and ended September 30, 2003. The current contract budget for the Florence/Reedsport JOBS program is \$135,950 and the current budget for the Cottage Grove Teen Parent program is \$16,000. Both of these budgets are reflected in the departments current JOBS contract. The sum of the JOBS contracts for the 03-04 fiscal year is \$202,600 with

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\$9648 charged to indirect. The JOBS contract supports 2.4 FTE for the Florence staff and .25 FTE for Cottage Grove.

FLORENCE/REEDSPORT: At this site, the staff instructs referred DHS clients in job search and readiness classes to prepare them for the workforce. Job readiness classes focus in personal responsibility, accountability, problem identification and resolution, removal of barriers to employment, work and family issues, goal setting and workplace communication. Staff also develop work sites and partner with employers to provide work experience for the clients they serve. The program provides confidential preliminary screening and will refer qualified clients to training. The goal is to promote self-sufficiency and entry into employment. The staff is housed and works in close partnership with the Department of Human Services in Florence and travels to the Reedsport Family Center to provide services in that community.

The JOBS staff work with clients who are primarily women with children, some two-parent families, and an occasional father with children. The clients range in age from 18-45, with the majority being under 30 years old. They are all on welfare and are mandated to attend classes. Most are under-educated with very limited work skills and minimal life skills. Some are trying to cope with anger management issues, substance abuse and addiction, domestic violence, mental health issues, or criminal records.

COTTAGE GROVE: The Cottage Grove Teen Parent Program activities target basic skills instruction and the application of those skills to daily life situations. Structured classes are held for ABE/GED preparation with emphasis on reading, writing, and math at beginning and intermediate levels. Teens that need extra help are referred to college literacy, ESL, and special needs programs. The focus is on encouraging personal responsibility and accountability and to motivate teen parents to plan for a better life for themselves and their children.

In addition to GED and pre-employment preparation, program staff help participants identify and resolve educational, employment and personal barriers such as inadequate child care, transportation, or housing, health issues, lack of parenting skills, abusive relationships, or chemical dependency. They also provide classes on nutrition and offer a program to help prepare participants for college.

C. ERA(Employment Retention and Advancement)

In September 1999, the Manpower Demonstration Research Corporation entered into an agreement with the United States Department of Health and Human Services to conduct the ERA project. The purpose of the project is to analyze and assess the impact of programs offering post-employment services for current or former TANF (Cash welfare) recipients who have entered the workforce. The theory is that providing enhanced services for newly employed welfare recipients will assist them in becoming more self-sufficient over a long-term period, reduce the recidivism rate, and lower the welfare roles.

There are ten states participating in this pilot program. Oregon has three pilot locations and is the only state with multiple pilot sites. If the pilot projects across the country prove successful, the federal government could choose to continue the funding on an on-going basis. The current contract is for the amount of \$558,000 and generates \$47,506 in Indirect for LCC. The contract supports 3.0 FTE, who are stationed at various DHS offices in Eugene and Springfield.

Locally, the project is named PROGRESS, which stands for Progress toward Retention, Opportunity, Growth, Reward, Enhancement, and Self-Sufficiency. It began in May, 2002 and will last until June, 2005. The Workforce Development Department, in close partnership with the Department of Human Services, built the project from the ground up. Staff defined the services, developed processes and procedures, marketed the program, developed inter-agency partnerships, created instructional materials and tracking methods, all under the watchful eye of MDRC. The Lane County project has some unique aspects and many of the locally designed processes have been highlighted nationally for other pilot sites to use.

When DHS clients become employed, they are randomly assigned to the project. At that point, career planning becomes critical. Staff assess their skills, interests, and barriers to retention or advancement. They also explore personal issues, workplace communication issues, and other life issues that effect success in the workplace, such as child care and transportation. The goal is job retention and career advancement. Career advancement can, and often does, include training or a combination of training and employment which gives participants a solid skill foundation and upward mobility in the workforce.

Organizational Governance Structure

A. The Workforce Network component of the Workforce Development Department falls under the auspices of the federal Workforce Investment Act and is governed by that set of legislative rules.

The Workforce Network utilizes a consortium approach and is an alliance of workforce organizations. The consortium oversees management of the system. Lane Workforce Partnership, as the fiscal agent and contracting agency, coordinates management of the system and serves as staff to the Consortium. Partners maintain direct supervision of their agency staff.

