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Putting the Region to Work: an Analysis of Workforce Development Services in Multnomah and Washington Counties

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Putting the Region to Work:

An Analysis of
Workforce Development Services
in Multnomah and Washington Counties

Prepared for
The Workforce Development Network

Prepared by
Portland State University
Master of Urban and
Regional Planning Program
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May, 1998
This project was undertaken as part of the Planning Workshop. The Planning Workshop, in the Masters of Urban and Regional Planning (MURP) program at Portland State University, provides students with professional planning experience.

Student teams develop consulting contracts with clients for planning services that address regional issues and the students' personal and professional interests. The Workshop provides experience in planning for constructive social and environmental change, while considering the planner's ethical responsibility to serve the public interest.
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EXECUTIVE SUMMARY

Regional Framework

This study was produced primarily as a tool for policy advocacy Workforce Development Network members, therefore much of the analysis focuses on the role that community based organizations and community development corporations play in workforce development. However, policy makers and technical assistance providers, such as the Workforce Development Board, as well as government agencies, also play a critical role in the region's workforce development system. Although this report does not focus as much on the role of these agencies, further study is needed to offer suggestions for how these players can best coordinate their efforts with that of community based organizations to meet the needs of participating clients and employers.

The purpose of this two-part study is to: 1) compile an inventory of workforce development programs in the Multnomah and Washington County region (see The Resource Directory of Workforce Providers in Multnomah and Washington Counties); and 2) to conduct an analysis of service based inventory data, economic data about the region, and relevant literature. Using an interview tool (see Appendix D) to collect data about workforce development service providers, an analysis was undertaken to identify strengths of current workforce development services offered within the region along with potential gaps in services. Current service providers surveyed for this study include community-based organizations, community development corporations, community college contracted programs, one stop career centers and Workforce Development Board (WDB) programs. (Refer to Appendix A for a complete listing of the organizations interviewed.)

This report is based on several assumptions. First, that it is important to move the discussion of workforce development services away from the focus on the individual organization and towards a more systemic approach to providing services. An efficient, relevant, coordinated and strategic service delivery system is critical to a healthy regional workforce. Second, the region's economic success can only be sustained over the long run by addressing issues that relate to both our regional economic competitiveness and the on-going poverty present in many of the region's communities. Finally, in order to create a coordinated system that addresses the needs of participants in the region, it is important for organizations...
within the system not to be confined by external funding requirements.

Due to time and resource constraints, the scope of this study is limited to programs serving the adult population in the region. Organizations not included in this report are youth programs, apprenticeship and pre-apprenticeship programs, programs sponsored by private employers and temporary employment agencies. These programs provide important services in the region and we recommend that they be inventoried and analyzed in the future.

The analysis answers four general questions about the region's workforce development system:

- What kinds of workforce development services are offered within the region?
- What outside challenges do individuals face in securing long-term employment?
- What strengths exist within the current inventory of workforce development services?
- What opportunities exist for improving the services or the delivery of workforce development services within the region?

**Main Findings:**

- It was found that, within the region, current workforce development services focus predominantly on short-term job placement skills, such as resume writing and interview techniques rather than long-term skill development, such as industry specific training and GED classes. This is due to the focus of workforce development funders on job placement.

- While job development and job placement services are being offered, the majority of these services are provided on an as-needed basis rather than as an on-going strategy.

- In addition, workforce services clients continue to face challenges to retaining employment such as lack of reliable transportation and child care. Most of the support services offered to clients in the region focus on short-term support to help individuals obtain immediate employment, such as stipends for work clothing.
Significantly fewer services, such as child care or tuition reimbursement, are available to assist clients in the long-term goal of attaining and retaining employment with earnings to allow for self-sufficiency.

- Key strengths of the current services are the established and emerging partnerships between individual organizations. Through work with Community Colleges and the development of One Stop Career Centers, organizations are partnering to provide a range of services for clients in need. Community based organizations are another key strength of the system providing a place-based approach to serving both the client and the community in which they reside.

- The data revealed several opportunities for improving current services within the region. One of the most significant relates to increasing the capacity of the organizations offering workforce development services. While many organizations are increasingly working with the "hardest to serve," that is, those with multiple barriers to employment, their current capacity to serve is already under strain. The data revealed that many organizations currently have a small number of staff, limited technological capabilities and a less-than-stable funding base. Compounding this is the finding that a large portion of the region's providers are relatively new to the field of workforce development. Capacity issues such as staff, funding and years of experience have all contributed to creating a system that focuses on short-term placement goals.

**Key Recommendations:**

- Expand and strengthen programs offering long-term skill development. Establish a "skills toolbox", a set of skill standards required by the region's employers for most entry level positions, and identify a system for measuring mastery of these skills.

- Further explore longer-term support services for job retention, such as job clubs and support groups, as a strategy.

- Advocate for longer-term solutions to challenges clients are facing in obtaining and retaining employment. Challenges
such as affordable child care, transportation services, affordable housing, and a livable wage need to be addressed to improve living standards over the long-term.

- Develop stronger relationships between workforce providers and employers in order to ensure that services being offered are responsive to both the client and the needs of the market.
- Further test fostering sectoral strategies for workforce development as a strategic focus for addressing labor market demands.
- Establish standards for tracking placement information—specifically how many clients are being placed, in what industries, at what wage rate and at what retention rate with specific employers.
- Identify a standard means for tracking performance of job placement and retention. Build technological capabilities of community based organizations to track performance.
- Facilitate retention assistance to employers through the development of longer-term relationships between workforce providers and employers.
- Promote partnerships and collaboration in order to facilitate communication and establish or build on core competencies.
- Advocate for the creation of public policy that supports the development of long-term programs to address issues of unemployment or underemployment.

The recent creation of the Workforce Development Network provides an appropriate platform to address many of the policy and advocacy issues identified in this report. The Network can serve as a coordinating agency for responding to many of the systemic issues that impact workforce development in the region.
1. INTRODUCTION

Regional Framework

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The purpose of this two-part study is to: 1) compile an inventory of workforce development programs in the Multnomah and Washington County region (see The Resource Directory of Workforce Providers in Multnomah and Washington Counties); and 2) to conduct an analysis of service based inventory data, economic data about the region, and relevant literature. Using an interview tool (see Appendix D) to collect data about workforce development service providers, an analysis was undertaken to identify strengths of current workforce development services offered within the region along with potential gaps in services. Current service providers surveyed for this study include community-based organizations, community development corporations, community college contracted programs, one stop career centers and Workforce Development Board (WDB) programs. (Refer to Appendix A for a complete listing of the organizations interviewed.)