The Workforce Partnership Board, in cooperation with the Board of County Commissioners as the Chief Elected Officials for WIA in Lane County, serve as the policy body and final authority for the one-stop system under the Workforce Investment Act.

There is a Memorandum of Understanding signed by all Consortia members, which further outlines agreements regarding The Workforce Network.

B. JOBS - There are several layers to the governance structure for the JOBS program. Lane Workforce Partnership (LWP) is the principal contractor for JOBS services within the Department of Human Services (DHS) throughout Lane County.

Lane Community College is contracted by LWP to provide the JOBS services in Florence and Cottage Grove. Lane Workforce Partnership monitors the contract, including input into program design, regular progress reports, and audits. DHS leadership oversees the day-to-day activities for out-stationed staff, create branch goals and program design. The Workforce Development Department Director and Project Coordinator oversee staff, approve expenditures, monitor contract expectations and ensure inter-agency collaboration.

C. ERA - The Manpower Demonstration Research Corporation (MDRC) is the guiding force behind this research project. MDRC developed the concept, defined the program parameters, and clearly states the desired outcomes for the study.

Partial funding for the project comes from the Department of Labor (DOL), who has contracted with the State of Oregon. DOL requires quarterly reports on the progress of the project.

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The Department of Human Services provides state and local leadership for program structure and design, implementation and evaluation of program. They coordinate the local DHS branches and oversee day-to-day activities for out-stationed staff.

The Workforce Development Department at LCC has an Inter-Governmental Agreement with the Department of Human Services to provide program services. The department Director and Project Coordinator oversee staff, approve expenditures; assist with program design, implementation and evaluation, monitor contract expectations and ensure inter-agency collaboration.

Staff

The Workforce Development Department consists of a staff of 25 people, with an FTE of 20.35. The program allocation is as follows:

- WIA - 18 people - 14.1 FTE
- JOBS - 6 people - 2.95 FTE
- ERA - 5 people - 3.3 FTE

Most positions in the department are directly related to program delivery and customer service. These include Career Advisors, Job Search Advisors, Workshop Instructors, Career Development Specialists, and Receptionists. Administrative positions that support program implementation include Project Coordinators, Fiscal Specialist, and Office Support Specialist.

The Workforce Development Department is fortunate to have a very seasoned and experienced staff. The average length of time worked in the department is 7.5 years, and the range is from two years to twenty years. The staff is expert in the field of Employment & Training, and brings a high level of education and professionalism to their work.

Chapter 2: Expected Performance
***“What do you intend to do? Who do you intend to serve?
How do you intend to serve them? What are the
expected results of providing your services?”***

The Workforce Development Department currently administers three programs; WIA, JOBS, and ERA. All are under contract with local agencies and have different performance and outcome expectations.

A. WIA/ The Workforce Network:

The Workforce Network core services are available to anyone and everyone. The intensive and training services are available to customers who fulfill the eligibility requirements mandated by the federal legislation of WIA. These customers are typically Dislocated Workers, low-income adults, people with disabilities and other barriers to employment.

Through The Workforce Network the department meets people where they are in their search for employment or increasing their skills for a more rewarding career. The intent is to combine motivation, emotional support, assessment and planning in a supportive environment that encourages people to participate fully within the program and explore the opportunities the college offers.

There are three levels of services:

- **Core Services** - includes initial assessment of skills, abilities, interest and personal exploration through group activities in workshops or staff assisted self exploration in the Resource Room. The workshops are designed to help with self-discovery and to assist customers with determining the career course they would like to pursue. Customers may receive referrals to other campus or community resources. Customers may also receive transportation assistance.
- **Intensive Services** - complement the core services by exploration of a more comprehensive assessment, developing an individual employment plan, involvement in basic skills and basic technology classes as well as literacy programs if necessary. Customers involved in Intensive Services receive individual motivation, support services, career and training planning assistance and follow up services with a Career Advisor.

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- **Training Services** - are available after an interview, evaluation or assessment, and the customer has been determined to be in need of training services and to have the skills and qualifications to successfully complete the training program. Our training funds are limited and disbursed through a scholarship program. Career Advisors assist with the financial planning so customers will be aware of their personal fiscal responsibilities while meeting their training and employment goals.

Outcomes for the customer are determined by registration into a specific program.

<u>Performance Indicator</u>	<u>Outcome</u>
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Dislocated Workers:

Entered Employment Rate	82%
Retention Rate	91%
Earnings Replacement Rate	103%
Attainment of Educational or Occupational Credential	60%
Participant Customer Satisfaction	80%

Low Income Adults

Entered Employment Rate	77%
Retention Rate	83%
Annual Earnings Gain	\$3,600
Attainment of Educational or Occupational Credential	60%
Participant Customer Satisfaction	80%

B. JOBS/ The Teen Parent Program in Cottage Grove and the Adult Program in the Florence/Reedsport area.

The Teen Parent Program services teen parents and the Adult program services adults that are able to work in the Florence/Reedsport area. Participants in this program are co-case managed by a DHS case manager and Lane staff.

We participate in two small projects for the JOBS program. One is the Teen Parent Program with a part-time staff stationed at the Cottage Grove Campus. The Teen Specialist tracks student progress through ABE/GED, ESL and college prep classes and delivers life skills instruction. Life Skills instruction will focus on encouraging personal responsibility and accountability as well as motivate teen parents to plan for a better life for themselves and their children.

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The Adult program in the Florence/Reedsport area is designed to assist with job readiness, job search, retention and training activities for the Department of Human Services (DHS) clients. Staff provides initial job search and on-going job search components such as strategies to find and keep a job, labor market information, volunteer work experience and employment barrier removal. There are limited training funds available for these participants.

Florence/Reedsport:

The number served within this program is the outcome for the contract. The contract reads that Lane staff should serve clients that are referred for services from the DHS staff. Last year staff served 160 clients using an individualized approach to appropriate services of the program.

Cottage Grove:

The number served within this contract is the outcome. This contract also reads that clients will be referred through DHS. Last year staff served 9 teen parents.

C. ERA/Progress Project within three Department of Human Services (DHS) locations throughout the Eugene/Springfield area.

The ERA/Progress project services newly employed clients within the DHS system. Participants in this project are co-case managed by a DHS case manager and Lane staff.

The ERA project targets newly employed DHS clients to assist with job retention and career planning. Services provided include directed, individualized initial career assessment, job retention, wage progression and promotion strategies, rapid re-employment techniques, training in Life Skills, family stability issues, financial accountability, communication, career planning workshops, support groups, and barrier to employment removal techniques.

ERA/Progress:

Performance Indicator

Outcome

Initial meeting with client

Within 45 days of assignment

1 additional service

Within 60 days of assignment

2 or more services

Within 60 days of contact

8% Increase of monthly wage

Within 12 months

Chapter 3: Actual Performance
***“What did you do? Who did you serve? How did you
serve them? What were the results of providing your
services?”***

The performance standards set by each of our contracts was met or exceeded for the program year 02-03. Sometimes performance standards are negotiated, but more typically they are set by the State of Oregon or the contracting agency. The following is a summary of our performance, as well as some interesting demographics of the customers we served. It is important to note that most of the statistics are those of a system.

A. The Workforce Network/WIA

1. Services available to the general public

During program year 02-03, approximately 2,500 customers accessed 24,000 services. There were an average of 8 new registrants per day, computers were accessed by 55 customers per day, and workshops were attended by 17 customers per day.

523 customers attended a Career Directions Workshop. 540 customers ultimately enrolled in a training program and 90% of those attended Lane.

We offered a total of 355 workshops and gathered 1,706 workshop evaluations which indicated a satisfaction rating of 4.36 on a 5.0 point scale.

2. Dislocated Workers:

Total registered:	1,071
Total exits:	518
Entered Employment:	72%
Earnings Gain:	\$13.33/hr at program entry \$13.67/hr at program exit.
Attainment of Educational or Occupational Credential:	118
Customer Satisfaction:	82%
Male:	62%

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Female:	38%
Age:	82% over the age of 30
Educational Status:	60% High School Graduate
Basic Literacy Deficient:	34
Race:	12% report other than white

3. Low Income Adults:

Total registered:	448
Total exits:	181
Entered Employment:	68%
Earnings Gain:	\$6.37/hour at program entry \$10.52/hour at program exit.
Attainment of Educational or Occupational Credential:	18
Customer Satisfaction:	82%
Male:	48%
Female:	52%
Age:	77% over the age of 30
Educational Status:	71% High School Graduate
Basic Literacy Deficient:	34%
Race:	9% report other than white

4. Rapid Response Activities

Pre-layoff services were provided to a number of employers in Lane County experiencing either a business closure or a significant downsizing. The list of employers included the following:

Sony Disc Manufacturing
Monaco Coach
K-Mart
Emporium
Seneca Sawmill
Trus-Joist
McKenzie Forest Products
Sierra Pine
Northwest Mental Health Associates
Thriftway

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5. Business Services

The employer satisfaction rating was 78%, the highest rating in the State.