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"Community organizations need some vehicle for working together at the system reform level..." Okagaki, 1997
within the system not to be confined by external funding requirements.

Due to time and resource constraints, the scope of this study is limited to programs serving the adult population in the region. Organizations not included in this report are youth programs, apprenticeship and pre-apprenticeship programs, programs sponsored by private employers and temporary employment agencies. These programs provide important services in the region and we recommend that they be inventoried and analyzed in the future.

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• What strengths exist within the current inventory of workforce development services?
• What opportunities exist for improving the services or the delivery of workforce development services within the region?

Study Area

The geographic scope of this study is Multnomah and Washington Counties, defined as the State of Oregon's Employment Area Region 2. This region is quite large; however, generally speaking, the workforce development service providers interviewed were spatially concentrated in the urbanized areas of these two counties. The majority of these providers are located in Portland.

Methodology and Work Accomplished

On contract with the Workforce Development Network, the five-member team interviewed 36 providers of adult workforce development services in Multnomah and Washington Counties during January and February 1998. The organizations interviewed were identified by the Workforce Development Network and the Workforce Development Board. Every effort was made to identify adult workforce development programs. Programs that were not identified for this initial study can be added to The Resource Directory of Workforce Providers in Multnomah and Washington Counties database for future updates.
Interviews were conducted on an individual basis to inventory the types of services and programs offered by each organization. The interviews discussed topic areas such as: services provided, organizational capacity, populations being served, funding sources, partnerships, and other information necessary to provide a complete picture of workforce development services in the region. All data gathered from interviews was submitted to participating organizations for review prior to publication. (Refer to Appendix D to review the survey instrument used for each interview.) In addition to the interviews, general economic information for the region and a review of some of the current national literature on workforce development was compiled and reviewed. This economic overview and literature review served as a frame of reference for analyzing current workforce development activities within the region.

Report Organization

This report is organized into three sections.

- **Section 1: Introduction** establishes the scope and methodology;
- **Section 2: Background on the Region** provides an overview of demographics and the regional economy;
- **Section 3: Key Findings & Recommendations** reports on and discusses the findings from the interviews and offers recommendations for areas of continued action, improvement and further study.
2. BACKGROUND ON THE REGION

This section gives an overview of some economic and demographic characteristics and trends within Multnomah and Washington Counties. It uses economic data to illustrate some of the disparities that exist between the overall region and the communities that comprise it.

Region 2—Overview

The Portland metropolitan region is fortunate in that it has not reached the degree of economic segregation and extreme inner-city poverty found in many other metropolitan cities in the United States. However, early warning signs, such as those outlined in Table 1, have been detected. Within this thriving region there continue to be communities in crisis, where unemployment rates are almost double that of the rest of the region and where per capita income lags far behind other communities. These distressed areas pose a challenge to ensuring the economic prosperity of the region in years to come.

In a study that looked at increasing levels of economic segregation in the Portland Metropolitan region, Myron Orfield pointed out that “increases in concentrations of poverty, polarization of income and fiscal inequities in this boom time create great stresses within the region now, and could lay the ground work for disaster in the future” (Orfield, 1997, p.2).

The results of Orfield’s study convey a powerful message for those concerned about the long-term economic viability of the region as well as for workforce development practitioners. In order for the region’s economic success to be sustainable over the long run, the region will need to address issues not only related to the it’s economic competitiveness, but also those pertaining to the on-going poverty present in many of it’s communities.

Table 1 gives a general overview of some current economic and demographic trends within Multnomah and Washington counties.
Table 1. Economic and Demographic Statistics for Region 2

<table>
<thead>
<tr>
<th></th>
<th>Region as a Whole</th>
<th>Within the Region</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per Capita Income</strong></td>
<td>The mean per-capita income(^1) is higher than the rest of the state.</td>
<td>Some areas within the region significantly lag behind in terms of per-capita income. In 1990, Northeast Portland(^2) reported a per-capita income that was 31 percent lower than the city average. Southeast Portland had a per-capita income that was 26 percent lower than the city average (City of Portland, 1994).</td>
</tr>
<tr>
<td><strong>Unemployment</strong></td>
<td>Unemployment has been below five percent since 1994 (Oregon Employment Department, 1998).</td>
<td>In certain parts of the urban area unemployment rates continue to be significantly higher than the rest of the region. In 1990, N/NE Portland had an unemployment rate of 10.4 percent compared to 5.5 percent for the region. (Oregon Employment Department, 1998; City of Portland, 1994).</td>
</tr>
<tr>
<td><strong>Poverty Level</strong></td>
<td>The percentage of households falling below the poverty level in the two counties of the region has steadily increased since 1980 (U.S. Census, 1990).</td>
<td>Female-headed households are experiencing poverty at a disproportional rate. During 1996 in Multnomah County, 52 percent of female-headed households with children under five years of age lived in poverty (U.S. Census ACS, 1996).</td>
</tr>
<tr>
<td><strong>Racial Diversity</strong></td>
<td>Region 2 is one of the most diverse regions in the state. In 1996, the region contained almost 80 percent of the state's African-American population and 59 percent of the state's Asian and Pacific Islander population (U.S. Census ACS, 1996).</td>
<td>Non-native English speaking populations are increasing in the region. In 1996, 12 percent of the population over five years of age in Multnomah County spoke a language other than English at home, up from nine percent in 1990. Over half indicated that they had low proficiency in speaking English (U.S. Census ACS, 1996).</td>
</tr>
<tr>
<td><strong>Educational Attainment</strong></td>
<td>Education attainment levels in the region are higher than the state average. In 1990, 30 percent of Washington County residents had an associate degree or higher level of education. In Multnomah County, the percentage of adults over 25 with a Bachelors Degree or higher was 24 percent (U.S. Census, 1990).</td>
<td>Specific areas within the region are experiencing lower than average educational attainment rates. In Outer Southeast Portland(^3), 26 percent of the population over 25 years of age do not have a high school diploma in comparison to 17 percent city wide (U.S. Census, 1990; Marshall Strategy, p.7).</td>
</tr>
</tbody>
</table>

\(^1\)In order to compare income levels of areas with differing general population sizes, income for a region can be divided by the number of residents, resulting in a measure of income per person or "per capita income." Per-capita income does not necessarily reflect "typical" income level for a region. Per-capita income may differ between areas due to differing ratios of wage earners and non-wage earners.  
\(^2\)Northeast Portland includes the following neighborhoods: Boise, Eliot, Humboldt, King, Sabin, and Vernon.  
\(^3\)Outer Southeast Portland includes: Brentwood-Darlington, Foster-Powell, Lents, and Montavilla.
3. KEY FINDINGS AND RECOMMENDATIONS

This section identifies key findings from the interviews with the region's workforce development providers. These findings are divided into two sections: 1) an analysis of current practices; and 2) an identification of regional issues that impact the workforce system.

The first section on current practices examines the services that are being offered by the region's workforce development providers. These include pre-employment assessment, training services, support services, job placement and retention.

The second section focuses on larger systemic issues for workforce development in the region. Topics addressed in this section include challenges facing clients of workforce development programs, tracking performance, and organizational capacity.

Recommendations are made with the intent to make the region's workforce development system more efficient and coordinated. A more coordinated and strategic system will allow clients to access and maintain employment and to recognize and pursue better opportunities. Again, these recommendations were written to be used primarily for policy advocacy by members of the Workforce Development Network. Therefore, many of the recommendations presented here focus on the role of community based organizations.

Analysis of Current Workforce Development Services

Pre-Employment Services

Definition

Pre-employment assessment is the first step in providing workforce development services to clients. It is used to help determine a client's career opportunities and identify potential barriers. Pre-employment assessment can include some or all of the following components: an inventory of previous employment experience, skills testing and assessment, employment counseling, case management, and career exploration.
Findings

- Seventy-three percent of providers complete a formal pre-employment assessment of incoming clients.

- Thirty-three percent of providers reported having an informal assessment period based on the client's needs.

- As Graph 1 indicates, variability exists in the length of the pre-employment assessment process. Twenty-one percent of providers report an assessment period of less than two hours, while thirteen percent indicate the assessments last more than one month.

![Graph 1. Region 2 Length of Pre-Employment Assessment](image)

Discussion

The length and content of the pre-employment assessment process varies considerably among providers. As the findings indicate, some providers do not have an established pre-employment assessment process. For those that do, the format of the pre-employment assessment might be similar to an interview or it might be a two-week intensive skills testing and career exploration process.

Some variability will always exist in the assessment process since organizations focus on different services. Different kinds of assessment may be appropriate for individuals at various points in their careers. However, variability in the assessment
process at these different points will become an issue as providers consider the larger role they play in preparing the region's workforce. This is particularly true for the skills testing portion of pre-employment assessment. As providers establish objectives for the long-term development of the region's workforce, a common framework for assessing a client's proficiency in a particular skill may need to be established. In the regional framework, assessing a client's skills as part of pre-employment assessment becomes the first step in a longer path to career development.

Recommendations

- Workforce providers should develop and implement a standard pre-employment skill assessment process that recognizes the needs of special populations.
- Further research should be done to examine the content and quality of pre-assessment tools currently being used in the region.

Training Services

Definition

Training services are the classes available at workforce development sites. These services range from skill-building classes, such as computer training to industry-specific training, such as wafer manufacturing skills. These services also include job placement classes, such as resume writing, instruction on day-to-day life skills and household budgeting. (Refer to Appendix B for a definition of services.)

Findings

- As seen in Graph 2, eighty-two percent of the providers offer resume writing and interviewing skills. Less than half offer basic skills training: reading, writing, and mathematics.
- Seventy-six percent of providers reported offering training in computer skills.
- Forty-five percent of providers offer industry-specific training.
Discussion

As a region, the training services offered to clients tend to place an emphasis on short-term job placement skills (i.e. resume writing and interviewing) as opposed to longer-term skill development (i.e. industry-specific training, basic skills, GED preparation, and Adult Basic Education).

While finding a job is often the immediate priority for those using the workforce development system, as a region we should consider whether this adequately serves the long-term needs of the client in retaining jobs and advancing in a given occupation. Providers of workforce development services have
"Programs that emphasize rapid employment rather than education and training for higher-paying jobs are likely to promote working poverty rather than economic self-sufficiency" Mumgaard, 1998

the potential to play a much larger role in serving the long-term needs of their communities.

Clients appear to need more than simply job placement skills to succeed over the long-term. During the interview process, over fifty percent of agencies who reported individuals returning to the system cited the client's desire to further their skills in order to obtain a better job. In order to meet this need, the service providers should assess their strategy of service provision to address longer-term employment assistance. One way this can be accomplished is through the development of skill standards.

Establishing a standard skills "toolbox": As the findings indicate, most of the training in the region focuses on interviewing, resume writing, and computer skills. These skills are only a part of a broader skills "toolbox."

To determine the skills necessary for our region's "toolbox", workforce providers will need to work with employers to identify those skills necessary for gaining entry-level employment. Partnering with employers in this effort is critical because identification of the needed tools must be linked with labor market demand for specific skills. The Employer Brokering programs (JobNet, Targeted Industries and the Strategic Investment Program) can offer insight and assistance in developing a standard skills set. However, these programs have historically focused on emerging industries and, in order to develop a skills toolbox, attention also needs to be paid to existing industry in the region.

The interviews, along with the information provided in Table 2, offer two points of departure for identifying skills to be included in the region's "toolbox". Table 2 identifies the top ten skills required by Oregon employers for most entry-level positions. This information can help inform services within each organization, allowing providers to build the skills "toolbox" through partnering with others, discontinuing repetitive services, or expanding services to fill a need that is currently unmet.
### Table 2. Top 10 Skills in Oregon - Ranked by 1995 OR Emp. Dept.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Skill</th>
<th>Employment in these occupations</th>
<th>Percent of 1995 Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use computer</td>
<td>690,057</td>
<td>48.1%</td>
</tr>
<tr>
<td>2</td>
<td>Keep records &amp; maintain files</td>
<td>670,121</td>
<td>46.7%</td>
</tr>
<tr>
<td>3</td>
<td>Apply interpersonal communication techniques</td>
<td>599,054</td>
<td>41.8%</td>
</tr>
<tr>
<td>4</td>
<td>Use computer keyboard</td>
<td>592,332</td>
<td>41.3%</td>
</tr>
<tr>
<td>5</td>
<td>Follow / give instructions</td>
<td>555,382</td>
<td>38.7%</td>
</tr>
<tr>
<td>6</td>
<td>Use correct grammar, punctuation &amp; spelling</td>
<td>531,204</td>
<td>37.1%</td>
</tr>
<tr>
<td>7</td>
<td>Provide customer service</td>
<td>411,383</td>
<td>28.7%</td>
</tr>
<tr>
<td>8</td>
<td>Use word processing software</td>
<td>403,417</td>
<td>28.1%</td>
</tr>
<tr>
<td>9</td>
<td>Use spreadsheet software</td>
<td>391,539</td>
<td>27.3%</td>
</tr>
<tr>
<td>10</td>
<td>Prepare reports</td>
<td>379,551</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

Source: OED Regional Economic Profile, 1998

Tracking Client Performance: While the development of a standard skills "toolbox" will help individuals prepare for higher-paying jobs, it is the execution of this component that is critical. To develop a quality workforce, the region’s providers will need to establish standards so that employers will know that individuals from workforce programs have the same level of proficiency in a given set of skills.