B. JOBS

The Lane staff work closely with the Department of Human Services (DHS) to provide service to their clients. The expectation is that we will simply serve whoever is referred to us. During the '02-'03 year 160 clients received individualized program services.

C. ERA

This is a research project and therefore the performance is somewhat different. Performance is also ongoing. To date, performance has been met and/or exceeded. Performance requirements are as follows:

1. Have an initial meeting with the DHS client within 45 days of assignment to Lane staff.
2. Provide one additional service within 60 days of assignment
3. Provide two or more services within 60 days on initial contact.
4. Client shows an 8% increase in monthly wage within 12 months.

***Chapter 4: Analysis of Expected Performance versus
Actual Performance
“Did you meet your expectations?”***

WIA/The Workforce Network

The statistics in this program are very strong. We have sufficient resources, staff and facilities to operate a successful program for the next few years.

JOBS

The program statistics continually surpass expectations. What is critical to this program is the partnership with DHS, as staff is out stationed at their facility. We work hard to ensure good communication, joint problem solving, and solid relationships.

ERA/Progress

The mission and goals of this research grant are being achieved. This program has been spotlighted at the national level as a “best practice,” and has been entered into a reference book for all other research sites to use. The budget has been adequate, and staff is out stationed in DHS offices throughout the county.

Chapter 5: Program Initiatives to Improve Performance

“How do you propose improving future performance?”

Initiative 1: Graduate Job Placement Services

Why do it?

We would like to offer excellent, individualized job placement services for graduates. This service is important for students getting living wage jobs. We believe if we had a staff person to set up the services, market them to students and departments, and coordinate the services with employers, we would see our surveys of graduates have even better statistics. Student's placement services could be an additional incentive to attract students to Lane.

What will the product of this initiative be?

Students choosing Lane for their education will be better prepared for job search at the completion of their training. This could lead to a higher degree of completion rates for programs and training related employment. Feedback from employers would be a valuable tool to measure the effectiveness of the training programs.

Students would establish lifetime skills for job search and the skill of matching educational/employment abilities to the labor market.

As a Vanguard College, it would add Lane to other innovative colleges that are currently offering the service.

What is the need or intended use?

This service will partner with classroom training to provide practical job search paper presentation and interview skills. Graduates will learn how their training complements their interests, skills and abilities and how to match their complete employment package to the current labor market. Graduates from all areas of training would benefit from this service.

Is it feasible?

This project is not only feasible, in today's economy it is a much needed service for anyone entering the workforce or changing occupations.

What would be the campus location of this request/project?

The Workforce Development Department would provide a computer and the workspace.

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How many students (per year) will benefit?

Graduates of all programs, vocational technical and general education as well as graduates of ABSE.

How will students benefit?

Provides training and job search placement in one location. Enhanced job search skills will equal better positions/jobs.

Describe the resources needed.

Would require .75 FTE Project Specialist II working full-time during Fall, Winter and Spring terms for the first year. Additional funds would be needed for materials, supplies and phone charges. A Computer with a database would be required for tracking and reporting. Fax machine, copier, scanner and other office equipment could be provided by The Workforce Network. A conference center or space to be used for a springtime employment/career conference. Additional staff for the conference could be provided by The Workforce Network partnering with CES, CO-OP and Women In Transisition.

List the possible funding sources

Carl Perkins funds

Can this project be partially funded?

If so, what minimum cost?

The Workforce Development Department does not have the resources to partially fund this project.

Provide ORG & PROG codes

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This project is strongly connected to Lane's mission. This service would compliment the excellent education that students receive at Lane. It would be a resource to all educational programs to further assist their students in gaining the skills for marketing themselves into the current workforce.

It would allow departments that provide similar services to partner together for the success of the student.

It would create strong bonds between employers and the college leading to community recognition of Lane's quality training.