Refinement of aptitude standards for these skills should be a high priority for all workforce development providers. Service providers should work together with employers to establish aptitude levels for assessing when a client is proficient in entry-level employment skills. These assessments could be the same as those offered during the pre-employment phase. In this way, a client’s progression could be tracked over time.

**Recommendations**

- Identify a set of skill standards required by the region’s employers for most entry level positions. Establish a basic skills "toolbox" based upon this skill set.

- Determine which tools are currently being provided by the region’s workforce providers, taking into account factors that limit accessibility to these tools, including location and eligibility requirements.

- Establish standards for assessing skills proficiency. Implement a performance tracking system for determining a client’s progression and achievement of required skills.

**How do we know when an individual has mastered the basic skills?**
• Implement a regular review of the skills set being offered and those required by the region's employers.

• Advocate for funding sources to encourage the development of long-term skills development.

**Support Services**

*Definition*

Support services encompass a range of programs which help clients to obtain or retain employment. These programs may help individuals through the interview process (stipends for work clothing or telephone or voice mail services), get to and from job sites (bus passes or ride sharing programs), maintain employment (child care services), or get education needed for their careers (tuition or certification reimbursement).

*Findings*

• As seen in Graph 3, sixty-four percent of the providers offer stipends for work clothing.

• Sixty-one percent of providers offer bus passes or stipends.

• Fifty-five percent have stipends available to help pay for child care.

• Fifteen percent offer shuttles or ride sharing programs to assist clients in getting to and from work sites.

• Nine percent of providers subsidize additional education or certification.
Discussion

Most of the support services offered to clients in the region focus on short-term support to help individuals obtain immediate employment. These services include items such as stipends for work clothing and telephone or voice mail services. Significantly fewer services (i.e. child care or tuition reimbursement for additional training) are available to assist clients in the long-term goal of attaining and retaining employment with earnings to allow for self-sufficiency.

While many support services, such as transportation and child care, fall beyond the scope of current workforce development efforts, they directly impact the employability of clients. The region’s providers should take the lead in advocating for the development of these services. In addition to advocacy, workforce development organizations can partner more closely with potential employers and child care agencies to bring these services within reach of their clients.

Finally, the findings indicate that there are few programs that help pay for tuition or certification. The programs that do offer tuition assistance are predominantly Job Training and Partnership Act (JTPA) programs. In general, this support covers tuition for one term of course work at a community
college. Often, the lack of longer-term supports such as child care and tuition assistance is due to external funding requirements that place an emphasis on immediate job placement.

Recommendations

- Workforce providers and other agencies should advocate for the provision of those support services needed to support our region's workforce.
- Workforce providers should be encouraged to develop partnerships with agencies offering support services.
- Workforce providers and other agencies should advocate for policy changes to increase funding for continuing education to assist their clients in developing skills for retaining employment.

Placement Services

Definition

Placement services are those activities that help individuals obtain employment. This can occur in one of four ways: through direct employment at the workforce development agency, through providing information on current job openings (job search assistance), through working with an employer to create a position (job development), or through contacting an employer and recommending a client for a position (job placement).

Findings

- While job development and job placement services are being offered, the majority of these services are provided on an as-needed basis rather than as an on-going strategy.
- As seen in Graph 4, most providers (seventy-six percent) offer job search assistance.
- Fifty-eight percent of organizations interviewed do some type of job development. Three percent indicated that they coordinate or link with established Employer Broker programs (JobNet, Targeted Industries and the Strategic Investment Program).
- Sixty-three percent of providers recorded how many people they placed in jobs over the past year.
• Less than half of those who track placement could identify what industry sector placements were made in (service, retail, manufacturing, or high-technology).

• The ability to track clients varies among organizations. Many providers have limited computer systems to assist in tracking.

Discussion

Linking to Jobs: While the data indicates that many of the region's providers currently offer job development, job placement and job retention services, the majority of these services are provided on an ad-hoc basis rather than as an ongoing strategy. To meet the needs of employers and the labor market, job development, job placement and retention support needs to be integral to the program and offered on a systematic on-going basis.

Sectoral Strategies: One way to develop a relationship between the workforce provider and the labor market is through the development of sectoral strategies. The long-term goal of a sectoral strategy is to shape how the selected labor market recruits, hires, and promotes low-income individuals. A sectoral strategy has four defining characteristics:

1) it targets an occupation within an industry;
2) it intervenes by becoming a valued actor within that industry;
3) its primary purpose is to assist low-income people in obtaining employment; and
4) it can create systemic change within that occupation's labor market.

**Employer Brokering Programs:** These programs work directly with employers to recruit potential employees. The finding that only three percent of providers indicated coordinating with Employer Brokering programs reveals a significant gap in the coordination of services. A stronger relationship between service providers and employer brokers would be beneficial to both parties and to the region. Service providers would receive current information on the skills demanded by employers and information on future labor market trends, and employer brokers would receive the trained employees required to fill the region's First Source Agreements. In addition, employer brokering programs can make stronger linkages with service providers by expanding their programs to include industries not affected by First Source Agreements.

**Tracking Performance:** Not all providers are tracking placement. Those that do are not necessarily tracking placement by industry. As the region develops its workforce development strategies, it will become increasingly important for all providers to gather detailed client placement information. Vigilantly tracking placements will result in valuable market feedback in terms of effectiveness of the region's service providers in serving clients. Standards for collecting placement data will need to be established in order to assess the region's performance.

**Recommendations**
- Providers should continue to strengthen their relationships to employers in order to develop long-term strategies for job development.
- Fostering sectoral strategies for workforce development should be further tested as a strategic focus for addressing labor market demands.
- Employer brokering programs and workforce development providers need to begin working more closely together to ensure that the skills of clients meet the demands of employers.
• Employer brokering programs need to expand to address industries not affected by First Source Agreements or other tax abatements.

• Standards need to be established for tracking placement information—specifically how many clients are being placed, in what industries, at what wage rate and at what retention rate with specific employers.

Retention Services

Definition
Retention contains two components. The first relates to how long an employee remains in a job. The second relates to services provided by workforce agencies to assist in the retention of a job. These services can include client counseling or job clubs, or follow-up with a client's employer.

Findings

• Eighty-three percent of providers indicated that they track how long clients retain jobs after placement.

• Thirty-seven percent of those who reported that they track retention did not know their current retention rate.

• Graph 5 indicates that of the providers who track retention, most track only up to 90 days. At 90 days the retention rate for the region is 79 percent.

• Tracking of retention rates varies among organizations. Many providers do not have computer systems to assist in tracking this information.

• Seventy-six percent of providers indicated that they offered job retention counseling to clients (Graph 6). Forty-eight percent offer job retention assistance to employers.

• Less than half of providers offer formal job club or support group services for those looking for work and those recently employed.
Graph 5. Region 2 Length of Retention Tracking

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percent of Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year or More</td>
<td>17%</td>
</tr>
<tr>
<td>6 - 12 months</td>
<td>10%</td>
</tr>
<tr>
<td>90 Days</td>
<td>41%</td>
</tr>
<tr>
<td>60 Days</td>
<td>14%</td>
</tr>
<tr>
<td>30 Days</td>
<td>3%</td>
</tr>
<tr>
<td>Don't know</td>
<td>10%</td>
</tr>
</tbody>
</table>

Graph 6. Region 2 Retention Services

<table>
<thead>
<tr>
<th>Types of Services</th>
<th>Percent of Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Retention Counseling</td>
<td>76%</td>
</tr>
<tr>
<td>for Clients</td>
<td></td>
</tr>
<tr>
<td>Retention Asst. to Employers</td>
<td>48%</td>
</tr>
<tr>
<td>Job Clubs/Support Groups</td>
<td>48%</td>
</tr>
</tbody>
</table>
Discussion

There is great variability among the region's service providers in what they mean by retention tracking and in the length of retention tracking. The majority of agencies track at ninety days due to requirements of federally funded programs. As a region, however, it must be determined whether this is a meaningful measurement for determining long-term success.

While the data indicates that a high percentage of providers offer job retention counseling for clients, this is often on an informal basis. Some providers noted that counseling consists solely of conducting follow-up phone calls to track retention information.

Longer-term programs such as job clubs and support groups are offered by fewer providers. Many providers identified the lack of a support network as a significant challenge to their clients in obtaining and retaining employment. Services such as job clubs and support groups can provide an excellent opportunity to meet this challenge.

Recommendations

- A standard retention tracking system should be developed for the region.
- Longer-term support services for job retention, such as job clubs and support groups, need to be further explored as a strategy.
- Retention assistance to employers needs to be facilitated through the development of longer-term relationships between workforce providers and employers.
Systemic Issues

This section identifies and discusses issues that impact the region as a whole. Solutions to these issues require a regional perspective that the Workforce Development Network can offer by initiating and leading the discussion among service providers. Issues examined in this section include challenges clients face in connecting to work, the importance of tracking system performance, and organizational capacity.

Region 2 is currently experiencing a high labor demand. Current weaknesses, such as reliance on short-term job placement services, will likely pose a threat when the labor market changes and demand for labor decreases. Preparing for the inevitable cycles of the labor market will make service providers much more resilient when the inevitable economic downturns occur. Balancing short-term with long-term services will enhance client’s skill bases giving them the best possible chance to compete for jobs and will enable providers to establish mechanisms for responding quickly to changing market conditions.

Challenges To Employment

Definition

During the interviews, providers were asked to identify some of the challenges their clients face in pursuit of long-term employment. Providers identified issues that reflected both the population as a whole and those unique to the specific population(s) they serve. The challenges identified range from personal barriers, such as low self-esteem, to broader challenges such as the provision of child care.

Findings

- Arrangement of child care is a challenge identified by 64 percent of service providers. Many indicated a need for "non-traditional" child care coverage (weekends & evenings).

- Fifty-eight percent of providers identified transportation as a significant challenge for clients.
Discussion

The challenges identified during the interviews can be broken out into two categories: individual challenges and regional challenges. Individual challenges include issues such as low self-esteem and lack of work experience. Many of these issues are being met by the current range of services offered. Regional challenges include larger issues such as transportation and child care. To address these issues proponents of workforce development will need to work together to address and affect larger regional policies. Below is a discussion of some of these larger issues but there are many more that can be addressed. Providers are encouraged to
expand on this discussion and begin to address some of the other barriers clients identified.

Accessing child care: Lack of affordable child care was identified as a barrier by 64 percent of the organizations. These providers specifically noted the absence of child care services for those working evenings, swing shifts, or weekends.

As a response to that barrier, 55 percent of providers offer stipends for child care service. While the majority of providers interviewed do not have a child care facility located on site, several have partnerships with other child care providers to offer this service.

Some providers have responded to this issue by developing programs that increase the availability of affordable child care in their community. Rose Community Development Corporation in Outer Southeast Portland has developed a program known as the Child Care Neighbor Network (CCNN). CCNN provides business assistance to existing home child care providers. The program’s strategy is to increase the availability, accessibility and quality of child care by stabilizing child care businesses in the neighborhood and supporting providers ability to network among themselves and acquire child development training which improves quality. Other strategies to address this barrier would be for workforce providers to work together to influence policy relating to the provision of accessible and affordable child care. In addition, employers have a responsibility to assist their employees access child care.

Overcoming the Barrier of Transportation: Fifty-eight percent of those surveyed identified transportation as a key factor impacting the ability of individuals to retain a job. It is interesting to note that this was identified as a barrier not only by providers in suburban areas, where transit services are typically weak, but also by the providers located in the central city. This indicates that location within the region does not determine the relevance of this barrier.

Of the 19 organizations that identified transportation as a barrier, most offer short-term services such as stipends to purchase bus passes or free daily or monthly bus passes. A few providers offered shuttles (15%) and ride sharing programs (15%). In some cases, these solutions are offered on an informal basis. Seven providers who noted transportation as a barrier offered no transportation support services.

Many providers noted the inaccessibility of some job sites and decreased service during off-peak hours as major barriers to those using the bus system. One solution to address this
barrier would be to advocate for additional shuttles or ride sharing services. Implementation of these services would require coordination at the community level in order to identify groups of prospective riders that work at nearby locations. In order to implement this solution, service providers will need to partner with other providers, transit agencies and employers.