Initiative 2: Internal Coordinator for Student Career and Employment Services

Why do it?

We would like to better serve Lane students by doing a better job of coordinating all career and employment resources for Lane students. There are several

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pockets of employment services at Lane and this project would help define what those services are, where they are offered, how a student could benefit the most from the services and eliminate duplication of services. The objective would be a seamless service to students, staff and faculty in these areas that would be understandable and user friendly.

What will the product of this initiative be?

Clear marketing information for students, staff and faculty. Clear direction for employers attempting to hire Lane students.

What is the need or intended use?

Representatives from Career and Employment Services in Counseling, Cooperative Education, The Women's Center and The Workforce Development Department have met regularly to assess and coordinate the services offered from each of these departments. The types of services are so intertwined that students, staff and faculty would have a difficult time knowing which service would be appropriate to use. It has become clear to us that we can not accomplish that goal in one hour a month and none of us have the staff to dedicate to the project. Ideas include creating a shared database for online registration to services and job referrals/listings.

Is it feasible?

Yes and would benefit both the student and the internal coordination of Lane.

What would be the campus location of this request/project?

The Workforce Development Department would provide the workspace.

How many students (per year) will benefit?

All students interested in employment services at Lane. We believe these numbers would increase as the array of services is clearly defined and resources are easily identifiable.

How will students benefit?

Students will be able to locate the services they need quickly. Resources will be well defined and user friendly. Staff and faculty will have clearer understanding of the services for referral purposes.

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Describe the resources needed

Would require a .5 FTE Project Specialist II in a year round position. Additional funds would be needed for materials, supplies and phone charges. The Workforce Development Department would provide the computer and workspace.

List the possible funding sources

Carl Perkins funds

Can this project be partially funded?

If so, what minimum cost?

The Workforce Development Department does not have the resources to partially fund this project.

Provide ORG & PROG codes

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This proposal falls directly within the mission of the college. It's objective is to directly meet the needs of the student and to diminish confusion around career and employment services.

Initiative 3: Labor-Market Driven, Short-Term Vocational Training Services

Why do it?

The Workforce Development Department has a standing history designing and delivering excellent employer driven short term training. The programs were highly successful because they involved business in the creation of the training. Since this service has been 'moved' to Continuing Education, we have not seen new training programs being offered to meet the needs of the transitional workforce. Our close partnership with all the agencies of the community would allow recruitment of their clients (mostly disadvantaged) to these trainings. We would like to see this important function returned to this department.

What will the product of this initiative be?

Partnering with employers to provide up-to-date training for the transitional workforce and assist with employment placement. Implementing short-term industry focused trainings would allow students to gain specific technical skills, computer skills and soft skills to enter the current workforce. Short-term trainings also function as an introduction to the college experience for many students. Students become confident that they can learn, see the benefit of learning and desire to continue to grow, thus beginning a life-long learning

experience.

What is the need or intended use?

This service would partner with employers to determine labor market needs and would design curriculum to meet the industry need. Employers, partnering agencies and the college could recruit students. Students completing the training would have the competencies required by employers to attain employment. Trainings would not need to follow the academic calendar.

Is it feasible?

This department's short-term training offerings have been very successful. We have the experience within the department to administer the coordination of short-term trainings. In the past we have created industry specific as well as employer specific trainings that resulted in students either gaining or retaining employment. Once established the trainings have been transferred to other departments to administer.

What would be the campus location of this request/project?

The Workforce Development Department would provide the workspace.

How many students (per year) will benefit?

How will students benefit?

Students will be able to assess trainings structured for specific industries with placement assistance as a part of the program. For many students this will be an introduction to the resources and other training the college offers.

Describe the resources needed

Would require 1 FTE Project Specialist II position to work with employers and partnering agencies to determine needed trainings, curriculum and placement requirements. Additional funds would be needed for curriculum, materials, supplies and phone charges. The Workforce Development Department would provide a computer and the workspace.

List the possible funding sources

Carl Perkins funds

Can this project be partially funded?

If so, what minimum cost?

The Workforce Development Department does not have the resources to partially fund this project.

Provide ORG & PROG codes

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

This proposal would meet the needs of the students and the community by creating a more knowledgeable workforce for entry level jobs. The added service of placement at the end of the training would increase training related placements. It would be an avenue of recruitment for the college.