Recommendations

- Advocate for increased provision of affordable child care services to our region’s workers.
- Advocate for alternative transportation services to work sites.

Tracking Performance

Definition

Tracking performance encompasses information on client and organizational performance as well as feedback from employers on services and placements. Performance tracking can include information on job placements, job retention, and skill development. Feedback on performance provides organizations with valuable insight and information which can be used to modify and enhance an organization’s services.

Findings

- Many organizations do not track job placement or job retention information.
- Organizations track job retention information using a wide variety of retention standards (i.e. one month, thirteen weeks, or one year).
- Ability to track performance varies among organizations. Many providers do not have computer systems to assist in tracking performance.

Discussion

The interviews revealed that little client tracking is taking place that examines the outcomes of the services being provided—that is, whether or not these services help people get and retain jobs. There are two issues at the core of this problem—lack of tracking tools to assemble and analyze
outcome data and an absence of regional performance standards to measure outcomes.

**Increasing Technological Capacity:** For several of the providers interviewed, a major barrier to establishing a comprehensive tracking system is a lack of technological capacity. The majority of providers interviewed did not have access to a computerized tracking system. When asked for information on the number of clients served, placement rates, or rates of retention, these providers could not quickly supply the data. Success in our region requires that providers be given the tools to effectively carry out their jobs.

**Establishing Regional Performance Measures:** The installation of a tracking system is an important first step to tracking performance. However, without establishment of a set of common performance measures interpreting the data for the region will be difficult. Standard methods for tracking performance must be established.

The data reveal that client and organizational success is being measured primarily in terms of placement and retention rates. In many cases these success standards have been born out of the need to demonstrate "work completed" to funding sources. While certainly knowing how many people are getting a job is an important measurement of success, it alone does not supply an organization with enough information to know how effectively they are meeting the long-term needs of their clients nor how well the program is serving the needs of the region. Funders should be aware that placements alone are a poor indicator of program effectiveness unless combined with other objectives and outcomes.

Providers may want to consider expanding their existing performance measures to focus not only on placement-type statistics but also those pertaining to skill development. As discussed earlier, examples of potential performance measures could include assessing the number of participants who attained a certain level of proficiency in a given skill or completed their "tool box". Tracking and assessing the types of jobs that people are getting—defined according to occupation, industry, and starting wage—would be another important performance measurement to pursue as would placement wage comparisons with area cost of living.

The performance measures established will only be effective if these indicators are recorded for the same time period. As the interviews revealed, currently providers are tracking retention using a variety of time periods ranging from one month to one year. In order to truly assess regional performance, providers
must come to agreement on a meaningful tracking period for information such as retention.

Recommendations

- Assess the providers' capabilities for tracking performance.
- Advocate for additional funding for technological infrastructure improvements and training.
- Establish a set of standard regional performance measures to assess the outcomes of workforce development efforts. These measures should take into account factors such as occupation and starting wage.
- Funders should explore expanding their program outcomes in collaboration with community based organizations.

Organizational Capacity

Definition

There are a variety of ways to define capacity. Due to time and resource constraints and based on the data collected for this analysis, organizational capacity is defined as a combination of the following components: number of years in workforce development, number of staff dedicated to workforce development, size of population served, and funding sources. It is recognized that this is a limited definition of organizational capacity used only for the purposes of this study. Further analysis and definition of organizational capacity in the region is recommended. For purpose of analysis, Community Based Organizations which serve clients with a documented disability were put into their own category because their funding is primarily self-generated revenue. We have termed those organizations Disability Serving CBOs. (Please see Appendix A for the definition of the different categories of providers.)

Findings

- While many providers are new to the field of workforce development, there are organizations that have more than 20 years experience. In general, One Stop Career Centers and Employer Brokering programs are the youngest, and Disability Serving CBOs and JTPA/State programs the oldest.
Figure 1. Types of Workforce Providers

- Of those interviewed, CBO/CDCs make up 44 percent of the region's workforce providers (Figure 1).
Figure 2 shows the share of the regional workforce staff by organization type. CBOs/ CDCs make up 31 percent of the total number of staff in workforce development.
- Figure 3 indicates the percentage of clients served by organization type. CBO/CDCs and Community College Contracted Programs both serve thirty-six percent of the region's total number of clients served. (Data was not available for all One Stop Career Centers.)

- There is a wide range between the organizational types with regard to the client-to-staff ratio. Community College Contracted Programs have the highest ratio at 163 clients per staff member. CBO/CDCs are second at 78 to 1. JTPA/State Programs are at 43 to 1, and Disability Serving CBO are at 42 to 1.

- Funding for most providers is a mixed bag with a single funding source providing the majority of the funding i.e., self-generated revenue, federal, or JTPA etc. Funding for CBO/CDCs is more varied than for other types of providers. They draw on a variety of funding sources to meet their operational needs such as grants and foundations, city and county funds, federal and state funds, and donations and self-generated revenue.
Discussion

Organizational capacity refers to the capability of an organization to effectively offer services to their clients. Organizations in Multnomah and Washington Counties are quite diverse in their relative capacity ranging in size, experience, and funding.

Organizations such as Disability-Serving CBOs, Community College Contracted Programs, and JTPA/State programs seem to contain sufficient capacity to serve their target populations. Most of these providers have many years experience in workforce and have relatively stable funding sources. Many other providers appear to be faced with limited staff to serve their client population.

The strongest trend in the findings relate to CBOs/CDCs. The findings suggest that there is a trend developing in the region whereby more CBOs/CDCs are entering the field of workforce development. The data shows that these organizations are serving an increasing number of clients, many of whom have multiple barriers to employment. However, the data also shows that the staff size of these organizations is limited and their funding streams are a precarious mix of sources. Many rely on funding that is project-based and for a limited time period. These providers face the dilemma of trying to effectively provide a range of services to a large number of clients.

For all organizations, but especially for CBOs/CDCs, it will become increasingly important to look for ways to leverage existing capacity. Two solutions to this issue may be to establish core competencies and partner with other providers.

Establishing Core Competencies. One response to limited capacity might be for each service provider to identify their core competencies. A core competency is a service or program an organization offers in which they have established an area of expertise in providing efficient and effective service delivery. Different organizations could specialize in a different skill area tied to their core competencies rather than each provider offering the same services at many different locations. This allows organizations to achieve economies of scale, providing services in the most efficient manner from both a financial and a staffing perspective.

The Oregon Tradeswomen's Network, in Northeast Portland, is an example of an agency focusing solely on it's core competencies. The Network promotes the success of women in the construction trades. It plays two roles: 1) to support and assist women interested in getting into a trade profession or...
into training for a trade profession and 2) to provide technical assistance to trade employers and state apprenticeship programs. The Oregon Tradeswomen's Network has developed partnerships with other programs in Northeast Portland to provide many of the support services their clients need.

**Partnering with Other Providers.** Given the limited funding streams and the relatively close proximity of many of the service providers, organizations may wish to consider how they might respond to the range of services that need to be provided in a way that maximizes their capacity. By partnering with other providers and bringing them on-site for particular trainings and services, an organization will be able to maximize services provided to their clients without having to develop, manage and monitor all the services themselves.

Southeast Works, a One Stop Career Center, is an example of an organization that is currently doing just this. They have identified as one of their core competencies the unique role they play as a community center. They offer individual case management to provide a pre-employment assessment and identify programs needed for individuals. Their partners provide much of the in-depth training on or near their site. For example, they have developed a partnership agreement with Portland Community College to have instructors come on site and provide training and they refer their clients needing computer skills training to another partner, the Neighborhood Pride Team, whose primary service is computer skills training.

**Recommendations**

- Organizations should focus on identifying and strengthening their core competency areas.

- The core competencies of each organization should be strengthened and partnerships developed to fill the gaps in services.

- Funders should support longer-term funding strategies that help build the capacity of organizations.
APPENDIX A.

Organizations Interviewed

Putting The Region To Work
ORGANIZATIONS INTERVIEWED

Community College Contracted Programs
In this report, community college contracted programs include any service that is based out of or run by a community college. The programs interviewed for this report are:

- Steps to Success East
- Steps to Success North
- Steps to Success Washington County
- PCC Skill Center
- Washington County Employment & Training Consortium

Employer Brokering
Employer brokering programs work directly with employers to recruit potential employees. The three employer brokering programs are:

- Target Industries
- JobNet
- Strategic Investment Program

Community Based Organization/Community Development Corporation (CBO/CDCs) are organizations that serve particular geographic communities or constituencies and are 501c(3) tax exempt. For the purposes of this report, CBO/CDCs include the following organizations:

- Business Education Compact
- Franciscan Enterprise
- Friendly House
- GEARS
- Housing Our Families
- Human Solutions
- International Refugee Center of Oregon (IRCO)
- Neighborhood Pride Team
- Northeast Workforce Center
- Oregon Council for Hispanic Advancement (OCHA)
- Oregon Human Development Corporation (OHDC)
- Oregon Tradeswomen's Network
- Rose CDC
- Sabin CDC
- Women in Community Service

Disability Serving CBO
Three of the CBOs have been grouped in their own category for this report because the research team felt that they differed significantly from the other CBO/CDCs in their size and funding sources. Unlike the majority of CBO/CDCs, these organizations are direct employers to their clients and only serve individuals with documented disabilities. In this report they have been identified as Disability Serving CBOs and they are:

- Goodwill Industries
- Portland Habilitation Center
One Stop Career Centers

One Stop Career Centers are collaborations of workforce service providers offering access to a broad network of employment, training and education programs, labor exchange functions, employment services, vocational rehabilitation and adult education. The core principles of One Stop Career Centers are universality, customer choice, integration and accountability. The five One Stop Career Centers for Region 2 include:

- East County One Stop
- NE Career Center / NE One Stop
- SE Works
- Washington County One Stop
- West Portland One Stop

JTPA/State Programs

These programs serve clients based on eligibility requirements specified in the Job Training and Partnership Act, the Older Workers Act, and State programs.

- Dislocated Workers Program – Eastside
- Dislocated Workers Program – Westside
- Older Workers Program
- Oregon State Vocational Rehabilitation Division
- Workforce Development Board at Portland Community College
- Southeast Employment and Training Center

Information from three of the 36 providers interviewed are not included in our findings because they are currently being developed. All three are One Stop Career Centers: East County One Stop; Washington County One Stop; and the West Portland One Stop.
APPENDIX B.

Glossary of Terms
GLOSSARY OF SERVICES

Pre-employment Services:

- **Assessment of barriers** means an analysis of any obstacles a person may face in gaining employment. These barriers may be personal as well as societal.
- **Case management** provides direct service to clients to help them overcome barriers to employment.
- **Employment counseling** entails a one-on-one service to help the client in all aspects of gaining employment.
- **Internships/volunteer experience** include unpaid work.
- **Job shadowing** refers to an opportunity for clients to observe someone working in order to determine what skills they will need to develop to obtain a similar job.
- **Mentoring** involves linking clients to people who can assist in their career development.
- **Pre-employment assessment** incorporates an inventory of clients' skills and previous employment experience to help determine their career barriers and opportunities.

Training:

- **Adult Basic Education (ABE)** is a specific program tailored to adults, often in conjunction with a community college.
- **Basic computer skills** refer to training in the fundamentals of operating systems, word processing, spreadsheets, etc.
- **Basic skills** comprise reading, writing, and math.
- **Citizenship preparation** involves training to help immigrants and refugees obtain U.S. citizenship.
- **ESL training** is formal English-as-a-Second-Language training.
- **Family literacy** teaches children and parents at the same time.
- **GED preparation** is any formal course for helping clients obtain their GEDs.
- **Interviewing** involves helping clients prepare for job interviews.
- **Life skills** entail day-to-day living skills, dress, banking, etc.
- **Resume writing skills** include preparation of resumes as well as content and design.
- **Subsidized on-the-job training** means stipends to help clients continue training while working.
- **Workplace literacy** is literacy training specific to employment.
Job Placement and Retention:
- **Career path/mobility** refers to helping clients move up the career ladder after placement through training and additional services.
- **Direct employment** is any employment that an agency directly provides its clients.
- **Job clubs/support groups** comprise any formal means of bringing clients together to share workforce experiences and successes.
- **Job development** means helping to create jobs elsewhere.
- **Job placements** are jobs that the agency provides for clients in conjunction with an employer.
- **Job retention counseling** is on-going dialogue with clients to help them retain employment.
- **Job search assistance** involves helping clients identify job openings.
- **Workplace modification** consists of any modification that the agency makes with an employer to support clients with special needs.

Support Services:
- **Bus passes or stipends** include Tri-Met passes or money to purchase them.
- **Childcare services or stipends** include direct service or stipends for childcare provided by the agency.
- **Drug/alcohol treatment** means any direct treatment provided by the agency or a partner.
- **Housing assistance** involves any monetary or placement assistance for clients.
- **Language services** include translation and ESL.
- **Ride sharing** refers to any effort by the agency to connect clients with rides to and from work.
- **Shuttles** are either direct provision of transportation or a partnership with another agency to provide transportation to work sites.
- **Stipend for work clothing** may include money to buy clothing or a clothing service.
- **Telephone/voice mail** refers to the agency providing message services for clients.
- **Wage subsidies** refer to the agency providing extra monetary assistance for clients who have just entered the workforce.
APPENDIX C.

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APPENDIX D.

Interview Tool
Workforce Development Network Survey

Interviewer: ___________ Date: ___________
Organization: ________________________________________________________________
Address: ___________________________________________________________________
Phone: ___________ Fax: ___________
email: ___________ website: ___________
Executive Director: ___________________________________________________________________
Workforce Development Contact(s): ___________________________________________________________________

Section 1: The Program

Overview of Primary Workforce Services (fill in prior to interview if possible):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
How do people learn about your services?

☐ Outreach

☐ Referral (primary agencies)

☐ Walk-in

☐ Other

Amount of time the agency has been in operation: _______ years _______ months

Amount of time in workforce development: _______ years _______ months

What services do you provide for the majority of your clients and what is the duration of each service?

**Pre-employment assessment:**

- ☐ Skills assessment
- ☐ Job shadowing in the community
- ☐ Assessment of barriers to employment
- ☐ Mentoring
- ☐ One-on-one employment counseling
- ☐ Case management to overcome barriers
- ☐ Internships/volunteer experience
- ☐

**Duration:**

- 

**Training services:**

- ☐ Basic skills (3 Rs)
- ☐ Adult Basic Education

Do you have clients specific to your ABE program?  ☐ Yes ☐ No

If yes, where are they referred from?

- ☐ GED preparation
- ☐ ESL training
- ☐ Basic computer skills
- ☐ Interviewing
- ☐ Resume writing skills
- ☐ Childcare provided during training
- ☐ Life skills (dress, etiquette
- ☐ Workplace literacy
- ☐ Family literacy
- ☐ Citizenship preparation
- ☐ Subsidized on-the-job training
- ☐
Do you have a sectoral job strategy?  □Yes  □No

Do you provide industry-specific training?  □Yes  □No
If yes, what kinds? ______________________

Job placement services and retention:
□Direct employment at agency
□Job development (creating jobs elsewhere)
□Job placements
□Job search assistance (identifying openings)
□Job retention counseling
□Job retention assistance to employers
□Career path/mobility
□Jobs clubs/support groups
□Workplace modification/support for disabled clients

Support services:
□Childcare services or stipends
□Housing assistance
□Bus passes or stipends
□Ride sharing
□Shuttles
□Drug/alcohol treatment
□Stipend for work clothing
□Telephone/voice mail
□Language services (list) ______________________
□Wage subsidies
□____________________

If you can't provide services, who do you frequently refer clients to?
__________________________________________
__________________________________________
__________________________________________

3
Services cont.

What outside challenges do your clients face in securing family wage or entry-level jobs (i.e. transportation, housing, discrimination, childcare, driver's license, addictions, etc.)?
Section 2: About the Client

2.1 Eligibility Requirements (based on the needs of funders)

2.2 Description of Population Served and Estimated Percentages Served:

Targeted populations:
- Basic Skills Deficient __%  Ex-offender __%
- Substance abusers __%  Homeless __%
- No H.S. diploma __%  Welfare __%
- Physically disabled __%  Mentally disabled __%
- Learning disabled __%  Hearing impaired __%

Geographic location:
- Multnomah County ___%  City of Portland ___%
- East County (not Portland) ___%  NE ___%  North ___%
- Washington County ___%  Downtown ___%  NW ___%
- Clackamas County ___%  Inner SE ___%
- Inner SE ___%
- Outer SE ___%
- SW ___%

Race:
- Non-Hispanic white ___%  African-American ___%
- Native American ___%  Asian/Pacific Islander ___%
- Hispanic ___%

Gender:
- Male ___%  Female ___%

Age:
- 17 & under ___%  18-54 ___%  55+ ___%
Section 3: Capacity, Placement, and Retention

3.1 Capacity:

Estimated number of clients served annually: ______________________

Estimated number of clients placed in jobs annually: ______________________

Waiting list for services? □ Yes □ No

If so, how long? __________ weeks/months

Does the need exceed the service available? __________

3.2 Placement (annually)

Types of jobs? □ Permanent (___ %) □ Temporary (___ %)

□ Full-time (___ %) □ Part-time (___ %) (less than 32 hrs. a week)

□ Service ___ % □ Retail ___ % □ Manufacturing ___ %

□ Hi-tech ___ % □ _____________________________ %

Average starting wage: _______ hour __________ month ________ annual

Benefits: □ Health □ Dental □ Childcare subsidies □ Flex-time

□ Transportation □ Other _____________________________

Name(s) of employers with whom you frequently place clients?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

How do you get feedback from employers once placements are completed?

_________________________________________________________________
3.3 Retention

Do you track retention?  □ Yes  □ No

If yes, how?  □ Phone  □ Visit

For how long? ____________________

Percentage of those placed who were still on the job:
________________________________________________________
________________________________________________________

To what extent do you have repeat clients and why?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Section 4: Funding Sources

What are your Primary Funding Source(s) or the percentages from each funder?:

☐ JTPA
  ☐ Title ________________
  ☐ Displaced Worker

☐ Multnomah County General Funds
☐ Washington County General Funds
☐ City Funds (Name of city ____________ )
  ☐ CDBG

☐ Revenue generated from a profit-making venture
☐ Private Donors
☐ Foundations:

________________________________________________________________________

________________________________________________________________________

☐ Grants:

________________________________________________________________________

☐ Other:

________________________________________________________________________
Section 5: Partnerships

With what agencies do you have Partnerships? (A partnership is an explicit agreement with another agency involving shared resources, not solely funding.)

☐ Mt. Hood Community College  ☐ Portland Community College
☐ Adult and Family Services  ☐ City of Portland BHCD

☐ Oregon Employment Dept.  ☐ Vocational Rehabilitation Division
☐ Dept. of Corrections

☐ Portland Development Commission
☐ Urban League

☐ Other

# of employees at organization: __________

Do you have a non-profit status? (list status) __________

May I have a copy of your annual report?